



# Structures of Education and Training Systems in Europe

Spain

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# STRUCTURES OF EDUCATION AND TRAINING SYSTEMS IN EUROPE

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## SPAIN

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and the website of the European Training Foundation (<http://www.etf.europa.eu/>)



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## INTRODUCTION: GENERAL POLITICAL CONTEXT

According to the official figures released on 1st January 2008, Spain has a population of 46 157 822 inhabitants. Spain's territory occupies a large area of the Iberian Peninsula, together with the Balearic Islands, the Canary Islands and the Autonomous Cities of Ceuta and Melilla, (located in the north of Africa).

Subsequent to the enactment of the Spanish Constitution in 1978, Spain became a state under social and democratic rule of law and a parliamentary monarchy, characterized, on the one hand, by the King being the Head of the State and, on the other hand, by the separation of the legislative, executive and judicial powers. The legislative power is vested upon the Spanish Parliament (*Cortes Generales*), which comprises two houses: the Congress and the Senate. Representatives to both houses are elected every four years by secret ballot under universal, free, equal and direct suffrage. All Spaniards in possession of their full political rights may elect their representatives or be elected as such. The executive power is entrusted to the Government of the Nation, currently represented by the *Partido Socialista Obrero Español* (PSOE), which has been in office since 2004.

The Constitution defines a model of decentralised State in which competences are distributed. Spain is divided territorially and administratively into municipalities, provinces and Autonomous Communities (seventeen Autonomous Communities and two Autonomous Cities, Ceuta and Melilla). The Constitution establishes that the State is solely responsible for a range of matters, whereas other issues, due to their nature, are liable to be transferred or handed over to other levels of the administration.

The constant and gradual decentralisation process of the administration has affected many ministries, including the Ministry of Education. Thus, both the management of the education system and its legislation have undergone an evolution inasmuch as these powers have been transferred to the Autonomous Communities, with the exception of a series of education competences which, according to the Constitution, come under the exclusive jurisdiction of the State.

The statutes of autonomy, recognised and upheld by the State as an integral part of its legal framework, are the basic institutional legislation of each Autonomous Community. Regarding education, the Autonomous Communities are competent to further develop national legislation, to regulate non-basic aspects of the education system, as well as to exercise those executive-administrative competences which allow them to manage the education system within their own territory.

The Constitution also defines provinces as local entities made up of different municipalities grouped together. Provinces are endowed with full legal capacity to perform State activities.

Municipalities are basic units within the State's territorial organization and the immediate means by which citizens are allowed to participate in public affairs. The Constitution ensures the autonomy and full legal capacity of municipalities. Their government and administration falls under the competence of municipal councils.

Municipalities may be also grouped together into associations other than provinces. Furthermore, the islands have their own administrative bodies in the form of councils or *cabildos*.

According to the Spanish Constitution of 1978, Spanish is the official language of Spain and, therefore, all Spanish citizens have the obligation to know it and the right to use it. Together with Spanish, other languages spoken in some Autonomous Communities have a co-official status, namely Catalan (in Catalonia and the Balearic Islands), Galician (in Galicia), Valencian (in the Valencian Community) and Euskera or Basque (in the Basque Country and in some areas of Navarre). In those Autonomous Communities where there is a co-official language, both this language and Spanish are

mandatory in education at non-university levels. The extent to which the former is used as the language of instruction varies from one Autonomous Community to another, depending on their policies regarding linguistic recovery and normalisation, as well as on other circumstances.

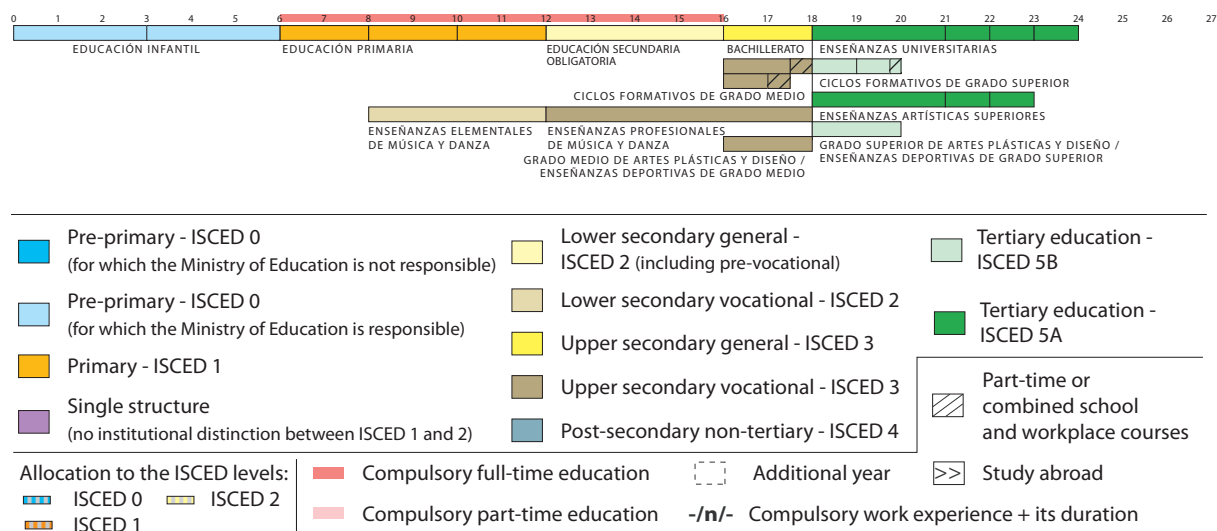
Article 27 of the Spanish Constitution acknowledges education as one of the fundamental rights to be protected by public authorities and lays down the basic principles underlying education legislation. These principles combine the State's obligation to guarantee educational provision to all Spaniards under conditions of equality and respecting individual freedom and democratic participation. In particular, they establish the participation of all the agents involved in the general organisation of education, as well as the participation of teachers, parents and, in some cases, pupils, in the control and management of all public and state-supported schools. The Constitution also addresses another essential aspect of educational organisation, namely the decentralisation of responsibilities or the distribution of educational powers between the State authorities and the Autonomous Communities. The latter may undertake the organisation and administration of the education system in their respective regions, except for those powers which are the sole responsibility of the State, which are, on the one hand, the regulation of the conditions for the awarding, issuing and recognition of academic and vocational qualifications, and, on the other hand, the basic rules for the implementation of article 27 of the Constitution. Autonomous Communities are also responsible for teaching their own co-official languages which, together with Spanish, have official status in some regions. The Constitution also deals with other fundamental rights that have a bearing on education such as academic, ideological and religious freedom, the right to culture, children's rights as stated in international agreements, human rights in general, and the rights of those with physical, sensorial or mental disabilities.

The legal framework of reference for the Spanish education system is the Spanish Constitution of 1978, together with the Acts which develop the principles and rights established therein: the 1985 *Ley Orgánica Reguladora del Derecho a la Educación*, LODE (Act on the Right to Education); the 2001 *Ley Orgánica de Universidades*, LOU (Act on Universities), although some aspects of this act have been modified in 2007 by the subsequent *Ley Orgánica de modificación de la Ley Orgánica de Universidades*, LOMLOU (Act modifying the Act on Universities); the 2002 *Ley Orgánica de la Formación Profesional y de las Cualificaciones Profesionales*, LOCFP (Act on Qualifications and Vocational Training) and the 2006 *Ley Orgánica de la Educación*, LOE (Act on Education), which after a five-year period of gradual implementation will be completely in force by the academic year 2009/10.



# 1. INITIAL EDUCATION AND TRAINING: ORGANISATION, FUNDING AND QUALITY ASSURANCE

## 1.1 Organisation of the initial education and training system



The education system in Spain is organised into mainstream education and *enseñanzas de régimen especial* (specialised education).

Mainstream education comprises:

- Pre-primary education: it is the first stage in the education system and it is non-compulsory. It is divided into two stages: the first one, up to the age of 3, and the second, from 3 to 6 years of age (see chapter 2).
- Primary education: it is the first compulsory stage of the system. It covers six years of instruction, divided into three two-year cycles. It is normally completed between the ages of 6 and 12 (see chapter 3).
- Compulsory secondary education (ESO): it is divided into four courses and it is ordinarily completed from the ages of 12 to 16 (see chapter 4).
- Vocational training: it offers a range of training provision that furnishes pupils with the necessary skills to undertake any one of various trades, have access to the labour market, and actively participate in social, cultural and economic life. It is organised into 26 professional families and divided into two stages: intermediate and advanced *ciclos formativos*, which have a flexible modular structure and variable duration (see chapters 4 and 6).
- *Bachillerato* (general post-compulsory secondary education): it lasts two-academic years, from age 16 to 18 (see chapter 4).
- University education: it is organised into three cycles, namely Bachelor, Masters and Doctorate, with variable duration and a minimum required number of ECTS credits (see chapter 6).

Primary education and ESO correspond to basic education, which consists of ten years of free and compulsory schooling for all pupils.

Secondary education comprises compulsory secondary education (ESO) and post-compulsory secondary education (*Bachillerato* and intermediate vocational training).

As far as *enseñanzas de régimen especial* are concerned, these include: arts education, sports education and languages education. Within arts education we may find: music, dance, drama, design and plastic arts.

Higher education includes: university education, advanced arts education, advanced vocational training, advanced plastic arts and design education and advanced sports education.

## 1.2 Distribution of responsibilities

The central administration has been adapted to the decentralising model stipulated by the Spanish Constitution of 1978, which divides competences over educational matters between the State, the Autonomous Communities, local administrations and educational institutions.

The Ministry of Education is responsible for exercising the competences in education which are exclusive of the State, namely: the enactment of the basic standards which specify the constitutional right to education, by deciding on the general organization of the education system and laying down the minimum requirements for educational institutions; the formulation of the nation-wide general plan for education; the establishment of common minimum educational standards and the regulation of academic and professional diplomas as well as nation-wide valid certificates, and the provision for the basic instruction required to guarantee the right and duty to have a command of the Spanish language. General investment planning for education, and specifically the policy regarding educational grants paid for by the State budget, also fall under the competence of the State, as well as the tenure and administration of public schools abroad and of the Centre for the Innovation and Development of Distance Education (CIDEAD), the determination of the legal status of foreign educational institutions in Spain and the management of international cooperation in educational matters. Finally, the Ministry of Education is also responsible for the elaboration of statistics on education required by the State.

The Ministry of Education is organised into central and peripheral services, through which tasks of regional and provincial nature are dealt with.

The tasks of supervision and control of compliance with basic regulations in education correspond to the State Higher Inspection Service, which has a specific Higher Inspection body in each Autonomous Community.

The Autonomous Communities also have certain legislative powers. They are responsible for the implementation of basic national standards and for the regulation of non-basic aspects of the education system, as well as for the administration of the education system in their respective regions. The government of each Autonomous Community holds the administrative tenure of the schools located in its region and assumes the responsibilities thereby entailed. Regarding public schools, it has the power to open, authorise and operate them, as well as to manage their personnel and to elaborate, approve and carry out construction, equipment and renovation projects. Furthermore, it is competent to authorise the opening of private schools. The Autonomous Communities develop State provision concerning educational curricula and the regulation of levels, modalities, degrees and specialisations. They supervise textbooks and other curricular materials, carry out experimental and pedagogical research plans, manage and award subsidies to private schools, administer scholarships and study grants and control the composition and functions of the Regional School Council in each Autonomous Community. Moreover, each Community has its own Technical Inspection Service for educational matters.

On the other hand, the Ministry of Education shares a series of responsibilities with the rest of the educational authorities, among them: general educational planning, decisions on educational policy

that affect the system as a whole, specific aspects regarding the exchange of information for the elaboration of statistics on education, educational research projects, general management of teaching staff and their continuing education programmes, and keeping the register of schools. The advisory body in charge of providing coordination and exchange of information among the various education authorities within the State is the Sectorial Conference of Education. It was established in 1985 and it is currently made up of the Educational Counsellors of each Autonomous Community and chaired by the Minister of Education. Now that the decentralisation of educational competences has been completed, with each Autonomous Community taking responsibility over these matters, the Sectorial Conference plays a key role as an organ to provide cohesion to the education system in Spain by coordinating the different initiatives carried out in education policy.

Current legislation does not give Local Corporations the status of education authorities, but acknowledges their capacity to cooperate with the national administration and the Autonomous Communities in the field of education. However, the State's administration and the Autonomous Communities can entrust the exercise of powers to municipal authorities in areas which relate to their own interests. There is no structure or body in charge of such tasks common to all municipalities. Normally, they assume responsibilities as regards the provision of sites for the construction of public schools, as well as for the maintenance and surveillance of pre-primary and primary educational premises. It is also incumbent upon municipal authorities to enforce compulsory education, and to provide for educational services and out-of-school activities. Local corporations are empowered to create municipal school councils. Local participation also entails representation on the school councils of the Autonomous Communities and the school councils of the respective schools.

Non-university schools, either public or state-supported (*centros concertados*) have organisational, pedagogical and economic autonomy, which is exercised in compliance with their own *proyecto educativo* (school project, a document where the principles that define the identity of the school are outlined). Public schools have also a certain degree of autonomy in the management of their economic resources.

In public schools, organisational, pedagogical and managerial tasks are the responsibility of the different governing bodies of the institution. These are, on the one hand, mixed-membership bodies, namely the school council and the teachers' assembly, and, on the other hand, the management team, comprised by the headteacher, the head of studies, and a secretary or an administrator. The school governing bodies are elected for a four-year term.

The School Council is the governing body through which the educational community participates in the school's affairs. In public primary and secondary schools, this body comprises: the headteacher, who chairs it; the head of studies; one member of the municipal council or one of its representatives and a representation of teachers, pupils, parents and non-teaching school staff. The number of these representatives may vary depending on the Autonomous Community and the type and size of the school. Members of the school council are elected by the school community for four years, but every two years one half of the Council is renovated. Among other functions, this governing body is in charge of establishing the guidelines for the elaboration of the school educational project (*proyecto educativo*) together with its approval and assessment; it participates in the process of selection of the headteacher of the school; it approves and assesses the school management project and its procedural and organisational rules; it must promote the conservation and renovation of school facilities and equipment, and authorise the acquisition of additional resources; it approves and evaluates *programación general anual* (the general annual programme for the school) and the out-of-school educational provision and it is in charge of analysing the results of the external evaluations on the school carried out by the education administration.

As far as higher education is concerned, in 2007 the General Conference for University Policy and the Council of Universities were created, with the aim of strengthening both the role and the responsibility

of all agents involved in university education as well as facilitating the relationship between the State, the Autonomous Communities and universities. These two bodies have come to replace the former University Coordination Council, which was the highest university consultation and coordination body.

