

## DOCUMENT RESUME

ED 469 705

CE 083 912

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TITLE Vocational Education and Training in Spain: Short Description. CEDEFOP Reference Series. Panorama.

INSTITUTION European Centre for the Development of Vocational Training, Thessaloniki (Greece).

REPORT NO TI-41-01-389-EN-C; CEDEFOP-Ser-38

ISBN ISBN-92-896-0084-5

ISSN ISSN-1562-6180

PUB DATE 2002-00-00

NOTE 48p.; Also available in German, French, and Spanish. Colored charts may not reproduce well.

AVAILABLE FROM CEDEFOP, PO Box 22427, Thessaloniki, GR-55102 Greece; Tel: 30 31 49 01 11, Fax: 30 31 49 01 02; E-mail: info@cedefop.eu.int; Web site: <http://www.trainingvillage.gr/>.

PUB TYPE Reports - Descriptive (141)

EDRS PRICE EDRS Price MF01/PC02 Plus Postage.

DESCRIPTORS \*Career Guidance; Career Information Systems; \*Continuing Education; Decentralization; \*Educational Change; Educational Finance; \*Educational Trends; Foreign Countries; Futures (of Society); Guidance Programs; Job Training; Occupational Information; Postsecondary Education; Secondary Education; Teacher Education; \*Unemployment; \*Vocational Education

IDENTIFIERS \*Spain

## ABSTRACT

This publication offers a brief description of Spain's vocational training system and its radical overhaul since the early 1990s in an effort to adjust to the new economic and social context in Europe. Particular attention is paid to these three subsystems: (1) regulated vocational training that reflects the impact of reforms introduced by the General Law on the Education System of 1990; (2) occupational training for the unemployed; and (3) continuing training for those in employment following the recent signature of the third national and tripartite agreements. Other aspects, such as funding, the training of teachers and trainers, and the career information and guidance system are also covered. A brief section covers the decentralization of the vocational training system now underway as part of the devolution of powers from central government to the autonomous communities. The last chapter reviews current trends in vocational training and the outlook for them. Appendixes include abbreviations, acronyms, and a list of 9 principal bodies responsible for provision or regulation of vocational training. (Contains 20 references.) (YLB)

# PANORAMA

## Vocational education and training in Spain

Short description

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# Vocational education and training in Spain

Short description

Carlos Otero Hidalgo  
Andrés Muñoz Machado  
Carlos J. Fernández Rodríguez

Cedefop Reference series; 38

Luxembourg: Office for Official Publications of the European Communities, 2002

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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, 2002

ISBN 92-896-0084-5

ISSN 1562-6180

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*Printed in Belgium*

The European Centre for the Development of Vocational Training (Cedefop) is the European Union's reference Centre for vocational education and training. We provide information on and analyses of vocational education and training systems, policies, research and practice. Cedefop was established in 1975 by Council Regulation (EEC) No. 337/75.

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October 2001

Published under the responsibility of:  
Johan van Rens, Director  
Stavros Stavrou, Deputy Director

# Preface

Vocational training in Spain has since the 1990s undergone far-reaching changes in an attempt to remedy the shortcomings of the previous educational system when viewed in a new European context. While the present system, which is still in the course of implementation, has cast off much of its former academic bias, there is still room for improvement. One of the main obstacles to progress in this direction is the persistently poor image of vocational training deriving from its association with academic failure, the result of which is that, contrary to the situation in the greater part of Europe, the number of students choosing to embark on a course of general education is far higher than that of those opting for one that is essentially work-oriented.

The present survey seeks to provide a brief, but nonetheless thorough, description of the system giving special attention to each of its subsystems, namely regulated vocational training, occupational training for the unemployed and continuing training for those in employment, as sanctioned by the third national and tripartite agreements on continuing training signed in December 2000.

Also dealt with are a number of related aspects such as funding, teachers and trainers and the provision of career information and guidance. This is followed by a brief account of the process of decentralisation of the vocational training system currently under way as one further step in the devolution of powers from central government to the authorities of the autonomous communities. We conclude with a section on trends and likely developments in vocational training, bearing in mind the recommendations of the Commission and the Memorandum on Lifelong Learning.

Cedefop wishes to thank ESIN Consultores and its team (Carlos Otero Hidalgo, Andrés Muñoz Machado and Carlos J. Fernández Rodríguez) for their hard work in producing this report.

For more detailed information on the vocational education and training system in Spain, we refer readers to the longer description prepared by ESIN in 1999 and published by Cedefop in English, French, German and Spanish.

Stavros Stavrou  
Deputy Director

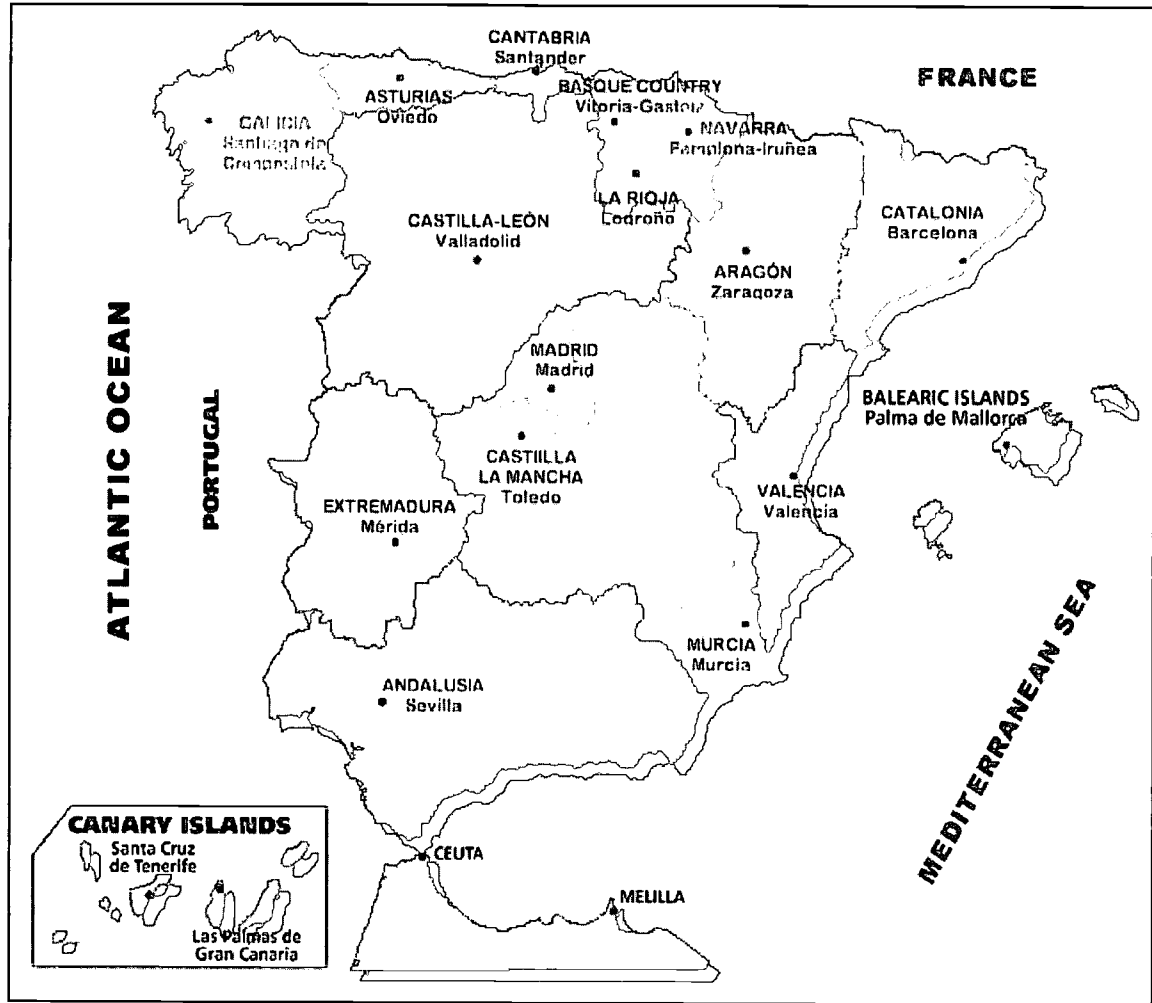
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# Autonomous communities and their capital cities



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# 1. Introduction

## 1.1. Political and administrative structures

Under the Constitution of 1978, which is still in force, Spain is a constitutional monarchy. The state, which is in the process of decentralisation, is organised on a territorial basis into autonomous communities (17 plus the autonomous cities of Ceuta and Melilla), provinces (50 in all) and municipalities. All these entities have full legal personality.

