



Vocational education and training in Spain



CEDEFOP

Vocational education and training in Spain

This monograph has been prepared by

ESIN, Consultores, SL

Authors:

Carlos Otero Hidalgo, Andrés Muñoz Machado, Aitor Marcos Sánchez

For Cedefop — European Centre for the Development of Vocational Training

Project coordinators: Michael Adams, Reinhard Nöbauer
under the supervision of Stavros Stavrou, Deputy Director

Second edition, 1999

Published by:

Cedefop — European Centre for the Development of Vocational Training
Europe 123, GR-57001 Thessaloniki (Pylea)

Postal address:

PO Box 22 427, GR-55102 Thessaloniki

Tel. (30) 310 490 111

Fax (30) 310 490 020

E-mail: info@cedefop.eu.int

Homepage: www.cedefop.eu.int

Interactive website: www.trainingvillage.gr

The Centre was established by Regulation (EEC) No 337/75 of the Council of the European Communities, last amended by Council Regulation (EC) No 251/95 of 6 February 1995 and Council Regulation (EC) No 354/95 of 20 February 1995.

A great deal of additional information on the European Union is available on the Internet. It can be accessed through the Europa server (<http://eurOpa.eu.int>).

Cataloguing data can be found at the end of this publication.

Luxembourg: Office for Official Publications of the European Communities, 2001

ISBN 92-828-7454-0

© European Centre for the Development of Vocational Training, 2001
All rights reserved

Printed in Belgium

Cedefop introduction

Objective and target groups

The publication of this description of the Spanish vocational education and training system is a step towards updating and extending the series of descriptions of the (then 12) Member States published by Cedefop between 1993 and 1996, to include Austria, Sweden and Finland and the countries covered by the European Economic Area (EEA) agreement. The objective is to present an overview of vocational education and training activities in Spain that is easily understood by interested 'foreigners'. The target group includes those who may be responsible for, and concerned with, VET policy issues, researchers in this field, directors of vocational training departments or institutions, and trainers and teachers, whether they work at EU or Member State level, or for a governmental or social partner organisation. Some may be using the text at their desks as a reference document. Others may be visiting the country concerned either on a study visit or to plan or execute a bi- or multilateral project and are more likely to wish to read the document from beginning to end.

Content and structure

The volumes in this series set out to describe initial and continuing vocational education and training (VET). As far as initial VET is concerned this means including provisions which are in some cases the responsibility of the Ministry of Education and in others of Ministries of Employment or Social Affairs. In the case of continuing VET, it requires coverage of provisions for both the employed and unemployed, usually by a wide range of governmental bodies and ministries and by private and social partner organisations.

The structure of the report (see list of contents) has been laid down in some detail by Cedefop, which has also placed limits on how long it should be. The structure is, in general terms, similar to that adopted for the reports on the Member States commissioned in 1992, but there have been some changes such as the addition of a chapter on what we have called 'qualitative aspects', including information on certification, training of trainers and guidance. We required the authors of all monographs, including those updating the existing ones, to follow this amended structure, so as to make it easier for readers to make comparisons between the systems.

Choice of authors and consultation procedures

For this series, Cedefop has tried to achieve a product which in some way is impossible. We wished to have a report of the system concerned written by an insider, but easily comprehensible to the outsider. Logically the person/institution chosen as an author is an insider, located in the country being described and, unless choosing not to do so, writing in his or her mother tongue. A further corollary of this was that Cedefop has tried to play the role of 'outsider' in discussions on the draft text in order to draw authors' attention to places where the report was likely not to be easily understood by the public for which it is intended.

Cedefop has also stipulated that the authors must carry out a consultation on the draft with the main parties involved in VET in their country. This has meant their sending the draft not only to the various public bodies responsible for implementing the system and providing VET, but also to the principal representative organisations of the social partners. In particular, it was requested that the members of Cedefop's Management Board in the country concerned should assist in this connection.

Publishing and updating

It is Cedefop's intention, provided the necessary resources are available, to publish these monographs in paper form in their original language and in English, French and German. In occasional and exceptional circumstances it may publish some monographs



in additional languages. Experience has, however, shown that the time taken to translate and publish a paper-based version and the speed with which changes are taking place in the systems described means that the reports can almost never be entirely up-to-date. Cedefop therefore also intends to use electronic means of publishing, including making summaries and updates of the texts available on Cedefop's interactive Internet site (www.trainingvillage.gr).

Comments and feedback

As indicated above, Cedefop is conscious that in preparing this series it has had to make choices. We would very much appreciate having readers' views, by letter, fax or e-mail, as to whether we have made the right ones concerning the scope, content and structure of the report.

Vocational education and training in Spain

The Spanish vocational education and training system underwent far-reaching changes in the last decade of the 20th century.

1990 saw the passing of the General Law concerned with reform of the education system. This replaced the earlier General Law on Education of 1970 and fundamentally altered the structure of the general education and vocational training systems, *inter alia* by extending the period of compulsory education by two years up to the age of 16, creating a system of initial vocational training for all pupils and introducing the so-called social guarantee programmes for young people, who fail to pass the examination at the end of compulsory schooling or are at risk of social exclusion for other reasons.