The General Conference for University Policy, without detriment to the functions of the university coordination bodies of each Autonomous Community, represents the body of coordination, cooperation and agreement upon the general policies for university education. It is presided by the minister of Education and made up of those in charge of university education in the Governing Councils of the different Autonomous Communities, together with five members appointed by the president of the Conference. This body has the following functions: to establish and evaluate the general guidelines of university policy, its organisation in the European Higher Education Area and its relationship with scientific and technological research policies; to draw up, inform and give advice on general organisation and long-term planning of university education, including management of all the necessary human, material and financial resources to provide public university services; to approve coordination criteria regarding tasks for assessment, certification and accreditation; to put forward and evaluate measures in order to promote the collaboration between universities and companies, and to coordinate the drawing up and monitoring of reports on the application of the principle of gender equality at university.

The Council of Universities is the body for academic coordination, cooperation and consultation for universities. It is chaired by the minister of Education and it is comprised of the rectors of the universities together with five members appointed by the head of the Council. The functions of this body are the following: to be the channel for collaboration, cooperation and coordination on academic issues; to provide information on regulations and legal requirements governing the entire university system; to provide any advice on university issues required by the Ministry of Education, the General Conference for University Policy or the Autonomous Communities; to make proposals to the Government and to the General Conference for University Policy as regards university education, and to verify the suitability of the syllabuses to the guidelines and conditions established by the Government for the obtention of official degrees.

Besides, the National Agency for the Evaluation of Quality and Accreditation (ANECA) and the corresponding organisms in each Autonomous Community are in charge of coordinating and developing evaluation, certification and accreditation procedures at universities.

Universities enjoy economic and financial autonomy, as well as freedom in personnel management. The statutes for each university must establish at least the following governing and representative bodies: on the one hand, as mixed-membership bodies, they must constitute the Social Council, Governing Council, University Assembly, Faculty Board and *Escuela* Board (university colleges) and Department Council, and, on the other hand, individual governance bodies must include a rector, a deputy rector, a secretary general, a manager, the faculty deans, the heads of faculties and university colleges, the heads of departments and the heads of university research institutes.

### 1.3 Financing

Education in Spain is financed by both public and private sources. Public funds are provided mainly by the Ministry of Education and by the education authorities of each Autonomous Community, and they are not exclusively earmarked for public education, but also allocated to provide students with scholarships and grants and to subsidise private schools (*centros concertados*). Private funding comes from families and, to a lesser extent, from private institutions.

In Spain, schools financed by public funding (both public and state-subsidized – *centros concertados*) represent a 70.3 % of the total of primary and secondary schools.

Public expenditure on education covers the expenses arising from the salaries of teaching and non-teaching staff and from the maintenance of educational premises. Schools are entitled to manage their own economic resources, although they must submit an annual budget to the School Council for its approval.

The amount of public funds earmarked for educational subsidy arrangements is determined in each Year's National Budget, which also specifies the sum applicable to each class unit on the different educational levels. There are two types of subsidy arrangements: general and singular. Schools that accept the general arrangement are wholly supported by public funds, which cover the salaries of teaching and non-teaching staff as well as expenses derived from the maintenance of educational premises. These schools must provide education free of charge. In schools with singular arrangements, public funds only cover part of the expenses, so they are allowed to charge families for tuition fees as complementary revenue. Under no circumstances shall these fees exceed the limit established by the Ministry of Education for each educational level. Schools with singular arrangements are, generally speaking, those that provide non-compulsory education. In order to receive public financing, private schools must comply with the following requirements: provide free education; constitute a School Council; apply the same admission criteria for pupils as public schools; follow controlled procedures for hiring teachers; never exceed the pupil/teacher ratio fixed by the education authorities and comply with the minimum standards that ensure quality in education. In order to be eligible for subsidy arrangements, priority is granted to schools which, in addition to meeting these requirements, provide educational services to economically disadvantaged pupils, cover the schooling needs of areas in which they are located or carry out projects of pedagogical interest for the education system. Preference is also given to schools run as co-operatives.

Both in compulsory and in non-compulsory education, families must pay for school materials, textbooks and complementary expenses such as transport and canteen services (although parents with low incomes may apply for financial aid). Families may also contribute to improve school materials and to the organisation of out-of-school activities by means of voluntary fees paid to the parents association.

Provided that education is cost-free at compulsory levels in public and state-subsidized schools (*centros concertados*), financial assistance is mainly targeted towards guaranteeing access and facilitating permanence in non-compulsory education levels to students with limited financial resources. There is also assistance to meet the expenses of complementary educational services such as boarding, meals, transport, school materials and so on, both in compulsory and in non-compulsory levels.

Public universities enjoy economic and financial autonomy. Each university is entitled to administer the resources allocated to them by the State. However, they must include in their programmes an annual budget, approved by the University Social Council.

The Government decides on the basic guidelines with regards to grants and financial aid provided to students at university, including types of allowances, amounts assigned and the economic and academic requirements that candidates must fulfil in order to be eligible for financial aid. The State also lays out the conditions for incompatibility, denial or reimbursement of amounts granted as well as any further criteria to guarantee equality of access to this type of financial help throughout the State. However, the specific planning, implementation and control of the general system of grants and financial aid is a responsibility of the Autonomous Communities, in collaboration with the universities, so as to ensure efficient resource management and to cater for the specific needs of each region. Furthermore, there is a series of mechanisms to facilitate coordination between the Government and the Autonomous Communities, established within the General Conference for University Policy.

Besides the above mentioned powers to provide financial aid, public universities are also entitled to set up their own criteria regarding partial or total tuition fee waivers.

## 1.4 Quality assurance

The LOE (Act on Education) highlights the importance of evaluating the education system as a whole, paying equal attention to organizational and programming matters, to teaching and learning processes and to results. It also emphasises the need for cooperation between the State and the Autonomous Communities in the definition, implementation and assessment of educational policies. The Act states that public administrations must consider a priority to pay attention to those factors which contribute to ensure quality in education, namely: teachers' qualifications and training; teamwork, research, experimentation and innovation in educational practice; availability of resources; promotion of reading and library use; attention to managerial tasks; education and professional orientation, and inspection and evaluation processes.

The evaluation of the education system must serve a series of purposes such as the following: to contribute to and maintain quality and equity in education; to guide educational policies, providing information about the degree of achievement of the educational objectives established within the State and in Europe, and to assess the degree of accomplishment of educational goals in relation with national social demands and with those goals set up by the European Union.

The task of evaluating the education system is the responsibility of the Institute of Evaluation (IE), in collaboration with the corresponding education administrations in charge of assessing the system within the scope of their competences.

At a national level, the State Higher Inspectorate is in charge of guaranteeing compliance with constitutional principles and regulations, as well as with any other basic legislation developed by article 27 of the Constitution, which establishes the right to education.

The LOE states that public administrations are responsible for the supervision of the education system. Thus, they must oversee every element and aspect of the education system so as to ensure compliance with the law, to guarantee the rights and fulfilment of obligations of all agents involved in teaching and learning processes, and to contribute to the improvement of the system as a whole and to guarantee equity and quality in education. The Education Inspection is in charge, on the one hand, of the control and supervision of law observance, and, on the other hand, of tasks related to giving advice and information to the educational communities and to the different administration bodies. The responsibilities assigned to the inspection services are the following: to supervise and control, from an educational and organisational point of view, the operation of educational institutions as well as the development of their programmes; to oversee teaching practice and managerial tasks and contribute to their continuous improvement; to participate in the evaluation of the education system as a whole as well as of its various components; to ensure compliance with the law in educational institutions; to watch over the respect of principles and values established by the law; to advise, provide orientation and information to the different members integrating educational communities about the exercise of their rights and the fulfilment of their obligations; to elaborate reports required by education administrations and any other functions assigned to them by the administration.

Education administrations carry out inspection tasks through the Body of Education Inspectors (CIE) integrated by civil servants, who perform their duties mainly on schools, and whose guidelines for action are included in the general plans for action devised for each academic year. In exercising their control, inspectors have the status of public authorities, being therefore entitled to: be directly informed of all the activities carried out within schools, to which they are allowed free access; examine all the academic, pedagogical and administrative documentation of schools and to receive assistance from



the staff and from those in charge of managing schools and providing educational services, whether public or private.

Each Autonomous Community, always within the general framework of state legislation, has devised and approved the corresponding instructions for the organization and functioning of their own inspection services.

As regards evaluation of university education, the General Conference for University Policy is in charge of the approval of the coordination criteria for evaluation, certification and accreditation procedures. Furthermore, the National Agency for Quality Evaluation and Accreditation (ANECA), together with the related bodies in each Autonomous Community, coordinates and develops evaluation, certification and evaluation criteria. Their main functions are the following: to contribute to the assessment of higher education in accordance with transparent and objective procedures; to provide public administrations with adequate information for decision making processes and to inform society about the fulfilment of objectives at universities.

Within the legal and administrative framework at a regional level, each Autonomous Community has competence over evaluation and inspection matters. These tasks are carried out by the corresponding evaluation and/or inspection units. Furthermore, most Autonomous Communities have created special agencies for the evaluation of university education.

## 1.5 Statistics

**Number of schools and units/groups, teachers and pupils in all non-university education levels, by type of school. School year 2008/09. Advance data.**

	Number of schools	Number of units	Teachers	Pupils
TOTAL	24 949	347 874	663 084	7 456 806
Private schools	7 452	106 780	178 835	2 435 133
Public schools	17 497	241 094	484 249	5 021 673

Source: Office of Statistics (Ministry of Education).

## 2. PRE-PRIMARY EDUCATION

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Pre-Primary Education in Spain is called *Educación Infantil*, which is the first stage of the Education system. It is **organized** in two cycles, from 0 to 3 years, and from 3 to 6. Both cycles are voluntary and they do not belong to basic compulsory Education, which starts at 6 years of age.

The **aim** of Pre-Primary Education is to contribute to the physical, emotional, social and intellectual development of children in close cooperation with families. The two cycles of the stage should progressively deal with pupils' emotional development, body movement and control, communication and verbal expression, basic guidelines of coexistence and social relations, as well as the discovery of the physical and social characteristics of the environment. The development of a positive and balanced image of themselves and the acquisition of personal autonomy should also be encouraged.

The **basic legal framework** for Pre-Primary Education is constituted by: 2006 *Ley Orgánica de Educación* LOE (Act on Education), the 1985 *Ley Orgánica Reguladora del Derecho a la Educación* LODE (Act on the Right to Education), and the 1630/2006 Royal Decree, which establishes the core curricula for the second cycle of Pre-Primary Education. Based on this decree, the Autonomous Communities have drawn up the curricula for this stage by means of different decrees and orders. As regards the first cycle of Pre-Primary Education, the LOE stipulates that Education authorities must establish its Educational contents.

Pre-Primary **schools** may be public or private schools. In Spain, Pre-Primary Education is offered either in specific Pre-Primary Education institutions (called Pre-Primary schools) or in institutions providing also Primary Education; Primary and Compulsory Secondary Education (ESO); or Primary Education, ESO and *Bachillerato*. In addition, there are other types of institutions for children of this age, such as nursery schools or day care centres. They are private, although some Autonomous Communities subsidise this type of institutions.

The first, second or both cycles of Pre-Primary Education may be offered by both private and public schools (see section 1.1). Public schools offer coeducation. Only certain private schools may be single-sex.

The second cycle is free of charge both at public schools and at *centros concertados*, whereas the Education authorities are promoting a gradual increase in the number of public places in the first cycle. At public schools, families must **pay** the canteen, transport and school material, but they may receive some kind of financial aid or grant depending on their incomes. At private schools, families pay all expenses.

In the **ongoing debate** about these studies, it is worth to mention that, as Pre-Primary Education in Spain bears an important preventive and compensatory nature; it becomes capital to develop measures that guarantee the most favourable conditions for the schooling of initially disadvantaged children in order to access basic Education and progress to the subsequent levels.

Over the last decades, Spain has made an effort to develop comprehensive childcare policies and to promote inter-institutional coordination. As a result, there is a National Strategic Plan on Childhood and Adolescence, which runs from 2006 until the end of 2009, which consists of a comprehensive planning scheme where the main strategies to develop the childhood and adolescence policy are agreed by consensus and it fosters the search for objectives shared by the institutions that participate in the development of children's rights. Among these objectives, the following stand out: to encourage the exchange of experiences related to the development of Educational and recreational activities for children under the age of 3; to increase and improve the quality of the provision of services for children under the age of 3 while their parents are at work, so that both parameters meet the European Union



guidelines (Recommendation on childcare and a 33 % coverage rate in public schools); and to promote a Pre-Primary Education free of charge from the age of 3.

In order to achieve these objectives, the LOE (2006) recognizes the educational character both of the first and second cycle of Pre-Primary Education, states that second cycle of Pre-Primary Education must be free (thence Education administrations must guarantee enough free places at public and *centros concertados*) and it urges public administrations to promote a progressive increase of public places for the first cycle.

In the school year 2007/08, the net rate of schooling in Pre-Primary Education according to age, was the following: Under 1 year-olds (5.6); 1 year-olds (19.8); 2 year-olds (35); 3 year-olds (97.5); 4 year-olds (98.5); and 5 year-olds (100.0). (Source: Office of Statistics, Ministry of Education).

## 2.1 Admission

Both the LODE and the LOE establish that the right to free choice of school must be guaranteed to parents or guardians, in accordance with legal requirements. The LOE stipulates that Education authorities must regulate pupil's admission to public and *concertados* schools and in order to guarantee the right to Education, equal access, and parents' or guardians' freedom of school choice.

The only admission requirement to access publicly financed Pre-Primary Education schools is the age of the pupil (year of birth). If there are not enough places in the public school or *centro concertado* chosen by the parents, pupil admission is subject to priority admission criteria for the entire State. The requirements are: distance from their home or work place to the school, annual family income and the presence of siblings in the school or parents or legal tutors working there, the student or any of his/her parents or siblings having some kind of disability, and the legal status of large family. The Autonomous Communities may establish certain complementary criteria. Private schools have total freedom to establish their own admission criteria.

It is also established that under no circumstances will there be discrimination in pupil admission on ideological, religious, moral, social, racial or birth grounds.

## 2.2 Organisation of time, groups and venue

The **school calendar** for this stage is established by each Autonomous Community, although there are differences depending on the kind of school where it may be undertaken. In schools where the first cycle of Pre-Primary Education (0 to 3 years of age) is provided, the school year normally starts the first week of September and it ends the last week of July. In schools where only the second cycle of Pre-Primary Education (3-6 years of age) is offered, the organisation of school year coincides with that of Primary Education (see section 3.2). The total number of school days is 180, distributed in 36 weeks of five school days. The **timetable** depends on the kind of school and its administrative premises. The timetable in public schools is normally 35 hours per week, including meal time and nap or break. Such timetable may be extended for those children whose relatives or guardians would demand it for labour reasons, although the maximum stay time at school should not be over 8 hours a day. The private schools providing two cycles or just the first one adapt their timetable to family demands. The schools providing just the second cycle have the same timetable than Primary Education schools. The five-hour school day is divided into morning and afternoon, of three and two hours respectively, with a two-hour break between them. In many schools, both private and public, canteen services are provided and in some of them breakfast service is beginning to be implanted from 7:30 am.