## 1.2. Spain in figures

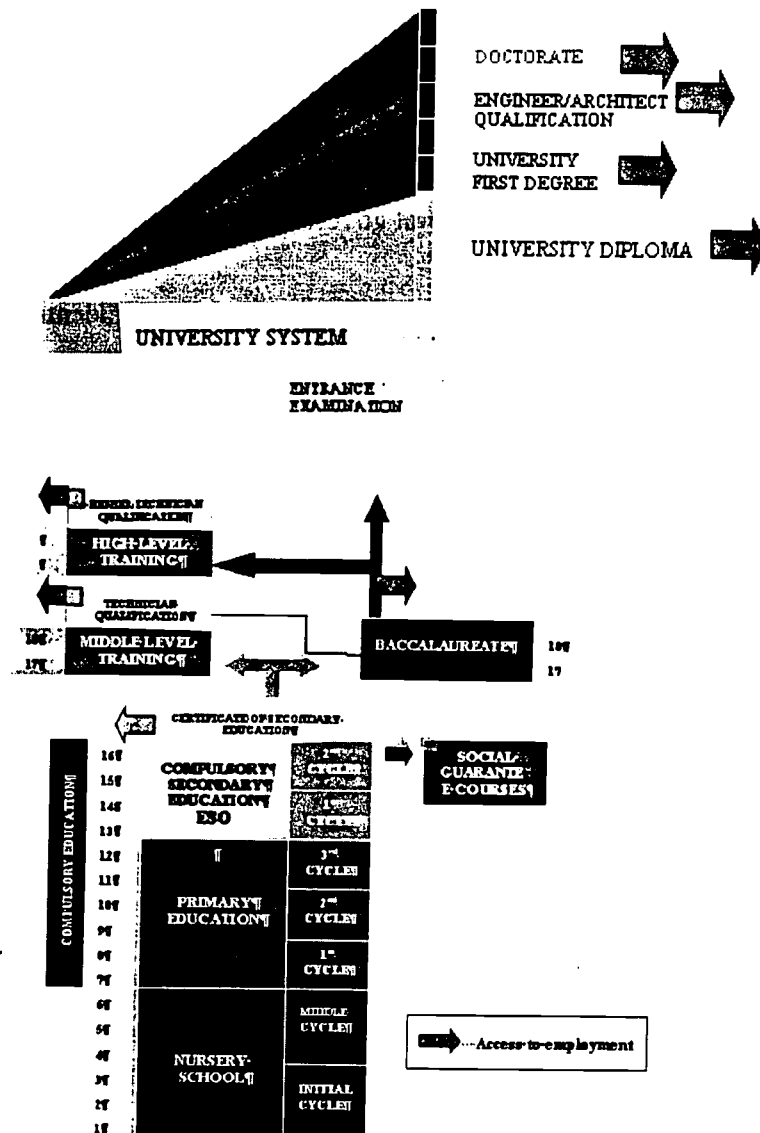
	<b>Salient figures</b>
Area	505 992 km <sup>2</sup>
Population at 1 May 1999	40 202 160
Population density	79.45 / km <sup>2</sup>
Child-woman ratio 1999	1.07
Number of foreigners resident in Spain ( 31/12/99)	801 329
GDP (fourth quarter) 1999	EUR 563 108.675 million
Estimated GDP growth (first quarter) 2001	3.4%
GDP per capita 1999	Approx. EUR 14 007
Government budget deficit 2000 ( as % GDP)	0.3 %
Active population (first quarter) 2001	16 883 300
Employed population (first quarter) 2001	14 615 900
Unemployed population (first quarter) 2001	2 267 400
Unemployment rate (first quarter) 2001	13.43%
Male unemployment (first quarter) 2001	9.58 %
Female unemployment (first quarter) 2001	19.13 %
Unemployment 16-19 age group (first quarter) 2001	32.4 %
Unemployment 20-24 age group (first quarter) 2001	23.33 %
Unemployment 25-54 age group (first quarter) 2001	11.91 %
Unemployment 55+ (first quarter) 2001	8.25 %

Source: INE

## 2. The education system

The Spanish education system is governed by two laws, the General Law on the Education System (*Ley de Ordenamiento General del Sistema Educativo - LOGSE*) which regulates the whole education system other than at university level and the 1983 Law on University Reform (*Ley de Reforma Universitaria - LRU*), which covers university education.

Figure 1. The education system under the LRU (1983) and LOGSE (1990)



Source: Authors' chart based on MEC information

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## 2.1. Primary and secondary education (LOGSE 1990)

The LOGSE passed in 1990 provided for a reform of the education system below university level as it had existed under the General Law on Education (*Ley General de la Educación – LGE*) of 1970. The reform is scheduled to take full effect in the 2002/03 academic year. **For the time being, therefore, although most schools have now introduced the new system, in some teaching under both the old and new systems exists side by side.**

The chief effects of the LOGSE reform have been:

- (a) to raise the school-leaving age for compulsory (and free) education from 14 to 16, the minimum working age;
- (b) to allow the autonomous communities, centres of education and pupils to participate in designing the curricula, with central government responsible for laying down a minimum content;
- (c) to ensure that basic vocational training is available to all students subject to the LOGSE;
- (d) to provide social guarantee programmes (*Programas de Garantía Social*) for pupils who fail to obtain a secondary school leaving certificate;
- (e) to introduce a new type of vocational training based on apprenticeship and the acquisition of knowledge with a work-related rather than academic focus;
- (f) to guarantee a system of support and advice for pupils.

The various levels of the educational system have been reorganised as shown in the figure below. Details of the former system are shown for comparison purposes:

**Figure 2: Comparison of educational levels under the LOGSE (1990) and LGE (1970) systems**

		NEW SYSTEM (LOGSE)	YEAR	AGE	PREVIOUSLY (LOGSE 1970)
		Nursery school		1-6	Pre -school education
C O M P U L S O R Y	First cycle primary	1	6-7	1 <sup>st</sup> BGE <sup>(1)</sup>	
		2	7-8	2 <sup>nd</sup> BGE	
	Second cycle primary	3	8-9	3 <sup>rd</sup> BGE	
		4	9-10	4 <sup>th</sup> BGE	
	Third cycle primary	5	10-11	5 <sup>th</sup> BGE	
		6	11-12	6 <sup>th</sup> BGE	
	First cycle compulsory secondary	1	12-13	7 <sup>th</sup> BGE	
		2	13-14	8 <sup>th</sup> BGE	
	Second cycle compulsory secondary	3	14-15	1 <sup>st</sup> cycle unif. bac./VTI	
		4	15-16	2 <sup>nd</sup> cycle unif. bac./VTI	
		Baccalaureate <sup>(2)</sup>	1	16-17	3 <sup>rd</sup> cycle unif. bac 1 <sup>st</sup> specialist VTII VTI to VTII access course
		Baccalaureate	2	17-18	Pre-university course 2 <sup>nd</sup> cycle specialist VTII 1 <sup>st</sup> cycle general VTI

(1) Basic General Education

(2) The baccalaureate course lasts two years and follows on from compulsory secondary education. There are four possible courses:

- a) arts,
- b) natural science,
- c) humanities and social science, and
- d) technology

Source: MEC

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## **2.2. The university system under the 1983 Law on University Reform**

The Spanish university system covers both state and private universities. In the 1999/2000 academic year, 1 479 112 students or 93.53% of the total attended state universities while 102 303 or only 6.47% attended private institutions, despite a 96% expansion in the private sector since 1994/95. Entry to a state university is by examination (a selection process the authorities are planning to do away with). The government, acting on proposals of the Universities, Council, lays down certain minimum contents for courses, so as to ensure uniformity of qualifications nationwide.

University education is organised in cycles with specific educational objectives and independent academic value. They are:

- (a) First cycle courses that are clearly work-oriented and do not involve a second cycle (nursing, social work, etc.);
- (b) Courses comprising two cycles with no intermediate qualification (medicine, veterinary medicine);
- (c) Courses comprising two cycles with an intermediate qualification (architecture, engineering);
- (d) Courses limited to a second cycle open to those with related first-cycle qualifications;
- (e) Third cycle (doctorate) courses.

State university matriculation fees are not high and a system of grants exists for students with insufficient means.

