

Spain

Overview of the Vocational Education and Training System

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Title: Spain: overview of the Vocational Education and Training System in 2005

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Abstract:

This is an overview of the VET system in Spain. Information is presented according to the following themes:

1. General policy context - framework for the knowledge society;
2. Policy development - objectives, frameworks, mechanisms, priorities;
3. Institutional framework - provision of learning opportunities;
4. Initial education and training - pathways and transition;
5. Continuing vocational education and training for adults;
6. Training VET teachers and trainers;
7. Skills and competence development and innovative pedagogy;
8. Validation of learning - recognition and mobility;
9. Guidance and counselling for learning, career and employment;
10. Financing: investment in human resources;
11. European and international dimensions: towards an open area of lifelong learning.

This overview is part of a series produced for each EU Member State (plus Norway and Iceland). Each report is prepared by Cedefop's national network member (ReferNet) and is updated on an annual basis: this one is valid for 2005. Later editions can be viewed at http://www.trainingvillage.gr/etv/Information_resources/NationalVet/ where more detailed thematic information on the VET systems of the EU can be found.

Keywords:

training system; training policy, initial training, continuing vocational training, training of trainers, skill development, vocational guidance, recognition of competences, validation of non formal learning; financing of training

Geographic term:

Spain

THEMATIC OVERVIEWS



Spain

01 - GENERAL POLICY CONTEXT - FRAMEWORK FOR THE KNOWLEDGE SOCIETY

See 0101-0104

0101 - POLITICAL AND SOCIO-CULTURAL/ECONOMIC CONTEXT

Spain is a country in the south-west of Europe occupying the greater part of the Iberian Peninsula, as well as the archipelagos of the Balearic Islands (in the Mediterranean) and the Canary Islands (in the Atlantic Ocean). It also has territory on the north coast of Africa.

Under the Spanish Constitution of December 27 1978, Spain became a parliamentary monarchy based on social values, democracy and the rule of law. The previous centralised regional structure was replaced by a new model of Comunidades Autónomas (Autonomous Regions), provinces (50 in all) and municipalities. The Autonomous Regions (17 plus the autonomous cities of Ceuta and Melilla) have their own legal identity. The regions considered distinctive for linguistic, cultural or historical reason have received a greater transfer of powers from central government.

However, the trend is now for greater uniformity of powers. In fact, the Autonomous Regions now have responsibilities for education and training, consisting of implementing and developing the national standards and regulating the non-essential aspects of the education and the vocational training system, as well as executive and administrative powers to manage the system in their own regions.

Article 27 of the Constitution establishes the basic rights to education. Article 40.2 explicitly establishes the duty of public authorities to promote vocational retraining and training.

The right of education is recognized for the resident foreign population in Spain in the article 13, where the Spanish Constitution establishes that "Aliens in Spain shall enjoy the public freedoms guaranteed by the present Part (PART I, articles 10 to 55, Fundamental Rights and Duties, where is included the basic rights to education), under the terms to be laid down by treaties and the law".

0102 - POPULATION AND DEMOGRAPHICS

Spain occupies a total surface area of 505 990 km², 85 % of which is on the Iberian Peninsula.

The number of inhabitants in 2000 was 40 499 791, with women slightly outnumbering men (51.06 %), according to the latest figures from the Municipal Census. The population density is an average of 80.03 people per square kilometre, with wide variation: in general, the density in the coastal areas is higher than inland, with the exception of Madrid.

During the last 30 years, changes in the Spanish population have not been constant and the age structure of the Spanish population has altered significantly. Thus, whereas the population grew relatively fast until 1981 (an increase of 3 640 824 people in ten years), in the eighties and nineties growth was more moderate (an increase of only 1 189 913 inhabitants from 1981 to 1991 and 1 627 523 from 1991 to 2000). As a result, there has been a narrowing of the base of the population pyramid and, at the same time, the over-65 population has increased.

The number of inhabitants in 2001 was 41 116 842, according to the National Statistical Institute census. Part of the population increase is caused by immigration, especially from the middle of the 1990s. As a result, in 2002 the total population was 41 837 700 from which 4,72% were foreigners (see table below, removed from DI 0101).

Total population 41.837.700

Spanish population group (15-39) broken down by age intervals in 2002 (*)

AGE GROUP	Nº	%
15-19	2.502.700	5.96
20-24	3.249.598	7.77
25-29	3.626.324	8.67
30-34	3.515.143	8.40
35-39	3.415.251	8.16

Foreign population in Spain 2002 by origin (*)

TOTAL FOREIGN POPULATION	1.977.946 (4, 72% over Spanish population)
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FROM EUROPEAN UNION	498.813 (1, 16% over Spanish population)
OUT OF EUROPEAN UNION	1.488.133 (3, 56% over Spanish population)

(*) Source : INE. Anuario Estadístico de España

The demographic forecasts for 2025 by age group are as follows

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AGE GROUP	NO. OF INHABITANTS
UNDER 25 YEARS OF AGE	10 346 292
25- 59 YEARS OF AGE	20 545 494
OVER 60	12 588 633
	43 475 804 (*)

(*) This trend is indexed using the 1991 Census as the base year

Source: Instituto Nacional de Estadística (INE) National Statistical Institute

Regarding the non university education, for the academic year 2001-2002 the number of pupils was 6.830.185 (14, 28 % over Spanish population).

The net schooling rate by age or age groups are:

AGE OR AGE GROUP	PERCENTAGES
3 YEARS OF AGE	92, 7 %.
FROM 4 TO FIFTEEN YEARS	100 %
16 YEARS OLD	82, 6 %
17 YEARS OLD	72, 4 %

0103 - ECONOMY AND LABOUR MARKET INDICATORS

CONSUMER PRICE INDEX	
1992	5,9
1995	4,7
1999	2,3
2001	3,6
2002	3,5
2003	3,00

Source: Bank of Spain

STRUCTURE OF THE PRODUCTION BY ECONOMIC SECTORS (PERCENTAGES)		
	1996	2001
AGRICULTURE	5,1	4,05
INDUSTRY	29,4	30,4
SERVICES	65,5	65,7

Source: INE

EMPLOYMENT RATE (4TH QUARTER. POPULATION OVER 16)					
YEAR	1991	1996	2001	2002	2003
BOTH SEXES	42,3	40,3	47,7	54,30	55,38
MALES	59,1	54,1	61,6	67	67,55
FEMALES	26,4	27,3	34,6	42,32	43,90

Source: EPA

EMPLOYMENT BY ECONOMIC SECTORS				
	1991	1996	2001	2003
AGRICULTURE	1.267.800	1.056.000	1.007.200	951.900
INDUSTRY	4.315.900	3.907.300	5.042.600	5.067.400
SERVICES	7.431.500	8.036.500	10.071.200	10.842.800
TOTAL	13.015.200	12.999.800	16.121.000	16.832.000

Source: EPA

UNEMPLOYMENT RATE					
	1991	1996	2001	2002	2003
BOTH SEXES	16,9	21,7	10,5	11,36	11,30
MALES	12,7	17,1	7,5	8,05	8,17
FEMALES	24,7	29,2	15,2	16,36	15,91
< THAN 25 YEARS	31,1	42,0	21,0	24,8	26,17

Source: EPA

EDUCATION EXPENDITURE IN SPAIN/GDP	
1997	4,7of the GDP
2001	4,5 of the GDP
2003	4,5% of the GDP

Source: INE

GDP AT 1995 CONSTANT PRICES. IN MILLIONS OF EUROS	
GDP 1991	418.934,3
GDP 1997	609.734,0
GDP 2001	743.046,0

Source: INE

0104 - EDUCATIONAL ATTAINMENT OF POPULATION

According to the data shown in Table 1014, which deals with the percentages of the Spanish population between 25 and 64 years of age who have an upper secondary education degree or post-secondary non-tertiary education degree (ISCED levels 3-4), the percentage is low (18%) when compared to the European average. However, this figure should be taken in the context of other formative cycles that are also reflected in this table, and in relation to the traditional organisation of degrees and accreditation of the Spanish Education System.

Taking into account the relationship between different formative levels, the table shows ISCED levels 5-6 in Spain as representing the 25% of the total population between 25 and 64 years of age, compared to the European average, which is 21%. This is explained by a growing tendency among young people to continue with purely academic education upon completion of their compulsory education, instead of choosing Vocational Training options.

With respect to the high percentage of the Spanish population between 25 and 64 years of age found to have ISCED educational level 0-2, it is important to mention that 80% of elderly people over 50 in Spain have such a level (OECD indicators. Education at glance 2002), which points to the relatively recent access to general education of the Spanish population (it was not until 1970 that the General Education Law was passed). On the other hand, it is necessary to take into account the traditional lack of official recognition of professional experience, as well as the fact that the education system does not recognise non-compulsory education when granting their accreditation.

To improve this situation, a policy for education and training is being promoted by all public agencies, focusing on lifelong learning and recognising professional experience through the National System of Professional Qualifications (Organic Law 5/2002 from 19 June) and Professional Certificates RD 1506/2003, from 28 November.

Another objective that is currently being tackled by education authorities is to substantially reduce the number of young people who abandon the system before they attain a basic degree, given the high rate of school dropouts among young people between 16 and 25 years of age.

Another important goal is to increase the currently low number of young people who go for a career in science, technology and "new" professions.

02 - POLICY DEVELOPMENT - OBJECTIVES, FRAMEWORKS, MECHANISMS, PRIORITIES

The proportion of the population in education is growing in all age groups, and in particular between the ages of 16 and 19, where it has increased from 73.6% in 1997 to 77.1% in 2003.

The most important recent measures have been two constitutional laws on educational quality and training, regulating the pre-university levels of the educational system.

THE QUALITY OF EDUCATION ACT

The measures included in the Organic Law 10/2002, the Quality of Education Act (LOCE), will be implemented once the provisions of the royal decrees regulating the LOCE calendar and curriculum are enforced.

These measures encourage young people to remain in education, thanks to the flexibility of the system, as explained below.

Continuous education is one of the priorities of the LOCE under its Section III, which enables every citizen to receive a basic school certificate and continue on to the Baccalaureate (Bachillerato) and Vocational Training courses with no further academic requirements.

The system will require educational authorities to collaborate with other public authorities involved in the training of adults, and in particular, with the labour authorities.

THE VOCATIONAL QUALIFICATIONS AND TRAINING ACT

The Constitutional Law 5/2002, the Vocational Qualifications and Training Act, was dealt with in detail in the NAP 2002. It is a modular system of vocational training and academic and career guidance, responsive to changes in occupational skills needs. It organizes training and vocational guidance using feedback from the authorities and social agents involved and establishes guidelines for the National System of Qualifications.

MAIN FEATURES OF POLICIES FOR THE PERIOD 2003-2006

Based on the above mentioned constitutional Laws, the most recent policy developments are the following:

THE TRAINING OF WORKERS

The Tripartite Foundation (now the National Foundation for Training in Employment) has steadily increased its resources from 763 million euros in 2002 to 854 million euros in 2003. The number of workers benefiting from this

training increased from 1.3 million in 1997 to an estimated 1.8 million in 2002, of whom 45.4% were employed in SMEs.

Continuing training now extends to groups which were not included before the EES, such as the self-employed and partners in co-operatives. These represent about 10% of workers currently receiving this training. The finance received by these groups is 72 million euros.

When offering financial support for training, priority is given to women, workers over 45 years of age and the unskilled; priority is also given to training in new technologies. The proportion represented by these groups out of the total number of workers trained is 18.54% for workers over 45 years of age, 42.38% for women and 38.39% for unskilled workers.

The new model (Royal Decree 1046/2003 of 1 August) establishes reductions in social security contributions for companies which train their employees, and gives small and medium-sized enterprises special treatment (the smaller the company, the greater the reductions).

The companies will be able to deliver training themselves or through the employers' organizations, trade unions or specialist training bodies. The aim is to create a flexible, objective, efficient and transparent management model, which guarantees finance for companies with the minimum of red tape. The new model also applies strict control systems to the financing of continuing training in order to prevent fraud.

THE NATIONAL SYSTEM OF QUALIFICATIONS AND VOCATIONAL TRAINING

Three new vocational training diplomas have been agreed on, so that now there are 142 in the Catalogue of Vocational Training at the middle and higher level. In addition, a new law has been passed creating the qualifications of Vocational Training Technician and Higher Technician (Royal Decree 942/2003 of 18 July). This means that everybody can use these qualifications as a reference for validating the skills they have acquired, whether totally or partially.

In terms of the Occupational Aptitude Certificates (Certificados de Profesionalidad), there is now a range of 130 categories. The number will be increased, and improvements made in their subject matter and procedure. Before the end of the year the government will approve the law regulating the award of the Occupational Aptitude Certificates.

From the year 2004 anyone who is able to prove one of the skills established in the certificates, whether totally or partially, will have the skill officially recognized with a certificate from the year 2004.

0201 - OBJECTIVES AND PRIORITIES

The overall VET objectives for the 1998-2002 period were set out in the Nuevo Programa Nacional de Formación Profesional (New National Vocational Training Programme), a five-year working programme passed by the Council of Ministers in March 1998. The programme has been a major contributor towards active policies promoting stable employment, and vocational and social training both for teachers and trainees, as well as the development of human resources in companies

The Spanish government has adopted a comprehensive approach to raising levels of education, literacy and training for people of working age. The education system, in particular secondary and higher education, encourages links and partnership agreements with local companies. Given the high dropout rate among people aged 16 - 25, a core objective of the measures is to reduce substantially the number of young people who leave the system without basic qualifications. It is also important to increase the low numbers of young people studying science, technology and the "new" professions.

Since 1997, the government has introduced important changes in education and vocational training. As a result of these policies, the number of young people of between 20 and 24 years of age who have not obtained at least higher secondary qualifications or who are not studying fell by 19% between 1997 and 2001 (Labour Force Survey data).

With regard to Spanish National Action Plan for Employment, the national objectives are:

ACCESS TO PERMANENT EDUCATION FOR ADULTS

Adults have access to basic education in various ways: they can obtain the certificate for Educación Secundaria Obligatoria (compulsory secondary education) through specific tests and the Bachillerato (baccalaureate) via distance learning (CIDEAC); take presential middle and higher university-level training courses, with access by tests for mature students without academic qualifications; and prepare for other formal education. In 2001, 432 134 adults took part in specially-designed courses. This number could increase according to need.

VOCATIONAL AND CONTINUING TRAINING

Training will be given to 506 000 unemployed people in 2002 (23 % of the unemployed total), including training organised by Autonomous Regions using their own budgets. The Spanish government aims to maintain a rate of increase of around 2 percentage points a year in the number of unemployed being trained. In addition, a planned 2 667 040 workers, or 18 % of the total working population, will have received continuing training financed by public funds (others receive training from companies: see Guideline 15). An increase of 1.5 percentage points in the following two years is anticipated.

03 - INSTITUTIONAL FRAMEWORK - PROVISION OF LEARNING OPPORTUNITIES

See 0301, 0302,0303

0301 - ADMINISTRATIVE FRAMEWORK

The administrative framework of VET in Spain is as follows, in each of its three subsystems:

SISTEMA DE FORMACION PROFESIONAL		
SUBSISTEMA DE FORMATION PROFESIONAL INICIAL/REGLADA	SUBSISTEMA DE FORMATION PROFESIONAL OCUPACIONAL	SUBSISTEMA DE FORMATION PROFESIONAL CONTINUA
Gestion: - MEC - CCAA	Gestion: - INEM - CCAA - Otros	Gestion: - Agentes Sociales - Administracion Publica - Otros

TRANSLATION OF ABOVE DIAGRAM

THE VOCATIONAL TRAINING SYSTEM

SUBSYSTEM OF INITIAL VOCATIONAL TRAINING

Management:

Ministry of Education and Culture
The Autonomous Regions

SUBSYSTEM OF VOCATIONAL TRAINING FOR THE UNEMPLOYED

Management:

INEM (Ministry of Labour and Social Affairs)
The Autonomous Regions
Others

SUBSYSTEM OF CONTINUING VOCATIONAL TRAINING

Management:

The Central government social partners

Responsibility for initial vocational training lies with the education authorities (Ministry of Education, Culture and Sport), though this has now been transferred to the authorities of the 17 Autonomous Regions.

Responsibility for vocational training for the unemployed lies with the Ministry of Labour and Social Affairs and has been transferred to all the Autonomous Regions except the Basque Country.

Continuing training is administered jointly between central government (Ministry of Labour and Social Affairs) and the social partners through the Tripartite Foundation for Training and Employment.

RESPONSIBILITIES FOR EDUCATION AND INITIAL VOCATIONAL TRAINING (FORMACIÓN INICIAL):

A. CENTRAL GOVERNMENT (MINISTRY OF EDUCATION, CULTURE AND SPORT) IS RESPONSIBLE FOR:

- The enactment of basic standards which implement the constitutional right to education by establishing general rules for the educational system.
- Setting minimum standards for teaching centres.
- Establishing the overall education programme, setting the minimum contents of education programmes, and regulating the validity of academic and occupational qualifications across Spain.
- Guaranteeing the right and obligation to know the Spanish language, without impairing the right of those Autonomous Regions with languages of their own establish their own standards guaranteeing that individuals know and use their own linguistic heritage.

B. THE AUTONOMOUS REGIONS:

The Autonomous Regions are responsible for the regulatory development of the basic national standards and the regulation of the non-basic elements or aspects of the education system, as well as having executive and administrative management authority over the education system in their own regions, except a limited number of such powers which remain the responsibility of central government.