A school that provides only one cycle must offer at least three **units**. To teach the two cycles, schools must offer at least six units (three for each cycle). Schools must always meet basic established requirements.

**School groups** are normally created subject to age (year of birth). Each group has a supervisor and, given the nature of the stage, teachers and supervisors are intended to be the same ones throughout the whole cycle. Regarding the ratio, the second cycle establishes a maximum of 25 pupils per teacher while the ratio for the first cycle is lower. For children under 1 year, most Education administrations limit it to 8 children maximum per unit; for pupils between 1 and 2 years old, numbers vary between 12 and 14 children per unit; between 2 and 3 years old, ratios vary between 16-20 children per unit.

## 2.3 Curriculum

The Central Government determines the **core curricula** corresponding to the second cycle of Pre-Primary Education, while Autonomous Communities determine the contents for the first cycle of Pre-Primary Education (according to the LOE and the Royal Decree that sets the core curricula for the second cycle of Pre-Primary Education). Schools also play a role when it comes to defining the curricula, given that they have to develop and complete the curricula established by Education administrations.

Education contents for this stage are organized by areas corresponding to children development and experience. Such organization does not imply a fragmented conception of reality, so the areas are thought from a holistic and integrating perspective, and they are developed by means of a series of meaningful experiences for pupils.

The two cycles of the stage should progressively deal with pupils' emotional development, body movement and control, communication and verbal expression, basic guidelines of coexistence and social relations, as well as discovery of the physical and social characteristics of the environment in which they live. Besides, the development of a positive and balanced image of themselves and the acquisition of personal autonomy is also encouraged.

The Royal Decree on the core curricula for the second cycle of Pre-Primary Education establishes that the areas of this cycle are the following: Self-Knowledge and Personal Autonomy; Knowledge of the Environment and Languages: Communication and Representation. These areas should be conceived as areas of action, learning spaces for attitudes, procedures and concepts, which will contribute to the development of children and facilitate their approach to the interpretation of the world, by giving it meaning and encouraging their active participation in it.

Lastly, the LOE suggests, for the second cycle (pupils who are 3-6 years old), an introduction to reading and writing and a foreign language, as well as to basic numeracy, information and communication technologies (ICT), and visual and musical expression. The Act also stipulates that Education authorities are responsible for promoting an introduction to a foreign language in the second cycle of the stage, particularly in the last year.

The Agreement between the Spanish State and the Holy See on Education and Cultural Issues guarantees that in the second cycle of the Pre-Primary Education pupils who require so have the right to receive Catholic Religion provision and establishes that the ecclesiastical hierarchy is responsible for setting its specific contents. This offer is compulsorily offered by schools and voluntarily chosen by pupils.

Finally, there are several out-of-school activities for Pre-Primary Education pupils: physical Education and sport, health promotion, artistic, library, computer and media, foreign language communication,

participation of the Educational community (ceremonies, conferences and celebrations) or parents' training.

Regarding **methodology** at this stage, the rules that develop the basic aspects of curricula for Pre-Primary Education determine a set of general methodological principles which refer to the fact that the Educational contents of Pre-Primary Education must be approached through global activities with interest and meaning for children. Yet, this stage is also characterised by both the classroom atmosphere (space and resource material) and time frames are organised and distributed in such a way as to cater for their needs for affection, activity, relaxation, rest, nourishment, etc. The Educational methodology of the two cycles of Pre-Primary Education must be based on experiences, activities and play, and put into practice in an atmosphere of affection and trust, in order to promote the self-esteem and social integration of children. The teaching staff of each school is ultimately responsible for the methodological strategies and the specific method to be followed.

Publishing houses produce the **textbooks** and the rest of **teaching materials**, which may be published without the previous authorization from the education administration. However, books must have the scientific rigor corresponding to the pupils' ages and to the curricula approved by each education administration. Schools are free to choose the textbooks and the rest of material to be used. The supervision of textbooks and curricula materials is part of the normal process of inspection that education administration carries out.

## 2.4 Assessment

As a general rule, the evaluation at this stage is of a global, continuous and formative nature. The point of reference for evaluation comprises both the Educational targets and the evaluation criteria.

Royal Decree on the core curricula for the second cycle of Pre-Primary Education establishes direct and systematic observation as the main technique for the evaluation process. It also states that evaluation in this cycle must be used to identify the learning acquired as well as the pace and characteristics of the development of children. To this end, the evaluation criteria for each area of the cycle fixed by the Royal Decree are taken as reference.

As regards the first cycle, Education authorities are responsible for establishing the evaluation process of the pupils.

*Maestros* (teachers of pre-primary and primary education) evaluate the teaching process, their own Educational practice and the development of children's abilities to learn, compared to the objectives and the development areas of Pre-Primary Education, knowledge required at this stage for that period.

The most frequently used techniques at this process are: direct observation by teachers, systematic analysis of children's output, and interviews with families. In particular, teachers, should make the criteria on which they base their assessment as objective as possible. Assessment results should also include the progress made by pupils and, as appropriate, any remedial and adaptation measures taken. A report, based on all the above, on the knowledge acquired by pupils in terms of abilities is drawn up to inform parents, at least once every quarter, about the progress and difficulties detected over the period.

## 2.5 Teachers

The **initial teacher training** of Pre-Primary and Primary Education is provided in *escuelas universitarias*, education faculties and at teacher training centres ascribed to these faculties, which could be public or private. Teacher training is provided following a concurrent model of training. It corresponds to first cycle university studies, with three-year duration. They may vary between 180 or

270 credits, of which 32 correspond to practices in the classroom. The qualification obtained is the *Maestro* degree, with various specializations: Pre-Primary Education, Primary Education, Foreign Language, Gymnastics, Music Education, Special Education, and Hearing and Speech. Nevertheless, in order to adapt University degrees to the European Higher Education Area, some Universities have approved their new syllabuses for those degrees that allow to work as a *maestro* (Pre-Primary and Primary Education Bachelor degree, 4 years long each), and their implantation started in the 2008/09 school year.

At the first cycle of Pre-Primary Education (0 to 3 years old), education is carried out by professionals who hold the *Maestro* degree specialized in Pre-Primary Education or the BA in Primary Education as well as staff holding a degree of *Técnico Superior* (diploma and qualification obtained on successful completion of advanced vocational training) in Primary Education. In any case, the elaboration and monitoring of the pedagogical proposal are under responsibility of a *Maestro* of Primary Education or a BA in Primary Education. At the second cycle, teachers must hold a *Maestro* degree with the specialization in Pre-Primary Education or the Bachelor degree of Pre-Primary Education. They may as well count on the support from other *maestros* with different specializations to teach foreign languages, music education and physical education.

Teachers have the right and the obligation for **lifelong training**. The teaching staff must carry out certain activities of scientist, didactic and professional updating, nevertheless they may enroll voluntarily at these activities which are free. To carry out some of them, teachers may be asked to meet some requirements related to their certification, their teaching experience at certain educational stages, etc.

Education administrations plan training activities for teaching staff at public schools and they guarantee a diverse and free offer of these activities. Continuing teacher training programmes are planned according to the priorities of the corresponding Autonomous Community and to the needs for training expressed by teachers themselves, and they are organized by specializations and education levels. The Communities regulate the announcements, validations, certificates, activities registrations, equivalences between research activities and university degrees, priority lines in lifelong learning, etc. Hence, both the content of the training and the institutions in charge of teaching it vary depending on the Autonomous Community. The training activities organized by education administrations are applied nationwide, as long as they meet the basic requirements that the Government establishes. In turn, the Ministry of Education may also provide State in-service training programmes for teachers and establish the relevant agreements with other institutions.

After taking part in these activities, attendance certificates are issued. Undertaking in-service training activities has a direct impact on teachers' professional careers, as they are regarded as merits in competitive examinations (merit for transfers, secondments, management of educational institutions) or as a necessary requirement to be eligible for a salary bonus. The amount and name of this bonus varies in the different Autonomous Communities.

## 2.6 Statistics

**Number of Pre-Primary Education schools and units, and percentage of public schools and units. School year 2007/08. Advance data.**

	Total	% public
Schools	19 467	49.42
Units	91 357	64.48

Source: Office of Statistics (Ministry of Education).

### 3. PRIMARY EDUCATION

Primary Education **aims** at providing pupils with an education that makes it possible to consolidate their personal development and their wellbeing, to acquire basic cultural skills (oral expression and comprehension, reading, writing and calculation), as well as to develop social skills, work and study habits, an artistic sense, creativity and affectivity.

The 2006 *Ley Orgánica de Educación*, LOE (Act on Education) and the 1985 *Ley Orgánica Reguladora del Derecho a la Educación*, LODE (Act on the Right to Education) constitute Primary Education's **basic legislative framework**. Furthermore, other statewide regulations establish the requirements which must be met by schools as well as the minimum contents that must be provided by all schools teaching this stage. The specific curriculum is established by each Autonomous Community, observing state guidelines.

This compulsory and free-of-charge educational stage is **organised** into three two-year cycles, which means it comprises six years which are usually taken between the ages of six and twelve. Each cycle constitutes a temporal unit.

Primary Education is provided in both public and private **schools**. Public schools providing this stage are called Primary Education schools. Their facilities and maintenance depend on municipalities. All schools must meet the minimum requirements set by the Ministry of Education (to have at least one unit per grade, with no more than 25 pupils per unit, and to provide all three cycles comprising the stage). The second cycle of public-sector Pre-primary Education is usually provided in Primary Education schools (see introduction in chapter 2). To open a private school it is required to obtain the authorization of the educational administration, for what it is indispensable to meet the established minimum requirements. Private schools usually provide Pre-primary and/or Secondary Education (either compulsory or not) too. Public schools are all mixed, while private schools are rarely single-sex.

Compulsory educational levels (Primary and Compulsory Secondary Education) are totally free of **charge** in all publicly funded schools. In order to guarantee equality, the State establishes **grants and aids** to compensate for socioeconomic disadvantages for compulsory education pupils. For further information, see section 1.3. The Ministry of Education makes special calls for aids for purchasing text books and complementary didactic material. Apart from State aids, the Autonomous Communities can establish their own aids for studying. There is also another kind of aids aimed at meeting certain complementary services, such as the school canteen, school transport or boarding school. Family income is the most important criterion for awarding this kind of aids.

Information regarding elementary Music and Dance ***enseñanzas de régimen especial***, which correspond with Primary Education academic level, is included at the end of this chapter.

#### 3.1 Admission

Since Primary Education is compulsory, all children between 6 and 12 years of age have the right and the obligation to follow it, with no need of having followed Pre-primary Education. The LODE establishes that parents or guardians may choose their children's school, either a public school or not. In Spain, all pupils have the right to have a free school place in a school close to their residence, with no room for discrimination on the grounds of ideological, religious, moral, social, racial or birth reasons. However, in publicly funded schools where the demand is higher than the number of places, admission is governed by the priority criteria of annual family income, school's proximity to residence or workplace, siblings already enrolled in the school or parents or legal guardians working in it, either pupils or any of their parents or siblings having some kind of disability and legal status of large family.

### 3.2 Organisation of time, groups and venue

The **school year** is established by each Autonomous Community taking into account certain minimum criteria set by the central Government to guarantee homogeneity throughout the state. The school year comprises a minimum of 175 days distributed between the first fortnight of September and late June. Schools are open five days a week with the exception of bank holidays and holidays. The number of teaching hours is approximately 875 at primary level.

The school **timetable** as proposed by the school management team must be approved by the School Council. Then, it has to be ratified by the education authorities of the relevant Autonomous Community. They may reject the school proposal if it does not include the general teaching scheduled activities. If that is the case, the relevant education authorities return the school timetable to the school so that it can be revised and corrected. The schedule adopted by the school must specify the times and the conditions under which it is to remain open, teaching hours as well as the times of day the school's facilities and services are open after school hours. The weekly timetable for Primary Education pupils comprises, at least, 25 teaching periods of 60 minutes each (i.e., 5 hours a day, Monday to Friday), out of which 3 or 3.30 take place in the morning whereas 1.30 or 2 take place in the afternoon. Breaks may account for a weekly maximum of 2 and a half hours placed at noon (30 minutes per day). Although the timetable is divided into a morning session (usually beginning between 9:00 and 10:00 a.m. and ending between 12:00 noon and 1:00 p.m.) and an afternoon session (beginning at 2:30-3:30 p.m. and ending at 4:00-5:00 p.m.), some Autonomous Communities have implemented the morning-session-only school day.

Pupils are usually **grouped** depending on the year they were born. Similarly, when dealing with populations with special socio-demographic or schooling features, pupils in different levels or grades may be grouped together. Each group of pupils must be assigned to a class teacher who, wherever possible, should be the same person throughout the entire cycle. The number of pupils in schools providing Primary Education is established by law for the entire State – a maximum of 25 pupils per unit. Education authorities are in charge of establishing the maximum number of pupils for those units including pupils with specific needs for educational support.

### 3.3 Curriculum

The central Government, through the Ministry of Education, establishes **core curricula**, which must be respected throughout the entire State and are curricula's basic aspects regarding objectives, basic skills (included into the curriculum by the LOE), contents and assessment criteria. Primary Education core curricula account for 55 % of the timetable in the Autonomous Communities with a co-official language and 65 % in those without one. Based on these basic elements, the Autonomous Communities set their own curriculum and add the relevant methodological guidelines for each stage. On the other hand, each school is responsible for adapting this curriculum to its socio-economical and cultural context.

Primary Education core curricula are organised around six compulsory knowledge areas: Natural, Social and Cultural Environment; Artistic Education; Physical Education; Spanish Language and Literature; the co-official Language and the Literature of the Autonomous Community, when applicable; Foreign Language, and Mathematics. All areas work on reading comprehension, speaking and writing skills, audiovisual communication, ICTs, and education in values. The LOE also includes the area of Citizenship Education and Human Rights in one of the years of the third cycle of Primary Education. Although the area of Foreign Language is only compulsory from the second cycle of Primary Education onwards, it is also being implemented in the first cycle in most Autonomous Communities. Likewise, in some of them, the voluntary study of a second (foreign) language is also being implemented from the third cycle onwards. Foreign languages have also begun to be used as a



vehicular language for certain areas. Thus, some Autonomous Communities have implemented, in certain primary schools, the so-called specialised linguistic sections or bilingual sections in which some non-linguistic areas are provided in the chosen language. The number of areas as well as their timetable allocation is determined by the regulations in each Autonomous Community.