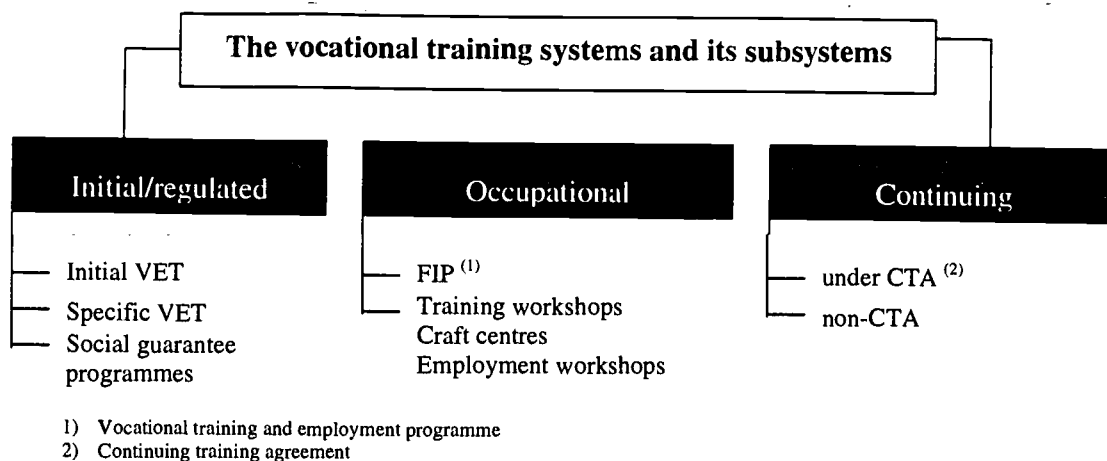
### 3. The vocational training system

#### 3.1. Basic structure: the national qualification system

Approval in 1993 of the national vocational training programme for 1993-96 and subsequently of the new national vocational training programme (*Nuevo Plan de Formación Profesional - NPFP*) for 1998-02 revolutionised vocational training in Spain. The changes wrought were radical from two points of view:

- (a) It established areas of competence by breaking the system down into three subsystems:
  - (i) **initial/regulated training**, which is the responsibility of the education authorities at either central government or autonomous community level. It is primarily aimed at young people but is also open to adults in line with the continuous learning concept reflected in the Memorandum on Lifelong Learning.
  - (ii) **occupational training**, which is targeted at the unemployed and comes under the employment authorities (*Instituto Nacional de Empleo – INEM* and the training and employment councils of the autonomous communities). It is regulated by Royal Decree 631 of 3 May 1993 which governs the vocational training and employment plan (*Plan de Formación e Inserción Profesional – Plan FIP*). One objective of the new national vocational training programme is to underpin policy in the fields of training and employment and to enhance their interaction by providing guidance and training for the unemployed with a view to their first-time job placement or re-employment.
  - (iii) **continuing vocational training** is targeted at the employed and is the responsibility of employers and unions - Workers' Commissions (*Comisiones Obreras - CCOO*), General Workers' Union (*Unión General de Trabajadores - UGT*), Gallician Trade Union Confederation (*Confederación Intersindical Galega - CIG*), Spanish Confederation of Employers' Organisations (*Confederación Española de Organizaciones Empresariales - CEOE*), Spanish Confederation of Small and Medium-sized Enterprises (*Confederación Española de la Pequeña y Mediana Empresa - CEPYME*) -, as well as of the government, through the new Tripartite Foundation. It covers training given by firms, workers or their various organisations in order to improve skills and qualifications, as also the retraining of employed workers, so as to render firms' efforts to enhance competitiveness compatible with the social, vocational and personal development of their workers.

**Figure 3: The vocational training system and its subsystems**



Source: National Qualifications Institute

(b) An integrated vocational training system

The need to integrate the three subsystems into a coherent system of vocational training has been officially recognised. The linking element is the **national system of vocational qualifications**, which sets a common standard for all forms of training covered by the **Catalogue of Vocational Qualifications** in the case of regulated training and the **List of Certificates of Occupational Competence** in that of occupational training, while a system of recognised equivalents in regulated and occupational training is being established. Thus workers who attain a certain level of competence in the course of their work and through continuing training can be recognised as possessing the same qualifications as are obtainable under the regulated training system.

The system seeks to ensure that skills acquired in various ways are given equal recognition and to establish the required degree and nature of occupational competence in the various fields of economic activity. It will thus provide a practical means of recognising and utilising competence acquired by both formal and informal means. The reform has also enhanced the scope for using distance learning, so that work can be combined with participation in various forms of training.

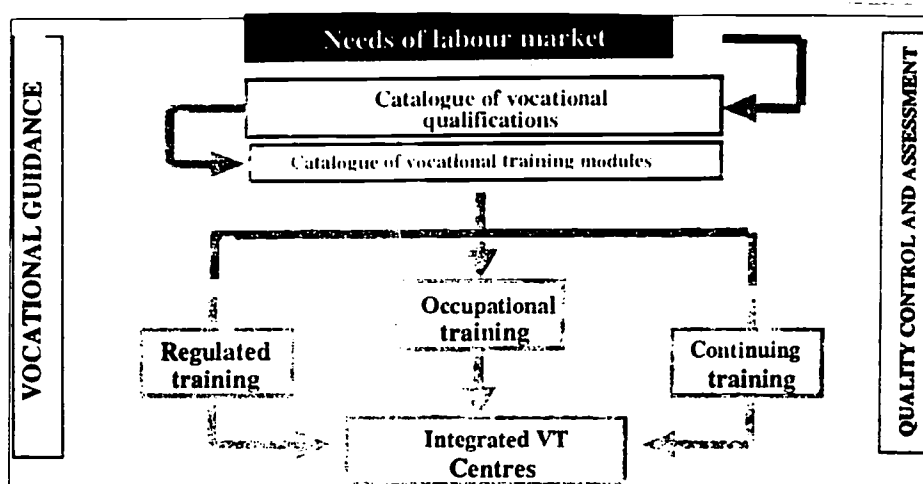
A new draft law on vocational training and qualifications refers to the system as the 'national vocational training and qualification system', conceived as a unitary system made up of five basic inter-related components:

- (a) a national catalogue of vocational qualifications which defines, revises and updates vocational qualifications;

- (b) a catalogue of vocational training modules linked to the national catalogue of vocational qualifications, which will coordinate available training and the requirements for the training centres providing it;
- (c) a career information and guidance system;
- (d) quality control and assessment of the system in terms of its continuing adjustment to change and the quality of training provision;
- (e) a process of assessment, recognition, accreditation and registration of competence.

The following chart shows the components of the vocational training and qualification system in greater detail:

**Figure 4: The vocational training and qualification system**



Source: National Qualifications Institute

The aims of the national vocational qualification system are set out in the new national vocational training programme. They are:

- firstly, to pursue unification of the system of vocational qualifications by defining a common benchmark of competences on the basis of the realities of economic activity (which will determine the standards of competence demanded for vocational qualifications);
- secondly, to bring together the various ways and means of acquiring occupational competence, and
- thirdly, to standardise the vocational training available.

This last objective finds expression in two key elements: a catalogue of training modules linked to the qualification system and a network of training centres offering courses leading to



these qualifications. Training is the means of acquiring the skills and knowledge that will be assessed in the various occupational fields.

### 3.2. The new national vocational training programme (1998-2002)

The 1998-2002 national training programme sets out six basic objectives for the vocational training system as a whole:

- (a) to establish, in collaboration with the autonomous communities, a **national system of vocational qualifications** that permits lifelong learning by integrating the three vocational training subsystems and to ensure optimum, overarching coordinated and consistent management of questions relating to the qualification and vocational training of the various populations, organisations and firms. The chief outcome has been the creation of the National Qualifications Institute (*Instituto Nacional da las Cualificaciones - INCUAL*) which is charged with drawing up an integrated system of qualifications on the basis of work already done. Its functions may be grouped under three headings: implementing the basic law governing the national system of vocational qualifications, underpinning the integrated system of qualifications and vocational training and providing technical assistance to the General Council for Vocational Training;
- (b) to equip school-leavers for entry to the world of work through cooperation between employers and schools. Notable among the measures taken in this connection are training at the workplace, putting into effect and expanding the scope of the new training contract, and the exchange of human resources between schools and firms;
- (c) to develop an integrated system of career information and guidance. The aim is to develop interlinked vocational information and guidance facilities to assist people in choosing a career or finding a job;
- (d) to guarantee the quality, assessment and monitoring of vocational training using the European Foundation for Quality Management (EFQM) as a model and bringing training into line with the occupational profiles involved;
- (e) to give vocational training a European framework and dimension with the aim of promoting labour mobility through a greater transparency of qualifications and lending impetus to European vocational training initiatives;
- (f) to provide a programme of training for groups with special needs.

Brief mention should be made of the importance of the **national employment plans** and the impetus they are giving to the various forms of vocational training. These plans are focused on four objectives:

- (a) improving employability;

- (b) encouraging a spirit of enterprise;
- (c) promoting adaptability of workers and firms (reflected in the third national agreement on continuing training);
- (d) enhancing equality of opportunity.

### **3.3. Initial/regulated vocational training**

The new vocational training model seeks to offer society an approach to training in line with the current economic, social and educational situation. The national vocational training programme sets out the objectives of the initial/regulated training subsystem as follows:

- (a) to aim for quality in specific vocational training at this level in the sense of making it work-related;
- (b) to encourage innovative experiments with a view to their subsequent generalised adoption;
- (c) to make human resources' acquisition of skills a primary factor in the transformation and improvement of regulated vocational training;
- (d) to ensure the provision of adequate resources for achieving the programme's objectives;
- (e) to increase the provision of social guarantee programmes.

According to of the Spanish Economic and Social Council's 2000 memorandum (see bibliography), which takes its information from Education at a Glance (OECD, 2000), Spain has one of the lowest training levels in Europe. 'Only 17.1% of the active population have completed compulsory secondary education and gained a secondary school leaving certificate, compared with a European average of 41.7%. While 18% are attending university, only 5% are following vocational training courses'.

The figures provided for this memorandum by the Ministry of Education and Culture show that only 453 870 people were attending vocational training courses compared with 2 771 914 pupils in general education. (This information should be treated with caution since a large proportion of the figure is accounted for by compulsory secondary education. However, 766 430 pupils were certainly attending old- and new-style baccalaureate courses).