RESPONSIBILITIES FOR VOCATIONAL TRAINING OF THE UNEMPLOYED (FORMACIÓN OCUPACIONAL)

A. CENTRAL GOVERNMENT (THE MINISTRY OF LABOUR AND SOCIAL AFFAIRS) IS RESPONSIBLE FOR:

- Implementing the Plan Nacional de Formación e Inserción Profesional FIP (National Vocational Education and Training Plan);
- Implementing the National Plan for School-Workshops, Trade Learning Centres and Employment Workshops (programming, organisation and

management, and the issue, accreditation or recognition of vocational certificates);

- Running the National Census of vocational training centres and collaborating agencies, in which the centres and collaborating agencies administered by the Autonomous Regions will be included;
- Keeping national vocational training statistics (students, centres, resources, costs and documentation) for general use throughout Spain;
- In exceptional cases, owning and administering of one or various National Vocational Training Centres located in Autonomous Region with devolved powers in this respect;
- Regulating the conditions for obtaining, issuing and recognising labour certificates as valid throughout Spain;
- Implementing the Plan Nacional de Prospección de Necesidades del Mercado de Trabajo (National Plan for the Investigation of Labour Market Needs), which sets up a jobseeker qualification programme and regulates the Observatorio Permanente (permanent monitoring system) of the labour market;
- Cooperating at an international bilateral and multilateral level in vocational training for the unemployed;
- Initiating high-level inspection procedures.
- Representation on the Economic and Social Council, the General Council for Vocational Training (in which the social partners have input) and the sectoral conferences on labour and social affairs.

The process of transferring responsibilities for implementing labour standards and the regulating the employment policies from the central government to the Autonomous Regions has been completed in all regions except the Basque Country and the cities of Ceuta and Melilla.

B. AUTONOMOUS REGIONS:

The labour councils or departments with devolved responsibilities for vocational training are responsible for:

- Programming, organising, managing, administrating and inspecting the provision of training, according to the Plan FIP (Training and Employment Plan);
- Drawing up operating contracts covering their regions;
- Authorising and validating the courses organised by collaborating centres within the regions;
- Selecting students in accordance with the priorities and preferences established in the Plan FIP (pre-selection is carried out in collaboration with the INEM);
- Running the vocational training centres which used to belong to the INEM (fixed centres, action units and the mobile teams within the region at the time);
- Preparing, enacting and implementing investment programmes in line with national economic policy;
- Recording the centres and collaborating agencies within their region, in partnership with the General Register of the INEM;
- Issuing vocational qualifications or certificates in line with generally accepted standards;
- Monitoring vocational training for the unemployed within their region.

C. LOCAL GOVERNMENT

Municipalities cannot function as labour authorities. They can promote the setting up of School-Workshops, Trade Learning Centres or Employment Workshops. This involves applying for the corresponding grant, though apart from the subsidies received from the European Social Fund and the INEM, they have to offer some of their own material and economic resources to cover part of the costs. Local authorities can also promote Unidades de Promoción y Desarrollo (Promotion and Development Units) when they cover a comarca (a traditional geographical area made up of a number of towns or villages), or Centros de Iniciativa Empresarial (Entrepreneurship Centres).

Many municipal councils have implemented their own initiatives in the field of adult education. The rural municipalities usually use the same classrooms for their adult education programmes as they do for basic adult education. Hiring teachers is usually done through agreements with the appropriate educational Administration. The larger municipalities which do not offer public adult education or which offer insufficient public adult education have implemented their own adult education initiatives, especially in the form of centres dedicated to basic education or public universities dedicated to non-formal education. In some regions, such as Madrid, community adult education services are offered through regional centres where the teachers, hired through agreements to serve the student body of the various classrooms located throughout the towns of the community

CONTINUING VOCATIONAL TRAINING (FORMACIÓN CONTINUA):

The social partners and the labour authority (Ministry of Labour and Social Affairs) share the powers and responsibilities for continuing vocational training. See 0303.

0302 - LEGISLATIVE FRAMEWORK FOR VOCATIONAL EDUCATION AND TRAINING

THE 1978 CONSTITUTION

The 1978 Constitution establishes the basic legislation on education. Article 40.2 explicitly establishes the duty of public authorities to promote vocational retraining and training.

La Ley Orgánica Reguladora del Derecho a la Educación LODE (Right to Education Act) of 1985, and five years later the [LOGSE](#) were both laws which developed the Constitutional provisions. They were modified by two new laws: the Ley de la Formación Profesional y de las Cualificaciones Profesionales (Vocational Training and Qualifications Act) which affects the aspects mentioned in the title; and Law 10/2002 Calidad de la Educación (Educational Quality Act).

LEGAL DEVELOPMENT

The LOGSE marked the start of a process of comprehensive reform of vocational training including a renewal of its contents, with the collaboration of the Ministry of Education, the Autonomous Regions and labour market experts. The first step was the enactment of general basic guidelines of a common structure for vocational schooling, leading to the adoption of a system of vocational qualifications and their corresponding minimum educational content for the whole country.

The Autonomous Regions have completed work relating to this basic guideline, establishing the curriculum of training courses for their region corresponding to each qualification. The education centres must develop this curriculum by preparing curriculum projects and the annual projects, whose objectives, content, evaluation criteria, follow-up and methodology must reflect the needs of the trainees involved and the training possibilities available to them.

The Estatuto de los Trabajadores (Workers' Statute) establishes that "in-company promotion and vocational training" is a basic workers' right.

The 2002 Qualifications and Vocational Training Act aims to consolidate the three vocational training subsystems into one. The Act states that vocational training includes all training actions that provide access to employment and active participation in social, cultural and economic life and allow workers to carry out their job with the necessary skills. It includes training at the level of initial vocational training, measures for the entry or re-entry of the unemployed into the labour market, and continuing in-company training enabling workers to acquire and continuously update their vocational skills

The law has also created the National System of Qualifications and Vocational Training, with the following objectives:

- to train for the efficient performance of jobs, to promote the delivery of up-to-date quality training adapted to the needs of the labour market and workers' own vocational training;
- to provide suitable information and guidance on questions of vocational training and qualification for employment;
- to ensure that the training provided includes measures to help with business skills and self-employment, as well as to promote entrepreneurship;
- to officially evaluate and accredit vocational qualifications, however they have been acquired; and to promote public and private investment for training workers and optimising resources dedicated to vocational training.

The "National Catalogue of Vocational Qualifications" has been created at the institutional level to match training to labour market needs, and promote lifelong learning and the mobility of workers within a unified labour market. The catalogue covers the whole country and includes the qualifications identified as needed by the economy and their corresponding training, organised into training modules included in a modular catalogue of vocational training.

TRAINING OF WORKERS

The III National Agreements for Continuing Training (December 2000) for the period 2001-04 regulate the system of continuing training through social dialogue and collective bargaining. The responsibility for their development and administration reside with the social partners through a joint management model with central government represented by the Ministry of Labour and Social Affairs through the INEM. The delivery of training is the responsibility of the Tripartite Foundation for Training and Employment.

The Constitutional Tribunal ruled on 25 April and 17 October 2002 that certain aspects of the regulations relating to continuing training in Spain were unconstitutional. As a result, the management model which will come into effect on 1 January 2004 has been modified, following a reasonable level of agreement from the social partners.

The new model (Royal Decree 1046/2003 of 1 August) establishes reductions in social security contributions for companies which train their employees, and gives small and medium-sized enterprises special treatment (the

smaller the company, the greater the reductions). The companies will be able to deliver training themselves or through the employers' organizations, trade unions or specialist training bodies. The aim is to create a flexible, objective, efficient and transparent management model, which guarantees finance for companies with the minimum of red tape. The new model also applies strict control systems to the financing of continuing training in order to prevent fraud.

THE QUALITY OF EDUCATION ACT (LOGSE)

The Quality of Education Act establishes that the purpose of lifelong learning is to allow all individuals to receive education throughout their lives and so acquire, update, and broaden their skills and knowledge for their personal or occupational development. In order to achieve this objective, the educational authorities will collaborate with other public authorities with responsibilities for the training of adults and, in particular, with the labour authorities.

Responsibilities of the social partners		
	RESPONSIBILITIES OF THE SOCIAL PARTNERS	TYPE OF INTERVENTION (CONSULTING/DECISION-MAKING, DIRECTLY/INDIRECTLY)
AT THE NATIONAL LEVEL	General Vocational Training Council	Advising the government on issues related to Vocational Training Drafting and presenting a National Vocational Training Plan to the Government for its approval.
	General Council, National Public Employment Service, INEM	Proposing measures to better meet the objectives for which the institute was founded, such as vocational training management.
AT THE REGIONAL LEVEL	Autonomous Vocational Training Councils	Drafting Autonomous Vocational Training Programmes
AT A SECTOR LEVEL	Sectorial Peer Commissions for Continuing Training (FC)	Monitoring Continuing Training in their corresponding sector.
AT COMPANY LEVEL	Collective agreements within the company	Drafting Training Programmes within the company.

0303 - ROLE OF SOCIAL PARTNERS

At a national level, the social partners are represented in the General Council for Vocational Training, which is a joint consultative body advising the government on vocational training. The Autonomous Regions' vocational training councils act in the same way at regional level. These councils, regardless of the geographical area they cover, are made up of representatives from the government, trade unions and employers' organisations

LOGSE AND THE COORDINATED TRAINING

The LOGSE introduced the idea of participation by the social partners in the planning and administration of vocational training. This principle is called *formación concertada* (coordinated training), as it involves a close relationship and exchange of services between the business sector and the education system.

Coordinated training is being developed through a series of measures:

- The educational authorities and labour experts are working together to prepare a catalogue of vocational qualifications in order to establish what training is to be provided within the educational system.
- Inclusion of an in-company training module within the training courses.
- Other initiatives, such as the training of teachers for in-company training, the involvement of technological experts from industry to teach in vocational training centres, and the delivery of training from these centres to companies.
- A system by which work experience can be credited towards training in specific training courses, in particular the in-company training module, so that

trainees with previous work experience can capitalise on the knowledge they have acquired.

The aim of all these initiatives is to create a better link between vocational training and the world of work.

VOCATIONAL TRAINING OF WORKERS AND SOCIAL PARTNERS' PARTICIPATION

In the last ten years, one of the main pillars of the government's policy on continuing training was the creation of the Fundación para la Formación Continua FORCEM (Foundation for Continuing Training) in 1993 to manage the training of workers. Subsequently, and following the I National Continuing Training Agreement (1993-96), management of continuing training became the responsibility of the FORCEM Foundation, whose management bodies were bipartite in nature, with representation from employers' organisations and trade unions.

The Foundation maintained the name FORCEM until the III National Continuing Training Agreements (2000-04), when it was changed to the Tripartite Foundation for In-company Training, managed by representatives from the main employers' organisations and trade unions and central government in the form of the Ministry of Labour and Social Affairs.

Continuing training in Spain is funded through the vocational training levy from workers and employers, the European Social Fund and private contributions.

The continuing training provided by public funds since 1986, originally within the framework of the Plan FIP, is funded through the vocational training levy which is equivalent to 0.7 % of the total wage bill, with 0.6 % being paid by the employer and the remaining 0.1 % by the worker. This is collected by the General Treasury of the Social Security.

The Tripartite Agreement (III National Agreements for Continuing Training, December 2000) includes guarantees of the importance of the social partners in the development of continuing training and its link with collective bargaining at a sectoral level. The social partners also participate in the Foundation in two other ways: first, on the Board which administers and represents the Foundation (9 representatives from employers' organisations, 9 from the trade unions and 9 from government). Secondly, they have a share in the management through the Board's representative commission, whose functions include preparing proposals for public subsidies prior to their presentation to the Board.

SOCIAL PARTNERS' ROLE IN THE VOCATIONAL TRAINING FOR UNEMPLOYED

The social partners participated in the technical support groups preparing the sectoral studies used as references to establish the [Plan FIP](#)

They will also take part in the accreditation process for the skills acquired through work experience when this system is established under the new Qualifications and Vocational Training Act.

	RESPONSIBILITIES OF THE SOCIAL PARTNERS	TYPE OF INTERVENTION (CONSULTING/DECISION-MAKING, DIRECTLY/INDIRECTLY)
AT THE NATIONAL LEVEL	General Vocational Training Council	Advising the government on issues related to Vocational Training Drafting and presenting a National Vocational Training Plan to the Government for its approval.
	General Council, National Public Employment Service, INEM	Proposing measures to better meet the objectives for which the institute was founded, such as vocational training management.
AT THE REGIONAL LEVEL	Autonomous Vocational Training Councils	Drafting Autonomous Vocational Training Programmes
AT A SECTOR LEVEL	Sectorial Peer Commissions for Continuing Training (FC)	Monitoring Continuing Training in their corresponding sector.
AT COMPANY LEVEL	Collective agreements within the company	Drafting Training Programmes within the company.

0401 - BACKGROUND TO THE IVET SYSTEM AND DIAGRAM

[Diagram of the education and training system](#) (In attached file)

Number of students in the various pathways of secondary education and percentages in public establishments, 2001-2002

	NUMBER OF PUPILS	% OF PUPILS STUDYING IN PUBLIC ESTABLISHMENTS
Educación Secundaria Obligatoria ESO (Compulsory secondary education)	1.901.238	65,6
Students of Bachillerato (Upper secondary education general branch)(*)	677.554	74,7
FORMACIÓN PROFESIONAL ESPECÍFICA (SPECIFIC VOCATIONAL SCHOOLING) (POST-COMPULSORY)		
Grado medio (medium grade)	212.627	72,0
Grado superior (higher grade)	212.066	74,6
Social Guarantee programs (**)	42.027	69,7
STUDENTS STILL STUDYING UNDER THE 1970 SCHOOL REGIME (BEFORE THE LOGSE)		
Curso de Orientación Universitaria COU (University preparation course)	13.068	93,0
Vocational Training (LGE)	29.380	70,8
DISTANCE STUDY		
1970 school regime: Bachillerato Unificado y Polivalente BUP (Unified General Baccalaureate) and Curso de Orientación Universitaria COU (University preparation course)	6.233	100
School Leaving Certificate	20.459	92,1
Modules profesionales (occupational modules)	2.243	100
TOTAL number of students in 2001-02	3.116.895	

(*) The Bachillerato certificate established by the Logse (Education System Reform Act) can be accessed by a two year- post-compulsory school course. It is targeted at students aged 16 and over.

(**) Students of Social Guarantee Programmes provided within educational establishments and activities outside them are included.

Source: Statistical Office (Ministry of Education)

GENERAL CHARACTERISTICS OF THE EDUCATIVE SYSTEM

The compulsory and free period of schooling established by the LOGSE of 1990 covers the ten year period from 6 to 16 years of age, and includes two educational stages: Primary Education from 6 to 12 years of age and compulsory secondary education from 12 to 16.

Compulsory education is considered a public service and, therefore, the responsibility of central government. It is provided by publicly-funded centres and publicly-subsidised private centres.

Initial Vocational Training in the Spanish education system is part of secondary education. This, in turn, is divided into compulsory secondary education and higher secondary education.

Compulsory secondary education as established by the LOGSE is defined as the final stage of basic education. It is comprehensive in nature and lasts from the ages of 12 to 16, in two two-year cycles.

The LOGSE defines the objectives of this stage as being to give students a basic grounding in culture, make them ready to exercise their rights and duties within society and to prepare them for entry into the labour market or access to middle-level Specific Vocational Schooling or the Bachillerato.

Specific Vocational Schooling is divided under the LOGSE into two educational levels, middle level and upper level (also called middle-level and upper-level "training cycles"), both of which lead to occupational qualifications. Middle-level Specific Vocational Schooling, which forms part of the secondary education system, is accessed after finishing ESO (compulsory secondary education); the upper level is accessed after the Bachillerato.

VOCATIONAL TRAINING CENTRES

Vocational training centres may be private or public.

Middle-level Specific Vocational Schooling may be given in dedicated centres or in centres teaching other schooling as well. Usually this form of education is offered together with compulsory secondary education and the Bachillerato in centres which are called Institutos de Educación Secundaria (secondary education institutes) in the majority of the Autonomous Regions.

In general, the centres which deliver upper-level Specific Vocational Schooling also offer middle-level training, although some Autonomous Regions are creating vocational training institutes exclusively for upper-level Specific Vocational Schooling.

All these centres must meet a series of requirements established nationwide. Among the most important are that the centres must offer at least two training cycles and that the maximum number of students per teacher is 30.

0402 - IVET AT LOWER SECONDARY LEVEL

Educación Secundaria obligatoria (Compulsory secondary education), ESO, is studied by all pupils once primary education has been completed. Compulsory secondary education as established by the LOGSE is defined as the final stage of basic education. It is comprehensive in nature and lasts from the ages of 12 to 16, divided into two educational cycles of two years each.

Compulsory secondary education is offered in secondary education centres that can also offer the Bachillerato (baccalaureate) and the Formación Profesional Específica (Specific Vocational Schooling). The secondary education centres can be either private or public and in the majority of the Autonomous Regions they are called secondary education institutes. At present it is possible, on an exceptional basis, for the first cycle to be taught in a primary education centre linked to a secondary education centre.

Basic vocational schooling, which is part of the system of compulsory secondary education (ESO) is limited at this stage to general technological education for all students as a specific area, and has to include not only technical training but also knowledge of social and economic realities. In addition, it has to introduce a diversified optional educational content that leaves room for vocational activities or experiences. This basic vocational schooling includes knowledge, abilities, attitudes and skills which are common to a large number of vocational profiles or techniques and guarantee multipurpose training. This is how the relationship between training and employment is promoted at this stage.

0403 - IVET AT UPPER SECONDARY EDUCATION (SCHOOL-BASED AND ALTERNANCE)

The first point to make is the difference between an academic or general pathway and a vocational pathway in upper secondary education.