The **methodological principles** guiding the teaching practice in this stage are aimed at integrating pupils' different experiences and learning, adapting to their own personal characteristics and emphasising individual attention. Importance is given to early diagnosis and setting up reinforcement mechanisms to avoid early school failure. The Teachers Assembly is the body in charge of planning, coordinating and adopting all decisions regarding pedagogical and educational matters. However, teachers are free to choose the teaching method, materials and resources deemed most suitable to their specific situation. The LOE highlights the following aspects of the teaching practice: (a) attention to diversity, prevention of learning difficulties and development of adequate reinforcement tools to tackle such difficulties; (b) development of reading comprehension, speaking and writing skills, audiovisual communication, ICTs and education on values, and (c) devoting daily time to reading in the classroom as a means of encouraging pupils to develop this habit. The most Autonomous Communities, aware of the importance of reading as the common core of all curricular areas, have gradually established a series of plans to encourage reading and the development of reading comprehension. Likewise, the LOE also pays special attention to the organisation of school libraries. In this regard, the different education authorities must provide school libraries with the necessary resources in order to encourage reading. Besides, they must also allow pupils and the rest of the educational community free access to information or to any other means for learning.

### 3.4 Assessment, progression and certification

The Ministry of Education stipulates the general guidelines on the **assessment** process for the entire State. Education authorities develop these guidelines to apply State regulations to their respective territories. The Teachers' Assembly is the body in charge of both agreeing on the evaluation criteria and including them in the *proyecto educativo* of each school. Teachers, in turn, are ultimately responsible for adopting the necessary assessment means as well as making the appropriate judgements concerning pupils' learning. In Primary Education, pupil assessment must value pupils' progress in every area of knowledge from a continuous and global perspective, taking into account the pupils' overall progress in every curriculum area. Assessment is carried out taking into account the different elements of the curriculum (objectives, contents, assessment criteria); however, assessment criteria are the main referent to assess the degree of knowledge acquisition. It is the responsibility of class teachers to periodically keep pupils' parents informed. This written report has no official academic value and is carried out, at least, every three months. Assessment outcomes are expressed in terms of: Unsatisfactory, Satisfactory, Good, Very good and Excellent, being Unsatisfactory a negative mark whereas the rest are positive. When a pupil's progress does not reach the expected objectives, teachers must take the appropriate reinforcement measures and, when needed, curricular adaptation measures. Assessment outcomes are included in different official documents.

At the end of each cycle, teachers make the relevant decisions on the **progression** of pupils, paying special attention to the information and criteria of the class teacher. In order to move up to the next cycle, it is necessary to have acquired the adequate development of the basic competences and a suitable degree of maturity. Promotion is also possible on condition that the learning attainments that have not been achieved by the pupils do not prevent them from successfully keeping up with the new cycle. If that be the case, pupils receive the necessary support to retake that learning. When the aforementioned conditions are not met the pupil is held back for one more year in the same cycle. This measure can only be taken once during the same stage and must be accompanied by a specific reinforcement or remedial plan, which is drawn up by the educational institution. In order to move up to the next stage, Compulsory Secondary Education, it is necessary to have acquired the adequate

development of the basic competences and a suitable degree of maturity. Promotion is also possible on condition that the learning attainments that have not been achieved by the pupils do not prevent them from successfully keeping up with the new stage.

Parents or legal guardians have to take part and support the evolution of the educational process of their children, be aware of the decisions regarding assessment and promotion and cooperate with the reinforcement and support measures adopted by the schools to facilitate pupils' educational progress.

No academic official **certification** is awarded at the end of this educational stage, since at this point pupils have not completed their basic compulsory education which comprises primary and compulsory secondary education. Nevertheless, once Primary Education is completed, educational administrations must send a personal report to each pupil detailing every data related to their learning process and the outcomes achieved within this stage. Furthermore, from school year 2009/10 the report is intended to also include information on the basic skills acquired by the pupil during Primary Education.

Apart from assessing pupils' learning, teachers assess both teaching processes and their own teaching practice.

In addition, the LOE establishes that at the end of the second cycle of Primary Education all schools must carry out every year a diagnostic assessment of basic skills achieved by pupils. This assessment corresponds to the Autonomous Communities and has a formative and guiding nature for families and for the entire educational community. These assessments use the national general diagnostic assessments as their reference framework, which the *Instituto de Evaluación* (Institute of Evaluation) is responsible upon, in cooperation with the corresponding bodies in the Autonomous Communities. Their aim is to obtain representative data, both from pupils and from schools in each of the Autonomous Communities and the entire State. In Primary Education these assessments are carried out at the end of the second cycle (4<sup>th</sup> grade) of the stage. The first general diagnostic assessment for this stage took place at the end of the school year 2008/09.

### 3.5 Guidance and counselling

The general framework in which educational guidance is to be carried out is built around the three following levels: the classroom, the school or educational institution and the sector. Regarding the first level, pupils' guidance as a group is the direct responsibility of the class teacher through guidance action, which is part of the teaching activity. The most significant guidance roles refer to the integration of the pupil into the group of classmates, the adaptation to school, the prevention of learning difficulties and the academic and professional guidance. In order to carry out their duties, class teachers have the support of a school counsellor. Regarding the second level, and as far as schools are concerned, the school counsellor, who is part of a guidance team or department, supports schools in the drawing up, the development, the assessment and the revision of the *proyecto educativo*. They also support schools in the personalised attention to pupils; the psycho-pedagogical assessment for the detection of learning difficulties; the adoption of measures for attention to diversity and curricular adjustment; and activities aimed at promoting closeness and cooperation between schools and families. Within the sector under their responsibility, the guidance teams carry out functions such as the psycho-pedagogical assessment and preparation of the schooling report for those pupils who require it; the cooperation and collaboration with other institutions; and the drawing up and dissemination of psycho-pedagogical materials as well as any useful guidance experience. The sector guidance teams generally comprise psycho-pedagogues, psychologists or pedagogues and social workers. Likewise, most Autonomous Communities have set up specialised teams in guidance and educational care to respond specifically to the needs of pupils with specific disabilities.



### 3.6 Teachers

Each group of pupils should be assigned to a class teacher. He/she is in charge of teaching most areas of knowledge. Pupils also receive training from specialists in the areas of Physical Education, Music, Foreign Language and in any other subjects that may be offered. The teaching team in each cycle designs the teaching, learning and assessment activities.

Primary Education teachers' initial and continuous training as well as their work conditions are similar to those for Pre-primary Education (see section 2.5). Also see that section for information regarding teachers in private schools.

### 3.7 Enseñanzas de régimen especial: arts education

The **aim** of arts education is to provide pupils with quality artistic training and to guarantee the qualifications of future professionals in the fields of music, dance, drama, plastic arts, and design. Arts education of Music and Dance comprises three levels: elementary, professional and advanced. This section deals only with elementary Music and Dance training corresponding to the academic level of those pupils enrolled in primary education level.

Public **schools** responsible for teaching Music and Dance are given the generic name of conservatories. These schools must meet a series of minimum conditions referring to infrastructure and equipment (premises intended for education, multi-use rooms and staff rooms, suitable classrooms for the lessons to be taught, etc.) as well as respecting the minimum number of school places (a minimum of 80 in elementary schools of Music and Dance). In addition to conservatories, elementary Music and Dance education may be provided by integrated schools which allow their pupils to take such courses along with their general schooling. The conditions applying to these institutions are the same as those of the corresponding general plan schools.

The Autonomous Communities are responsible for establishing the characteristics, organisation and **curriculum** for Music and Dance education, as well as the **admission criteria**. Among other aspects, these criteria have into account the ideal age for starting these studies (around 8 years of age). Pupils do not need to have previous knowledge, although certain aptitudes are taken into account. The curricular organisation of elementary level Music and Dance education complies with the principles established for the other levels of mainstream education, that is, general objectives formulated in terms of skills, content and assessment criteria. Likewise, all these elements are distributed in subjects.

**Assessment** must be continuous and integrating, although different depending on the various curricular subjects. The objectives and criteria established in the curriculum form the basis of assessment. As in mainstream education, assessment should take account of pupils' progress as well as of educational processes and teaching effectiveness.

### 3.8 Statistics

**Number of schools and units providing Primary Education and percentage of public schools and units. School year 2008/09. Advance data.**

	Total	% public schools
Schools	13 799	75.33
Units	125 928	71.84

Source: Office of Statistics (Ministry of Education).

## 4. SECONDARY EDUCATION

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Secondary education studies include:

- Compulsory Secondary Education (*Educación Secundaria Obligatoria*, ESO);
- *Bachillerato* (upper secondary education, of a more academic nature); and
- *Ciclos formativos* of intermediate vocational training (upper secondary education, of a professional nature).

In addition, there are also *enseñanzas de régimen especial* (special regime studies):

- Professional Arts studies of Music and Dance;
- Intermediate professional Plastic Arts and Design studies; and
- Intermediate sports studies.

Language studies are also included. Although they do not belong to secondary education, they are *enseñanzas de régimen especial* as well, which can be started once 16 years of age are accomplished or else being 14 years old and having studied a different language at ESO.

Likewise, there are other professional training and learning programmes addressed to young people who follow the 'dual system', theoretical and practical training courses and other initiatives and practices with the main elements of experience 'at the work position'. Among them, it is worth mentioning the Initial Vocational Qualification Programmes (*Programas de Cualificación Profesional Inicial* – PCPI), which depend on the education administrations, and the employment and training programmes called, on the one hand, Training Workshops and Trade Learning Centres (corresponding to secondary level) and, on the other, Employment Workshops (see chapter 7), which depend on the Ministry of Labour and Immigration, and on the corresponding Autonomous Communities.

**Regulations** in force regarding secondary education are:

- The 2006 *Ley Orgánica de Educación*, loe, which introduces some changes in secondary education, but its organisational structure remains intact.
- The 2002 *Ley Orgánica de las Cualificaciones y de la Formación Profesional*, locfp aims to organise a comprehensive system of vocational training, qualifications and accreditation that provides a solution to social and economic demands through different types of training: vocational training, in-service training in companies and occupational training, and training addressed to the integration and reintegration of workers into the labour market. It creates the *Sistema Nacional de Cualificaciones y Formación Profesional* (National System of Qualifications and Vocational Training), defined as the set of tools and actions needed to foster and develop the integration of the vocational training offers, through the *Catálogo Nacional de Cualificaciones Profesionales* (National Catalogue of Professional Qualifications), as well as the assessment and accreditation of the corresponding professional skills, in order to help people's professional and social development, and to help meeting the needs of the production system.
- The *Ley Orgánica Reguladora del Derecho a la Educación*, LODE, (Regulating Act on the Right to Education), 1985, which regulates those aspects related to the organization and management of schools.

Observing this legal framework, the Autonomous Communities regulate, through their own rules, aspects like admission, official curricula, rules about assessment and promotion, or the organization and running of schools, among other matters.

## 4.1 Lower Secondary Education

Compulsory secondary education (ESO), which is free of charge and compulsory, **constitutes** the first tier of secondary education and the final stage for completing basic education. It is taken by all pupils once they have finished Primary Education and it comprises 4 courses, which are normally studied between 12 and 16 years old. Notwithstanding, students may continue their mainstream education until the academic year in which they turn 18.

The **aim** of this stage is to achieve that students acquire the basic elements of culture, especially regarding humanities, arts, sciences and technology; to prepare them for the next level of studies (*Bachillerato* and intermediate vocational training) and for their integration to the labour market, and to train them in regard to the exercise of their rights and duties as citizens. ESO is organized according to the principles of common education and attention to diversity.

ESO is offered at secondary education **schools**, which may also include *Bachillerato* and vocational training studies. These schools may be public or private. Public schools are called *institutos de educación secundaria*. In general, the schools which offer ESO offer the four courses that comprise the stage, with at least one unit per course.

Students attending public schools providing ESO are exempted from registration and/or **tuition fees**. Nevertheless, families must pay the corresponding expenses for complementary services like canteen, transport, as well as textbooks and personal school material.

Students in ESO are awarded **financial support** from the State for services like boarding schools, meals, transport, as well as for the purchase of textbooks and complementary didactic material. Likewise, students who prove that they are attending initial vocational qualification programmes (see section 4.5.1) as well as those who have a specific need of educational support are also awarded this financial assistance. In order to obtain this financial support, family assets and income must not exceed certain limits.

### 4.1.1 Admission

In general, students' admission requirements in publicly funded institutions, when there are not enough places, are governed by the same criteria mentioned in chapter 3. Besides, other criteria will be added, where appropriate, to refer to high level or high performance sportspeople.

Those public-funded secondary schools with no vocational training provision may be assigned to institutions offering this provision, in order to enrol students who want to take intermediate *ciclos formativos*. On the other hand, those pupils who are simultaneously enrolled in Music or Dance education and also in general education have priority in those institutions determined by education authorities among the ones providing such secondary education. The same applies to students enrolled on high performance or high level sports programmes.

In addition, in order to gain access to the different levels and types of secondary education, other academic requirements must be met.

Regarding ESO, students who finish Primary Education gain direct access to ESO. When there are not enough places at a Secondary school, students from Primary schools ascribed to the correspondent Secondary schools have priority to be admitted. Education authorities have to carry out

suitable planning regarding free school places for those students with special needs to keep studying ESO after primary education.

#### 4.1.2 Organisation of time, groups and venue

In **school year** 2009/10 secondary education starts between 9th and 17th September and it finishes between 18th and 25th June, depending on the Autonomous Community. The minimum number of school days is 175, distributed in 35 weeks of 5 school days. All these data is subject to slight variations between Autonomous Communities.

The distribution of school holidays is as follows: around 12 weeks of Summer holidays; about 15 days at Christmas time; three days in February, in some Autonomous Communities; around seven or ten days during Easter holidays; and approximately seven days for bank holidays established by the central Government, the Autonomous Communities or the relevant municipal council.

The **weekly timetable** in secondary education comprises 30 lessons lasting 60 minutes each, i.e., 6 lessons a day from Monday to Friday. As in primary education, the timetable must specify the time and conditions in which the institution is open during non-school time available to the educational community. It also must set the time when ordinary school activities related to each type of provision will be carried out, and the time when facilities and services will be available for students' use.

Normally, **class groups** are composed according to age (year of birth), maximum 30 pupils per classroom. Each group of students has a form tutor, although each subject or knowledge area is taught by a specialist teacher.

#### 4.1.3 Curriculum

For general information about core and general **curricula**, see section 3.3. Besides, in the definition of Compulsory Secondary Education minimum studies, basic conditions to establish curricular diversity from 3rd year are included

The aims of ESO are defined for the whole stage (see section 4.1). Likewise, this stage is organized according to the principles of common education and attention to diversity. The education administrations regulate the measures of attention to diversity, organization and curricula, which allow schools, thanks to their autonomy, a flexible organization of studies.