At the date of writing, this reform had not yet been fully implemented so that in some areas the old and the new systems exist side by side. The years 1993 and 1998 saw the adoption of two other major reforms, the national vocational training programme (1993–96) and the new national vocational training programme (1998–2002) whose particular objective was to achieve a better integration of the three vocational training subsystems — regulated vocational training, occupational training and continuing training. One of the measures involved will be the creation of a national system of vocational qualifications.

Another important chapter in the history of reform is the transfer of wide-ranging powers in the matter of both general education and vocational training, from central government to the autonomous communities.

We would like to take this opportunity of thanking ESIN, especially Señor Aitor Marcos Sánchez, and others contributing to the text, for producing this monograph and for their very positive attitude with regard to additions and changes suggested by Cedefop.

We trust that together we have succeeded in making available to readers a monograph that they will find both interesting and useful.

Stavros Stavrou
Deputy Director

J. Michael Adams
Project coordinators

Reinhard Nöbauer

Thessaloniki, June 1999

Contents

Author's preface	9
Chapter 1 Background information	13
1.1. Political and administrative structures	13
1.1.1. The Spanish nation	13
1.1.6. Decentralisation in the field of education	14
1.1.7. Decentralisation in matters of occupational training	15
1.2. Population	15
1.2.1. Demographic trends	15
1.2.5. Regional differences	18
1.2.7. Foreigners resident in Spain	20
1.3. The Spanish economy	21
1.3.1. Recent trends	21
1.4. Employment in Spain	23
1.4.1. The labour force	23
1.4.2. The employed	23
1.4.8. The unemployed	26
Chapter 2 Brief description of the education system	31
2.1. The current situation	31
2.1.1. Introduction	31
2.1.3. The Spanish education system under the Law of 1970	31
2.1.5. The current education and university system, under the Law of 1990	34
2.1.7. Stages of primary and secondary education	35
2.1.14. The university system	36
Chapter 3 The vocational training system	39
3.1. History	39
3.1.1. Origins	39
3.1.4. Vocational training between 1950 and 1990	39
3.1.18. Vocational training since 1990	42
3.2. The vocational training system: general outline	44
3.2.1. Basic structure	44
3.2.2. The national vocational training programme, 1993–96	45
3.2.3. The new national vocational training programme, 1998–2002	47
3.3. Initial vocational training	47
3.3.1. Initial/regulated vocational training: introduction	47
3.3.3. Levels I and II vocational training (Law of 1970)	48
3.3.9. Vocational training under the Law of 1990 (LOGSE): main objectives	49
3.3.14. Main innovations compared with previous system	51
3.3.15. Basic vocational training	52
3.3.19. Specific middle and higher level vocational training	52
3.3.23. Middle level training cycles	53
3.3.26. Higher level training cycles	55
3.3.30. The catalogue of vocational training qualifications	56
3.3.36. Methods used to design and update training qualifications	59
3.3.37. Social guarantee programmes	60
3.3.43. Language learning	63
3.3.47. Courses in the arts	64
(a) Music and dance	65
(b) Courses in drama	66
(c) Plastic arts and design	66
3.3.58. Training workshops and craft centres	67
3.3.68. Specific courses for conscientious objectors	70
3.3.72. Training contracts	71
(a) Theoretical instruction	72
(b) Practical training	74
3.3.81. Work experience contracts	74



3.4.	Vocational training for employed workers	76
3.4.1.	Introduction	76
3.4.5.	Continuing training agreements	77
3.4.7.	The Second National Agreement on Continuing Training	77
3.4.12.	Training plans	78
3.4.19.	Individual training permits	82
3.4.21.	Complementary activities related to training	84
3.4.23.	Continuing training for employees in public administration	85
3.5.	Vocational training for the unemployed	88
3.5.1.	Introduction	88
3.5.2.	Public sector occupational training provided by the employment authorities	90
3.5.3.	History of the FIP plan	90
3.5.5.	The FIP plan since 1993	90
3.5.6.	Groups benefiting from training	90
3.5.8.	Planning and programming of FIP plan courses	91
3.5.12.	Management of the FIP plan	92
3.5.18.	Location of FIP plan courses	94
3.5.19.	Programmes within the FIP plan	94
3.5.20.	Characteristics of FIP plan training programmes	97
3.5.23.	Trainee selection	98
3.5.24.	Financial assistance and grants to trainees	99
3.5.25.	Profile of those attending occupational training courses	99
3.5.26.	Rate of job placement of those taking part in occupational training courses	99
3.5.28.	Evaluation of INEM — managed occupational training courses	101
3.5.29.	Certification of occupational competence	101
3.5.31.	The certificate of occupational competence	102
Chapter 4 Regulatory and financial framework		105
4.1.	Administrative arrangements	105
4.1.1.	Responsibilities for vocational training	105
4.1.6.	Government bodies responsible for vocational training in Spain: distribution of responsibilities among providers	105
	1. Education authorities	106
	2. Employment authorities	107
	3. Social partners	109
4.2.	Financing of education and training	114
4.2.1.	Educational expenditure	114
4.2.6.	Financing continuing training	117
4.2.9.	Financing occupational training	120
Chapter 5 Qualitative aspects of vocational training		121
5.1.	Certification and qualifications	121
5.1.1.	Planning vocational training	121
5.1.4.	The future national system of vocational qualifications	121
5.1.9.	Formal qualifications and certificates issued by the initial/regulated vocational training subsystem	123
5.1.13.	Qualifications under the occupational training subsystem	124
5.1.15.	Assessment of trainees undergoing regulated vocational training	124
5.1.17.	Assessment of trainees in occupational training	125
5.2.	Teachers and training of trainers	125
5.2.1.	Requirements for teachers and trainers in regulated vocational training	125
5.2.5.	Training of trainers for regulated vocational training	126
5.2.9.	Categories of, and requirements for, occupational training instructors	127
5.2.11.	Training of trainers for occupational training	127
5.3.	Vocational guidance	128
5.3.1.	Introduction	128
5.3.2.	Vocational guidance in the context of regulated vocational training	129
5.3.4.	Vocational guidance for university students	129
5.3.6.	Parents as guidance counsellors	129
5.3.7.	Plans for an integrated employment service	130
5.3.9.	Other bodies providing vocational guidance services	131