GENERAL PATHWAY

NAME	BACHILLERATO (ESTABLISHED BY THE LOGSE)
PLACE IN THE SYSTEM	post-compulsory school course
QUALIFICATION OBTAINED	Bachillerato certificate
TRAINING VENUE	School
DURATION	2 years
TARGET GROUP AND TYPICAL AGE OF PUPIL	16 and over 1 st year: 16-17 2 nd year: 17-18

PROVIDERS	Secondary education centres (*) (are called secondary education institutes in most Autonomous Regions) public or private
FIELDS OF STUDY	up to now: Arts, Natural and Health Sciences, Humanities and Social Science, and Technology Since the Quality of Education Act: Arts, Science and Technology, and Humanities and Social Science
ACCESS REQUIREMENT	Graduate in Secondary Education certificate (Bachillerato in Art takes also into account the academic results in Art studies)
TRANSITION TO FURTHER STUDIES	upper-level Specific Vocational Schooling university

(*) The secondary education centres, apart from fulfilling a series of minimum requirements, must also offer at least two of the Bachillerato categories and have four classes as a minimum. The facilities must include a computer room, gymnasium and library. They must have appropriate spaces and facilities for the categories offered.

Basic vocational training is part of the Bachillerato. It involves a practical and semi-vocational dimension to traditional subjects and also establishes objectives which favour transition to working life. Furthermore, the structure of a diversified Bachillerato, with different categories allowing the student to choose different fields of knowledge and employment-based activity, facilitate the transition to working life. In addition, students receive academic and vocational guidance, which offers them a further support tool for their future entry into working life.

INITIAL VOCATIONAL TRAINING WITHIN THE EDUCATIONAL SYSTEM

This part deals exclusively with regulated vocational schooling within the educational system, including Specific Vocational Schooling as established by the LOGSE.

Specific Vocational Schooling is structured into two educational levels: middle-level Specific Vocational Schooling and upper-level Specific Vocational Schooling (also called, respectively, middle and upper level training cycles), both of which lead to vocational qualifications. Access to middle level Specific Vocational Schooling is via the Compulsory Secondary Education certificate; access to the higher level is via the Bachillerato and therefore is not included in this section but under 0407 (post-secondary education).

NAME	MIDDLE-LEVEL SPECIFIC VOCATIONAL SCHOOLING NEW SYSTEM INTRODUCED ON A PROGRESSIVE BASIS. IMPLEMENTATION COMPLETED IN THE 2002/2003 ACADEMIC YEAR
PLACE IN THE SYSTEM	post-compulsory
QUALIFICATION OBTAINED	Technician in the corresponding occupation.
TRAINING VENUE	In training centre and on the workplace
DURATION	Between 1300 and 2000h depending on the training cycle. Commonly spread over 1 and ½ year (but could also last 2 years) Of these hours, between 300 and 700h are for in-company training
TARGET GROUP AND TYPICAL AGE OF PUPIL	16 and over

PROVIDERS	Public or private vocational training centres May be offered in dedicated centres or in centres teaching other programmes. Usually it is offered together with ESO and the Bachillerato in centres called "secondary education institutes" in the majority of the Autonomous Regions. (**)
ACCESS REQUIREMENT	Compulsory Secondary Education certificate
TRANSITION TO FURTHER STUDIES	access to the Bachillerato studies in which they are credited with the studies related to the corresponding training course. access to other specialized or complementary studies, such as special educational streams (Art and Languages), etc.

(**) These centres have to meet a series of requirements established nationwide, including that at least two training cycles must be offered and that there should be a maximum of 30 students per teacher.

The objectives of the Specific Vocational Schooling curriculum are:

- That students acquire the vocational skills characteristic of each qualification and understand the organisation and characteristics of the corresponding economic sector and the mechanisms of entry into working life;
- That they know the basic regulations, and their rights and obligations in their field;
- That they acquire the knowledge and abilities needed to work safely and to avoid risks
- Lastly, it is intended that students acquire the attitude and professional maturity required to encourage them to continue learning and allow them to adapt to future changes in skills needs in the economy.

The gross rate (***) of young people in Upper Secondary Education during the 2000/01 academic year was as follows:

The gross rate of young people in Upper Secondary Education during the 2000/01 academic year was as follows:

BACHILLERATO	66.0 %
MIDDLE-LEVEL VOCATIONAL SCHOOLING	23.7 %
SOCIAL GUARANTEE PROGRAMS	5%

Source: "Las cifras de la Educación en España/ Estadísticas e Indicadores Edición 2003", Ministry of Education, Culture and Sport.

(***)This table deals with the Gross Rate of the population that enrolls in post-compulsory education programmes. Its objective is to give an idea of the education programmes available on completion of Compulsory Secondary Education. This gross rate is calculated for Upper Secondary Education, Vocational Training Programmes (Secondary Ed), and Social Guarantee Programmes. It must be taken into account that since we are considering all three as a whole (Upper Secondary Education, Vocational Training Programmes (Secondary Ed.), and Social Guarantee Programmes), there is a "duplicating effect" due to students accessing more than one of these programmes during their formative years.

We must emphasise that, on the other hand, part of the student body enrolled in Vocational Education Programmes does not come from Compulsory Secondary Education, but rather could have obtained their Secondary Education Diploma through Adult School or, in the case of Vocational Training, simply have passed the entrance exams designed for people who lack formal education requirements.

INVOLVEMENT OF THE SOCIAL PARTNERS

The LOGSE introduced the idea of participation by the social partners in the planning and management vocational training. This principle is called *formación concertada* (coordinated training), as it involves a close relationship and exchange of services between the business sector and the educational system.

Coordinated training is being developed through the following series of measures:

- The education authorities and labour experts are working together to prepare a catalogue of vocational qualifications which establish the training to be given within the educational system.
- An in-company training module is being included within the training courses.
- Other initiatives are being taken, such as training teachers for in-company training; involving technological experts from industry to teach in vocational training centres; and delivering training from these centres to companies.
- Work experience can be credited towards training in specific training courses, in particular the in-company training module, so that trainees with previous work experience can capitalise on the knowledge they have acquired.

The aim of all these initiatives is to create a better link between vocational training and the world of work.

0404 - APPRENTICESHIP TRAINING

There are two programmes in which there is alternance between training and employment: (1) training contracts and (2) the School-Workshop, Trade Learning Centre and Employment Workshop programmes.

TRAINING CONTRACTS

This is a mixed work/training contract offering participants a practical and theoretical apprenticeship, preparing them for a job or trade with an officially certifiable level of qualification, or if such a qualification does not exist, the basic skills level for the occupation within the company's own system of classification.

The maximum number of such contracts for the corresponding job positions may be determined, according to the size of the workforce, through collective bargaining at a national, or more local sectoral level or at a company level in those companies which have their own training plans.

The minimum length of the contract is six months and the maximum two years.

The collective agreements can specify time spent on theoretical training and its allocation, regulating the mix between practice and theory. The law also stipulates the consequence for the employers of not complying with the obligation to provide theoretical instruction.

The working day will depend on the apprenticeship or job carried out and on the number of hours established for training in this job or apprenticeship. In no case will it be less than 15% of the maximum working day laid down by collective agreement, or if none exists, of the maximum legal working day.

THEORETICAL TRAINING

Theoretical training must be delivered outside the workplace. This training is regulated by the vocational certificate training modules for the job related to the apprenticeship or, if none exist, by the curricula established by the INEM: the time given to these classes, which are always outside the workplace but within the working day, is established in the contract, taking into account the characteristics of the apprenticeship or job and the number of hours indicated for the training module for the job or apprenticeship in question, though in no case will it be less than 15 % of the maximum legal working day.

The theoretical training requirements are waived if the worker has a document from the public authority certifying that he or she has completed a vocational training course for the unemployed covering the apprenticeship or job stipulated in the contract. In this case, the worker's earnings are increased proportionally to the time not spent on theoretical learning.

Theoretical training can be offered in the network of public centres, centres run by the social partners or the network of accredited private centres, as follows:

- The public centres offering either presential or distance learning are mainly those linked to the labour authorities (INEM School-Workshops and Trade Learning Centres), and centres linked to the educational authorities.
- The centres belonging to the social partners or the private sector that offer training must be accredited.
- Companies can receive information and advice from employment offices on the training available at accredited centres within their geographical areas.

The INEM maintains an updated list and of training centres and their geographical locations, with the training content of the modules or specialisations in which they are authorised to offer theoretical training for training contracts. This underlines the importance of cooperation between the information and guidance services of central and regional governments.

Distance training may be given through the distance training centres in the event that the area where the workplace is located does not have presential training courses suitable for the training contract in question.

CERTIFICATION

Within a month of the end of the theoretical training period, the employer must issue a certificate recording the duration and level of the training. For its part, within 15 days of the end of the studies, the centre where the theoretical training was delivered must issue a certificate specifying the course and the progress made by the participant.

Requirements to be satisfied by workers on training contracts

- The maximum age of the contracted person is 21. This limit is not applied when the contract is for disabled persons and other groups with difficulties in entering the labour market, as established by law.
- Not to have the qualifications necessary to be on a work-experience contract in the same job.
- Not to have previously worked in the same job in the same company for more than 12 months.
- Not to have used up the maximum period established for apprenticeship contracts when training in a previous job, including in a different company.

The worker's remuneration is established by collective agreement, though it can never be less than the minimum wage (in 2002, EUR 15.04 per day or EUR 451.20 per month)

SCHOOL-WORKSHOPS, TRADE LEARNING CENTRES AND EMPLOYMENT WORKSHOPS

ESCUELAS TALLER (SCHOOL WORKSHOPS) AND CASAS DE OFICIO (TRADE LEARNING CENTRES)

They offer a mixed employment and training programme aimed at improving the employment opportunities of young unemployed people under 25 years of age, and facilitating their entry into the labour market. In the case of School-Workshops, the duration of the projects is a minimum of one year and a maximum of two. The Trade Learning Centres last one year. In both cases the total time is divided into two stages: a first training-only stage of six months; and the second lasting until the end of the project and using training contracts, with a minimum of 6 months and maximum of 18 for School-Workshops and always 6 months for the Trade Learning Centres.

EMPLOYMENT WORKSHOPS

These are the same as the School-Workshops and Trade Learning Centres, with a mixed employment and training programme, but they are for the unemployed aged 25 years or over. The participants acquire vocational training and job search skills by performing jobs or services of public use and/or social interest.

The minimum duration of an Employment Workshop is six months and the maximum one year. From the commencement of the Employment Workshop, the participants sign employment contracts with the training provider and receive a wage equivalent to one and a half times the minimum wage.

Participation in these programmes broken down by sex in 2002 was as follows:

hool-Workshops and Trade Learning Centres è Men 63.09 %; Women 36.91%

Employment Workshops è Men 34.50 %; Women 65.50%

0405 - OTHER YOUTH PROGRAMMES AND ALTERNATIVE PATHWAYS

The programas de garantia social (social guarantee programmes) are an alternative means of enabling adults who have left the education system with no qualifications to become reintegrated into society and education. These programmes are financed and regulated by the Ministry of Education, Culture and Sport or the Autonomous Communities responsible for education. Sometimes the local administration takes some responsibility for these programmes.

Social guarantee programmes are developed in secondary education centres, art colleges and adult education centres. Special social guarantee programmes are developed in special centres.

The objective of these programmes is to provide basic and vocational education for pupils between 16 and 21 years of age who left the education system with no qualifications, so they can be integrated into education or the world of work.

There are different kinds of programmes, and, although they vary in the different Autonomous Communities, in most of them they consist of the following: vocational initiation, training employment, vocational workshops and programmes for pupils with special educational needs. In addition, there are social guarantee programmes targeted at specific groups, such as the Armed Forces, people in prison and young people from disadvantaged ethnic and cultural minorities.

The social guarantee programmes share a common structure divided into five areas: specific vocational training (usually between 15-18 hours a week), job training and counselling (between 2-3 h/week), basic education (usually between 6-9h/week), complementary activities (between 2-3h/week) and counselling (between 1-2 h/week).

The duration of these programmes ranges from six months (720 hours) to two years (1,800hours). The maximum number of pupils is 20 per classroom. Continuous assessment is carried out, and when pupils complete these courses, they are awarded certificates that specify the subject areas and módulos they have taken, with the number of hours and the marks obtained. The certificate is accompanied by a guidance report. Through a process of module validation, pupils can enrol in intermediate-level specific vocational training.

The LOCE of 2002 replaced the social guarantee programmes with the vocational initiation programmes, which, like the previous programmes, will offer a vocational qualification and develop basic general skills. Pupils from 15 years of age are eligible for these programmes, and those who successfully complete them receive the secondary school leaving certificate.

0406 - VOCATIONAL EDUCATION AND TRAINING AT POST-SECONDARY (NON TERTIARY) LEVEL

In Spain there is not intermediate level between middle-level specific vocational schooling and non-university tertiary vocational education.

0407 - VOCATIONAL EDUCATION AND TRAINING AT TERTIARY LEVEL

TERTIARY EDUCATION : UNIVERSITY AND NON-UNIVERSITY EDUCATION.
TERTIARY NON-UNIVERSITY EDUCATION

Non-university education can be divided into four categories: 1) Formación Profesional Específica de Grado Superior (Upper-level Specific Vocational Schooling); 2) Studies offering a degree equivalent to a university degree but not taught at university because of its special nature (upper-level Art and military education); 3) The post-secondary education leading to the Higher Sports Technician diplomas; and 4) The education programmes regulated by specific legislation offering a diploma not comparable to the rest of the studies mentioned here.

1. UPPER-LEVEL SPECIFIC VOCATIONAL SCHOOLING

Upper-level Specific Vocational Schooling is made up of training cycles within the different occupational groups. It aims to give students the following: the occupational skills characteristic of each qualification, including the organisation and characteristics of the corresponding economic sector and ways of entering the labour market; a knowledge of basic legislation and their rights and obligations; and the knowledge and abilities needed to work safely and to avoid risks at work. Lastly, it is intended that students acquire the necessary professional attitude and maturity to encourage them to continue learning and thus adapt to future changes in the demand for skills.

Upper-level Specific Vocational Schooling is accessed after successful completion of the Bachillerato or the Curso de Orientación Universitaria COU (University Preparation Course) or by taking an exam. It is organised into a set of modular training cycles, each of variable duration and made up of theoretical and practical areas of knowledge based on specific occupational fields.

The duration of an upper-level training cycle is between 1 300 and 2 000 hours (an average of one and a half or two academic years). The training in workplaces lasts between 350-750 hours of training and activities in the second cycle.

CENTRES

In general, the centres offering upper-level Specific Vocational Schooling are the same as those offering the middle level, although some Autonomous Regions are creating dedicated upper-level Specific Vocational Schooling Institutes.

ACCESS

There are two ways of accessing upper-level Specific Vocational Schooling: direct access, for which the Bachillerato is required; or by exam. The exam is regulated by the Autonomous Regions and the social partners take an active role in its content. Its purpose is to verify that the applicant is ready in terms of the objectives of the Bachillerato and his or her capabilities with regard to the occupational field in the higher-level training cycle. Students who can get work experience in the same field accredited do not have to take the exam.

The Autonomous Regions can establish the percentage of places in upper-level vocational schooling reserved for those who have passed the exam. Applicants who have the qualification of Technician and want to enter an upper-level training course of the same occupational group, or one established as being similar, only have to be 18 years of age to take the exam instead of 20 as otherwise stipulated. The Autonomous Regions can also replace the access exam with a special course which complements the knowledge and skills already accredited by the qualification of Technician.

When there are not enough places for upper-level Specific Vocational Schooling, preference will be given to those who have studied the Bachillerato in the specialities which may be deemed relevant in each case. Each of the training cycles in vocational schooling has equivalent subjects in the Bachillerato which are considered as offering ideal preparation. After this, the criteria used for applicants are first, the average grade and, secondly, the subjects chosen.

ENTRY INTO WORKING LIFE AND TO OTHER EDUCATION LEVELS

Students who successfully complete upper-level Specific Vocational Schooling obtain the qualification of Técnico Superior (Higher Technician), considered a final qualification before entry into work. However, for those students wishing to continue their studies, this qualification also gives direct access, without an exam, to certain university studies related to the vocational training cycles studied. The specific qualification obtained determines the university studies for which direct access is granted in each case. The Higher Technician qualification also gives access to other specialised or complementary studies, and the occupational modules can be credited across the different training cycles.

Students enrolled per course	
UPPER-LEVEL SPECIFIC VOCATIONAL SCHOOLING .NUMBER OF PARTICIPANTS(*)	
1993-94	16.187
1994-95	22.490
1995-96	32.285
1996-97	54.465

1997-98	79.900
1998-99	110.516
1999-00	147.875
2000-01	185.051
2001-02	208.223
2002-03	230.889

(Source MECD)

(*)The III Modules Upper-level Specific Vocational Schooling began in the 1990-1991 course and coincided in time with the courses of the previous education regulation. With the application of the new regulation on the education system (LOGSE 1990) a progressive introduction of this education was established, and was definitely carried out in the 2202/03 course

2. HIGHER-LEVEL ART AND MILITARY STUDIES

The LOGSE establishes certain Arts subjects within the Enseñanzas de Régimen Especial (Special Education Stream). The degrees which are obtained in these cases are deemed to be equivalent to those from universities. These subjects are: higher-level Music and Dance, Drama, Art and Craft Conservation and Restoration, and advanced studies in Ceramics, Design and Glasswork.

Among the requirements for access to senior level army, navy and air force military training centres are age and having passed the university entrance exam. Entry is by competitive exam open to all. These courses are imparted at the General Air Force Academy, General Military Academy and the Naval Academy.

3. THE SPECIAL EDUCATION STREAM

The studies leading to the degree of Higher Sports Technician, which are at present in the process of organisation, can also be considered falling under Special Education.