The ESO is organised into compulsory and elective subjects. The organisation of the first, second and third year of ESO is different from that of the fourth. In the first and second years, students must take maximum 2 subjects more than in the last cycle of Primary Education. The compulsory subjects of the first three years are: Natural Science; Physical Education; Social Studies; Geography and History; Spanish Language and Literature and, if applicable, the Co-official Language and its Literature; a Foreign Language; Mathematics; Plastic and Visual Education; Music; and Technology. In one of the first three years, all students must take Citizenship and Human Rights Education, with special attention being paid to equality between men and women. In addition, in the third year, Natural Science may be split into two subjects: Biology and Geology, and Physics and Chemistry. Throughout these three years, students study certain optional subjects. In any case, this optional offer must include a second Foreign Language and Classical Culture.

In the fourth academic year, all students have to take the following subjects: Physical Education; Ethic and Civic Education; Social Studies; Geography and History; Spanish Language and Literature, and, if applicable, the Co-Official Language and its Literature; Mathematics; and a first Foreign Language. They must also study three subjects from the following list: Biology and Geology; Plastic and Visual Education; Physics and Chemistry; Computer Science; Latin; Music; a second Foreign Language; and Technology. In addition, students may take one or more optional subjects in accordance to the

provisions established by education authorities. In Ethic and Civic Education, special attention will be paid to equality between men and women. The guiding nature of the fourth year, both for post-compulsory studies and to start working is also worth mentioning. In order to advise students on their choice, these subjects may be grouped into different options.

Schools must offer all the subjects and options mentioned above. This subject choice will only be limited when the number of students is insufficient to provide an option or subject.

In the four academic years of ESO work on reading comprehension, oral and written expression, audiovisual communication, information and communication technologies and education in values must be included in all of the areas, with no detriment to its specific consideration in some of the subject areas.

Schools must complete and develop the curriculum by drawing up curricular programmes and projects with objectives, content, assessment criteria and methodology in accordance with students' characteristics. Moreover, and in order to help students to achieve the goals set for this level, education authorities must establish educational remedial and revision measures aimed at students with general learning difficulties either in basic or instrumental aspects of the curriculum, at first and second level. These measures must provide for the reinforcement of basic knowledge as well as the development of study and work habits.

*Programas de Diversificación Curricular* (Curricular diversification programmes) in mainstream educational institutions are addressed to students over the age of 16 who need specific methodology and organisation of content, practical activities and subjects of the curriculum other than the general organisation in order to achieve the general objectives and the basic competences of ESO and therefore obtain the relevant certificate. The implementation of such measures is subject to the relevant psychopedagogical assessment, the students' and parents' opinions and a favourable report issued by the educational inspectorate. On completion of diversification programmes, students who hold the *Graduado en Educación Secundaria Obligatoria* certificate may continue their education, either in the *Bachillerato* vocational training, in mainstream educational institutions with the human and material resources necessary to accommodate the relevant curricular changes. See section 4.1.4 for further information.

The **teaching methods** used in ESO must be adapted to each student's needs, and foster their ability to learn independently as well as to work in teams, encouraging creativity and dynamism, and integrating ICTs into learning. Students should also be introduced to the fundamentals of reality, pursuant to the basic principles of scientific method. The teaching process must be guided by the usefulness of learning, the latter being principally based on the principle of 'learning how to learn'.

Information about **textbooks** and other **teaching materials** may be found in section 2.3.

#### 4.1.4 Assessment, progression and certification

The basic characteristics of pupil **assessment** in secondary education must be applied throughout the entire State, although each Autonomous Community, in the exercise of their powers, establishes its own assessment criteria, which are settled at each school. The assessment is continuous and different for each curricular subject, and it takes into account, pupils' academic maturity in relation to the objectives and their progression possibilities for higher studies.

In ESO, the results of assessment are expressed in terms of *insuficiente* (IN), *suficiente* (SU), *bien* (BI), *notable* (NT) and *sobresaliente* (SB), (Unsatisfactory, Satisfactory, Good, Very good and Excellent) considering unsatisfactory a negative mark and the rest as positive ones. These marks must also be expressed by a figure from 0 to 10 (whole numbers only). The grades are as follows: unsatisfactory '0, 1, 2, 3 or 4'; satisfactory '5'; good '6'; very good '7 or 8', and excellent '9 or 10'.

Assessment is usually carried out at least every three months and it usually includes an initial assessment at the beginning of the school year in order to check pupils' starting level.

When a student does not progress adequately, educational remedial and revision measures must be adopted within the continuous assessment process. In order to enable students to resit the subjects they have failed, education authorities will determine the conditions so that schools may organise the corresponding supplementary examinations.

Families should receive information on a regular basis regarding the educational progress of their children by means of a written model report established by the school. This report is to be produced at least every quarter. Nevertheless, if necessary, form teachers are to hold meetings or individual interviews with families. All the information related to the evaluation process must be included in the academic record of each student.

In addition, on completion of each year of ESO, the teacher, in accordance with the decisions taken by the teaching team in the final assessment sessions (both regular and supplementary), draws up a final assessment report for each student assessing the student's attainment obtained in the different subjects and areas, the acquisition of the basic competences for the year and, if that's the case, the decision regarding **promotion** and qualification. The form teacher must specify in the report all the educational measures to cater for a student who has failed to attain the objectives. This final assessment report must guide the teachers' work the following year.

The decisions on students' progression from a grade to the following within one stage are taken collegially by the teachers of the relevant student, bearing in mind the objectives to be achieved. Students progress to the following grade on completion of the objectives in the subjects studied; they can progress even if they obtained a negative assessment in a maximum of two subjects. However, they usually have to repeat the grade if they obtain a negative assessment in three or more subjects. This measure must include a specific individual plan aimed at overcoming the previous years' difficulties. Those students who progress without having passed all the subjects must enrol in the remedial and revision programmes established by the teaching team and pass the assessment organised in such programmes. Students are allowed to repeat the same grade only once and only twice in the whole educational stage.

Regarding **certification**, students who on completion of ESO have achieved the basic competences and objectives of the stage are awarded the *Graduado en Educación Secundaria Obligatoria* certificate. This qualifies them for access to the *Bachillerato* and intermediate vocational training.

Students who pass all the specific areas and subjects of the Curricular Diversification Programmes (for more details see 4.1.3) are awarded the *Graduado en Educación General Básica* certificate. Pupils who do not obtain the *Graduado en Educación Secundaria Obligatoria* certificate are awarded a *Certificado de Escolaridad* stating the grades and subjects undertaken.

#### 4.1.5 Educational/Vocational guidance

The general framework in which educational guidance must be developed has been described in section 3.5.

As regards vocational guidance, students at ESO receive a basic training of a professional nature. This entails, on the one hand, vesting traditional subject areas with a practical and semi-professional dimension and on the other, establishing objectives that contribute to the transition to adult life. Basic training of a professional nature during ESO consists, firstly, of general technological training for all students given as a specific subject area (which entails covering not only a practical knowledge of the various techniques but an understanding of the surrounding social and productive environment); and, secondly, of the inclusion of diversified and optional areas of learning that may prompt career choices or professional experience. This basic vocational training consists of a set of knowledge, abilities,



attitudes and skills which are common to many professional techniques or profiles, and guarantee a multipurpose training. The underlying intention is to enhance the training-employment relationship throughout this educational stage.

#### 4.1.6 Teachers

ESO and *Bachillerato* are taught by teachers from the Body of Teachers of Secondary Studies (*Cuerpo de Profesores de Enseñanza Secundaria*), which must have the *Licenciado*, Ingeniero, *Arquitecto* degree (obtained after studying four, five or six-year University courses) or the Graduate degree (four years) or else any other degree which, for the purposes of teaching, the Government may have settled for certain areas or subjects, always taking the Autonomous Communities into account. Such training responds to a consecutive teaching model. Likewise, the future teachers at ESO, *Bachillerato*, vocational training and language studies must include in their initial academic and scientific training a pedagogical and didactic training in order to teach in secondary education, which may be obtained through the official university MA in Secondary with duration of one year (60 European credits). Specifically, 44 specializations have been approved for teachers of Secondary Education and *Bachillerato* and 29 for vocational training, as well as the subjects that can be taught by each teacher according to their specialization area.

The institutions where teachers are trained may be faculties, *escuelas técnicas superiores* o *escuelas politécnicas superiores* (university school which provides the first, the second and the third cycle of technical education -Engineering and Architecture-) at universities.

At the moment, the reform that adapts the Spanish university system to the European Higher Education Area is taking place, what is producing changes for the initial training system of teachers in Spain. When the reform will be completed in academic year 2009/10, university degrees will have a length of four years (Bachelor).

For more information about University studies, see chapter 6.

Regarding **teaching assignment**, at Secondary Education each of the subjects or knowledge areas is taught by a specialised teacher in one area or subject, to whom various groups of students from different stages or education levels may be assigned. Some of these teachers are appointed to be the form teacher of a group of pupils.

Information regarding **continuous training** for teachers, as well as information about **private schools teachers**, may be found in section 2.5.

## 4.2 Upper Secondary Education: General Branch

*Bachillerato* constitutes the general branch in post-compulsory secondary education. Students access this educational level after completing the compulsory secondary education (ESO). It comprises two academic years, and it is developed in three different branches ('Arts', 'Science and Technology' and 'Humanities and Social Science'). It is organised in a flexible manner and in different types within each branch, in order to offer specialised education in accordance with students' educational perspectives and interests or for them to enter employment on its completion. Pupils are usually 16-17 when enrolled in the first year and 17-18 in the second. However, pupils may stay a maximum of four years, either consecutive or not, in mainstream *Bachillerato*.

Its **aim** is to provide students with intellectual and humane education and maturity, the knowledge and skills through which they may progress in their personal and social development and participate actively in life and access higher education.

*Bachillerato* is provided in the same kind of **schools** as ESO. Secondary education schools, apart from meeting a series of minimum requirements, must offer at least two of the *Bachillerato* branches (see section 4.2.3) and have at least four units.

In *Bachillerato*, vocational training and *enseñanzas de régimen especial* **fees** have to be paid, although they are much lower than the actual cost of the public service.

Since compulsory education gratuity is guaranteed through schools' public funding, aids and scholarships are especially important in non-compulsory levels in order to enable access and continuity for those who do not have the necessary financial resources. For post-compulsory secondary studies, the State makes an annual announcement for awarding general and special aids and scholarships aimed at financially disadvantaged pupils.

#### 4.2.1 Admission

See section 4.1.1.

In order to access any of the *Bachillerato* branches, pupils must hold the *Graduado en Educación Secundaria Obligatoria*. Pupils holding a *Técnico* certificate (certificate and professional qualification obtained on successful completion of intermediate vocational training) can also enter directly, after completing intermediate vocational training studies, or those holding a *Técnico Deportivo* certificate, after completing intermediate sports studies. Likewise, holding a Plastic Arts and Design *Técnico* certificate makes it possible to directly enter the *Bachillerato* Arts branch.

#### 4.2.2 Organisation of time, groups and venue

Information regarding the **school calendar** and the **weekly timetable** may be found in section 4.1.2.

Each group of pupils has a form teacher, although each of the subjects is taught by a specialist teacher. The maximum number of pupils per unit is 35.

#### 4.2.3 Curriculum

*Bachillerato* is organised into common **subjects**, subject areas specific to each type of provision and optional subjects. The basic contents of the **core curricula** for these subjects are set in the same way as Primary Education (see section 3.4) and ESO curricula.

The Spanish government, after consultation with the Autonomous Communities, has established the structure of the branches, the specific subjects in each of them and the number of subjects to be taken by students. Each of the branches may be organised into pathways, as a result of students' free choice of subjects (both optional and those corresponding to the branch in question). These branches will facilitate students' specialised education with a view to continuing further education or entering employment.

The common subjects are: Science for the Contemporary World; Physical Education; Philosophy and Citizenship; History of Philosophy; Spanish History; Spanish Language and Literature, and, if applicable, the Co-official Language and its Literature, and a Foreign Language. These subjects aim at deepening students' knowledge, and those cross-curricular competences which favour learning. It is also established that in order to facilitate homogeneity of university entrance examinations (see section 6.1.1), History of Philosophy, Spanish History, Spanish Language and Literature and a Foreign Language will be taught in the second year of *Bachillerato*.

Subject areas specific to each branch or type of provision aim at providing specific training related to the branch chosen offering a wide knowledge area, developing those competences closely related,



preparing for a variety of further studies and favouring employment opportunities in a specific field. Students have to take throughout the *Bachillerato*, a minimum of six subject areas specific to each branch, among which five have to correspond to the branch chosen.

Optional subjects are organised by the Autonomous Communities, and they are intended to broaden and enhance the chosen branch of study as well as to widen the perspective of general education. The offer of optional subjects must include at least a second Foreign Language and ICTs. Pupils can also choose as an optional subject at least one subject area specific to a branch. Schools establish the specific provision of these subject areas.

*Bachillerato*'s **teaching methods** must foster students' abilities to learn independently, to work in teams and to apply appropriate research methods. They must also stress the relationship between the theoretical aspects of the subjects and their practical applications.

Information regarding **textbooks** and other **teaching materials** can be found in section 2.3.

#### 4.2.4 Assessment, progression and certification

For further information on **assessment** in secondary education see section 4.1.4.

In *Bachillerato* marks are given on a scale of 1 to 10 (whole numbers only), with 5 or over being considered a pass.

Each subject teacher decides, at the end of the academic year, whether the student has achieved the relevant objectives taking as the main reference point the assessment criteria established by regulations. In addition, the teaching team, coordinated by the form teacher, has to assess the students' progress in all the subjects, the students' academic maturity compared to the *Bachillerato* objectives, and their ability to successfully undertake higher education.

At the end of the first year, teachers make the corresponding decisions regarding pupils' **promotion** to the second year. Students can progress from the first academic year of *Bachillerato* to the second once they have completed all the subjects taken successfully or if they have a negative assessment in a maximum of two subjects. In such cases, in the second year they will have to retake those first year subjects that they failed. Schools must organise the subsequent activities for academic recovery and assessment in those subjects to be retaken. Students are allowed to resit a supplementary exam for the subjects that they did not pass, which take place in September in most Autonomous Communities.

Students who do not progress to the second year must stay one more year in the first grade of *Bachillerato*, which they have to retake in its entirety if they have more than four subjects with a negative assessment. In addition, students who do not progress to the second year having three or four subjects negatively assessed may choose either to retake the entire year or to enrol only in those subjects negatively assessed of the first year along with two or three subjects of the second year. Enrolment of these subjects of the second year is conditioned to the possibility of being able to promote to the second grade of the *Bachillerato* in that same year so that those subjects may be assessed. Those students having subjects negatively assessed at the end of the second year may retake them without having to take the subjects positively assessed.

Students who successfully complete any type of *Bachillerato* are awarded the *Bachiller* **certificate**, with professional and academic effects. The certificate specifies the type of *Bachillerato* studied as well as the average mark obtained. Only students who pass all subjects of the two years of the *Bachillerato* are awarded this certificate, which qualifies them to enrol in higher education.

#### 4.2.5 Guidance and counselling

The general framework in which educational guidance is developed has been described in section 3.5.