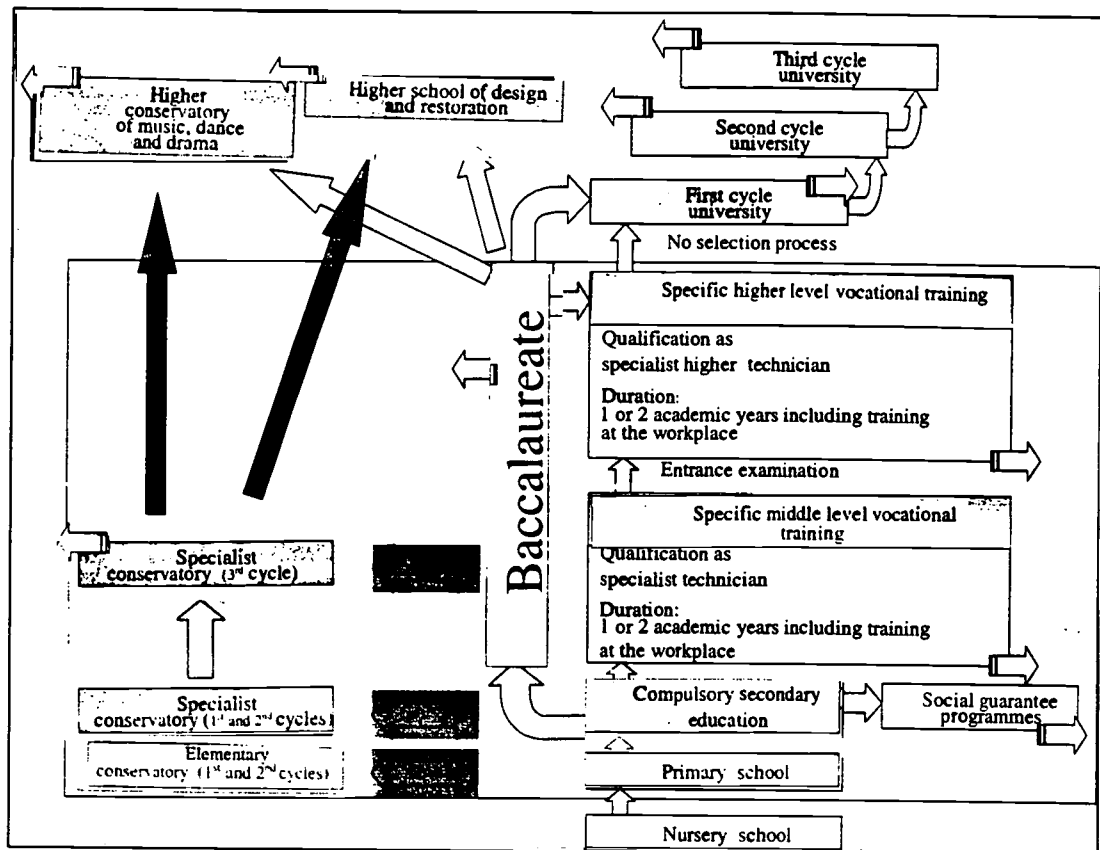
**Specific vocational training** in Spain covers the following programmes:

- (a) Social guarantee programmes;
- (b) Level II vocational training under the 1970 law, which is being discontinued;
- (c) Middle and higher level training cycles.

Other courses linked to vocational training are:

- (a) Special courses: languages, sports (middle and higher level), arts courses: fine arts and design (middle and higher level), drama (higher level) and music and dance (elementary, middle and higher level);
- (b) Courses designed for pupils with special needs, whether temporary or permanent;
- (c) Adult education in line with the principle of lifelong learning.

Figure 5: Regulated vocational training



Source: Authors' chart based on MEC information

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### 3.4. Basic vocational training

Under the Law of 1990 all pupils in compulsory secondary education and pursuing a baccalaureate course are given **basic vocational training** (125 hours in the first cycle and 70 in the second), the purpose being to provide young people with a base of knowledge, aptitudes and skills in a variety of fields so as to equip them for a wide range of occupations or to go on to more specialised studies. This, in combination with the necessary vocational guidance, permits young people to make an appropriate choice of course.

### 3.5. Specific middle and higher level vocational training

Specific vocational training covers a range of knowledge and skills that are exclusively work-related and which provide a link between the basic training of the core syllabus and training at the workplace. It seeks, in other words, to bridge the gap between school and work. Approximately 25% of training takes place in a real working environment thanks to cooperation agreements between schools and firms. It is organised in cycles at middle and higher level, which vary in length and are modular in structure. In addition to the work-related dimension, the new type of vocational training has a second aspect, namely that of social education.

The modular organisation of specific training is designed to develop a trainee's capacity to adapt to technological progress and changes in the structure of industry and to facilitate lifelong learning.

The national vocational training programme covers both career guidance and training aimed at first-time employment - which are viewed as the function of the educational establishments - through a **work training and guidance module**, provided in collaboration with schools' career guidance departments, that utilises information made available by the employment counselling services.

#### 3.5.1. Middle and higher level training cycles

**Middle level vocational training** is regarded as a form not just of training for young people but of continuing training for those employed in different specialist fields. It lasts for one or two years. Access may be direct, where the person concerned has the necessary qualifications, or by examination. Successful completion of training leads to the award of a technician qualification.

**Higher level training** is designed to equip young people for employment, as a means of continuing training for those already in work in specific fields, and to provide access to university courses. It lasts for one or two years. Here again, access may be direct, where the

candidate possesses the qualifications required, or by examination. Those successfully completing the course are awarded a higher technician qualification in the field concerned, qualifying them to either enter employment or go on to university.

Training cycles at both levels are organised in:

- (a) **Work-related modules taught in educational establishments.** These are of two types:
  - (i) modules relating to a unit of competence;
  - (ii) modules of more general relevance concerned with relations with the working environment and work training and guidance.
- (b) **In-company training** which takes place in firms in the form of on-the-job training.

Vocational qualifications are collected together in the catalogue of vocational qualifications. **Royal Decree 676 of 7 May 1993** provides that the structure, objectives, assessment criteria and content of training courses be designed with the acquisition of the occupational competence required by a particular industry in mind. There are currently 136 qualifications in existence, 75 at higher technician level (higher level training) and 61 at technician level (middle level training), grouped together by occupational family, of which there are at present 27.

### 3.5.2. Social guarantee programmes

These programmes seek to combat academic failure and the drop-out problem. They are targeted at young people of between 16 and 21 years of age who fail to meet the objectives of compulsory secondary education and do not possess any form of vocational qualification - hence those at risk of abandoning their education or who have already done so, young people in socially disadvantaged groups, those with special educational needs, prison inmates, etc.

The programmes have two objectives, namely to enable young people to become integrated into working life through their acquisition of the technical knowledge and skills needed to perform a given type of work, and to facilitate a return to the education system. This twofold intention of equipping trainees for work and ensuring their social integration reflects in the various training components:

- (a) **specific vocational training.** This includes the theoretical instruction and practical training needed to acquire the relevant skills;
- (b) **work training and guidance;**
- (c) **basic training.** This has three components, two specific (mathematics and language) and a third, social and cultural.

There are four types of social guarantee programme, according to the type of trainees involved and their needs:

- (a) **introduction to work:** the primary aim here is to train pupils to continue studying. It includes up to 150 hours of practical work, which is voluntary;
- (b) **training for employment:** This is basically intended to ensure that trainees find employment by giving them their first opportunity of work experience. It lasts for one year (six months training and six months work-based training under contract);
- (c) **training workshops,** which seek to inculcate and reinforce positive attitudes to help trainees regain enthusiasm for learning;
- (d) programmes for pupils with **special educational needs.** These last two years.

A total of 35 075 pupils took part in these programmes in 2000/01, 16.2% more than in the previous year.

### 3.5.3. Language courses

Language courses generally take place on a part-time basis in parallel with other courses as a complementary form of training. Their justification is the need for language skills in an increasingly globalised society and economy. To qualify for courses students must have completed the first cycle of compulsory secondary education or hold a certificate of basic education under the old system (*Graduado Escolar*).

### 3.5.4. Arts and sports courses

Courses in **music and dance** are at three levels. The elementary course covers a period of four years (*Grado Elemental*), the middle level course comprises three cycles, each of two academic years (*Grado Medio*). Potential candidates must pass a test. Successful completion of the higher level course is equivalent to gaining a higher university degree (*Grado Superior*).

**Drama** courses are at higher level only. Those successfully completing the course are awarded a higher qualification (*Título Superior de Arte Dramático*), which is to all effects equivalent to a university degree.

Courses in the **fine arts and design** are organised in cycles with a modular structure and include practical training in firms, studios and workshops. Candidates must pass an aptitude test. Those applying for middle level courses (*Grado Medio*) must hold a certificate of secondary education and those for higher level courses (*Grado Superior*) a baccalaureate (*Título de Bachiller*). A qualification in heritage conservation and restoration is equivalent to a university diploma.