UNIVERSITY EDUCATION

University education is organized into study cycles, each with specific training objectives and its own recognised academic qualification. There are 4 types of studies, based on this organisational model: first cycle studies (short cycle); first and second cycle studies (long cycle); second cycle studies; and third cycle studies.

The courses at this level are offered by universities, which may be publicly or privately owned. To guarantee the quality of the courses, there are requirements as to the creation of new universities and the conditions of the existing ones, mainly in terms of the teaching structure needed for the effective organisation and delivery of the courses given

At present there are 50 public and 19 private officially recognised universities in Spain.

University education can be grouped into five branches: the Humanities, Experimental Sciences, Health Sciences, Social and Legal Sciences and Technical Studies. Each branch offers an initial cycle ending with a university diploma; initial plus second cycle studies and second cycle studies only ending with the a graduate degree; as well as third cycle doctorate studies.

The Ley Orgánica de Universidades LOU (Universities Act) promoting student and teacher mobility, represents the response to a number of concrete challenges: the possibilities offered by information and communications technologies for distance learning in higher education; the opportunities of lifelong learning; and the need for Spanish universities to become competitive within the newly-emerging European university space. The law extends the competences of the Autonomous Regions in higher education and the degree of independence of the universities, and also boosts the idea of evaluation by creating the Agencia Nacional de Evaluación de la Calidad y Acreditación (the National Accreditation and Quality Evaluation Agency).

Studies in the third postgraduate cycle require a minimum of 32 credits organized into two stages: a study period with a minimum of 20 credits and a research period with a minimum of 12 credits to be spent on research work. Once both stages have been completed, the level of knowledge acquired is evaluated, and if successful, the student receives a certificate which is recognised by all Spanish universities. This acknowledges the studies in a certain field of knowledge and recognises the student's capacity for independent research.

Students who then want to obtain a doctorate must have their project for the doctoral thesis approved. The thesis consists of original research on a subject related to the scientific, technical or artistic field of the doctorate study programme carried out previously.

Unofficial postgraduate qualifications can be for students with graduate degrees, special Architecture or Engineering degrees, or Diplomados (students with graduate diplomas) as Technical Architects or Technical Engineers. These qualifications emphasise the occupational application of the knowledge acquired after university. Students who pass these courses obtain the corresponding diploma or certificate from the university.

In addition to this, there are official specialised vocational qualifications which are not part of doctorate studies and are open to university graduates from different cycles of studies. They give the right to the corresponding official degree of Especialista (Specialist). The Ministry of Education, Culture and Sport determines the requirements for access to these courses and their links to the rest of the education system, as well as the nature and use of the corresponding qualifications and the manner in which they are obtained, issued and recognised across the country.

Most universities have guidance, training and employment centres. These centres offer students guidance and information related to finding employment.

In terms of employment, they help find in-company training and vocational training and job-search courses, or offer companies a free pre-selection service to cover certain vacancies. Each university can determine the form that this service takes, if indeed it has one. Of course, universities also help students to enter the labour market with postgraduate, doctorate and Masters studies.

UNIVERSITY STUDIES

Net rate of schooling in Universities studies							
COURSE 2000-2001							
AGES	18 y.o.	19 y.o.	20 y.o.	21 y.o.	22 y.o.	23 y.o.	24 y.o.
MEN (724.537)	20,3	23,5	25,5	25,7	24,9	22,0	27,5
WOMEN (830.435)	32,1	35,6	38,0	35,5	31,7	24,9	18,4
BOTH SEXES (1.554.972)	26,1	29,4	31,6	30,5	28,2	23,4	17,9

05 - CONTINUING VOCATIONAL EDUCATION AND TRAINING FOR ADULTS

See 0501-0506

0501 - BACKGROUND AND MAIN TYPES OF CONTINUING VOCATIONAL EDUCATION AND TRAINING FOR ADULTS

Law 5/2002 of 19 June (BOE 20 June 2002), the Qualifications and Vocational Training Act, implemented a system of vocational training, qualifications and accreditation.

There are three pathways within this section: adult education, run by the educational authorities; vocational training for the unemployed, run by the labour authorities; and continuing training for workers.

Adult education is included in section III of the Ley Orgánica de Ordenación General del Sistema Educativo LOGSE (Educational System Reform Act) and its regulation is developed by the Autonomous Regions. Adult education is offered to all individuals over the age of 18 so that they can acquire and update basic training and gain access to other educational and occupational opportunities.

The Qualifications and Vocational Training Act does not supersede the legal framework for vocational training which was established by the LOGSE in 1990. Rather, it aims to help individuals to develop personally and professionally and, more generally, to respond to the needs of the economy by restructuring vocational training at an institutional and practical level so that it meets the challenges of market globalisation, advances in computer technology and the EU coordinated employment strategies.

Under the Qualifications and Vocational Training Act, the Instituto Nacional de Empleo INEM (National Employment Institute) and the Autonomous Regions administer jointly the Plan Nacional de Formación e Inserción Profesional, Plan FIP (the National Training and Employment Plan). The Plan was passed into law by Royal Decree 631/1993 of 3 May (BOE 4 May) and implemented by the Ministerial Order of 14 April 1994 (BOE 28 April). Since then, subsequent laws have modified aspects of this Order.

The vocational training provided by the INEM under the Plan FIP includes training for unemployed people, giving them the skills which the economy needs and which they need to enter the labour market.

PLAN FIP

The vocational training provided under the Plan FIP, now divided into 28 occupational groups, has been restructured and made more responsive to labour market needs using a number of different methodological and organisational approaches. At the same time it has been made more compatible with existing forms of training, the qualifications available have been made more transparent, and lifelong learning has been promoted in line with the National System of Qualifications and Vocational Training.

The training is at present modular in structure, both at the level of studies and in programme management. There are various types of courses available:

- Occupational courses for the unemployed, consisting of training for an occupation and for entry into the labour market;
- Specific courses, which retrain workers, and update or adapt occupational skills to real labour market needs;
- Complementary training courses to improve employability. They are programmed as a complement to vocational training either at a school level or for the unemployed.

CONTINUING TRAINING AND THE NEW FUNDING MODEL

In Spain, access to continuing training is through the training programmes contracted on a yearly basis by the Fundación Tripartita para la Formación en el Empleo (Tripartite Foundation for In-Company Training). Workers have access to this training independently of their training level.

As one of the three vocational training subsystems in Spain, together with Formación Vocacional Inicial (initial vocational training) and Formación Ocupacional (vocational training for the unemployed), Formación Continua (continuing training) is part of a single regulatory framework for training and education in Spain.

In the last ten years, one of the most important measures in the government's strategy for continuing training has been the creation of the Fundación para la Formación Continua FORCEM (Foundation for Continuing Training) in 1993. This foundation was created to administer training for workers, which before this date was included in the Plan FIP, together with training for the unemployed. Since 1993, as a result of the I Acuerdo Nacional de Formación Continua 1993-96 (I National Continuing Training Agreement), management of continuing training has been the responsibility of the FORCEM Foundation, with bipartite management bodies made up of employers and trade union representatives.

The foundation maintained the name of FORCEM until the III National Continuing Training Agreements (2000-04), when its name was changed to the Tripartite Foundation for Training and Employment. It has its management shared between central government (Ministry of Labour and Social Affairs) and the social partners.

The Constitutional Tribunal ruled on 25 April and 17 October 2002 that certain aspects of the regulations relating to continuing training in Spain were unconstitutional. As a result, the management model which will come into effect on 1 January 2004 has been modified, following a reasonable level of agreement from the social partners.

The new model (Royal Decree 1046/2003 of 1 August) establishes reductions in social security contributions for companies which train their employees, and gives small and medium-sized enterprises special treatment (the smaller the company, the greater the reductions).

The companies will be able to deliver training themselves or through the employers' organizations, trade unions or specialist training bodies. The aim is to create a flexible, objective, efficient and transparent management model, which guarantees finance for companies with the minimum of red tape. The new model also applies strict control systems to the financing of continuing training in order to prevent fraud.

OCCUPATIONAL APTITUDE CERTIFICATE

The Royal Decree 1506/ 2003 established the guidelines for the Occupational Aptitude Certificate through these guidelines the certificates provide accreditation for vocational skills acquired in the course of occupational and continuing vocational training programmes, training and employment schemes, apprenticeship and training contracts, work experience and other non-formal training routes. This, however, has no bearing on the regulation of vocational activity.

The government now wishes to introduce the Occupational Aptitude Certificate by means of this legislation. Hitherto, the Ministry of Labour and Social Affairs regulated a total of 130 certificates for 130 occupations and established the necessary modular training routes and occupational profiles, i.e. the entire set of occupational skills exploitable and relevant in the labour market. Moreover, since 1995 many unemployed persons have engaged in occupational training within the National Training and Vocational Integration Plan, the accreditation of which may be subject to the award of a full certificate of vocational competence or of partial job-related credits.

0502 - PLANNING AND ORGANISATION OF LEARNING

ADULT EDUCATION

In respect of the Education Administration in Spain, it must be said that it is defined under Title III, Organic Law 1/1990 of 3 October, on General Organisation of the Educational System, and developed by the Autonomous Communities. This system is characterised by offering a number of educational options to all adult citizens to allow them to acquire and update a basic training and access to the various educational and professional levels.

Different training activities are included:

- a formal option permitting adults to follow all levels of learning in the education system;
- a non-formal option, encompassing a series of varied training programmes;
- and lastly, a series of specific or exceptional tests that allow obtaining academic and professional degrees as well as access to particular forms of learning

The basic level structure is a single stage and contains the entire educational process from literacy to Secondary Education certificate. In most Autonomous Communities, Basic Education for Adults is arranged in three steps. The first two steps correspond to Initial Learning, and the third step, or level III, comprises the teachings leading to the "Secondary Education Graduate" degree.

OCCUPATIONAL VOCATIONAL TRAINING FOR UNEMPLOYED POPULATION

The Plan FIP (the National Training and Employment Plan), passed into law by Royal Decree 631/1993 of 3 May (BOE 4 May), and administered together with the Autonomous Regions, constitutes the legal framework for training the unemployed. This training aims to provide the unemployed with the qualifications needed by the economy and to facilitate their entry into working life.

Access to the comprehensive training actions under the Plan FIP is guaranteed by the priorities determined for selecting the participants, established in Article 1, Points 2 and 3 of the Royal Decree, and by subsequent regulatory amendments. While respecting the main points of the Royal Decree, the changes introduce the priorities included as objectives in the corresponding National Action Plans for Employment.

All the unemployed may benefit from the Plan FIP.

The following groups will be given priority in access to training actions:

- The unemployed receiving unemployment-linked benefits or welfare subsidies;
- The unemployed aged over 25, especially those who have been unemployed for more than a year.
- The unemployed aged under 25 whose previous employment lasted at least six months;
- First-time jobseekers if the companies commit themselves to recruit at least 60 % of the trainees;
- The unemployed with special difficulties for entry or re-entry into the labour market, particularly women who want to return to work, the disabled or immigrants.

In terms of groups targeted for continuing training under the Programa Nacional de Formación Profesional (National Vocational Training Programme), one of the programme's stated objectives for continuing training of workers is to increase the share of training initiatives for workers with the greatest risk of exclusion from stable employment: women over 45, temporary workers, unskilled workers and self-employed and agricultural workers

CONTINUING TRAINING OF WORKERS

The Continuing Training of Working Employees shares with the initial or formal Vocational Training and with Occupational Training a common reference framework in the Training and Education planning in Spain.

The III Tripartite Agreements on Continuous Training (2000-2004) created the Fundación Tripartita para la Formación en el Empleo (Tripartite Foundation for Training Employed Workers), managed by employers organisations and labour unions, plus representatives of the Public Administration represented by the Ministry of Labour and Social Affairs.

The continuing training initiatives included in the III Agreements are: training plans, complementary training, and individual training permits.

The training plans use the majority of the resources in the Tripartite Foundation. They are either supply or demand-driven initiatives covering the training needs of companies and workers in all fields of employment. An annual invitation to tender is made for each of the plans, with each of the three training systems represented. Thus the invitation to tender for demand-led training includes three types of plan: for a single company or group of companies; for a group within a sector; and specifically for the social economy. The supply-led invitation includes plans that can be developed to meet general transferable needs for in-company training or for individual workers in any employment field: Cross-sectoral plans can also be presented.

Paid workers can apply for the individual training permits if they fulfil the requirements as set down below with the exception of the civil servants:

- To have worked for a least a year in the company where presently employed
- Permission formally granted from the Board of Directors
- Detailed time table, days... and locality where the course will be performed

The Tripartite Foundation strategy, not only takes into account the situation of the Spanish Labour market, but is also structured on the basis of the recommendations made by European Union and of ILO International Agreements subscribed by Spain.

STATISTICS

ADULT EDUCATION

NUMBERS OF PARTICIPANTS IN ADULT EDUCATION, 1999 - 2000 (*)

1999-2000 SCHOOL YEAR (*)

NUMBER OF STUDENTS	
INITIAL LEARNING - BASIC EDUCATION	136,319
SUBJECTS LEADING TO GRADUADO ESCOLAR (ELEMENTARY) DIPLOMA	110,117
SECONDARY EDUCATION FOR ADULTS	45,060
PREPARATION FOR NON-SCHOOL ATTENDING TESTS, VOCATIONAL TRAINING I	44,428
SPANISH LANGUAGE FOR FOREIGNERS	13,739
TEACHING IN WORKSHOP-CLASSROOMS	6,650
OTHER PROGRAMMES	80,291
TOTAL	437,234

Source: Statistical Office (MECD)

NUMBERS OF PARTICIPANTS IN ADULT EDUCATION, BY AGE AND GENDER, 1999 - 2000 (*)			
	BOTH GENDERS	FEMALE	MALE
16-19	45,338	19,185	26,153
20-24	47,998	27,339	20,644
25-34	40,633	26,592	14,041
35-44	65,282	47,779	17,503
45-54	21,092	17,637	3,455
55-64	61,815	55,611	6,204
65 AND OVER	11,301	9,620	1,411

UNCLASSIFIED	144,000	82,178	61,882
TOTAL	437,234	285,941	151,293

Source: Statistical Office (MECD)

TOTAL teachers

9.774

(*) Canary Islands not included

NUMBERS OF PARTICIPANTS IN ADULT EDUCATION, 2001- 2002 (**)	
Initial learning - Basic education	193,707
Subjects leading to Graduado Escolar (Elementary) diploma	44,050
Secondary Education for Adults	56,146
Access to the university for over 25 year olds	4,953
Spanish language for foreigners	20,368
Technical-Vocational Training	47,842
TOTAL	367,066

Source: Statistical Office (MECD)

TOTAL teachers 10,223

(**) Does not include information on Catalonia and Valencia. Not included information on Catalonia. Students following non-formal courses imparted within this educational supply are not included. Data for the Valencia Community are from the 200-01 school year.

VOCATIONAL TRAINING FOR THE UNEMPLOYED

NUMBER OF STUDENTS IN PLAN FIP COURSES BY GENDER						
GENDER	YEAR 1996 PARTICIPANTS AND PERCENTS		YEAR 2000 PARTICIPANTS AND PERCENTS		YEAR 2001 PARTICIPANTS AND PERCENTS	
MALE	41,973	54.70 %	153,689	40.00 %	150,264	38,50 %
FEMALE	34,737	45.30 %	230,415	60.00 %	240,309	61.50 %
TOTAL	76,710	100.00 %	384,104	100.00 %	390,563	100.00 %

Source INEM (Instituto Nacional de Empleo)

NUMBER OF STUDENTS PARTICIPATING IN PLAN FIP COURSES, BY ACADEMIC LEVEL						
ACADEMIC LEVEL	YEAR 1995		YEAR 2000		YEAR 2001	
	No.	%	No.	%	No.	%
WITHOUT STUDIES	829	1.10	1,024	0.30	882	0.20
PRIMARY EDUCATION	2,679	3.50	2,608	0.70	2,739	0.70
SCHOOL CERTIFICATE	6,986	9.10	31,986	8.30	35,250	9.00
V.T. 1	7,373	9.60	12,205	3.20	11,480	2.90
EGB/ELEMENTAL BACHILLERATO/ GRADUATE	21,755	28.40	126,200	32.90	132,515	33.00
V.T. 2	10,560	13.80	43,212	11.30	42,574	10.90
B.U.P./HIGHER BACHILLERATO/C.O.U.	13,400	17.50	84,403	32.00	86,564	22.20
MEDIUM UNIV. DEGREE	7,432	9.70	37,221	9.70	34,665	8.90
HIGHER UNIV. DEGREE	5,696	7.40	45,255	11.80	43,885	11.20
TOTAL	76,710	100.00	384,104	100.00	390,563	100.00

Source INEM (Instituto Nacional de Empleo)

NUMBER OF STUDENTS PARTICIPATING IN FIP PLAN COURSES BELONGING TO GROUPS IN RISK OF BEING EXCLUDED FROM THE LABOUR MARKET						
GROUPS	YEAR 1995		YEAR 2000		YEAR 2001	
	No.	%	No.	%	No.	%
DISCAPACITATED	283	0.40	6,604	1.70	7,255	1.90
IMMIGRANTS	309	0.40	5,805	1.50	8,520	2.20

IMPRISONED	----	----	799	0.20	796	0.20
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Source INEM (Instituto Nacional de Empleo)

Participants in Continuing Training for workers (% of adult population), 2001.