Basic vocational training must also be a part of *Bachillerato*. Furthermore, the provision for a diversified *Bachillerato*, with the emphasis on different areas of learning, allowing students to acquire know-how in specific fields and an understanding of productive activity, facilitates their transition into employment. In addition, the academic and vocational counselling received by students represents yet another support tool aimed at their future integration into the labour market.

#### 4.2.6 Teachers

See sections 2.5 and 4.1.6.

### 4.3 Upper Secondary Education: Vocational Branch

Vocational training within the education system is organised in two **levels** or grades: intermediate vocational training and advanced vocational training, also called intermediate and advanced *ciclos formativos*, respectively, which lead to obtaining professional qualifications. Advanced vocational training is defined as higher education, so it is addressed in chapter 6.

Upper secondary education's vocational branch is made up of intermediate vocational training *ciclos formativos*, which are taken by pupils over 16, since it is required to hold the *Graduado en Educación Secundaria Obligatoria* certificate to enrol in these studies (see section 4.3.1). Its length varies depending on the *ciclo formativo*, from 1300 to 2000 hours, during one and a half or two years.

This vocational provision **aims** at preparing students to work in a professional field and facilitating their adaptation to possible future changes in the labour market, as well as contributing to their personal development, the exercise of democratic citizenship and lifelong learning.

The curricula for these studies includes an 'On-the-job Training' *módulo* (or *módulo profesional* or *módulo formativo*) (set of contents of some types of education such as vocational training), with a non-labour nature from which students accrediting a professional experience related to the relevant vocational studies may be exempted.

This training may be provided at: a) public and private **institutions** authorised by the relevant education authority; b) national reference schools, specialised in the different productive sectors, which are responsible for innovation and experimentation in vocational training, or c) integrated vocational training schools, which provide the complete vocational training offer stated in the National Catalogue on Vocational Qualifications. They are most frequently provided along with ESO and *Bachillerato* in secondary education schools. All schools must meet a series of requirements set state-wide, such as offering *ciclos formativos* corresponding at least to two professional families.

For further information on **tuition fees**, **grants** and **study aids** see section 4.2.

#### 4.3.1 Admission

See section 4.1.1.

The *Graduado en Educación Secundaria Obligatoria*, *Técnico Auxiliar* or *Técnico* certificates are required in order to enter intermediate vocational training.

Students who do not meet the established academic requirements may also access intermediate vocational training, provided they pass a test specifically designed by education authorities, valid nationwide. These tests must accredit the knowledge and skills required to successfully pursue these

studies. Students must be at least 17 at the time the test is taken. Candidates who have completed an Initial Professional Qualification Programme, who hold a certificate of professionalism regarding the *ciclo formativo* pursued or who are accredited with a specific qualification or one-year full-time professional experience in a professional field regarding the studies in question. Likewise, education authorities may plan and offer studies which prepare students to sit tests to access intermediate vocational training for candidates who have passed an initial professional qualification programme. The results obtained will be taken into account in the final result of the entrance examination. Also, candidates having passed the university entrance examination for people aged over 25 are exempt from taking the vocational training entrance examination described.

### 4.3.2 Organisation of time, groups and venue

Information corresponding to the **school calendar** and the **weekly timetable** may be found in section 4.1.2.

The intermediate *ciclos formativos*' **length** varies depending on the *ciclo*, from 1300 to 2000 hours, during one and a half or two years, although they are normally one and a half years long. In-company training comprises between 300 and 700 hours of training and other activities in a workplace.

The maximum number of pupils per unit is 30.

### 4.3.3 Curriculum

Regulations on education have approved basic general guidelines with the aim of defining a common **structure** for the academic organisation of intermediate vocational training. Following this, different qualifications and their related core curricula for the whole Spanish State have been approved. The various Autonomous Communities have added to these basic regulations, establishing, for their territories, the curricula of the *ciclos formativos* corresponding to the different qualifications available. Educational institutions develop such curricula by drawing up their *programación annual* (document where the necessary elements for the organisation of schools are established for each academic year). Their objectives, course content, assessment criteria, sequencing and methodology must respond to the characteristics of the student body as well as the training possibilities which are available in the surrounding area.

Periodically, the Spanish government (at its own initiative or at the request of education authorities, the General Council for Vocational Training or social agents and the corresponding productive sector) must act to revise or, when appropriate, update vocational qualifications or create new ones, in order to ensure continuing adaptation to changes in occupational circumstances and qualifications.

On the other hand, the Autonomous Communities, in collaboration with local corporations and social and economical stakeholders, are responsible for establishing the vocational training offer.

The *ciclos formativos* are organised into *módulos profesionales*. There are two types of *módulos*: those associated with a *unidad de competencia* (the most specific) and those that build up cross-curricular skills, essential for professional competence in the relevant *ciclos formativos*.

The *módulos formativos* may have a varying length. These *módulos profesionales* must be made up of theoretical-practical knowledge areas, depending on the professional competences, which must include those defined in the *unidades de competencia* and the social and personal competences to be achieved. In those *ciclos formativos* where the professional profile so requires, training on ICTs, languages and Health and Safety must be included in the specific *módulos profesionales*. For the other *ciclos formativos*, this training must be included as a cross-curricular subject in the *módulos profesionales* which make up the qualification.

The curricula of the *ciclos formativos* include the Training at Work Schools *módulo*. The regulations on the core curricula established for each *ciclo formativo* leading to a vocational certificate specify the total length of the *ciclo formativo* as well as the minimum number of hours required under each *módulo*. This timetable, set for the whole of Spain, accounts for 55 % (in the Autonomous Communities with two co-official languages) and 65 % (in the rest) of the total timetable established for the *ciclo formativo* in question.

**Teaching methods** in vocational training should integrate the relevant scientific, technological and organisational aspects in order to provide students with a global overview of the productive processes of the professional activity in question.

Information regarding **textbooks** and other **teaching materials** can be found in section 2.3.

#### 4.3.4 Assessment, progression and certification

For further information on **assessment** in secondary education see section 4.1.4.

The assessment of students in *ciclos formativos* will be carried out in *módulos profesionales*. The objectives and assessment criteria involved in the *módulos profesionales* must be included together with the objectives of the relevant *ciclo formativo*. The final assessment is expressed in numbers from one to ten, with no decimals.

Both the form teacher and the tutor appointed by the company cooperate in the assessment of the on-the-job training *módulo*, expressed in terms of 'passed/failed'.

In provision requiring attendance, each *módulo profesional* may be subject to assessment in four sessions, and only in two sessions for the on-the-job training *módulo*. In exceptional circumstances, on grounds of illness, disability, or other circumstances conditioning or preventing the normal course of studies, additional sessions may be organised for those students who have exhausted all opportunities for re-assessment. Progression to the next level requires a pass grade in all the *módulos* comprising the *ciclo formativo* in question. A minimum of 5 is required to pass.

Each Autonomous Community regulates the different aspects regarding assessment in vocational training, taking as starting point basic State regulations. Most Autonomous Communities' regulations share the same fundamental aspects regarding **promotion**. When enrolled in *ciclos formativos* lasting more than one academic year, pupils who, at the end of the first year, still have to pass some *módulos* whose amount of hours does not exceed 25 % of the total of all the *módulos* of that year can progress to the next year with the corresponding makeup activities. When the amount of hours is higher, pupils must retake all activities programmed for the failed *módulos*.

Students who successfully complete intermediate vocational training are awarded a *Técnico certificate* for the corresponding trade. Those who do not pass each of the *ciclos formativos* in its entirety will be awarded an academic certificate for the *módulos* passed; this certificate will have the corresponding academic effect as well as the effect of partial cumulative accreditation of the professional competences acquired regarding the National Qualifications and Vocational Training System.

The *Técnico* certificate qualifies students for direct access to all the branches of *Bachillerato*. It also grants them eligibility for other specialised or complementary provision, such as Arts education.

In addition, education authorities have to organise examinations to obtain the *Técnico* certificate at least once a year. Assessment of these examinations has to take into account the *módulos profesionales* and the content has to refer to the curricula of the *ciclos formativos* currently in force. Those who evidence that they hold a *Técnico* certificate and wish to enrol in an advanced *ciclo formativo* of the same professional group or of a group which regulations consider to be related, may

take an entrance examination. Candidates must be at least 18 years old, or have successfully completed the studies that each Autonomous Community considers suitable for attaining maturity and the professional skills accredited by the *Técnico* certificate.

### 4.3.5 Guidance and counselling

The educational guidance general framework is described in section 3.5.

Both the objectives and the organisation to be followed by education authorities regarding vocational guidance and counselling for vocational training within the education system have been established. All *ciclos formativos* must include information aimed at knowing about job opportunities, creation and management of companies, basic labour legislation and regulations on equal opportunities and non-discrimination against disabled people, as well as the rights and duties derived from labour relationships, in order to facilitate the access to employment or professional reinsertion. This training has to be incorporated into one or more *módulos profesionales*, notwithstanding their cross-curricular treatment, according to the professional profile's demands. These *módulos*' contents have to be oriented to the characteristics of each professional family or productive sector.

There is a series of initiatives aimed at making vocational guidance and the labour world to be coordinated. Cooperative training is carried out by means of a series of different kinds of activities:

- Joint formulation by education authorities and experts from the labour world of a catalogue of vocational certificates. Inclusion of a *módulo* called 'On-the-Job Training' in the curriculum of the *ciclos formativos*.
- Other initiatives such as teacher training in company training programmes, the recruitment of technology experts from the productive sector as teachers in vocational training institutions, training courses in such institutions for employees, etc.

Furthermore, teachers specifically carry out the tasks related to labour training and guidance, which means they carry out activities regarding information and vocational guidance to students and facilitating knowledge of professional pathways, basic knowledge of the labour market and self-employment, etc.

### 4.3.6 Teachers

See section 4.1.6.

Vocational training can be taught by teachers belonging both to the secondary education teaching body and to the vocational training technical teaching body holding the *Diplomado*, Technical Engineer or Technical Architect certificates, who, in certain occasions, can also teach some ESO and *Bachillerato* subjects. Those qualifications are obtained in faculties, *escuelas técnicas superiores*, *escuelas politécnicas superiores*, *escuelas universitarias* (university school which only provides first cycle studies -any branch-) and *escuelas universitarias politécnicas* (university school which provides first cycle technical education). The training of the vocational training technical teaching body corresponds to a consecutive model of education.

Likewise, for certain *módulos* and in accordance to their qualifications and to the education system's needs, professionals from the labour world can be incorporated as specialist teachers, although they might not hold a qualification certificate. This incorporation takes place under a labour or administrative regime.

## 4.4 Enseñanzas de régimen especial

The secondary level of *enseñanzas de régimen especial* is described in this section and comprises artistic education, language education and sports education.

**ARTISTIC EDUCATION aims** at providing students with a quality artistic training and ensuring the qualification of future professionals in Music, Dance, Drama (see chapter 6), and Plastic Arts and Design.

The **schools** providing professional Music and Dance education are called conservatories. These institutions may be elementary, professional and advanced, depending on the level they offer. Professional Music schools provide the specialisation in Piano and, as a minimum, the specialisations in String Instruments and Wind Instruments which make up the chamber orchestra. These institutions will have a minimum of 180 school places, increasing this number by 80 more places if they also provide the elementary level. Professional Dance educational institutions provide, at least, one of the established specialisations. These institutions will have a minimum of 90 school places, increasing this number by 80 more places if they also provide the elementary level.

Schools providing Plastic Arts and Design education generally receive the name of Art Schools, and may also offer the Artistic *Bachillerato* as well as the *ciclos formativos* of Plastic Arts and Design. Authorisation to run such institutions of Plastic Arts and Design education is subject to compliance with certain minimum requirements, including some related to facilities and services and those of providing at least two *ciclos formativos* and offering at least 60 enrolment places.

**LANGUAGE EDUCATION is aimed** at promoting the learning of foreign and co-official languages of the Spanish State. They have three levels: basic, intermediate and advanced.

The **schools** where languages are taught are the official language schools. In conjunction, distance language education is available through public educational institutions approved by the education authorities. These subjects may also be taught in authorised public secondary educational institutions.

Intermediate **SPORTS EDUCATION aims** at preparing the pupil for professional activity relating to a sports modality or specialist sport, in the levels of: initiation, perfection of technical skill and high performance, as well as facilitating their adaptation to developments in sports and the world of employment and to active citizenship.

This new organisation established by the LOE will be progressively be implemented, substituting the previous one (for more details see 4.4.3).

Sports education is to be provided in public or private **schools**; vocational training institutions; institutions of national reference specialised in sports as well as by the institutions which are within the military education system. In exceptional circumstances, education authorities may authorise institutions run by the Spanish sports federation to offer a specific block of a specific cycle, as long as full training provision is guaranteed by an agreement with another institution.

For further information about **tuition fees, grants and education aids**, see section 4.2.

### 4.4.1 Admission

See section 4.1.1.

Students who wish to enrol in professional MUSIC AND DANCE EDUCATION must pass a specific entrance examination regulated and organised by education authorities. This entrance examination will assess maturity, aptitudes and skills in order to perform successfully on these courses. Applicants may also



enter any year of this provision without having passed the previous ones as long as they evidence in a test that they have the knowledge required to perform successfully on these courses.

To enrol in intermediate PLASTIC ART AND DESIGN, students must hold the *Graduado en Educación Secundaria Obligatoria* certificate or an equivalent certificate and evidence the necessary ability and artistic knowledge by passing a specific test. However, the following candidates are exempt from taking this test: holders of a Plastic Arts and Design *Técnico* or *Técnico Superior* certificate of a professional branch linked to the provision to be studied, or holders of the experimental Arts *Bachillerato* certificate; holders of the advanced Plastic Arts certificate, and the advanced Design certificate; holders of the advanced certificate of Conservation and Restoration of Cultural Assets;; holders of a Fine Arts degree; and finally, holders of a Technical Industrial Design Engineering degree. In turn, those complying with the academic requirements mentioned at the beginning of this paragraph, accrediting at least a year of work experience directly linked to the professional competences of the relevant intermediate or advanced training cycle do not need to pass the examination.

Applicants may also access this provision by passing an entrance exam.

In order to access LANGUAGE EDUCATION, students must be over 16 in the year in which studies begin. It also acknowledges the right to access this provision for those over 14 to continue the study of a language other than that studied during ESO, and that the *Bachiller* certificate will provide direct access to intermediate language education of the first foreign language studied in *Bachillerato*. To study intermediate level it is necessary to hold the certificate corresponding the basic level and to study the advanced level, the certificate of intermediate level is compulsory. However, it is possible to join any course of intermediate or advanced level for those accrediting sufficient competence in the relevant language.