Chapter 6 Trends and perspectives for vocational training	133
6.1. The national vocational training programme (1998 to 2002)	133
6.1.1. Vocational training as an active means of combating unemployment	133
6.1.2. The principal objectives of vocational training in Spain: the new national vocational training programme (1998–2002)	133
6.1.7. Initial/regulated vocational training	134
6.1.8. Occupational vocational training	135
6.1.9. Continuing vocational training	135
6.2. The national action plan for employment (1998)	136
6.2.1. Objectives	136
6.2.2. Pillar I: Improving employability	136
6.2.3. Pillar III: Encouraging adaptability of workers and firms	138
6.2.4. Pillar IV: Enhancing equality of opportunity	138
Annexes	
Annex I Acronyms and abbreviations	143
Annex II Legal instruments	147
Annex III Principal bodies responsible for the provision or regulation of vocational training	151
Annex IV Definition of basic terms	161
Annex V Bibliography	165

Authors' preface

This monograph on the vocational education and training system in Spain is one of a series on the vocational education and training systems in the EU Member States. It has been prepared on the basis of a model supplied by Cedefop that is being used for all the monographs so as to facilitate comparison and the exchange of information.

The monograph has been produced not just for professionals working in the field of vocational training but with a wider public in mind. We have therefore tried as far as possible to avoid the use of technical jargon that makes it more difficult for the 'layman' to understand.

The Spanish vocational education and training system has undergone considerable changes in recent years, particularly since 1993, when the last monograph was published. As a result we have been obliged to rewrite it entirely instead of merely updating it. The task was not easy since 1998 was a year particularly rich in innovations affecting vocational training. The process of decentralisation and the transfer of responsibility for regulated and occupational vocational training from central government to the autonomous communities which was already under way, coincided with the publication of two documents of great significance for vocational training in general, namely the new national vocational training programme and the action plan for employment in the Kingdom of Spain, which are discussed in more detail in Chapter 6.

Our intention was to produce a clear, objective summary of vocational education and training as it currently exists in Spain. In doing so we were fortunate to have the assistance of experts in the various bodies concerned, some of whom work regularly with Cedefop. We should like to take this opportunity to express our gratitude to them all for their kindness in agreeing to undertake the work involved. Their constructive criticism has undoubtedly helped to improve the final product. Responsibility for any errors that may be found in the monograph lies with Estudios Institucionales alone.

The following were among those consulted:

Juan Cano Capdevilla and **Maria Luz de las Cuevas Torresana** (INEM Technical Services Subdirector and members of the Cedefop Documentation and Information Network), **Jaime Parra González** and **Pilar Mateo Sánchez** (INEM Subdirector for Management of Vocational Training), **José Luis García Molina** (Ministry of Labour and Social Affairs), the **Vocational Development and Guidance Subdirector of the Ministry of Education and Culture**, **José Antonio González** (Department for the Regulation and Implementation of Vocational Training at the Ministry of Education and Culture), **Antonio Torres** (Director of Assessment and Projects at Forcem), **José Manuel Giménez** (Assessment and Studies Directorate), **Justo García López** (Department of Procedures and Quality at Forcem), **Ricardo Maria Guisando Urbano** (Responsible for International Relations at Forcem), **Javier Rayo** (F. Universidad Empresa), **Mariano del Castillo Rodríguez** (Institute of Educational Technology at the CECE), **Luis Beamonte San Agustín** (UGT and member of Cedefop's Management Board).



Carlos Otero Hidalgo, Director,
ESIN Consultores, SL
Orense, 68 — 28020 Madrid — Tel. (34) 915 67 27 10; fax (34) 915 67 27 11
Internet: www.esin.es
Madrid, June 1999