PERCENTS OF ADULT POPULATION IN SPAIN STATISTICS	
Males	3.9 %
Females	7%
Total	4,5%

Source : Statistics: Tripartite Foundation for Training of Employed Workers

NUMBERS OF PARTICIPANTS IN CONTINUING TRAINING FOR WORKERS, BY AGE GROUPS, 2001.				
	MEN	%	WOMEN	%
16-19 y.o.	10,674	1.04	11,997	1.62
20-24 y.o.	78,402	7.66	97,383	13,16
25-54 y.o.	873,816	85,37	607,794	82,14
55 y.o AND OVER	60,692	5,93	22,811	3.08
TOTAL	1,023,584	100.00	739,985	100.00

Source: Tripartite Foundation for Training of Employed Workers, Database 28-8-2003

NUMBER OF PUBLIC SECTOR EMPLOYEES IN CONTINUING TRAINING FOR WORKERS, BY GENDER, 2001.			
	MEN	WOMEN	TOTAL
CIVIL SERVANTS	5,577	5,398	10.975

Source: Tripartite Foundation for Training of Employed Workers.

NUMBER OF PARTICIPANTS BY PLAN TYPE			
PLAN TYPE	TRAINING ACTIVITIES PERFORMED	TRAINED PARTICIPANTS	TRAINING HOURS
GROUPED PLAN	11,488	498,002	17,504,574
SOCIAL ECONOMY PLAN	140	3,674	166,768
COMPANY PLAN	14,004	440,078	12,051,646
CORPORATE GROUP PLAN	7,170	251,101	6,978,918
SUPPLY PLAN (EXCEPT INTERSECTORIAL)	8,805	387,067	16,167,279
INTERSECTORIAL PLAN	2,156	174,447	9,391,867
TOTAL	43,762	1,763,569	62,262,451

Source: Tripartite Foundation for Training of Employed Workers. (Data for 28.08.03)

0503 - DELIVERY MECHANISMS AND PROVIDERS

ADULT EDUCATION

The education supply in the field of Adult Education comprises several educational activities: a formal option that allows adults to follow all levels of learning in the education system; a very broad non-formal option that encompasses a variety of learning curricula, and finally, a series of specific or exceptional tests leading to academic or vocational degrees.

The public funds for education in Spain come mainly from the Ministry of Education, Culture and Sport and the Autonomous Regions. Other ministries and local authorities also contribute, as do local authorities. Regardless of which level of government the funds are from, they are not only allocated to public education, but also for subsidies to private centres and grants and financial assistance for students.

VOCATIONAL TRAINING FOR THE UNEMPLOYED

First, we would like to point out that in terms of adult training, administration of vocational training of the unemployed under the Plan Nacional de Formación e Inserción Profesional Plan FIP (National Training and Employment Plan) is the responsibility of the Instituto Nacional de Empleo, INEM, (National Employment Institute) or to the particular Autonomous Regions to which responsibilities for managing the Plan FIP have been transferred.

The following may collaborate in delivering these vocational training courses:

a) Collaborating centres offering recognised training specialisations.

b) Employers' organisations or trade unions, joint training councils at a national sectoral level, and organisations representing the social economy. In this case, they must sign a three-yearly operating contract provided the training is delivered in their own collaborating centres authorised by article 9.

c) Public or private training providers or companies that have signed a partnership agreement, provided the training is delivered through their own legally authorised collaborating centres.

The courses given by collaborating centres in recognised training specialisations and included in the corresponding annual programme are eligible for a maximum subsidy established on a modular basis according to students per class hour, and are applicable nationwide. The award of subsidies takes into account the specialisation offered, the training level and the degree of difficulty in the techniques used, and whether the courses are presential or distance learning.

The subsidies go towards paying teaching staff costs, accident insurance for participants, teaching materials and equipment, amortisation of facilities and equipment and general expenses duly accounted for. A further 10 % may be added to this amount to pay for other out-of-category expenses, but in no case may the total subsidy exceed the amount of the corresponding module.

The amounts and regulatory bases for the award of the subsidies mentioned here and those for financial assistance for students are established by Order of the Ministry of Labour and Social Affairs, in line with the provisions of the General Budget Act.

CONTINUING TRAINING FOR EMPLOYED POPULATION

Continuing training of employed population is managed by the Fundación Tripartita para la Formación en el Empleo (Tripartite Foundation for Training and Employment), basically through the training plans.

Bodies which fall into one of the following groups may apply to provide training plans:

- A single company or a group of companies.
- The main employers' organisations and/or trade unions.
- The bipartite foundations resulting from or based on sectoral bargaining at a national level which have legal responsibility for the training of workers. They must accredit this legal position by presenting documentary evidence of the corresponding statutes.
- The federations, confederations and cooperative organisations and workers' partnerships which can demonstrate they have a significant importance at geographical level equal to or greater than that of the workers participating in the training plan.
- Non-profit agencies legally set up before 1 January 2001 whose statutes include the objective of training workers belonging to one of the following groups: women, the disabled and people over 45 years of age.

0504 - ACCESS TO LEARNING OPPORTUNITIES AND PROGRAMMES

ADULT EDUCATION

Night school, like distance higher secondary education, is meant for those people who, while having a secondary education diploma, may not attend regular classes. Specifically, this choice is open to people who are older than 18, and for those over 16 who can demonstrate to the learning centre's principal that they have exceptional circumstances that keep them from attending regular classes.

VOCATIONAL TRAINING FOR UNEMPLOYED POPULATION

Support measures for persons participating in training primarily intended for the unemployed.

The beneficiaries of the Plan FIP, as determined by article 6 of the Royal Decree mentioned above, receive free training and cover for any accidents resulting from attendance of the courses.

They also have the right to the following financial assistance:

A) ASSISTANCE FOR TRAINEES UNDER THE PLAN FIP:

TRANSPORT AND MAINTENANCE

For trainees who have to travel from one municipality to another at least 50 Kms to attend a course.

TRANSPORT ASSISTANCE

For trainees who have to travel from one municipality to another to attend the course, although the distance is less than 50 km.

HOUSING AND MAINTENANCE

This is awarded when trainees must travel 100 km or more from their homes to attend courses.

B) GRANTS

The duration of the course cannot be less than four hours daily and work experience in a company may be added when calculating this time.

The following groups may benefit from these grants:

- The disabled
- Participants under 25 years of age from areas where there has been a reduction in the maximum period during which agricultural welfare subsidy can be received.

C) WORK PRACTISES IN COMPANIES

They consist of one of the training activities for the students, and in order for them to be carried out, it is necessary to draw up an agreement between the public labour our Administration in charge of the area of directing the procedures of the National Plan for Training and Professional qualification (INEM or the corresponding unit of the Autonomous Communities where these areas of administration have been transferred.) and the company or commercial organisation concerned.

The carrying out of work practises in the company concerned by the students does not presuppose that there exists any working relations between the two parties concerned.

The economic compensation for the companies, which perform working practises for students will be 10,82 Euros per student per day.

CONTINUING VOCATIONAL TRAINING FOR EMPLOYED POPULATION.

Individual training permits can be applied for from the management by salaried workers in the private sector participating in continuing training initiatives if the worker has been in the job for at least one year and is not included in other training plans.

The training must be for an official qualification and may be received in a public or private centre. In the latter case, the centre must be officially recognised and authorised by the competent government ministry or Autonomous Region.

Distance learning is excluded. Furthermore, only one individual training permit may be requested if it is for a doctoral thesis. In this case, the request has to be accompanied by an authorisation from the director of the centre and a justification explaining why the training has to be during the working day.

Also, mention should be made of the programme by which workers being trained are temporarily substituted by workers receiving unemployment benefit, as established by Law 45/2002 of 12 December, which will be implemented during 2003.

0505 - BRIDGING INITIAL AND POST INITIAL EDUCATION AND TRAINING

With regard to education, individuals who do not have the qualifications needed to go to university and are on or over 25 years of age before the first day of October of the year when entrance exams are held, may enter higher education if they pass these exams. Between 1 % and 3 % of the places available in universities are reserved for this group.

The continuing training system for workers, managed by the Tripartite Foundation for Training and Employment, provides sufficiently broad and flexible modular-based training to allow individuals with different levels of qualifications access without the need for a special entry certificate.

OCCUPATIONAL APTITUDE CERTIFICATE

The Royal Decree 1506/ 2003 established the guidelines for the Occupational Aptitude Certificate through these guidelines the certificates provide accreditation for vocational skills acquired in the course of occupational and continuing vocational training programmes, training and employment schemes, apprenticeship and training contracts, work experience and other non-formal training routes. This, however, has no bearing on the regulation of vocational activity.

The government, on the advice of the General Council for Vocational Training, foresees to establish the criteria for the recognition and validation of this training and its relation with the established vocational training diplomas and vocational qualification certificates, as well as those created by Law 5/2002 of 19 June, the Vocational Training and Qualifications Act.

0506 - RE-EDUCATION AND RE-TRAINING NEEDS DUE TO LABOUR MARKET DEVELOPMENTS AND MOBILITY VOCATIONAL TRAINING AND THE LABOUR MARKET.

Law 5/2002 of 19 June, the Qualifications and Vocational Training Act, added to without revoking Law 1/1990 of 3 October, the Ley Orgánica de Ordenación General del Sistema Educativo LOGSE (Educational System Reform Act), by taking into account the present need for renewing the institutions and regulatory framework of vocational training.

Globalisation of markets and the steady progress towards an information society have led to the adoption of coordinated strategies and policies at a European Union level, in accordance with the principles of its Treaty, aimed at developing an active and skilled population capable of taking advantage of freedom of mobility.

The reforms in the new law aim to match vocational qualifications with labour market needs, in line with Law 51/1980 of 8 October, the General Employment Act, as well as the vocational qualifications introduced by the LOGSE in 1990, based on matching training to the needs of the economy.

The National Qualifications and Vocational Training System is a core element of the new law. It is based on the structure of the vocational training system developed by the LOGSE in terms of its technical aspects. It establishes that planning, programming and management of the provision of vocational training should depend on labour market needs, with particular emphasis on training in information and communications technologies, the languages of the European Union, and the prevention of health and safety risks in the workplace.

Thus, the need to deal with re-education and retraining as a result of changes in the labour market and mobility is a special case within a wider framework outlined in the fundamental principles of the Qualification and Vocational Training Act. This wider framework affects not only the provision of vocational training according to the requirements of the economy, but also the planning, programming and management of this provision according to labour market and employment needs.

In general, vocational training is conceived as training which provides individuals with a flexible training adaptable to possible changes in the labour market and facilitates their entry or re-entry onto the labour market, according to economic needs.

This idea, which is the basis of the current vocational training system, implies:

- Investigating the skills needs of the economy, on a proactive basis;
- Determining the vocational training necessary to meet these needs;
- Defining the vocational qualification certificates referred to in the Catalogue of Vocational Qualifications created by the law.

FITTING LABOUR MARKET NEEDS

The production needs of the economic system have been identified using an analysis of the process of production and starting from field studies of the economic, technological, employment and occupational aspects of the most significant sectors of the Spanish economy carried out by the INEM. A corresponding analysis has been made of the qualifications required to reach these objectives at a social, employment, organisational and technological level.

Thus the system of vocational qualification certificates which has been adopted defines vocational skills as standards applicable to all organisations in the productive economy, which can respond to future changes in the factors of the economic system.

By defining the concept of vocational skills in this way, the associated training programmes are able to play an active and defining role, giving rise to various forms of vocational training: for example, the modular programming of the INEM vocational training for the unemployed, or the fact that the skills can be acquired in a formal or non-formal way, and that work experience may be accredited when awarding qualifications.

The INEM has broad experience in defining and preparing the provision of vocational training using information from the economy and an analysis of job requirements. It has included this methodology of functional analysis to prepare and update the vocational training system based on economic needs, creating the bases and standards for vocational qualifications, thus creating a fully integrated system of training using a modular system, a core element of formal and non-formal vocational training.

INEM vocational training for the unemployed, regulated by the Plan FIP through Royal Decree 631/1993 of 3 May, not only establishes that the provision of training uses methodological criteria to ensure that it reflects the needs of the productive economy but also that its planning, programming and management are based on labour and employment market needs.

PLANNING THE TRAINING OFFER

In this regard, the Plan FIP establishes a three-year planning system that creates and develops training programmes, divided between training specialities and priority groups, according to unemployment characteristics and training needs.

Each year, the Sectoral Conference for Labour Affairs of the Ministry of Labour and Social Affairs, in cooperation with the Autonomous Regions, sets out the objectives, priorities and budgets for the annual Plan FIP programme.

The Observatorio Permanente de la Ocupaciones (the Permanent Job Monitoring System) prepares the technical basis for programming vocational training for the unemployed according to the needs of the labour and employment market.

The monitoring system receives up-to-date information on local and sectoral employment markets through the network of employment offices, sectoral or other studies promoted by the INEM working in collaboration with the Autonomous Regions, employers' organisations, trade unions and organisations from the social economy, institutions, and recognised experts. In addition, using this information and studies relating to employment and training needs, the INEM continuously adapts its provision of training to the productive system and the labour market, restructuring its occupational groups, teaching methods and methodology accordingly.

06 - TRAINING VET TEACHERS AND TRAINERS

See 0601-0604

0601 - GENERAL BACKGROUND

EDUCATIVE ADMINISTRATION

The Ley de Calidad (Quality Act) includes various measures related to teacher training, both initial and continuing. In terms of general education, great importance is attached to initial teacher training, and the Título de Especialización Didáctica (teaching certificate), needed to teach secondary education, is to be revised. This training will be for a minimum of one academic year, with both a theoretical and a practical phase. The theoretical phase may be taken simultaneously with university studies, and students may choose optional study subjects through the so-called free credit system. In this way, students who wish to become teachers can choose between taking these subjects which count towards their teaching certificate at this time, and taking them after they have completed their university course.

Indeed, the teaching certificate can only be taken by students with a university degree.

In the following table are shown the ages of teachers from non-University Centres(Academic year 2000-2001)(*)

AGE	PERCENTAGE
LESS THAN 30	12,4
30-49	31,9
40-49	33,3
50-59	19,6
+ 60	2,8

(*) Las cifras de la educación en España . Estadísticas e indicadores. Edición 2003. MECED

LABOUR ADMINISTRATION

Training courses for instructors in the vocational training system for the unemployed are taught either directly through the INEM or through the competent authority in the Autonomous Region or recognised and accredited collaborating centres.

This training is of two types:

Initial training or teaching methodology, to “to learn how to teach”. The trainer learns to plan and programme the provision of training, develops communicative teaching skills and learns to assess the learning and training delivered, in order to improve.

Updating and technical improvement, which, as its name indicates, aims to update the trainer’s technical and professional knowledge (this varies due to changes in the occupational profile, the influence of IT, and the acquisition of new capital equipment). The choice of which trainers participate in updating and technical improvement courses is made according to the technical demands of each course. Absolute priority is given to those trainers whose professional activity is running vocational training courses for the unemployed.

0602 - TRAINING OF TEACHERS/TRAINERS IN EDUCATIONAL ESTABLISHMENTS

	PRE-SERVICE TRAINING	I N-SERVICE TRAINING
TEACHERS/TRAINERS OF GENERAL EDUCATION SUBJECTS	<p>Prerequisite: graduate, engineering or architectural degree at university level</p> <p>Trained in Special teacher training courses, divided into specialisation and (60 to 76 credits lasting minimum one year)</p> <p>Assistance of a teacher-tutor in each area of knowledge</p>	<p>The Ministry of Education, Culture and Sport, in collaboration with the Autonomous Regions, establish general continuing teacher training plans to which the all levels teachers of all centres financed with public funds have access. They promote continuing training and educational innovation and research.</p> <p>Teacher training may be supplemented with the following:</p> <p>Linguistic research and training programmes in collaboration with the Escuelas Oficiales de Idiomas (Official Language Schools);</p> <p>EU programmes;</p> <p>Programmes updating competences specifically ICT;</p> <p>In-company training programmes for trainers in the vocational training system;</p> <p>Courses for teachers in Educación Secundaria Obligatoria (compulsory secondary education)</p> <p>Courses to update scientific and pedagogical knowledge;</p> <p>Training programmes for teachers of students with special educational needs;</p> <p>Periodic and voluntary assessment of the teaching staff.</p>
TEACHERS/TRAINERS OF VOCATIONAL SUBJECTS (THEORY)	<p>Prerequisite:</p> <p>Certificate of Diplomado (less than a full graduate degree), technical engineer or draughtsman.</p> <p>Trained in Special teacher training courses</p>	<p>Programmes updating competences specifically ICT;</p> <p>In-company training programmes for trainers in the vocational training system;</p> <p>Courses to update scientific and pedagogical knowledge</p>
TEACHERS/TRAINERS IN VOCATIONAL SUBJECTS (PRACTICE IN SCHOOL-BASED WORKSHOPS)	<p>Prerequisite:</p> <p>Certificate of Diplomado (less than a full graduate degree), technical engineer or draughtsman.</p> <p>In some vocational branches is only required</p>	<p>Programmes updating competences specifically ICT;</p> <p>In-company training programmes for trainers in the vocational training system;</p> <p>Courses to update scientific and pedagogical</p>

	<p>the certificate of Higher Technician</p> <p>Trained in Special teacher training courses</p>	<p>knowledge</p>
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0603 - TRAINING OF TRAINERS/TEACHERS AT THE WORKPLACE (APPRENTICESHIP TRAINING AND CVET IN ENTERPRISES)

The Ministry of Education, Culture and Sport, in collaboration with the Autonomous Regions, will from time to time establish general continuing teacher training plans to which the all levels teachers of all centres financed with public funds will have access. They will also promote continuing training and educational innovation and research.

Teacher training may be supplemented with the following:

- Linguistic research and training programmes in collaboration with the Escuelas Oficiales de Idiomas (Official Language Schools);
- European Union programmes;
- Programmes updating competences specifically in information and communication technology;
- In-company training programmes for trainers in the vocational training system;
- Courses for teachers in Educación Secundaria Obligatoria (compulsory secondary education)
- Courses to update scientific and pedagogical knowledge;
- Training programmes for teachers of students with special educational needs;
- Periodic and voluntary assessment of the teaching staff.