In order to gain access to the initial cycle of intermediate Sports education, candidates must hold the *Graduado en Educación Secundaria Obligatoria* certificate, the *Técnico* or equivalent certificates. Students must accredit having passed the initial intermediate cycle of the corresponding Sports modality or specialisation in order to access the final cycle of these studies. Besides general requirements, passing a specific examination is required to access any of the cycles of Sports education. Additional requirements can be accrediting a sports merit proving the necessary conditions to successfully and safely pursue this provision. The examination will be related to the content specified in the curriculum of ESO of the relevant Autonomous Community. In order to be eligible, candidates must have a minimum age of 17 at the time the test is taken.

Certain sportspeople (high level or high performance sportspeople, sportspeople who have participated in competitions or have classified in certain competitions, etc.) are exempt from the specific entrance examinations.

#### 4.4.2 Organisation of time, groups and venue

See section 4.1.2 for further information about the **academic year**.

Arts education comprises elementary (see section 3.7) and professional MUSIC AND DANCE EDUCATION. While the characteristics and **organisation** of elementary studies is determined by each Autonomous Community, professional studies are organized in just one six-year full-time stage.

PLASTIC ARTS AND DESIGN EDUCATION is part of post-compulsory secondary education. This full-time provision is organised into intermediate or advanced *ciclos formativos* which must comprise practical training in companies, studios and workshops. The *ciclos formativos* are structured in training *módulos* of variable duration.

Regarding LANGUAGE EDUCATION of *régimen especial*, there are four hours of class per week (60 minutes daily or 120 every other day), morning or evening shift. Language education is structured into the following levels: elementary (240 hours), intermediate (also 240 hours, 360 for Arabic, Chinese and Japanese) and advanced (240 hours). Provision corresponding to the advanced and intermediate levels is organised into a minimum of three and a maximum of four years, in accordance with education authorities. Students have the right to take a maximum number of years equivalent to double those provided for the relevant language as established by the relevant education authorities.

SPORTS EDUCATION is a full-time provision structured in two levels: intermediate (with a minimum duration of 1000 hours) and advanced (750 hours minimum). Likewise, the organisation of Sports education is based on the sports modalities and their specialisations as well as on cycles of Sports education. Specifically, intermediate is organised into two cycles, the initial (with a minimum duration of 400 hours) and the final level. The cycles of Sports education are organised in *módulos* with variable organisation. The maximum number of students per school unit is 30. Education administrations may vary the school schedule taking its peculiarities into account.

#### 4.4.3 Curriculum

PROFESSIONAL MUSIC EDUCATION can be followed in various disciplines such as piano, string instruments, wind instruments etc. The professional Music core curricula are organised in subjects common to all specialisations (Instrument or voice, Language and Harmony) and specific subjects for each specialisation: Chamber Music, Orchestra, Group, Ensemble, Choir and Languages applied to singing.

The curricula of professional Dance education is divided into the following specialisations: Classical Dance, Contemporary Dance and Spanish Dance. Each of them has Music as the common subject.

PLASTIC ARTS AND DESIGN PROFESSIONAL EDUCATION is organised into intermediate or advanced *ciclos formativos*. They are made up of *módulos formativos*, and all of them share some elements in terms of structure, such as the *módulo* of final work (in intermediate *ciclos*) and the *módulo* of integrated project (in advanced *ciclos*), as well as a specific *módulo* on training and vocational guidance, as well as the phase of practical training in companies, studios and workshops, which are not of a labour nature. The professional families for these studies are: Arts Applied to Sculpture, Arts Applied to Attire, Arts Applied to Books, Arts Applied to the Wall, Floral Arts, Artistic Ceramics, Graphic Design, Industrial Design, Interiors Design, Artistic Enamels, Art Jewellery, Artistic Textiles and Artistic Glass.

Education authorities are responsible for establishing the curriculum corresponding to basic LANGUAGE EDUCATION, using as a reference the competences for the A2 level of the Common European Framework of Reference for Languages. The core curricula for intermediate and advanced language education are regulated at State level and education authorities are responsible for the establishment of the curriculum, which must follow the core curricula that, in turn, comply with the competences for the B1 and B2 levels of the Common European Framework of Reference for Languages.

Given that SPORTS EDUCATION has not been regulated yet according to the LOE, the previous organisation is still in force, which established that each tier should be organised in blocks. The LOE establishes that Sports education is to be structured in *blocks* and *módulos* of varying duration, constituted by theoretical and practical areas of knowledge adapted to the various professional fields. Thus, the *ciclos* (cycles) of sport education must respond to a certain professional profile, which will be defined by the normative developed by each degree in sport education.

The cycles of Sports education must be organised in *módulos* with variable length, classified as follows: specific sports *módulos* (training directly intended to cater for technical issues, organisational or methodological aspects of the corresponding modality or specialisation); common sports *módulos* (training linked to professional competences regarding 'sports initiation', 'sports technification' and 'high performance' processes as well as those objectives corresponding to Sports education); practical



training *módulos* (training linked to the competences that have to be acquired regarding the real professional sports field.)

In addition, Sports education *módulos* will be grouped in blocks: a common block (made up of the common *módulos*, coinciding and compulsory for all the modalities and specialisations in each of the cycles) and a specific block (made up of the specific *módulos* of Sports education and the practical training *módulo*).

See section 2.3 for further information about **textbooks** and the rest of **teaching materials**.

#### 4.4.4 Assessment, progression and certification

In MUSIC AND DANCE PROFESSIONAL EDUCATION, **assessment**, which is continuous and global although differentiated depending on the different subjects of the curriculum, is carried out by all the teachers of each student under the coordination of the form teacher.

Passing professional Music and Dance education gives the right to obtain the relevant professional qualification. The students who have not taken the *Bachillerato* in the type of Arts, within the specific pathway of Music and Dance, and have completed professional Music and Dance education will be awarded the *Bachiller* certificate provided that they have passed *Bachillerato* common subjects.

In PLASTIC ART AND DESIGN PROFESSIONAL EDUCATION, assessment must be continuous and must take into account the progress and academic maturity of students regarding the general objectives and the professional competences of the *ciclo* in question. This assessment has to be differentiated according to each *módulo*. The results of the final assessment of each *módulo* must be expressed in numerical terms on a scale of 0 to 10. Marks from 5 onwards are considered positive.

In the assessment of the on-the-job training in companies, studios and workshops, the person appointed by the corresponding work centre to supervise the students' training there participates in assessing students. The assessment outcomes are expressed in terms of 'passed/failed'. In order to pass the on-the-job training in companies, studios and workshops students may use a maximum of two exam sessions.

Positive assessment of all the *módulos* comprising a *ciclo formativo* and of the on-the-job training in companies, studios and/or workshops is required in order to pass a *ciclo formativo*.

Students passing intermediate Plastic Arts and Design will receive the Plastic Arts and Design *Técnico* certificate, in the relevant specialisation, which will grant them direct access to the Arts branch of the *Bachillerato*.

The assessment of students enrolled in official LANGUAGE schools in the official modality with compulsory attendance is carried out through continuous assessment throughout the whole year, plus a regular test held in May or June. The assessment outcomes are expressed in terms of 'passed/failed'. If the result of this test does not prove to be positive, students have the opportunity to retake it by sitting a supplementary test in September. Examinations consist of different exercises, grouped into two major types: comprehension (listening, reading and grammar) and production (speaking and writing). Students have 4 opportunities to resit a final exam.

In order to obtain the certificates corresponding to basic, intermediate and advanced levels, students have to pass the specific examination. The frame of reference for these examinations consists of the competences set in the objectives, content and assessment criteria detailed in the different curricula that have been drawn up for the various levels and languages. Education authorities have to organise at least an annual exam session in order to obtain the intermediate and advanced levels certificates.

The certificate accrediting the basic level is valid nationwide and allows access to the intermediate level of the language in question. Likewise, the intermediate level certificate allows access to the advanced level provision in the corresponding language throughout the whole Spanish territory. Students who do not obtain the certificate for the intermediate or advanced level will be awarded academic certification evidencing that they have acquired the command required in some of the skills assessed by the examinations.

Students who are not enrolled in these educational institutions may also obtain the different level certificates by passing examinations set by education authorities, in conformity with the basic requirements established by the Spanish Government.

In addition, official examinations are also organised for secondary education and vocational training students so that they can obtain official certificates for the languages studied.

For SPORTS STUDIES, students' learning assessment will be carried out on the basis of the *módulos formativos*, on the basis of the aims and assessment criteria established in the curriculum for every *módulo*, as well as students' academic maturity in relation to the competences established in the core curricula.

Regarding the organisation of this provision as established by the LOE (Act on Education), the new qualifications and provision of the different modalities and specialisations have not been established yet. In any case, the assessment of pupils' learning must be continuous and take as reference points the general objectives of the cycle, as well as the objectives and the assessment criteria established in the curriculum for each *módulo* of Sports education as regards the competences established in the professional profile of the relevant qualification.

On completion of all the *módulos* that comprise this provision, students are awarded the *Técnico Deportivo* certificate in the relevant specialisation. To all intents and purposes, this certificate is equivalent to that of *Técnico* awarded upon completion of vocational training and it grants direct access to all the branches of *Bachillerato*.

On successful completion of the intermediate initial *ciclo* of the new organisation of Sports education students will be awarded an official academic certificate which, despite not being a title as such, grants access to the intermediate final cycle of the same branch or Sports specialisation and accredits the professional competences acquired with regard to the National Qualifications and Vocational Training System.

#### **4.4.5 Guidance and counselling**

The general framework in which the educational counselling is developed has been described in section 3.5.

#### **4.4.6 Teachers**

In the case of teachers at *enseñanzas de régimen especial*, the certification requirements and professional category are equivalent to teachers at secondary education (for further information see sections 4.1.6 y 4.3.6).

To be a teacher at the various modalities of artistic education, the *Licenciado*, Engineer, Architect, Bachelor or equivalent degrees are required. To teach at Plastic Arts and Design studies, holding the degrees of *Diplomado*, Technical Architect or Technical Engineer, Bachelor or equivalent is compulsory.

To be part of the Body of Official Languages Schools the *Licenciado*, Engineer, Architect, Bachelor or equivalent degrees are compulsory; candidates must pass the established selection processes.

## 4.5 Training in alternance

In Spain, initial vocational training is constituted by the Vocational Branch at Upper Secondary education, that is, the Intermediate Vocational Training, introduced in section 4.3, as well as Advanced Vocational Training (6.2), and Professional Artistic Studies described in section 4.4. Other programmes may also be considered like Initial Vocational Qualification Programmes, ISCED 3C (introduced in section 4.5.1). All these types of training are dependent upon the Ministry of Education and the education administrations of the Autonomous Communities. In addition, there are employment and training programmes called Training Workshops (ISCED 3C), Trade Learning Centres (ISCED 3C), and Employment Workshops, dependent upon the Ministry of Labour and Immigration, and the departments of the corresponding Autonomous Communities.

### 4.5.1 Initial Vocational Qualification Programmes

The Initial Vocational Qualification Programmes – IVQP – (*Programas de Cualificación Profesional Inicial* – PCPI) are a way to achieve the social and educational integration of those who have not achieved a degree after leaving the education system. The Ministry of Education or the Autonomous Communities finance, regulate and organise these programmes. Occasionally, the local administrations also take some responsibility regarding this kind of programmes. These programmes may be taken by those students aged over 16 who do not hold the *Graduado en Educación Secundaria Obligatoria* certificate. In exceptional circumstances, with the agreement of students and parents, or legal guardians, this may apply to children aged 15 who have taken the second academic year of ESO, who do not meet the requirements to progress to the third year and who have already had to stay down once during this stage. In any case, the requirements to gain access to these programmes entail an academic and psycho-pedagogic appraisal together with the measures that education authorities established.

The main **purpose** of IVQP is to allow all students to achieve the professional competences that correspond to a level 1 qualification within the current structure of the National Catalogue on Vocational Qualifications (see introduction to chapter 4 and the section 7.2.4) to make a successful start in their social-working life and to enhance their basic competences in order to continue their education in different kinds of provision.

These programmes are articulated by different kinds of **módulos**, two being compulsory and one being optional:

- Specific *módulos* related to the *unidades de competencia* of level 1 qualifications of the National Catalogue on Vocational Qualifications (small set of relatively simple work activities linked to standardised processes, with a limited amount of theoretical knowledge and practical abilities). They include a period of training at working centres.
- General training *módulos*, aimed at increasing basic competences and fostering students' transition from the educational system into employment.
- Optional *módulos* leading to the *graduado en educación secundaria obligatoria* certificate; these *módulos* may be studied once the compulsory ones have been passed. They are organized in three areas: communication, social sciences and scientific-technological knowledge.

With the aim of satisfying the personal, social and educational needs of students, the compulsory *módulos* may be developed in different **modalities** and, although they vary depending on the Autonomous Communities, most of them are:

- 'General', lasting one course, for students in mainstream schools.
- 'Special', lasting two courses, for students with special education needs.

- 'Professional Classrooms', lasting a minimum of one academic year, making sure that a total of 1.050 hours are taken for training, addressed to groups at risk of exclusion, early school leavers, or people with difficulties to be adapted to the school or labour milieu.
- 'Transition to employment', lasting one year, for young people who have not attended school in the previous year and who need to be integrated in the labour market emergently because they do not have the necessary economic resources and they have greater familiar and personal needs.

Programmes are offered by both public and private schools. Likewise, the 'special' and 'professional classrooms' modalities may also be offered by private non-profit entities, legally constituted, and experienced dealing with this kind of young people. The 'Transition to employment' modality is provided by City Councils, communities of municipalities or non-profit business partnerships.

Once voluntary IVQP *módulos* are finished, a final evaluation report is written about each student to value the degree in which the objectives have been achieved for the subjects and areas studied, the acquisition of new basic skills, and the decision to make them **promote** or to give them a **certificate**. When a student has not achieved the established objectives, the form teacher must specify in the report all the educational measures designed to help the student achieving them. The students who successfully complete the compulsory *módulos* obtain an academic certification which guarantees their professional skills and allows the labour Administration in charge to issue the corresponding certificates of profession. The certificate exempts them from taking a part in the admission test to the intermediate *ciclos formativos*. Likewise, students over 18 who have successfully completed the compulsory *módulos* and who wish to obtain the degree of *Graduado en Educación Secundaria Obligatoria* can do so by joining Level 2 of ESO for adults. Students who, apart from the compulsory *módulos*, complete successfully the voluntary *módulos*, obtain the degree of *Graduado en Educación Secundaria Obligatoria*.

#### 4.5.2 Training workshop, Trade Learning Centres and Employment Workshops

Among the **training possibilities** offered by labour administrations for unemployed people there are, on the one hand, employment and training programmes called Training Workshops and Trade Learning Centres and, on the other, Employment Workshops. The Training Workshops and Trade Learning Centres correspond to Secondary Education level, while the Employment Workshops are considered Alternating Training together with employment and it is addressed to unemployed people over 25 years of age (for more information see section 7.2.). The Training Workshops and Trade Learning Centres are centres where unemployed people under 25 years receive professional training alternating with professional practice (real work experiences) so that, in the end, they will be able to develop the acquired training and it will be easier for them to be integrated into the labour market.