**Courses in sports subjects** are organised in middle level cycles leading to the qualification of sports technician (*Título de Técnico Deportivo*) or in higher level cycles leading to that of higher sports technician (*Título de Técnico Deportivo Superior*).

### 3.6. Training workshops and craft centres

Training workshops and craft centres are government-run training and employment programmes, the former lasting two years and the latter one year. They come under INEM and although their courses are included in the national occupational training plan, they tend to be considered separately. They are locally organised and whether they exist or not is determined by a study of the economic and job creation potential in the area concerned with a view as far as possible to ensuring that trainees will subsequently obtain employment.

Their basic objective is to enable young people under 25, who are unemployed and often have had no previous vocational training, to acquire a qualification through programmes that combine theoretical instruction with actual work in the field of heritage conservation and restoration or preservation of the environment.

Upon completion of the programmes, trainees will have learnt a trade enabling them to find work or set up their own business (15% of trainees opt for the latter and are helped with advice). Many of the trades, which are craft-related, are in heavy demand, so that the chances of finding a job are good - although there is considerable inequality between the sexes (80% of men find a job compared with 58% of women).

During the first six months students receive theoretical instruction. At the end of this period they are given a training contract by the organising body and begin to gain experience of paid employment. In all, 36 711 students took part in one of these programmes in the year 2000, with 82.56% undergoing training in training workshops and the remaining 17.44% in the 242 craft centres in existence.

### 3.7. Training at the workplace

**Training contracts** are a form of apprenticeship training at the workplace aimed at young people aged between 16 and 21 who do not possess the qualifications required for work experience placements. There is no age limit in the case of disabled people. The number of disabled people who may be employed is limited, being determined by the total number of people employed by the firm concerned, the type of work involved and the terms of any collective agreements.

This type of contract must be for a minimum of six months with the possibility of two extensions, each of six months, up to a maximum of two years. Where a trainee is disabled the total period may be extended to three years. Upon expiry of this period a worker may not be contracted on the same basis by the same or any other firm. A training contract may also not be awarded for a job that has been performed by an employee of the firm for more than 12 months.

Work may be on a part-time or full-time basis and remuneration may not be less than the minimum wage permitted by law (EUR 14.16 per day or EUR 424.8 per month in the year 2000)

The firm is obliged to allow the person under contract to spend a minimum of 15% of his time on theoretical instruction. Practical training is carried out within the firm by a person possessing the necessary occupational qualifications. At the end of the contract the employer will issue the trainee with a certificate stating the length of theoretical instruction and the level of practical skills acquired.

Of the 119 091 training contracts concluded in the year 2000, 18.5% were in industry, 18.6% in construction and 62.5% in the service sector.

**Work experience contracts** are designed for employees with a university qualification, with middle or higher level vocational training or other qualifications officially recognised as equivalent. A contract must be concluded within the four years immediately following completion of studies or, in the case of disabled persons, within six years of so doing.

The contract must be for a minimum of six months with the possibility of two extensions, each of six months, up to a maximum of two years. Remuneration may not be less than 65% of the wage laid down by collective agreement for a person carrying out the same or an equivalent job of work during the first year of contract, and not less than 70% during the second year. Where no collective agreement exists, remuneration under this type of contract may not be less than the minimum wage laid down by law (EUR 14.16 per day or EUR 424.8 per month in 2000).

In the year 2000 the construction sector accounted for 19.1% of work experience contracts, industry for 9.5% and the service sector for 71%. Of the total number of persons under contract, 60.8% were under 25 years of age and 39.1% between 25 and 45 years of age.



## 4. Vocational training for the unemployed

### 4.1. The vocational training and employment plan

In Spain vocational training for the unemployed is mainly provided by the Ministry of Labour and Social Affairs, chiefly through the vocational training and employment plan (*FIP Plan*). The ministry is responsible for **setting the objectives** of occupational training in consultation with the autonomous communities with full powers in this field. **Management** of courses under the plan is the responsibility of either INEM or the autonomous communities to which powers have been devolved. The scope of management is as follows:

Courses covered by the *FIP Plan* fall under one of the programme headings listed below:

(a) Vocational training for the unemployed:

(i) Training for the under-25s

- Training for the short-term unemployed;
- Training for the long-term unemployed;
- Training for women in areas of activity in which they are under-represented.

(ii) Training for the over-25s

- Short- or long-term unemployed women who have interrupted their employment for at least five years;
- Women in areas of activity in which they are under-represented;
- Women with family responsibilities;
- Other adult long-term unemployed;
- Short-term unemployed.

(b) Vocational training for other groups

- (i) training for disabled people;
- (ii) training for migrants;
- (iii) training for members of the armed forces;
- (iv) training for persons in custody;
- (v) training for other groups.

(c) Training for trainers

## 4.2. Cooperating centres and courses

The following centres may cooperate in the provision of occupational training under a contract programme or cooperation agreement with the authorities responsible for management:

- (a) cooperating centres providing approved specialist training;
- (b) employers or union organisations, joint training bodies in the public sector and the principal social economy organisations;
- (c) public- or private-sector training bodies or firms.

Firms wishing to offer practical training must provide evidence that they are up to date with social security contributions, that their training has received INEM approval (or the approval of an autonomous community to which responsibility has been devolved) and that it has taken out accident insurance for trainees. Once they have been accepted such firms are paid about EUR 9 per trainee per day.

Courses may require personal attendance or utilise distance learning and be broad-based (providing young people with more general knowledge and skills), occupational, adaptational or specialised in character. In all 24 374 courses were organised in the year 2000, 295 of which were broad-based (3 543 trainees), 13 708 occupational (158 400 trainees), 6 649 specialised (80 703 trainees) and 2 273 adaptational (29 698 trainees).

## 4.3. Trainee selection and certificates awarded

**Selection of candidates** for occupational training courses is carried out in two stages. A preliminary selection is made by the provincial directorates of INEM and a final selection by the body responsible for providing the training course. There is provision for awarding three types of grants and financial assistance for the unemployed taking part in an occupational training course:

- (a) attendance grants;
- (b) transport and subsistence grants;
- (c) accommodation and subsistence grants.

According to the Spanish yearbook of labour and social affairs statistics for the year 2000, 177 082, or 61% out of a total of 289 710 people taking part in training, were women, compared with 112 628 men. Women aged between 20 and 29 accounted for 26% of the female total. Successful completion of any occupational training course leads to the award of a **certificate of occupational competence**. The catalogue of certificates of vocational competence listed 130 such certificates in the year 2000. Each certificate specifies the occupational profile, the theoretical and practical content of the training courses followed, the training route, the total duration of training and the training objectives and evaluation criteria.

## 5. Vocational training for the employed

Prior to 1993 responsibility for vocational training for employed workers, i.e. continuing training, lay with INEM and management was through the Foundation for Continuing Training (FORCEM). Since 1993 it has been the responsibility of the social partners - union and employers' organisations. Under the third tripartite agreement on continuing training, FORCEM has been replaced by the **Tripartite Foundation for Training at the Workplace**, which includes government representatives.

At present technical and organisational management of continuing training is governed by the **third national agreement on continuing training**, while matters concerning its structure and funding are covered by the **third tripartite agreement**. Both agreements apply to the period 2000 to 2004.

The third tripartite agreement reiterates the basic principles underlying the system, while introducing the following innovations:

- (a) inclusion of a new procedure for training initiatives for, and at the request of, social economy firms, given their particular organisational model;
- (b) improvements in the management model putting management of continuing training in the hands of a new tripartite foundation made up of representatives of government and the principal union and employers' organisations. This has the effect of simplifying the processes and procedures for training initiatives and rendering them more flexible by applying the criteria and requirements of administrative procedure.

### 5.1. Continuing training measures

#### 5.1.1. Training plans

Training plans are the most frequently used means of training workers. There are four types:

- (a) **Company training plans** are a method which may be adopted by firms with more than 100 employees;
- (b) **Sectoral group training plans** are used by two or more firms from the same sector to ensure a minimum number of trainees as specified by the trade union, which also sets the maximum. These plans may be requested by any of the firms grouped together in the training plan and by major trade union and employers' organisations, as well as by organisations of labour or cooperative societies, established in the sector to which the firms and groups designing the plan belong;
- (c) **Cross-sectoral training plans** seek to equip workers with more general skills common to several branches of activity;

(d) **Specific training plans** in the context of the social economy.

Firms taking part in training plans receive financial assistance for training their employees. The sum involved was increased by 27.1% in the year 2000 and participation by very small firms rose 37.64%. It is estimated that 87% of firms with more than 10 employees organised training for their employees in 2000 compared with 27% in 1993. Of these 82% have a training plan and 66% a budget specifically earmarked for training activity. The number of trainees also posted an increase of 5.2% compared with 1999, the rise being particularly marked in the case of disadvantaged groups such as women, the over-45s and workers with no qualifications, although the group benefiting most is perhaps that least at risk, namely those aged between 25 and 35. Figures for the disadvantaged groups are:

**Table 2: Groups with special continuing training needs**

Group	Total number	Change on 1999
Women	1 731 280	22.58%
Over 45 year olds	869 641	11.48%
Unskilled	1 686 680	24.04%

*Source: Foundation for Continuing Training, Statistical Bulletin 2001*

Despite the increase in the case of women, the number benefiting from continuing training (1 731 280) still lags behind that for men (3 036 105), although their presence in sectors such as health, teaching and personal or social services is substantial.