The Quality Act aims to boost support measures for teaching such as:

- Acknowledgement of the teaching function with incentives at all educational levels;
- Teachers over the age of 55 may apply to replace their active teaching by other activities;
- Economic incentives for teaching staff with particular involvement in the Educational Teaching Plans;
- Rewards for innovative actions and professional dedication of teaching staff;
- Paid leave to boost training and research activity;
- Legal protection and assistance for teaching staff during their teaching activity.

TRAINING REQUIREMENTS

PRE-PRIMARY AND PRIMARY TEACHERS

Initial training of teachers at the Pre-Primary level is given in university colleges and in teacher training centres linked to education faculties of universities. The studies are of the first university cycle, lasting three years. The main characteristic common to all the plans is an overall study load of between 20 and 30 hours per week, including practical and theoretical training. The diploma obtained on completing the studies is Maestro (teacher) in various specialisations: Pre-primary Education, Primary Education, foreign languages, physical education, music education, special education and audition and language. Teachers must be specialists in Pre-Primary Education in order to teach at this level.

SECONDARY TEACHERS

Students planning to become teachers in secondary education must hold graduate degrees or engineering or architectural degrees. They receive their initial training in university faculties or higher technical colleges. These studies cover the first and second study courses, and last four, five or six years

They must also complete a special teacher training course. This is divided into specialisations. The total study load of the course cannot be less than 60 credits or more than 76, and must last a minimum of one academic year.

Training for teaching at secondary level is similar to that for primary level. The conditions of service are also similar, except in terms of the wages, as these are based on the group taught and professional category.

A teacher-tutor is assigned to each group of students. There is a specific teacher for each area of knowledge.

VOCATIONAL TRAINING

Trainers in vocational training are specialists and qualified to teach Specific Vocational Schooling and, in some cases, Educación Secundaria Obligatoria ESO (compulsory secondary education) and the Bachillerato. They must have the certificate of Diplomado (diploma which is less than a full graduate degree), or be a technical engineer or draughtsman. These diplomas are awarded by university faculties, higher technical colleges and university colleges. The law stipulates that those who are not teachers or have a degree in Education must have the teaching specialisation certificate.

The labour and training conditions during service are the same as those for secondary education teachers in general courses.

The vocational training for the unemployed managed by the INEM has undergone changes during the last few years. These obviously affect teacher training, which is considered a strategic factor for improving the quality of training offered.

Details and regulations have to be modified because of socio-economic changes, the transfer of responsibilities for management of vocational training to the Autonomous Regions and the integration of the three training subsystems.

The last updating in the Plan Nacional de Formación e Inserción Profesional, Plan FIP (National Vocational Training and Employment) introduced technical and administrative improvements to the plan and updated the amounts of grants and subsidies. In addition, the Royal Decrees regulating the devolution of management powers over the Plan FIP to the regional authorities establish partnership agreements between central and regional governments for annual training provision plans through the Red de Centros Nacionales de Formación Ocupacional (National Network of Vocational Training Centres).

Among the responsibilities of these centres, which specialise in particular occupational groups, is to deliver the technical improvement and refresher courses for teachers and educational experts using companies and/or experts recruited for this purpose.

TRAINER PROFILES

- Public administration and/or ordinary teachers
- Experts recruited or likely to be recruited
- Teaching staff in collaborating centres and companies
- Teaching staff in school-workshops, trade learning centres and employment workshops

DURATION AND TYPES OF TECHNICAL IMPROVEMENT COURSES

- From 30 to 60 hours or more
- Presential
- Computer-based (cross-specialisation courses, e.g. computers applied to training)

DURATION AND TYPES OF TEACHING METHODOLOGY COURSES

- From 30 to 380 hours (vocational trainer qualification certificate). If necessary, tailored methodology courses may be given according to the needs of a specific group of trainers.
- Attendance
- Semi-attendance

0604 - TRAINING OF TEACHERS AND TRAINERS IN CONTINUING EDUCATION AND TRAINING (OUTSIDE ENTERPRISES)

ADULT EDUCATION

The teaching staff in the network of public Adult Education centres is made up of public officials from the various corps of non-university teachers, depending on the educational programmes and levels involved

The 1990 Organic Act on the General Organisation of the Education System (LOGSE) provides that teachers giving adult courses leading to an academic or vocational certificate for adults must meet the same qualifications as established in general for this educational level, for the intents and purposes of education, as well as the successful completion of the pedagogical qualification course.

CONTINUING TRAINING COURSES FOR TRAINERS IN VOCATIONAL TRAINING

In the continuing training courses (technical updating and improvement) the administration of these types of courses is the job of the INEM, even though they are planned using the survey of needs and training proposals by the National Vocational Training Centres, whether or not transferred to the Autonomous Regions (6 still not transferred).

The provision of continuing training courses is included in annual plans and there are approximately 125 courses, mainly for specific jobs, while the rest are cross-specialisation courses, for all or various types of work.

RANKING OF THE COURSES MOST IN DEMAND BY VOCATIONAL GROUPS (1998-02)

TEACHING AND RESEARCH

COMPANY SERVICES
ADMINISTRATION AND OFFICE WORK
AGRICULTURE
CONSTRUCTION AND PUBLIC WORKS
HEAVY INDUSTRY AND METAL CONSTRUCTION
WOOD AND CORK INDUSTRY
ASSEMBLY AND INSTALLATION
MAINTENANCE AND REPAIRS
TOURISM AND THE HOTEL AND CATERING INDUSTRY
HEALTH
POWER AND WATER PRODUCTION, PROCESSING AND DISTRIBUTION
AUTOMOBILE INDUSTRY
INFORMATION AND THE ARTS
COMMUNITY AND PUBLIC SERVICES
TRANSPORT AND COMMUNICATIONS
RETAIL TRADE
FOOD INDUSTRY
MANUFACTURE OF ELECTROMECHANICAL EQUIPMENT
CHEMICAL INDUSTRY
CRAFTS
INSURANCE AND FINANCE
MINING AND RAW MATERIALS

07 - SKILLS AND COMPETENCE DEVELOPMENT AND INNOVATIVE PEDAGOGY
See 0701-0703

0701 - MECHANISMS FOR THE ANTICIPATION OF SKILL NEEDS

The eighteenth Additional Clause of Law 1/1990 of 3 October, the Ley Orgánica de Ordenación General del Sistema Educativo LOGSE (General Educational System Reform Act) proposed a national plan to survey labour market needs, including a jobseeker's qualification programme and a permanent monitoring system for the labour market, to ensure that information is available about qualitative and quantitative training needs. The educational and labour authorities at a national and regional level collaborate in the preparation and running of this plan. The LOGSE also established that the social partners participate in the design and planning of vocational training provision, to ensure that the training matches the local social and economic environment in which the need arises.

UPDATING THE TRAINING OFFER

There are three mechanisms for updating the training offer within the subsystem of vocational training for the unemployed, and in particular from the point of view of matching training provision to economic needs. The updating is not carried out on a regular basis, as no scheme has been decided on yet for the permanent updating of qualifications.

The mechanisms are: a study of training needs; experimental training-employment plans; and applications for the recognition of new qualifications by professional bodies across the various economic sectors.

There is also a fourth mechanism to maintain the training on offer relevant by permanently updating the list of specialities.

These kinds of studies have to be preceded by a sector-by-sector analysis of the labour market.

FITTING OF TRAINING NEEDS

Carrying out suitable research leads to better information on the organisation of labour, productive processes and possible changes in the nature of specific occupations. This means that the training remains up to date.

The items to be taken into account for this research are:

- An analysis of economic and productive activity;
- The content and structure of occupations;
- An identification of new jobs emerging in each sector;
- A study based on changes in production in terms of techniques, organisation, technology, etc.

In 2002 the environmental sector, a cross-specialisation sector, was updated and at present work is being carried out on the language and computing sectors, which have a big influence on vocational training courses and are among the target sectors in the New Vocational Training Programme.

EXPERIMENTAL TRAINING-EMPLOYMENT PLANS

Following two Ministerial Orders in 2001 and 2000 regulating the implementation of experimental programmes for training and employment, research has been carried out on vocational qualification certificates and information on their updating is being provided by a monitoring plan.

At the present the experimental programmes for training are developed by Autonomous Communities

DEMAND FOR RECOGNITION OF NEW QUALIFICATIONS

The inclusion of new qualifications via the vocational qualification certificates can be initiated by external demand: by the request by organisations, associations or other bodies interested in accrediting the competences for a particular occupation. It requires the presentation of a compelling and justified report on the need to carry out the corresponding certification process.

Among the criteria used to decide whether or not to certify the occupation in question are the following: the number of people in the labour force affected by the occupation; the occupation requiring recognition of its skills, etc.

This proposal is also analysed by a team of experts who may be from:

- the National Vocational Training Centre
- public bodies affected
- the social partners
- recruited experts

PERMANENT UPDATING OF THE LIST OF SPECIALITIES

The Fichero de Especialidades Formativas (list of training specialities) sets out the INEM training provision. New courses may always be added following requests from organisations responding to labour market needs and those arising from the studies mentioned above.

The requests are evaluated according to criteria such as training needs, technical assessments etc. by experts from the INEM and those Autonomous Regions with devolved management powers in vocational training.

EVALUATION OF THE EDUCATION SYSTEM

Law 10/2002 of 23 December, Calidad de la Educación (Quality of Education Act) extends evaluation across the whole of education: the learning process, the teaching process, teaching staff, teaching centres, educational inspection, and the educational authorities themselves.

General evaluation of the education system is carried out by the Instituto Nacional de Evaluación y Calidad del Sistema Educativo, INECSE (the National Institute for the Evaluation and Quality of the Education System), which answers to the Ministry of Education, Culture and Sport, although the educational authorities of the Autonomous Regions can also make their own evaluation to the extent of their competence.

The INECSE works with the Autonomous Regions to prepare evaluations of the education system as well as general diagnostic evaluations on specific areas and questions. The application of basic standards for the evaluations is the responsibility of central government.

0702 - BRIDGING PATHWAYS AND NEW EDUCATIONAL PARTNERSHIPS

FLEXIBILITY OF TRAINING CURRICULA

One of the basic characteristics of vocational training for the unemployed is its flexibility, because of the varied situations of the groups at which it is targeted.

This is why several years ago the INEM adopted a modular scheme for training. This is based on an occupational analysis of the labour market. The results are used in structuring occupational needs into training modules with specific characteristics.

In modular training, the contents of the course is organised into complete teaching packages, so that they can be taught alone or combined in different ways and be arranged successively, continuously or intermittently, allowing the trainees or groups of trainees to be trained continuously in long or short training periods, or to alternate vocational training periods with work.

The modules are integrated into training pathways resulting in two types of courses: vocational, which qualify the trainee to work; and specific, which teach a skill or working process, etc. in depth, allowing the trainee to renew, convert or adapt vocational skills for a job.

THE SCHOOL-WORKSHOP AND TRADE LEARNING CENTRE PROGRAMMES

The School-Workshop and Trade Learning Centre Programmes are public employment-training programmes to enable young people under the age of 25 to find jobs by learning skills and by alternance with vocational training in jobs. The jobs are related to the recovery or promotion of the artistic, historical, cultural or natural heritage, as well as the regeneration of urban or natural environments, improvement in the living conditions in cities and any other activity of public benefit or general and social interest which equips trainees with skills and work experience and thus allows them to enter working life.

These programmes can be organised by dependent agencies, self-governing bodies and other public agencies belonging to central government or the Autonomous Regions by consortiums, associations, foundations and other non-profit organisations.

The School-Workshop and Trade Learning Centre programmes can be organised abroad, through international collaboration and on the terms agreed between the Ministry of Labour and Social Affairs and the Ministry of Foreign Affairs.

The School-Workshop and Trade Learning Centre projects are in two phases. In the first the students receive vocational training and in the second they complement their training by alternance with work. The training providers recruit the trainees on a training contract. In the first phase, the trainees receive a grant and in the second they

receive wages, which are normally 75 % of the minimum wage. The length of both phases in the School-Workshop programmes is a minimum of one year and maximum of two, each phase lasting six months. The length of each phase in the Trade Learning Centre projects is six months.

THE VOCATIONAL QUALIFICATION CERTIFICATE

The purpose of the vocational qualification certificate is to recognise the vocational skills acquired through vocational training, School-Workshop and Trade Learning Centre programmes, continuing training or work experience. Of course, vocational qualifications can also be acquired in the educational system.

In order to improve the transparency of the labour market and facilitate workers' freedom of movement at an EU level, the government has established training pathways and minimum skills levels for each specialisation leading to a vocational qualification certificate. The certificate, which is valid throughout the country, is issued officially to the trainees who successfully pass the corresponding evaluations by the labour authorities responsible for managing the National Training and Employment Plan.

CONTINUING TRAINING OF EMPLOYED POPULATION

Continuing training is by nature flexible and usually taught with a timetable that is compatible with the working day. In some cases non-working days (Saturdays) are used, in locations which are easily accessible by the participants.

VOCATIONAL TRAINING PATHWAYS IN THE GENERAL BRANCH OF EDUCATION SYSTEM

The students surpassing medium grade Specific Vocational Training education receive the title of Technician in the corresponding occupation.

Access to the School Leaving Certificate can be made with the title of technician, with the corresponding ratification, in those modalities related with the training cycle studied. It is also possible to carry out other specialized or complementary education, such as special education (artistic or foreign language teaching, etc.).

The students surpassing higher grade specific vocational training education receive the diploma of "Higher Technician", which has a terminal nature directed towards their incorporation into the working world.

With the "Higher Technician" diploma access can be made to other specialized or complementary education. Ratification between "occupational modules" of different "training cycles" can also be made.

Those students wishing to continue their studies can pass directly to certain university studies related to the vocational training studies carried out without having to pass the entrance exam.

0703 - RENEWAL OF CURRICULA

STAKEHOLDERS INVOLVED IN CURRICULAR RENEWAL OF QUALIFICATIONS

Once the inclusion of a new qualification has been agreed on, this information is sent to all the Autonomous Regions, social partners, bodies and associations involved, so that they can make suggestions and raise possible objections, as well as updating the contents and other aspects considered important which improve the training related to this qualification.

After this, the INEM Sub-Directorate for Management of Vocational Training assesses these suggestions and includes or rejects them.

The resulting document is the draft of the vocational qualification certificate, which is then sent to the INEM for processing and validation if considered appropriate.

In terms of the curriculum, the education authorities of the Autonomous Regions must complement the basic curriculum for each qualification. The curricula take into account the economic, social, and human resource development needs and the economic structure of each area, and encourage the participation of the social partners

A NEW CULTURE OF LEARNING

Vocational skills, new technical/organisational methods and innovative technological aspects are all considered for inclusion in the training pathways by means of modules relating to aspects such as the environment, information and communications technologies, languages, prevention of accidents and illness in the workplace etc.

This is a response to the requirements of the New Vocational Training Plan, the National Action Plan for Employment, and to support at a European level through initiatives such as INFO XXI and the European Year of Languages.

08 - ACCUMULATING, TRANSFERRING AND VALIDATING LEARNING

See 0801-0802

0801 - VALIDATION OF FORMAL LEARNING: GENERAL CONCEPTS AND SCHEMES

The qualifications needed for employment are acquired and maintained by individuals throughout their lives using various training pathways. Work experience can be seen as one of these pathways, but up to now it is usually the training systems which organise and regulate the qualifications, curricula, certificates, and in general, accredit qualifications and the corresponding level of skills.

Official accreditations are those issued by the competent authorities whether for training (education authorities) or for occupational regulation.

LEGAL FRAME OF OFFICIAL ACCREDITATIONS

Qualifications within the education system are established by the government following consultation with the Autonomous Regions. The Royal Decree establishing any particular qualification also lays down the necessary skills characteristic of the qualification. These vocational skills are expressed in terms of the occupational profile required for the competent performance of the corresponding occupation.

In terms of the curriculum, the education authorities of the Autonomous Regions must complement the basic curriculum for each qualification. The curricula take into account the economic, social, and human resource development needs and the economic structure of each area, and encourage the participation of the social partners.

Law 1/1990, the Ley Orgánica de Ordenación General del Sistema Educativo LOGSE (General Educational System Reform Act) establishes educational goals for each level and the subjects to be taught in the whole of the schooling system: both the general system, including middle and upper level vocational schooling, and the special streams, including Arts, Languages and Sports, as well as university education.

The Organic Law 5/2002 of June 19 on Qualifications and Vocational Training establishes the creation of a National Qualification and Vocational Training System and indicates that one of its purposes is to evaluate and officially accredit vocational qualification, however this may have been acquired.

The Organic Law 10/2002 of December 23 also establishes in the article 8.4 the recognition of accreditations and the responsibility of the Education Administration about this matter.

The students participating in a Social Guarantee Program receive a certificate in which the total number of hours studied and the qualifications obtained in the specific vocational training, labour guidance and training and basic training areas are recorded. The worker participating in a Workshop School or Apprenticeship Centre receives a certificate issued by the promotive body in which the length in hours of his/her participation in the program, the acquired qualification and the training modules studied are recorded. This certificate may be duly ratified according to the requirements established by the professionalism certificate indicated in article 18 of Royal Decree 631/1993. It can also serve for ratification by the corresponding professional modules of the specific vocational training.

0802 - VALIDATION AND RECOGNITION OF NON-FORMAL AND INFORMAL LEARNING

THE ORGANIC LAW 5/2002 OF JUNE 19 ON QUALIFICATIONS AND VOCATIONAL TRAINING

The Organic Law 5/2002 of June 19 on Qualifications and Vocational Training establishes the creation of a National Qualification and Vocational Training System and indicates that one of its purposes is to evaluate and officially accredit vocational qualification, however this may have been acquired.

In relation to the acknowledgment, evaluation and accreditation of the qualifications, it indicates the vocational training degrees and vocational certificates accredit the corresponding vocational qualifications to whoever has obtained them. The General State Administration will determine the degrees and certificates that will constitute the vocational training offers referred to in the National Vocational Qualification Catalogue. Evaluation and accreditation of the vocational competences acquired through work experience of non-formal training pathways will have said Catalogue as a reference and will be developed following criteria that guarantee reliability, objectivity and technical precision of the evaluation.

The Government, prior advice from the General Vocational Training Board, will establish the requirements and procedures to evaluate and accredit the competences.

THE WORK EXPERIENCE AND THE OCCUPATIONAL APTITUDE CERTIFICATE

The guidelines for the Occupational aptitude certificate was published in the Official State Bulletin on 18 December 2003 .

The Occupational aptitude certificates provide accreditation for vocational skills acquired in the course of occupational and continuing vocational training programmes, training and employment schemes, apprenticeship and training contracts, work experience and other non-formal training routes. This, however, has no bearing on the regulation of vocational activity.

NEW NATIONAL VOCATIONAL TRAINING PROGRAM

Likewise, the New National Vocational Training Program , approved by the Government for 1998-2002, indicates amongst its objectives as regards Vocational Training the performance of experimental actions to introduce the Vocational Certificates and the adoption of measures to increase the power of the accreditation mechanisms of the different ways of acquiring competences, including work experience. The design of tests or other continuing evaluation methods of the competence acquired through training and/or work experience were included among these measures, as well as their periodic supervision and convening by the corresponding Evaluation Committee, in accordance with legislation in force.

The tests are based on vocational performances and execution criteria of the reference vocational profile and are structured so that it is possible to verify the knowledge of the complete vocational profile or isolated competence units. The data bases relating to the tests are found in the specialized National Centres of the different vocational families.

In relation to the experimental actions, the INEM has carried out, in collaboration with the National Centres, applications of the tests of some certificates within the framework of the Leonardo Program with the pilot project "Validation of the competences acquired through work experience", developed during the period 1999-2001 and promoted by the European Vocational Training Association (EVTA). This project was in response to the need to unify, on a European level, the different methods in the field of acknowledging and/or validating the experience of the competences and knowledge acquired by persons throughout their life in non-formal learning situations. However, the most significant experimental applications of the evaluation device have been carried out on groups coming from the training pathway, with students who have completed the Vocational Certificate courses, by means of performing experimental programs on training and employment (Order of the Ministry for Labour and Social Affairs, November 2, 2000).

09 - GUIDANCE AND COUNSELLING FOR LEARNING, CAREER AND EMPLOYMENT

See 0901-0903

0901 - STRATEGY AND PROVISION

GUIDANCE WITHIN THE EDUCATION AND TRAINING SYSTEM

The Ley Orgánica de Ordenación General del Sistema Educativo LOGSE (General Educational System Reform Act) of 1990 includes educational and vocational guidance amongst the factors which improve the quality of education and stipulates that the Autonomous Regions must create specialised services for educational, learning and career guidance within the teaching centres of the Régimen General (general system). According to the law, guidance is a student's right and requires specialized services.

Support services and educational and learning guidance teams have been created throughout Spain within the general system of education and regulated vocational schooling . They are organised by sectors and receive different denominations in each Autonomous Region. Most Autonomous Regions have also created other specialised teams with a different geographical target area to offer educational care and guidance for disabled students or those with special problems.

There are guidance, information and employment centres in universities as a result of agreements between the particular university and the Instituto Nacional de Empleo INEM (National Employment Institute). These centres inform and advise students and graduates on finding a job. In terms of employment, they can help to arrange in-company training, training courses and jobs, or offer companies a free pre-selection service to cover certain posts. Those universities which offer this kind of service decide themselves on its precise nature. Of course, universities also help students to enter working life by offering doctorate, postgraduate and Masters courses.

GUIDANCE IN THE LABOUR ADMINISTRATION

The guidance and counselling for vocational training linked to the labour authorities is offered in employment offices and labour departments in each region and province.

Beside Individual tutoring plans with unemployed people and some group actions in order to increase motivation and support job search). The labour administration is responsible for the quality control of the vocational guidance process and for managing agreements with the non-profit companies involved in vocational guidance activities, (incl. supervising the methodological guidelines and grants)

PARTNERSHIP WITH EXTERNAL BODIES AND ORGANISATIONS TO DEVELOP GUIDANCE SCHEMES

Non-profit institutions including local public authorities, associated bodies and trade unions .which want to work with the labour administration must register officially and offer a project with objectives and proposed activity; they have to apply for a yearly subsidy (the subsidies pay the salaries of the professionals and the costs of the guidance materials.

They provide specific types of guidance that help to improve the position of the jobseeker in the labour market and in the search for a salaried job. Especially they implement measures to encourage the identification and promotion of self-employment initiatives for jobseekers and to increase basic theoretical and practical knowledge and the personal resources of the job seekers so that they can confront job interviews with more chances of success(for more details see 0902).

0902 - TARGET GROUPS AND MODES OF DELIVERY

GUIDANCE SERVICES OF THE EDUCATION AND TRAINING SYSTEM

The 2002 Organic Act on the Quality of Education gives special importance to educational and professional counseling.

During Educación infantil and primary school, pupil counselling as a group is incumbent upon the teacher/form teacher through guidance action, which is a part of the teaching activity.

In all Secondary Education Establishments Counselling Departments have been set up in order to provide teachers with support and to carry out specific counselling tasks. The action carried out by the professionals that make up the department (varying from one Autonomous Community to another), is centred around four inter-related areas:

- support for the teaching and learning process;
- academic and vocational counselling;
- assistance to special educational needs; and
- tutorial counselling.

This department must formulate a plan of activities at the beginning of each academic year focusing on the above four areas, which will be subsequently included in the project curricula.

Certain aspects regarding educational counselling are modified by the 2002 Organic Act on the Quality of Education (LOCE). Families and students must choose the educational paths from the third year of the ESO. To support them in this choice, the assessment team will issue an educational guidance report for every student at the end of the second academic year.

GUIDANCE'S SERVICES OF LABOUR ADMINISTRATION

Target groups: All job seekers

Priority groups:

- Young people under the age of 25 who have been registered for less than 6 months
- Jobseekers over the age of 25 who have been registered more than 12 months
- Long term unemployed (for over 12 months)

Activities performed by vocational guidance professionals:

Procedures of professional supervision for getting a job

A.1 INDIVIDUAL COUNSELING

- “Individual tutorial action plan”(TI) - A process in which the tutor and the unemployed establish together a personal path in order to reach an employment. The objective is to facilitate the resources and to develop the competences of the user to identify options and choices, to plan actions and to evaluate the results autonomously. Contents: the professional profile, the resources and the professionals expectations of the user. Duration: Maximum six unemployed can participate in collective actions.

A 2 COLLECTIVE COUNSELING

- “Developing the personal aspects for the occupation” (DAPO). - A collective process to develop the personal aspects in relation with getting a job and with keeping activities in this process. The objective is to facilitate the positive attitude to the employment insertion, developing the personal resources of the users adjusting their personal employment projects. Contents: Cohesion and activation as a group, feedback, and support of the autonomous activities. Duration: five sessions of three hours each
- “Job seeking groups” (BAE-G) - A collective action in which the Users know and develop the technical instruments and the abilities in order to facilitate the active job seeking. The objective is to facilitate to the users the knowledge of those technical instruments they need to plan and to organize an active job seeking activities. Contents: to attain a position, how and where find a job, the selection process, labour information and self-employment Duration: a six modular sessions of four hours each
- “Job interview workshop” (TE) - A collective action to increase the theoretical and practical knowledge of the users and their personal resources to approach the jobs interviews with more successful possibilities. The objective is to put in practise in a trainings groups the abilities, competences and the basic strategies they need in a jobs interviews. Contents: Nature and definition of the interviews, the often questions in the interviews the behaviour and the basic abilities during the process, the objectives in the interview and the, different ways of approach it Duration: eight sessions of three hours each.

Supporting activities to technical interventions: The whole guidance service process is driving by the tutor, along the individual tutorial action; other supporting activities are including in it, depending of the main objective of the user: vocational training, self-employment assessment, or workshop-school programmes

Procedures based on the assistance for becoming gainfully employed in remunerative work

B 1 INDIVIDUAL COUNSELING

- Assessment of business projects (APE) Individual action aimed at providing potential entrepreneurs with a definite idea of a business plan, and setting it up and getting it started
- The objective is to offer guidance to the entrepreneur with respect to making up his business project, providing support and advice with respect to matters which are more difficult to carry out
- The procedures and contents will centre round market studies and planning, a production plan, the economic and financing plan and the choice of the type of corporate entity to choose with respect to established ruling

B.1 COLLECTIVE COUNSELING

- Information and motivation for becoming gainfully employed in remunerative work (INMA)Group action, aimed at motivating the job seeker towards entrepreneurial initiative, providing the necessary information to enable him to carry out a business project.

The objective is to enable the job seekers to acquire enough information concerning self-employment as a way to getting into the labour market and to get to know all the aspects directly related to creating a business project.

The procedures and contents will be aimed at: Being gainfully employed in remunerative work; the entrepreneur and the idea; making a company plan; the judicial aspects; assistance, subsidies available, procedures for constituting and setting up the company and getting it started.

Guidance services of external bodies and organisations

Identification and promotion of self-employment initiatives for jobseekers.

These measures are included in the Desarrollo de los Aspectos Personales para la Ocupación DAPO (Development of Personal Aspects for Employment). The aim of DAPO is to help promote a professional attitude among jobseekers.

The measures are developed in three phases: group cohesion and motivation; report and feedback; and support for independence

Group actions encouraging the user to acquire and/or develop techniques and skills for active job seeking aim to give the jobseeker the instruments and skills necessary to look for a job in an active, organised and planned way.

These actions are developed in the following modules: How and where to look for work; The selection process; and Information on Employment and self-employment.

There are other group actions which aim to increase basic theoretical and practical knowledge and the personal resources of the job seekers so that they can confront job interviews with more chances of success. They offer group practice of the basic skills, competences and strategies needed for a job interview. They include the nature and definition of an interview; questions during the interview; basic interview behaviour and skills; and ways of approaching the interview.

0903 - GUIDANCE AND COUNSELLING PERSONNEL

GUIDANCE SERVICES IN EDUCATION AND TRAINING SYSTEM

Supporting teams to the education establishments and Educational and Psycho-Pedagogical Teams are being created nation-wide. These are organised in areas which get a different name depending on the Autonomous Community. Moreover, most of the Communities have created, apart from the Area Guidance Teams, Specific and Specialized Teams within different geographical districts aimed at providing educational and support guidance for handicapped students or suffering from specific dysfunctions.

In general, Guidance Teams activities are focused on those non-university level establishments placed in an area within their district. Their structure is quite similar nation-wide and multidisciplinary. The staff is normally made up of psychologists, educationalists, Maestros (Teachers) and social workers. Regarding functions and competencies attributed to them it is more or less the same as the structure; their functions are as follows: to provide teachers and establishments in the area with advice for planning the curricular project and take part in its development, specially, in the guidance, psycho-pedagogical and diversity aspects; to carry out the psycho-pedagogical assessment of those pupils who need it, as well as the proposal, advice and planning of the most adequate educational reply in every case; to collaborate with teacher training centres, other education institutions, health and social services within their area; and to provide advice and guidance to pupils and their families.

The 1990 Organic Act on the General Organisation of the Education System (LOGSE) provides for the participation of social actors in Vocational Training planning and management. This principle of participation is called 'co-operative training' because it entails close collaboration and an exchange of services between the productive sector and the education system.

GUIDANCE SERVICES IN THE LABOUR ADMINISTRATION

Educational profile: A university degree is required, preferable in psychology, pedagogy or sociology

Training required : 3 years experience in Vocational Guidance in the Public Employment Service or for teaching the theoretical framework (module 1) training experience on the subject taught at a university level.

Methodology training or teaching experience will be necessary The sequential relation of training modules is indicated as a theoretical framework of acquiring knowledge and skills for the basic performance of the guidance function.

Training Initial: the professionals of the public employment services provide a theoretical week course to the non profit personnel as new professionals. The course contains the methodological process, regulations and the guidelines of the guidance services. A manual for each type of intervention is available.

Continuous: Just in case of new regulations or methods

MODULE 1 – THEORETICAL FRAMEWORK OF THE VOCATIONAL GUIDANCE MODEL

The Vocational Work approach with Individual Vocational Guidance: individualized tutoring to the centred on the worker's the solutions resources objectives

Purpose of the module: That the students – guiders know the theoretical framework from the moment of its introduction in relation to vocational guidance for employment, promotion of autonomous and motivated conducts for job seeking; basic budgets of social construction, general theory of the systems and human communication theory 6 hours

MODULE 2: CONSTRUCTION OF THE SYSTEM FACILITATING THE WORKER'S ENTRY INTO WORKING LIFE:

Planning Vocational Personal Job seeking Personal seeking information skills labour and job insertion seeking objectives. employment. motivation history Basic individual intervention techniques and complementary techniques. Development of individualized tutoring

Purpose of the module: That the students-guiders are able to apply the individual intervention module through the action "individualized tutoring" and the system facilitating entry into working life centred on the motivated job seeking behaviour from the abilities, skills and social network of the unemployed. 12 hours

Exercises on intervention techniques applied to the content of the system facilitating entry into working life with the "individualized tutoring" action framework

MODULE 3: GROUP VOCATIONAL GUIDANCE: GROUP INTERVENTIONS

Effects of group intervention in Vocational Guidance. Basic group intervention techniques. Group vocational Guidance Actions. Interview workshop. Job seeking groups and motivation group.

Length: Theoretical content: 20 hours. Practical: 8 hours. Evaluations: 2 hours. Total: 30 hours Purpose of the module: That the students-guiders develop the skills needed to apply the group intervention techniques and the content of the group vocational guidance actions for employment

1001 - BACKGROUND INFORMATION CONCERNING FINANCING ARRANGEMENTS FOR TRAINING

When the Spanish Constitution came into force on December 27, 1978, Spain became a social and democratic state founded on the rule of law. It adopted a political system of parliamentary monarchy and modified the previous centralised administration by replacing it with a new model organised into Comunidades Autónomas (Autonomous Regions), provinces (50 in all) and municipalities. The Autonomous Regions (17 plus the Autonomous Cities of Ceuta and Melilla) have their own legal identity. Regions considered exceptional for linguistic, cultural or historical reasons initially had more powers transferred from central government. However, the tendency is now for greater equality among the Autonomous Regions in terms of devolved powers. For example, the regions are now responsible for education and training, developing nationally agreed standards and regulating non-basic aspects of the educational and vocational training system, as well as exercising executive and administrative powers which enable them to administer the system within their own regions.

Spanish economic policy revolves around two pillars : on the one hand, a policy of both short and long-term fiscal stability; and on the other, a policy of structural reform in product, service and factor markets, and of an improved institutional framework strengthening growth potential and job creation and improving competition with the objective of increasing the efficiency of resource allocation.

Progressing towards the three objectives: Full employment, Improving the quality and productivity in work, and Strengthening social cohesion and inclusion.

The last reform in the field of Vocational Training funding has been focussed on the Continuing Vocational Training System. In August 2003, the Spanish government adopted a reform of the continuing vocational training system, which came into effect at the beginning of 2004.

One of the significant changes made by the reform is a new funding formula. Automatic training credits will be granted to companies in line with the rate of social security contributions for vocational training, which will be determined each financial year by the National Council of Fundación para la Formación y el Empleo.

1002 - FUNDING FOR INITIAL VOCATIONAL EDUCATION AND TRAINING

INITIAL VOCATIONAL TRAINING

Initial vocational schooling and education in Spain are funded both from public sources and contributions from private institutes and citizens. The total expenditure on education is defined as the total funds intended for education (both public and private) coming from public funds provided mainly by the Ministry of Education, Culture and Sport and the Autonomous Regions or private sources. The nature of the original funding agent is what determines the public or private character of expenditure on education, and not the recipient at the point of delivery

The Treasury, whether through the education authorities or other bodies, is responsible for the greater part of the total spending on education, which has undergone a significant increase in the last two decades. In 2001 Spain spent 5.6% of its gross domestic product on education

INITIAL VOCATIONAL TRAINING IN THE EDUCATION SYSTEM

Initial vocational training is divided into two levels, middle and upper, in the Spanish education system. Both are regulated by the Ley Orgánica de Ordenación General del Sistema Educativo LOGSE (General Educational System Reform Act) of 1990 LOGSE and Law 10/2002 of 23 December, Ley de la Calidad de la Enseñanza (Quality of Education Act).

Funding is from various sources: public funds (Ministry of Education, Culture and Sport), private funds (enterprises, households, etc.) and also EU funds. The fact that there may be various overlapping sources of funding makes it difficult to calculate the volume of resources assigned to vocational training.

Funding for initial vocational training is entirely direct. Moreover, the infrastructure, teaching staff, centres, etc. are exclusively dedicated to this form of training.

The funds are not only assigned to the public educational institutions but can also be in the form of subsidies for private centres, or grants and financial assistance for students. With regard to the private training centres, these may be either completely private or they may have reached a subsidy agreement with the authorities (in which case they are called "concertados"). The public funds allocated to the subsidised centres are established each year in the general budget.

SCHOOL-WORKSHOP AND TRADE LEARNING CENTRE PROGRAMMES.

These programmes are mixed employment and training programmes which aim to improve the employability of the young unemployed under the age of 25 and facilitate their entry into working life.

Funds come from INEM and are allocated to the autonomous regions according to a formula based on the number of unemployed job seekers. Funding of these programmes goes towards training and operating costs.