### **5.1.2. Individual training permits**

The third national agreement confirmed existing provisions regarding individual training permits. These are granted subject to the following conditions being fulfilled:

- (a) persons applying must not already be included in a company or group training plan;
- (b) they must have been with their firm for at least a year;
- (c) training must be directed to enhancing or adapting a worker's technical and occupational skills and/or personal qualifications and must lead to an officially recognised qualification;
- (d) all training must involve personal attendance.

Permits are granted for a maximum of 200 hours, during which a worker receives the equivalent of his wages and social security contributions are paid on his behalf.

Of the 4 731 applications for training permits made in the year 2000, 76.9% were for university first degree and post-graduate courses, 8.4% for officially recognised language training and only 6.4% for vocational training, although this figure was 16% up on 1998/99.

### **5.1.3. Complementary activities relating to training**

The third national agreement follows the second in providing for the possibility of financing supplementary training-related measures, but specifies that these should be measures designed to assist in identifying training needs in the various fields, producing training aids and/or devising methods appropriate to continuing training. It also stipulates that:

- (a) a public meeting be held annually to make known which courses, aids and methods are considered necessary to improve continuing training and make it more effective;
- (b) financial assistance may be requested for other courses or projects which, although not mentioned at the meeting referred to, are considered a useful form of continuing training.

Provision worth mentioning for groups more vulnerable in labour market terms are the courses in Spanish for foreigners run by the Ministry of Education and Culture as well as courses in new technology initiated locally. The Ministry of Education also runs courses for adults and groups with special needs.

## **5.2. Continuing training for employees in public administration**

January 2001 saw the publication of the third national agreement on continuing training for employees in public administration covering employees in departments of central government, the autonomous communities, and local government bodies - a total of 2 208 132 in November 2000. The agreement was drafted jointly by representatives of the civil service and the trade union organisations.

The control and monitoring of this type of continuing training has been entrusted to the General Committee for Continuing Training - a body composed of representatives of the civil service and the unions.

The budget appropriation for the financial year 2001 is about EUR 56 million.

## 6. Financing vocational training

Table 3 gives the budget appropriations in 1999 for vocational training under the national employment action plan.

**Table 3: Number of vocational trainees and appropriations, by subsystem, 1999**

Subsystem	Trainees	EUR million
Regulated training	567 739	1 538
Occupational training	433 802 <sup>(1)</sup>	697 <sup>(2)</sup>
Continuing training	2 180 860 <sup>(1)</sup>	636 <sup>(2)</sup>

(1) Provisional figures

(2) Government contribution

Source: National Employment Action Plan 2000

Table 4 provides information on total spending on education.

**Table 4: Spending on education, total and as per cent of GDP, 1993 to 2000**

Year	Total expenditure <sup>(1)</sup>			Government expenditure <sup>(2)</sup>			Families' expenditure <sup>(3)</sup>		
	EUR billion	% GDP <sup>(4)</sup>	% GDP <sup>(5)</sup>	EUR billion	% GDP <sup>(4)</sup>	% GDP <sup>(5)</sup>	EUR billion	% GDP <sup>(4)</sup>	% GDP <sup>(5)</sup>
1992	21.58	6.1		17.71	5.0		4.21	1.2	
1993	23.09	6.3		18.81	5.1		4.73	1.3	
1994	24.05	6.2		19.29	5.0		5.21	1.3	
1995	25.82	6.2		20.61	4.9		5.70	1.4	
1996	27.36	6.2		21.92	4.9		6.04	1.4	
1997	28.80	6.2		22.85	4.9		6.44	1.4	
1998	30.51	6.1	5.8	24.25	4.9	4.6	6.79	1.4	1.3
1999	32.50		5.8	25.71 <sup>(6)</sup>		4.6	7.27		1.3
2000	34.57		5.9	27.41 <sup>(7)</sup>		4.7	7.64		1.3

(1) Consolidated total expenditure (transfers between public sector and families have been eliminated).

(2) Actual expenditure by all government authorities, including universities. Includes an estimate of social security contributions for the education sector. Figures for the period 1992-98 include the last updates of government educational spending figures.

(3) Source: INE up to 1998. Estimated figures for 1999 and 2000.

(4) GDP base 1986, European Accounting System 1979 method. Source INE

(5) GDP base 1995, European Accounting System 1995 method. Source INE

(6) Provisional figure.

(7) Initial budget estimate.

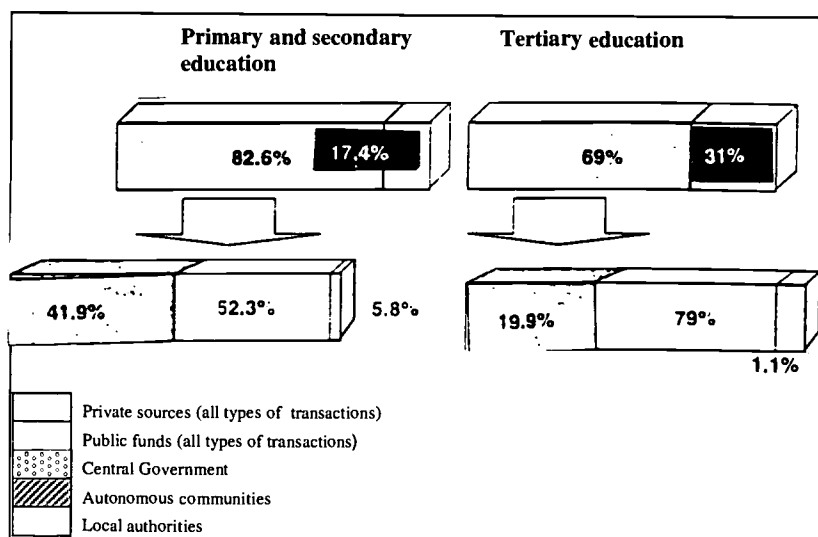
Note: As a result of the new European method for calculating GDP and the change of base year, the figure is higher than when computed using the former method and base year. This has had the effect of reducing the figures for the contribution to education in GDP terms. Consequently, for purposes of comparison, we give for 1998 the figure for spending on education as a percentage of GDP using both methods. This was the last year in which the National Statistical Institute drew up the national accounts using the 1979 method.

Source: National Employment Action Plan 2000

## 6.1. Financing regulated vocational training

Regulated vocational training is funded from various sources as shown in the figure 6:

Figure 6: Sources of funds for education in 1998



Source: 'Education database: educational expenditures by source, type of transaction and education level' in [www.oecd.org](http://www.oecd.org). OECD (2001)

## 6.2. Financing vocational training for the employed

Non-regulated vocational training is funded from two main sources:

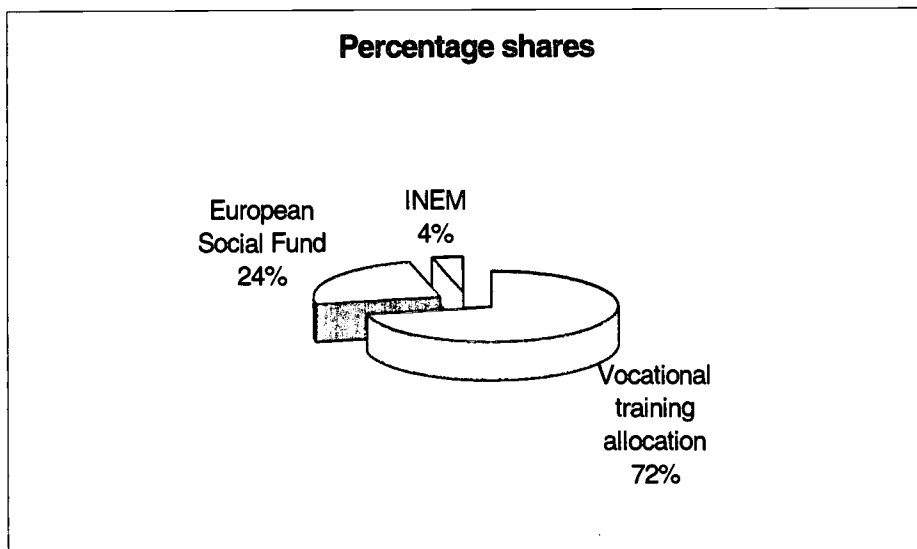
- The vocational training allocation channelled through the social security system, which has continued after the signing of the third national and tripartite agreements on continuing training. Firms and employees pay an industrial accident and health insurance contribution of 0.7%. The tripartite foundation that replaced FORCEM administers, with INEM assistance, the sums concerned. The fixed percentage to be divided between the two types of training under the third national agreement on continuing training is 0.35% for occupational and 0.35% for continuing training in 2001. The government is at liberty to vary the percentages from year to year;
- The contributions received from the EU structural funds, and specifically the ESF, since 1986.