Training providers can be either public or private non-profit bodies such as central, regional or local government agencies or autonomous agencies dependent on these, as well as associations or foundations. They contribute either directly or through other agents, towards the costs not subsidised by the INEM or Autonomous Regions. This includes such items as facilities, investments, etc.

The procedure for awarding the projects for School-workshops, Trade Learning Centres and Employment Workshops is specified in the regulations of these programmes. The organisations present the projects and the INEM grants the subsidies in accordance with the criteria included in the regulations: the number of unemployed, chances of finding a job after the project, the innovative nature of the project, the quality of the training plan, etc. The amount of the subsidy depends on established hour/trainee rates. Budget restrictions mean that not all the projects applied for are accepted.

[Diagram of funding flows of programs for School-Workshop, trade learning and Employment Workshop](#)

The following is a breakdown of the amount of funding by year, with the European Social Fund contribution appearing separated from the total. Thus the State contribution is the difference between total expenditure and the ESF contribution.

Total public expenditure in School-Workshop and Trade Learning Centre Programmes, including the ESF share (Amount in EUR)

EXPENDITURE IN SCHOOL-WORKSHOP AND TRADE LEARNING CENTRE PROGRAMMES, INCLUDING THE ESF SHARE		
	TOTAL EXPENDITURE	ESF CONTRIBUTION
1998	193 244 627	109 703 557 (56.77%)
1999	200 715 912	137 326 521 (68.42%)
2000	201 921 451	53 305 545 (26.40%)(*)
2001	228 411 959	121 009 499 (52.98%)
2002	219 320 303	130 587 184 (59.54%)

Source: Unidad de Escuela Taller y Casas de Oficio (School-Workshop and Trade Learning Centre Unit)

(*)The marked drop in financial support of the European Social Fund (ESF), in 2000 year, is related to the enforcement of the new Community Support Framework 2000-2006, and the needs for justification (which are not postponable) within each CSF.

TRAINING CONTRACTS

The aim of these training contracts is to offer the theoretical and practical training necessary for a competent performance of a trade or job that calls for a level of qualification which can be formally validated.

The theoretical part of the training is funded through the INEM continuing training budget.

Each month the employer discounts the cost of the theoretical training given during the previous month to workers with training contracts from the social security contribution payable for workers with training contracts. Credits for social security contributions are included in the INEM budget for continuing training.

1003 - FUNDING FOR CONTINUING VOCATIONAL EDUCATION AND TRAINING, AND ADULT LEARNING

The funding of continuing training and adult education in Spain can be either public or private. The amount of public funding is more readily determined and accounted for than private, as it depends on legal provisions and subsequent regulations and must be capable of public scrutiny.

CUOTA DE FORMACIÓN PROFESIONAL (THE VOCATIONAL TRAINING LEVY)

Continuing training in Spain is funded through the vocational training levy on workers and employers, the subsidies from the European Social Fund and private contributions.

Continuing training, funded publicly since 1986, originally within the framework of the Plan FIP, is financed by the vocational training levy of 0.7 % of the total wage bill, with 0.6 % being paid by the employer and the remaining 0.1 % by the worker. It is collected by the General Treasury of the Social Security.

Under the II Acuerdo Nacional de Formación Continua 1997-00 (National Continuing Training Agreement), it was agreed that the 0.7 % levy would be split in half, with 0.35 % being allocated to training for the unemployed and the remaining 0.35 % being used for the direct funding of training for workers, whether in the public or private sector

This system was continued under the Tripartite Agreement on Continuing Training signed on 19 December 2000 and is still in use.

Of the total 0.35 % for continuing training, up to 0.25 % (plus an equivalent amount from other items in the State budget) will be used for the direct funding of training initiatives for workers included in the special agricultural workers' social security scheme, self-employed workers, and those who, although not actually at work, find themselves in one of the following situations:

- Part-time workers (permanent seasonal workers) during the periods in which they are not working;

- Workers affected by a work reduction plan during the periods in which they are suspended from employment, with such limitations and features as may be determined in each case by the INEM;
- Workers who become unemployed when they are undergoing training;
- Other cases as may be determined by the Tripartite Commission at the suggestion of the signatory organisations.

FUNDING FROM THE EUROPEAN SOCIAL FUND

Similarly, the funding of the training initiatives for the groups listed above will also include the amounts earmarked for such training from the European Social Fund, in accordance with the Community Support Framework and under the conditions established by the relevant Community authority.

Thus, Objective 3 and Objective 1 of the ESF and the Multiregional Operational Programmes for entrepreneurship and continuing training are designed to support the adaptability and modernisation of the education, training and employment policies and systems, which become instruments through which funding is provided for continuing training initiatives. This funding is subject to distribution criteria linked to the characteristics of disadvantaged groups in the labour market and to specific geographical areas.

Continuing training for workers - Share of funding in 2000		
FROM THE LEVY	ESF FUNDING (OBJECTIVE 3)	TOTAL
541 934 million € (ESP 90 170.99 million)	198 742 million € (ESP 33 067.99 million)	740 676 million € (ESP 123 238.33 million)
73 %	27%	

PRIVATE FUNDING

With regard to private contributions, there are those made in addition to public funding, for example through the Tripartite Foundation for Training and Employment, on the basis that the public funds used for training initiatives can be supplemented by contributions by the beneficiaries of the funds themselves (private investment effort), in accordance with any existing criteria established in the specific tender offers for subsidies.

Secondly, there are those made under collective agreements at a company or other level, specifying the company's commitment to develop training funded by the company alone or with supplementary contributions from the workers.

Nevertheless, companies also contribute funds exclusively for training initiatives associated with specific qualifications and skills needs for their workers. Such funds, which remain outside the compulsory provision of the vocational training levy, are deemed a "coste voluntario" ("voluntary cost") (V́ctor Ṕrez D́az. La educaci3n profesional en Espa~a. 2002), and would include all the expenses and costs for this type of programme.

ADULT EDUCATION

Training and education for adults in Spain is managed and financed basically by the Ministry of Education Culture and Sport and the Autonomous Regions Education departments.

The funding of this educative offer responds to different sources and mechanisms. The weight relating to all teaching as regards the number of participating adult students is also very diverse.

In the year 2001 the training and education for adults expenditure in Spain was 199.444 Euros. This amount was the 0.7% from the total expenditure in public education and training in Spain in that year.

1004 - FUNDING FOR TRAINING FOR UNEMPLOYED PEOPLE AND OTHER GROUPS EXCLUDED FROM THE LABOUR MARKET

The Ministry of Labour and Social Affairs has administrative responsibility for public vocational training, despite having transferred other responsibilities in this field to the Autonomous Regions (except for the Basque Country, Ceuta and Melilla).

The responsibilities which have been transferred are those related to administrative functions and services, as the training per se must be delivered in accordance with the Plan FIP. As a result, the Autonomous Regions with responsibilities in this area programme the courses each year, in line with the objectives previously established by the Ministry of Labour and Social Affairs, taking into account the training needs in the different regions and economic sectors.

The vocational training courses included in the Plan FIP are provided by the agencies administering the Plan, i.e. the INEM or the Autonomous Regions with devolved responsibilities. In this case, the courses are delivered in the training centres belonging to the INEM or to the Autonomous Region in question, with material and human resources belonging to the Autonomous Region itself, or through approved collaborating centres in which the training expenses are subsidised.

FUNDING OF THE PLAN FIP

The Plan FIP is funded through: a) the vocational training levy on employers and workers, which is collected together with the social security contributions; and b) the European Social Fund.

A) THE VOCATIONAL TRAINING LEVY

The objective criteria used to distribute the funds are based on the share proportion of unemployed in each Autonomous Region compared to the total in the country as a whole. They are approved by the Sectoral Conference for Labour Affairs, enacted through a Resolution by the Council of Ministers and published annually in the Official Gazette (BOE.) through an Order by the Minister for Labour and Social Affairs.

After approving the criteria for distribution, percentages, and amounts corresponding to the Autonomous Regions with responsibilities in this area, the Autonomous Regions' regulatory bodies approve the administrative procedures for programming and funding vocational training courses within their administrative responsibility.

A tendering procedure is used for approving the subsidies for collaborating training centres.

The amount of the subsidy relative to the courses taught by the collaborating centres is determined through modules per student/course hour, taking into account the subject matter to be taught, the training level of the course and the degree of difficulty of the techniques used, as well as whether the training is in a training centre or via distance learning. Students who drop out of a course in order to accept a job are also counted as having successfully completed the course.

B) THE EUROPEAN SOCIAL FUND (ESF)

The actions carried out under the Plan FIP are included within Objectives 1 and 3 of the European Social Fund and as a result these activities are co-funded by the Fund to the following extent:

In Objective 1 regions, the co-funding by the ESF is 65 % of the total cost. In Objective 3 regions, the co-funding by the ESF is 35 %.

AMOUNTS OF FUNDING FOR THE PLAN FIP

The following chart sets out the sources of funding for the training actions included in the National Training and Employment Plan (Plan FIP). They also include the amounts transferred to the Autonomous Regions which have responsibilities for administering the Plan.

Share of funding for training under the plan FIP, per year	
PLAN FIP BUDGET (EUR)	
PLAN FIP BUDGET	ESF AID (*)
1998 484 049 138.75	227 592 043.60 (47.02%)
1999 604 448 000.43	173 824 388.30 (28.76%)
2000 666 983 934.94	226 892 888.00 (34.02%)
2001 680 351 814.45	210 340 056.00 (30.92%)
2002 706 557 910.00	214 164 750.00 (30.31%)
2003 695 876 880.00	218 107 203.00 (31.34%)

(*) Included in the Plan FIP Budget

1005 - PERSPECTIVES AND ISSUES: FROM FUNDING TO INVESTING IN HUMAN RESOURCES

Spanish economic policy will continue to revolve around the twin pillars adopted hitherto: on the one hand, a policy of both short and long-term fiscal stability; and on the other, a policy of structural reform in product, service and

factor markets, and of an improved institutional framework strengthening growth potential and job creation and improving competition with the objective of increasing the efficiency of resource allocation

MAIN FEATURES OF TRAINING AND EDUCATION POLICIES FOR THE PERIOD 2003-2006

Continuous education is one of the priorities of the LOCE (Quality of Education Act). For the financial support for training of workers, priority is given to women, workers over 45 years of age and the unskilled; priority is also given to training in new technologies.

THE NATIONAL SYSTEM OF QUALIFICATIONS AND VOCATIONAL TRAINING

The purpose of the National Catalogue of Occupational Qualifications is to create a systematic list of skills needed in the productive system), together with the training associated with them. This catalogue will serve as the reference point for diplomas supervised by the Ministry of Education and certificates supervised by the Ministry of Labour and Social Affairs.

Since the content of the diplomas and certificates is determined by real skills, the catalogue will act as a guide to the Appraisal, recognition and validation of the skills acquired through training, non-formal learning or work experience. It will be a useful tool in designing occupational courses, because what is learnt and validated by any means will be recognized by the system. It can be used to tailor the training courses already available to meet the needs of the productive system (and making the labour market needs more transparent), and to categorize groups of occupations and skills levels using a participative methodology based on the reality of the workplace.

The law regulating the catalogue was approved by the government on 5 September and the skills included will be revised in a year's time in collaboration with the social partners and experts.

In terms of the Occupational Aptitude Certificates (Certificados de Profesionalidad), there is now a range of 130 categories. The number will be increased, and improvements made in their subject matter and procedure. Before the end of the year the government will approve the law regulating the award of the Occupational Aptitude Certificates. From the year 2004 anyone who is able to prove one of the skills established in the certificates, whether totally or partially, will have the skill officially recognized with a certificate from the year 2004.

11 - EUROPEAN AND INTERNATIONAL DIMENSIONS, TOWARDS AN OPEN AREA OF LIFELONG LEARNING

See 1101-1102

1101 - NATIONAL STRATEGIES RELATED TO POLICY PRIORITIES, PROGRAMMES AND INITIATIVES AT EU LEVEL

THE NATIONAL ACTION PLAN FOR EMPLOYMENT 2003

The National Action Plan for Employment 2003 establishes specific vocational training measures to be developed in Spain.

Guideline 4. Promote development of human capital and lifelong learning. The proportion of the population in education is growing in all age groups, and in particular between the ages of 16 and 19, where it has increased from 73.6% in 1997 to 77.1% in 2003. The most important recent measures have been two constitutional laws on educational quality and training, regulating the pre-university levels of the educational system.

Guideline 7. Promote the integration of and combat the discrimination against people at a disadvantage in the labour market.

The number of adults of 24 to 64 years of age who participated in training actions in which the Ministry of Education was involved was 496,790, at a cost of 894.2 million euros, with co-finance of 44.7 million euros

According to data from the Labour Force Survey (Q2, 2002), 8.7% of the population of an age to work suffer from some form of disability. It is the policy of the Ministry of Labour and Social Affairs to sign agreements with bodies representing this group.

The following measures have been passed as a result: a) social security costs are waived when disabled workers on relief contracts substitute disabled workers on sick leave; b) measures promoting the self-employment of people with disabilities have been introduced, and mentally disabled workers on training contracts will be able to replace the theoretical part of their training with rehabilitation or personal or social adjustment programmes; and c) the social security allowances for the temporary employment of disabled women have been increased.

TRANSPARENCY OF QUALIFICATIONS

Within the vocational training field, Spain participates in the implementation of Community instruments for transparency of qualifications and the mobility of individuals, e.g. the certificate supplements, European CVs and the Europass training document.

Transparency of qualifications has the following objectives:

- To contribute to mutual understanding and a commonly accepted interpretation of the vocational training validation and certification systems in Europe
- To facilitate innovative activities related to the transparency and validation of qualifications
- To support the efforts of Member States, the European Commission and the social partners to increase the transparency of qualifications and, if necessary, to eliminate the obstacles for mutual recognition of qualifications.

The certificate or diploma supplement is another of the important measures aimed at achieving the objectives mentioned above. It consists of adding explanatory and descriptive information to the original diploma/certificate, and has to be issued by the competent body in each Member State, though it does not of itself have any legal status. Its purpose is to make the diplomas and certificates more transparent and easier to understand in the sense

of making it obvious what the individuals know and what they can do in terms of their vocational competences. This ease of understanding is especially important when the person reading the certificate is a potential employer.

Lastly, the common European CV, responds to the conclusions arising from the European Council in Lisbon (March 2000) and aims to fulfil the Recommendation of the European Commission of 13 February 2002. The European Commission's General Directorates for Employment and Social Affairs and Education have collaborated in its design together with the social partners, the technical support group of the European Forum and the Forum. The European CV has a simple and flexible format, and includes instructions so that the user can indicate his or her qualification and professional competences clearly and effectively

SOCRATES AND LEONARDO PROGRAMMES

The Socrates Programme, approved in 1995, has channelled the majority of educational co-operation with Europe. Nonetheless, the Leonardo da Vinci Programme, has likewise had a growing significance within the area of Vocational Training. The programme 'Youth with Europe', though not strictly devoted to educational aspects, is relevant insofar as it promotes exchanges among young people as well as other areas in the field of young people.

The Socrates and Leonardo Programmes were renewed in January 2000 for a six-year period. Their budgets were increased over those of the previous period and new actions were contemplated, aimed at reinforcing the European dimension in education, European co-operation, the exchange of experiences and information as well as the fostering of innovation.

Although according to the Spanish Constitution of 1978 international co-operation is a power reserved to the State, the Autonomous Communities collaborate in the management of those announcements for aid addressed to certain decentralised actions. The general rules for these announcements, as well as the allocation of vacancies and the financial aid between Administrations, passed by the European Commission and other international institutions, are regulated by the Central State.

The Leonardo Programme, which was set up under European Commission Decision 9418/9/CE of 6 December 1994 and renewed for a six-year period by Council Decision of 16 April 1999, is the Action Programme for the development of a Vocational Training policy within the European Union. As in the case of the Socrates Programme, measures under Leonardo are designed to support and complete member States' initiatives, while fully respecting their responsibility as regards Vocational Training contents and organisation.

1102 - IMPACT OF EUROPEANISATION/INTERNATIONALISATION ON EDUCATION AND TRAINING

Since Spain's entrance into the European Union in 1986 the span of initiatives for educational co-operation carried out under the framework of the Union has progressively widened. This co-operation has been especially reinforced as from 1992, when the Maastricht Treaty broadened the role of the European Commission in education matters. The Treaty assigned the Commission the tasks of contributing to quality education, of fostering collaboration among the States, and in certain cases of supporting and completing the measures of the States, while at the same time maintaining full respect for each State's responsibilities (art. 126). From that moment on, the participation of Spanish students, teachers and specialists in the various European education programmes has increased significantly.

In 2003, 21 pilot projects were approved through a Spanish promoter. These projects dealt with a variety of themes, some of which were very close to ERO (European Research Overview), such as:

- E-learning (2 projects).
- Qualification of disadvantaged or at-risk groups (3 projects).
- Professional qualification in the hotel and service industry (4 projects).
- Technological innovation (2 projects).
- Training and skills in occupations related to sustainable agriculture, and the environment (3 projects).

RECOGNITIONS OF EUROPEAN AND INTERNATIONAL TRAINING AND EDUCATION CERTIFICATES

The recognition in Spanish Education System of non universities certificates, obtained in another countries, is established in the Orden Ministerial de Educación Cultura y Deporte 3305 / 2002 de 16 de Diciembre (Ministerial Order of Ministry of Education Culture and Sports) that recognises the responsibility to the Ministry of Education Culture and Sports in this matter

Also the Ministry of Education, Culture allows the continuation, in the Spanish Education System, of the studies coursed in another countries.

In the cases of the studies and Vocational training certificates the work experience will be accredited.

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