The 0.7% allocation referred to is managed by INEM on behalf of FORCEM. Vocational training is funded as follows:

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- (a) occupational training is financed by means of the vocational training allocation (managed by INEM or the autonomous communities with devolved powers) and the European Social Fund. The government decides on the percentage distribution of available funds. No figures are available for the third national agreement and the third tripartite agreement at the time of writing;
- (b) continuing training is funded by the appropriate share of the vocational training allocation (72%), INEM (4%) and the European Social Fund (up to 28%).

**Figure 7: Financing of continuing training, 2001**



Source: FORCEM

Training for persons in employment is provided through the appropriate employers' organisations or unions, which request funds from FORCEM, submitting a training programme for approval. In general if these organisations do not possess an infrastructure adequate to provide the training themselves they contract the work out to private firms.

Under the third tripartite agreement, continuing training is available to other groups, such as workers under the social security authority's special agrarian regime, the self-employed and, in special circumstances, certain unemployed people. This is funded by a grant of EUR 30.05 million from central government and EUR 42.07 million from the social security vocational training allocation.

Training given differs considerably from one firm and one sector of industry to another. The *Libro 2000 de la Formación* (2000 training annual) identifies various models:



- (a) firms (mainly SMEs) that simply follow the training programmes for the sector concerned. This is passive intervention.
- (b) more enterprising SMEs that put considerable effort into training, particularly at managerial and technical level;
- (c) large, well-established firms with an adequate training infrastructure but whose training does not stop at practical skills;
- (d) large firms in growth sectors with a sound and thorough plan of training for employees based on good practice.

## 7. Information and guidance in the Spanish education system

### 7.1. Method of operation

A number of bodies exist to provide information and guidance which, here again, are affected by the current process of decentralisation. The system functions at three levels. The first is the class or group of students who are entrusted to a tutor with general responsibility for the group, even though tutorials usually only take up a few hours a week. The second is the school, which is the responsibility of a vocational counselling department that uses the infrastructure of INEM, and the third the school system in the district or sector that appoints the guidance teams.

The following facilities exist at the various stages of education:

- (a) **primary school:** Basic vocational guidance with a psychopedagogical emphasis;
- (b) **baccalaureate level:** School vocational counselling departments;
- (c) **regulated vocational training:** has a compulsory vocational training and guidance module. It includes an introduction to careers managed by the school concerned in collaboration with a teacher/tutor from the work-based training centres for the appropriate cycle. In other cases responsibility lies with the school's vocational counselling department;
- (d) **informal vocational guidance** usually available at job-centres;
- (e) **training for university students.** The career information and guidance centres are the responsibility of the Ministry of Labour, through INEM and the university authorities. They were set up in order to assist recent graduates to find employment;
- (f) **guidance provided through INEM:** Services to the public are channelled through INEM and the autonomous communities using their own means and non-profit cooperating bodies which are not subsidised. Principal among these are:
  - (i) **integrated employment services.** These include an analysis of the employment market and measures designed to improve the chances of finding work (vocational information, interviews, vocational qualifications, personal employment and training plan or mixed employment/vocational training programmes);
  - (ii) **guidance and assistance with finding employment** or setting up one's own business. This includes:
    - personalised tutorials in which the counsellor and user agree on the steps to be taken in order to ensure an optimum route to employment;

- developing personal job-related skills, group work designed to influence personal aspects liable to facilitate and sustain job-seeking activity;
  - job-seeker groups: a group activity designed to help with the acquisition and development of skills to facilitate active job-seeking;
  - interview workshops: a group activity aimed at increasing job-seekers' basic theoretical and practical knowledge and personal resources to enable them to cope with job interviews with a greater chance of success.
- (iii) **assistance in setting up one's own business** involving provision of information and motivation to become self-employed and help in assessing projects for so doing;
- **guidance through other bodies.** Especially worthy of mention in this connection are the Institute for Youth and the Institute for Women.

## 7.2. Information and guidance within the vocational training system

**Public funds** allocated for vocational guidance purposes by INEM and the autonomous communities combined totals EUR 88 204 829.

**Specialist personnel working full- or part-time:** INEM has 200 technicians involved in vocational guidance on a part-time basis. They combine this with other work in employment offices and provincial directorates. Organisations cooperating in employment counselling and assistance with self-employment programme had 1 159 technicians. No figures are available for the autonomous communities (*Comunidades Autónomas – CCAA*).

**Table 5: Number of participants in guidance counselling**

Activities	1998	1999	2000
Information, vocational guidance and job-seeking	803 621	731 668	352 789 <sup>(1)</sup>

<sup>(1)</sup> The drop on the previous year is due to:

- (a) The introduction of individual, personalised management
- (b) The fact that figures relate only to territory covered by INEM

## 8. Decentralisation of the vocational training system

The role of the autonomous communities has assumed considerable importance with the transfer of powers. Law 19 of 9 June 1997 brought about a reform of the General Council for Vocational Training (*Consejo General de Formación Profesional*) and full participation of the autonomous communities in the new national vocational training plan. This is reflected in a third aspect, namely cooperation between government, the social partners and the autonomous communities on the National Council for Vocational Training, and in its first objective (creation of the national system of vocational qualifications). The Council, which is presided over alternately by the Minister for Education and Culture and the Minister for Labour and Social Affairs, now includes representatives of central government, the autonomous communities and union and employers' organisations.

Some autonomous communities have created their own vocational training councils and three of them - namely the Basque Country, Andalusia and the Canary Islands - have drawn up vocational training plans. The latter two cover the periods 1999-2006 and 2000-2006 respectively. The Basque Country's plan, which was drawn up in 1997, anticipated many of the ideas contained in the new vocational training plan, such as the creation of an integrated vocational training system based on an overarching view of competence, the proposal to set up both an institute for the development of qualifications and vocational training and an agency for quality control and assessment, a catalogue of training modules linked to the national system of qualifications and the network of vocational training centres within the system.

The Andalusian plan largely overlaps with that of the Basque Country and is notable for the stress placed on participation in European programmes and initiatives concerned with vocational training and for advocating the development of a system of career information and guidance.

Finally we would mention the creation of two new Institutes - the Basque Country Institute for Qualifications and Vocational Training and the Gallician Qualifications Institute.

## 9. Vocational teachers and trainers

### 9.1. Regulated vocational training

Teachers providing **vocational training at middle and higher level** fall into two categories:

- (a) **external temporary teachers**, who are specialists providing training in a specific area of a specialist field, acquire teacher status by signing a temporary contract;
- (b) **established teachers**, who must possess a university degree and have completed a teacher training course and succeeded in a public competition or examination, are classified as either secondary school teachers or technical vocational training instructors.

### 9.2. Occupational training

Teachers providing INEM-administered occupational training are either:

- (a) **INEM teaching staff** with civil servant status;
- (b) **teachers employed by other training bodies**, such as cooperating centres;
- (c) **teachers under contract to INEM** to provide certain types of training who do not have civil servant status.

This classification also applies in the case of the autonomous communities with full powers in the matter of vocational training.

### 9.3. Training of trainers

In Spain responsibility for the training of trainers to provide regulated vocational training lies with the Ministry of Education and Culture and the autonomous communities. Responsibility for training occupational trainers lies with INEM and the cooperating organisations. Particular emphasis is placed on ICT and distance learning.

The organisations concerned with trainers in the regulated sphere are the teacher and resource centres whose specific features vary from one autonomous community to another. In the case of the universities the task is performed by the Institutes of Education Sciences.

Training of trainers for regulated vocational training comes under INEM. Mention should be made of the training courses provided through the **further technical training scheme for trainers under the FIP plan**, which have as their objective:

- (a) to update and refresh trainers' knowledge in the specialist fields or subjects covered by their teaching activity;
- (b) to provide both theoretical and practical training for trainers in aspects of new technology;
- (c) to provide trainers with the necessary theoretical and practical training in new types of occupation and specialist fields.

In the call for tender for 2001, further technical training courses were offered. These related directly to 16 occupational families and indirectly to all 27 such families currently in existence. These courses cover more than 50 occupational or specialist fields and are aimed at an estimated 8 000 trainers directly involved in the training and employment plan together with those trainers whose teaching activity takes place in the craft and trade centres. The following assistance is available:

- (a) a **board and subsistence allowance** of up to EUR 54.69 per day of training reckoned from the first to the last day of the course, plus economy class travel to and from the training location;
- (b) a **travel and subsistence allowance** of EUR 10.97 per day of training;
- (c) a **travelling allowance** covering the cost of a return ticket by public transport.

An important development was the creation in December 2000 of the **Spanish TT network**<sup>1</sup> which is planned to develop into a facility for cooperation and interchange of experience between trainers as well as providing a point of reference for Spanish training professionals. The network will be backed up by seminars, forums, an electronic training library and other facilities.

A total of 7 873 trainers attended updating courses in 1999.

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<sup>1</sup> <http://www2.trainingvillage.gr/etv/ttnet/EN/NETWORK/es.asp>  
<http://www.inem.es/ofros/TTnet.entrada.html>

## 10. Trends and perspectives

The following are the principal trends and perspectives:

- The year 2001/02 will bring full implementation of the 1990 law on the education system and 2002/03 will see the final disappearance of the system created by the law of 1970, making for greater overall consistency. Factors to be contended with will be the fall in the birthrate and the need to adapt in order to cope with immigration.
- Efforts to promote vocational training should be pursued because of the risk of the country experiencing a severe shortage of middle level skilled workers.
- The 2000/04 legislative period may see the passing of an organic law on vocational training bringing together the various elements contained in the new vocational training programme [*Nuevo Plan de Formación Profesional (1998-2002) – NPF*]. The next few years will be devoted to developing the national vocational training and qualification system along the lines of the NPF.
- A new law on universities was passed by the Congress of Deputies while this report was being written. It concentrates on such aspects as improving quality within the system, encouraging the mobility of teachers and students, and changes in the way in which teaching staff are chosen and in the methods of management and funding.
- Also likely in the not-too-distant future is a law on quality of teaching.
- The period since the passing of the third agreements has seen some consolidation in continuing training. The devolution to the autonomous communities of powers in the matter of vocational training and employment will be stepped up with a view to implementing measures designed to avoid regional inequalities.
- Further effort is required to develop and expand initiatives concerned with the introduction of new technology to ensure that Spain does not lag behind in adapting to the information society, since this would mean a loss of economic competitiveness and hence of jobs.
- Considerable efforts are being made to follow the recommendations concerning lifelong learning, particularly as regards the development of the national vocational training and qualification system.

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## Annex 2: Abbreviations and acronyms

<b>ANFC</b>	<i>Acuerdo Nacional de Formación Continua</i> National agreement of continuing training
<b>CCOO</b>	<i>Comisiones Obreras</i> Workers' Commissions
<b>CEOE:</b>	<i>Confederación Española de Organizaciones Empresariales</i> <i>Spanish Confederation of Employers' Organisation</i>
<b>CEPYME</b>	<i>Confederación Española de la Pequeña y Mediana Empresa</i> Spanish Confederation of Small and Medium-sized Enterprises
<b>CIG</b>	<i>Confederación Intersindical Gallega</i> Gallician Trade Union Confederation
<b>EFQM</b>	European Foundation for Quality Management
<b>ESO</b>	<i>Educación Secundaria Obligatoria</i> Compulsory secondary education
<b>FCT</b>	<i>Formación en Centros de Trabajo</i> Training at the workplace
<b>FIP</b>	<i>Plan de Formación e Inserción Profesional</i> Vocational training and employment plan
<b>FOL</b>	<i>Módulo de Formación y Orientación Laboral</i> Work training and guidance module
<b>FORCEM</b>	<i>Fundación para la Formación Continua</i> Foundation for Continuing Training
<b>FP</b>	<i>Formación profesional</i> Vocational training
<b>FPE</b>	<i>Formación Profesional Específica</i> Specific vocational training
<b>FPO</b>	<i>Formación profesional ocupacional</i> Occupational training

<b>GDP</b>	Gross Domestic product
<b>ICE</b>	<i>Instituto de Ciencias de la Educación</i> Institute of Education Science
<b>INE</b>	<i>Instituto Nacional de Estadística</i> National Statistical Institute
<b>INEM</b>	<i>Instituto Nacional de Empleo</i> National Institute of Employment
<b>LGE</b>	<i>Ley General de Educación de 1970</i> General Law on Education (1970)
<b>LOGSE</b>	<i>Ley de Ordenamiento General del Sistema Educativo de 1990</i> General Law on the Education System (1990)
<b>LRU</b>	<i>Ley de Reforma Universitaria de 1983</i> Law on University Reform (1983)
<b>MAP</b>	<i>Ministerio de Administraciones Públicas</i> Ministry of Public Administration
<b>MEC</b>	<i>Ministerio de Educación, Cultura y Deporte (antes Ministerio de Educación y Ciencia)</i> Ministry of Education, Culture and Sport (formerly Ministry of Education and Science)
<b>MTAS</b>	<i>Ministerio de Trabajo y Asuntos Sociales</i> Ministry of Labour and Social Affairs
<b>NFPF</b>	<i>Nuevo Plan de Formación Profesional</i> New vocational training programme
<b>OECD</b>	Organization for Economic Cooperation and Development
<b>RET</b>	<i>Módulo de Relaciones con el Entorno de Trabajo</i> Relations with the working environment module
<b>SMEs</b>	Small and medium-sized enterprises
<b>SS</b>	<i>Seguridad Social</i> Social Security

**ICT** Information and communications technology

**INC** *Instituto Nacional da las Cualificaciones*  
National Qualification Institute

**UGT** *Unión General de Trabajadores*  
General Workers' Union

The names of organisations in the following annex are accompanied by their abbreviations or acronyms.

## Annex 3 Principal bodies responsible for the provision or regulation of vocational training

### **Ministerio de Educación, Cultura y Deporte (MEC)**

(Ministry of Education, Culture and Sports)

c/ Alcalá, 36

E-28071 Madrid

Tel.: +34 91 701 80 00

Fax : +34 91 701 85 00

Internet: [www.mec.es](http://www.mec.es)

### **Ministerio de Trabajo y Asuntos Sociales (MTAS)**

Ministry of Labour and Social Affairs

Agustín de Behencourt, 4

E-28071 Madrid

Tel.: +34 91 363 00 00

Fax : +34 91 533 29 96

Internet: [www.mtas.es](http://www.mtas.es)

### **Instituto Nacional de Empleo (INEM)**

National Institute of Employment

Condesa de Vendito, 9

E-28027 Madrid

Tel.: +34 91 585 98 88

Fax : +34 91 377 58 81

Internet: [www.inem.es](http://www.inem.es)

### **Fundación para la Formación Continua (FORCEM)**

Foundation for Continuing Training

Arturo Soria, 126-128

E-28043 Madrid

Tel.: +34 91 300 94 00

Fax : +34 91 759 96 98

Internet: [www.forcem.es](http://www.forcem.es)

### **Instituto Nacional de la Cualificaciones**

National Qualifications Institute

c/ Rafael Calvo, 18, 3ª planta

E-28010 Madrid

Tel.: +34 91 310 22 66

Fax : +34 91 310 28 30

Internet: [www.mtas.es/incual](http://www.mtas.es/incual)

**Confederación Española de Organizaciones Empresariales (CEOE)**

Spanish Confederation of Employers' Organisations

Diego de León, 50

E-28006 Madrid

Tel.: +34 91 566 34 00

Fax : +34 91 562 80 23

Internet: [www.ceoe.es](http://www.ceoe.es)

**Confederación Española de la Pequeña y Mediana Empresa (CEPYME)**

Spanish Confederation of Small and Medium-sized Enterprises

Diego de León, 50

E-28006 Madrid

Tel.: +34 91 411 61 61

Fax : +34 91 564 52 69

Internet: [www.cepyme.es](http://www.cepyme.es)

**Comisiones Obreras (CCOO)**

Workers' Commissions

Fernández de la Hoz, 12

E-28010 Madrid

Tel.: +34 91 702 80 00

Fax : +34 91 310 48 04

Internet: [www.ccoo.es](http://www.ccoo.es)

**Unión General de Trabajadores (UGT)**

General Workers' Union

Hortaleza, 86-88

E-28004 Madrid

Tel.: +34 91 589 71 00

Fax : +34 91 589 77 18

Internet: [www.ugt.es](http://www.ugt.es)

Cedefop (European Centre for the Development of Vocational Training)

**Vocational education and training in Spain: Short description**

*Carlos Otero Hidalgo*

*Andrés Muñoz Machado*

*Carlos J. Fernández Rodríguez*

Luxembourg: Office for Official Publications of the European Communities

2002 – VI, 48 pp. – 21 x 29.7 cm

(Cedefop Panorama series ; 38 – ISSN 1562-6180)

ISBN 92-896-0084-5

Cat. No: TI-41-01-389-EN-C

Free of charge – 5122 EN –

The present publication offers a brief description of the Spanish vocational training system and its radical overhaul since the early 1990s. Particular attention had been paid to its three subsystems: regulated vocational training, which reflects the impact of reforms introduced by the General Law on the Education System of 1990, now well advanced, occupational training for the unemployed, and continuing training for those in employment following the recent signature of the third national and tripartite agreements. Other aspects, such as funding, the training of teachers and trainers, and the career information and guidance system are also dealt with. A brief section covers the decentralisation of the vocational training system now underway, as part of the devolution of powers from central government to the autonomous communities. The review ends with a chapter on current trends in, and the outlook for, vocational training. The document shows how the Spanish vocational training system is seeking to adjust to the new economic and social context in Europe.

04 05 16 11-41-01-389-03-C

## Vocational education and training in Spain

Short description

PANORAMA



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5122 EN



OFFICE FOR OFFICIAL PUBLICATIONS  
OF THE EUROPEAN COMMUNITIES

L-2985 Luxembourg

ISBN . 92-896-0084-5



9 789289 600842





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