In regards to the **legislative framework**, programmes at Training Workshops and Trade Learning Centres are regulated by means of an Order from the Ministry of Labour and Immigration passed on 14 November 2001. Besides, the Resolution approved by the National Employment Institute on 7 July 1995, is still in force.

Regarding the **distribution of responsibilities**, the Ministry of Labour and Immigration is in charge of approving the basic legislation according to which these three kinds of programmes are organised, while the Autonomous Communities are in charge of their management. There are promoter entities in charge of stimulating and developing a Project of Training Workshop, Trade Learning Centres or Employment Workshops. They hire the management, teaching and support staff, although the selection of these personnel is carried out by the Autonomous Community or the Public Service for State Employment (*Servicio Público de Empleo Estatal* – SPEE), in collaboration with the Promoter Entity. Promoter entities may be:

- Bodies, Autonomous Bodies and other public Bodies of the General State Administration and of the Autonomous Communities;
- Local Entities and their Autonomous Bodies;
- Entities with powers regarding the promotion of employment dependent upon or assimilated by Local Entities, whose entitlement corresponds to them entirely;
- Consortiums; and
- Associations, Foundations and other non-profit Entities.

In regards to **financing**, the economic contribution from the SPEE or from employment services from the Autonomous Communities for Training Workshops, Trade Learning Centres and Employment Workshops are used exclusively to defray the following costs: those from professional training and running of the training programme (the salaries, wages and Social Security of managing, teaching and support staff dependent upon the employer; the materials and teaching and consumption means; and pupils' accident insurance); students grants for the first 6 operational months; and wages, salaries and Social Security expenses to be paid by the employer, to the agreed extent, derived from the contracts signed with the students.

The amounts that are not paid by the public services for Employment are in charge of the promoter entity (buying machinery, equipment goods or investments, other materials, etc.)

Training and facilities expenses (modules A and B, students' grants) are co-financed by the European Social Fund, in a percentage that varies subject to the region where the projects are developed. In Target region 1, 65 % is co-financed and in the region out of Target 1, 40 % is co-financed.

From 17 May 2004, the expenses from students wages are co-financed as well, with the same percentage as training expenses, that is, Target 1 – 65 % co-financed and out of Target 1 – 40 % co-financed.

The actions planned may be co-financed by the European Social Fund by means of the Adaptability and Employment Multi-regional Operational Programme (2007), approved by European Communities in December 2007 within Programming period 2007-2013.

The requirements to gain **access** to Training Workshops and Trade Learning Centres are: to be over 16 and under 25 years of age, and to be unemployed or to be a job seeker inscribed in public services for employment. In general, no degrees are required to gain access to Training Workshops and Trade Learning Centres, although for some specializations a minimum previous training may be compulsory.

The Training Workshops have a **duration** of one or two years, and they consist of 2 **stages**: In the first one, students receive theoretical and practical professional training, as well as the necessary knowledge to prevent labour risk; in the second one, workers/students sign a 'contract of employment for training' with the promoter entity, to carry out a work of public and social utility as they keep the training started in the first part. Trade Learning Centres have a duration of one year and they consist of 2 stages too, with the same contents as those from Training Workshops.

Training at a Training Workshop or a Trade Learning Centre makes it possible to acquire the **skills and knowledge** necessary for an occupation that qualifies to work; knowledge about security measures and labour risk prevention; a basic training in computer sciences of at least 30 hours, the tools and knowledge to find a job, to be autonomous or to create a company of one's own; some basic degree from the Ministry of Education; and a certificate, issued by the promoter entity, which describes the modules taken and the hours of theoretical and practical training.

The SPEE, or alternatively the public services of employment of Autonomous Communities, undertake the **monitoring and assessment** of projects from Training Workshops, Trade Learning Centres and Employment Workshops, both quantitatively and qualitatively. In turn, the promoter entities must give the data, documentation and information necessary to assess the actuations carried out. The Permanent Commission of the General Council for Professional Training, the Provincial Executive Commissions and the National Executive Commission for SPEE as well as similar bodies of Autonomous Communities, are informed periodically of the results from training programmes.

Workers receive, throughout the entire training process (training and experience) **guidance**, counselling professional information and company training, for which the abovementioned programmes must have the suitable staff and methods.

Once the training programmes have finished, the promoter entities give technical service to participating workers, both to find a job and to set up their own business. They do it through their own guidance units or bodies in collaboration with the SPEE or Autonomous Communities undertaking these transferred competencies. In case there are enterprising initiatives of self employment they can be included in business incubators or similar actions. To this end, the promoter entities may ask the SPEE and other Public Administrations the established aids for the various programmes of support for job creation.

The professional profile of the **teaching staff** varies according to the occupation for which the pupils are trained and the characteristics of the work that they will develop. In other cases they are specialized in vocational training, for instance, and a wide variety of 3-year and 5-year university graduate staff. In general, the theoretical part of training is taught by highly qualified teaching staff, while the practical part is carried out by teachers with intermediate or low qualifications but widely experienced highly qualified professionals in their field. At the Training Workshops, Trade Learning Centres or Employment Workshops, a person is in charge of methodological aspects like programming, the didactic material, the training assessment, and so on. This task may be undertaken by the teacher of compensatory education, the workshops coordinator, the deputy headteacher or the headteacher, or any of the teaching technicians with didactics knowledge. The teachers can be full or part time, depending on the training itinerary and the project needs. There may be punctual collaborations too by a professional technician for a whole training *módulo* or for a part of it, whose duties, among others, would be training professionally, supervising the works and the tasks of the project, and counselling about job quest and self employment.

## 4.6 Statistics

**Number of schools, units and pupils in Lower Secondary Education and percentage of public schools. 2008/09 school year. Advance data.**

	Total	% public schools
Schools	8 224	55.56
Units	74 576	68.14
Pupils	1 810 298	65.99

Source: Office of statistics (Ministry of Education)



**Number of schools and pupils in Upper Secondary Education and percentage of public schools. 2008/09 school year. Advance data.**

	Schools	% public schools	Pupils	% public
<i>Bachillerato</i>	4 478	68.73	628 741	74.07
Intermediate <i>ciclos formativos</i>	2 621	73.94	253 756	75.05

Source: Office of statistics (Ministry of Education).

**Number of schools, teachers and pupils in specialized education: Artistic education, Official Languages Schools and Sport Studies Schools. 2008/09 school year. Advance data.**

	Schools	% public	Teachers	Pupils	% public
Design and plastic Arts (1)	73	90.41	3 917	3 301	85.79
Music (2)	567	69.31	11 926	77 664	89.34
Dance (2)	91	47.25	881	7 244	82.50
Official Languages Schools	311	100.0	5 381	384 607	100.00
Sport Education Schools (3)	54	57.40	640	3 348	46.26

(1) The number of teachers corresponds to the total of those who teach intermediate and advanced artistic studies.

(2) The number of schools and pupils corresponds to elementary and professional education. The number of teachers corresponds to the total that teaches elementary artistic, professional or higher studies.

(3) The number of teachers corresponds to the total of those who teach higher and intermediate sport studies

Source: Office of statistics (Ministry of Education).

**Number of schools, units and pupils in initial vocational qualification programmes and percentage of public schools. 2008/09 school year. Advance data.**

	Total (1)	% public schools
Schools	1 858	79.76
Units	3 993	72.30
Pupils	53 729	74.12

(1) Social Guarantee Programmes are also included, taught incidentally in 2008-2009 at 50 public schools and 55 private ones.

Source: Office of statistics (Ministry of Education).

**Number of pupils in Training Workshops and Trade Learning Centres per age and gender. 2008.**

	Men		Women		Total	
	Number	%	Number	%	Number	%
Total	9 644	72.86	3 592	27.14	13 236	100

Source: Public Service of State Employment (Ministry of Labour and Immigration).

## 5. POST-SECONDARY NON-TERTIARY EDUCATION

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There is no post-secondary non-tertiary education in the Spanish education system.

## 6. TERTIARY EDUCATION

Tertiary education in the Spanish education system comprises the following types of **provision**:

- university education,
- advanced vocational training,
- advanced Artistic studies (advanced Music and Dance studies, Dramatic Arts studies, Preservation and Restoration of Cultural Assets studies, advanced Design studies and advanced Plastic Arts studies, including Ceramics and Glass studies),
- advanced professional Plastic Arts and Design studies, and
- advanced Sports studies.

Advanced Artistic studies, advanced vocational Plastic Arts and Design studies and advanced Sports studies are part of the *enseñanzas de régimen especial*.

In the academic year 2009/10 the main regulations governing tertiary education are the following:

- The Spanish Constitution of 1978, which lays down the three basic principles on which university legislation rests: the right of all Spaniards to education, academic freedom and the autonomy of universities.
- The 2001 Act on Universities, which legislates basic aspects related to university structure, administration and management as well as those regarding academic organisation and research. This Act increased the powers of the Autonomous Communities concerning higher education as well as university autonomy and reinforced the practice of evaluation through the National Agency for Quality Assessment and Accreditation (ANECA). Some aspects of this Act have been changed by the 2007 Act modifying the Act on Universities, which, together with the 2007 Royal Decree 1393/2007 on the organisation of official university studies, establish the new legal framework for university education.
- The 2002 Act on Qualifications and Vocational Training (LOCFP) (see chapters 4 and 7).
- The 2006 Act on Education (LOE), which, as far as higher education is concerned, introduces changes in the organisation of vocational training, Artistic studies and Sports studies.
- The 2006 Royal Decree 1538/2006, establishing the general organisation of vocational training and adapting it to the new legal framework fixed by the LOCFP and the LOE.
- The 2006 Royal Decree 806/2006, establishing the schedule of implementation of the new organisation of the education system regulated by the LOE, to be gradually implemented in five years (starting in the academic year 2006/07 and finishing in 2009/10).
- Royal Decree 1892/2008, which incorporates in a single regulation the entrance examination, requirements and university access process for students aged over 25 and 45, among others. The new university entrance examination established by this Royal Decree will take place for the first time in 2010.
- Regarding *enseñanzas de régimen especial*, the structure and basic aspects of the organisation of advanced Artistic studies as established by the LOE have been defined in October 2009. However, during the 2009/10 academic year, such studies will still be regulated by the core curricula and curricular developments previous to the LOE. Therefore, the

information provided in section 6.3 comes from these regulations, although it might be completed by other aspects the LOE establishes for this type of provision.

- Recently, Royal Decree 1363/2007 and Royal Decree 596/2007 set the general organisation of Sports studies (*régimen especial*) and vocational Plastic Arts and Design studies (advanced vocational Plastic Arts and Design studies, established by the LOE, replace, since their implementation in 2009/10, the former advanced *ciclos formativos* of Plastic Arts and Design), respectively.

In accordance with this general legal framework, the Autonomous Communities pass their own regulations concerning aspects such as official curriculum, evaluation and promotion rules, or the organisation and running of institutions, among others.

## 6.1 University education

University education, with the highest number of students, is structured into cycles with specific training objectives and autonomous academic value. According to this organisational model, there are currently four types of **provision**: first cycle studies (short cycle) of 3 years' duration, first and second cycle studies (long cycle) of 4-6 years' duration, second cycle studies (2 years' duration) and third cycle studies (at least 2 years' duration). The adaptation process of Spanish university to the European Higher Education Area (EHEA) has led to the establishment of a new legal framework which comprises the 2007 Act modifying the Act on Universities and the 2007 Royal Decree establishing the organisation of official university studies, previously mentioned. According to this new structure, university studies are organised into three cycles:

- Bachelor studies: They aim at providing students with a general training, in one or several disciplines, designed to prepare them to work. They lead to the awarding of the Bachelor's degree and include a minimum of 240 credits, which cover both theoretical and practical training.
- Master studies: They are aimed at the acquisition of an advanced training, specialised or multidisciplinary, for an academic or professional specialisation or as an introduction to research work. They lead to the awarding of the Master's degree and include between 60 and 120 credits, which cover all the theoretical and practical training the student has to acquire.
- Doctoral studies: The aim of these studies is the advanced training in research techniques. In order to obtain the Doctoral degree it is necessary to pass a training period as well as a period of research and it is completed after the presentation of a doctoral thesis.

Universities are responsible for establishing their own schedule of adaptation to the structure of the EHEA, complying with what is laid down by the abovementioned new regulations including the agreements made by the Spanish Government in the Bologna Declaration. In any case, the new structure of university studies will have to be fully implemented by the 2010/11 academic year, so universities will not be allowed to offer new places for the first year of the current *Diplomado*, *Licenciado*, Technical Architect, Architect, Technical Engineer and Engineer degrees.

Since 2008, the conditions to enter official Bachelor studies and the admission procedures in Spanish public universities are included in a single regulation establishing the entrance examination, the necessary requirements as well as the university access process for *Bachillerato* students, students aged over 25 and 45 and foreign students (also see section 6.1.1).

The '2015 University Strategy' was also presented in the Congress of Deputies in 2008. It is an initiative coordinated jointly by the Spanish Government, the Autonomous Communities and

universities themselves. The main objectives of the 2015 University Strategy are: determine the mission and basic functions of Spanish universities in the present context as well as the new role of public universities as a public service in charge of promoting university higher education and of generating knowledge; develop university training, taking into account quality criteria and social suitability in the European framework and in the new knowledge society; enlarge research possibilities and favour their influence on progress, welfare and competitiveness in Spain; improve the competitiveness of Spanish universities in Europe and increase their visibility and international scope, and increase universities funds according to objectives and projects as well as improve the policy of educational grants, financial assistance and loans addressed to students.

The **institutions** in charge of university education are universities, which may be in public or private ownership. The number of universities in Spain is 75, of which 50 are public (one of them a distance-learning university and two international universities). Of the 25 private universities, 7 belong to the Catholic Church and two are distance-learning universities.

Within each university, the institutions responsible for providing studies are faculties, *escuelas técnicas superiores*, *escuelas politécnicas superiores*, *escuelas universitarias* and *escuelas universitarias politécnicas*. Faculties and all these higher schools offer all the university cycles and degrees, whereas *escuelas universitarias* offer the first cycle only. Universities may also have research institutes focused on scientific and technical research or artistic creation. They may also offer postgraduate programmes and courses both at Master and Doctoral level. In addition, private or public educational institutions may be assigned to public universities which provide official studies. In order to ensure that the studies provided at universities meet certain quality standards, a series of legal conditions has been established at the national level. These conditions stipulate the standards to be met by both existing and new universities and constitute the basis from which the Autonomous Communities establish the specific conditions for the universities in their area.

### 6.1.1 Admission

Students who wish to undertake long cycle (first and second cycle) university studies must hold the *Bachiller* certificate and pass a university entrance examination regulated at national level.

The university entrance examination is intended to objectively assess students' academic maturity as well as the knowledge acquired during *Bachillerato*. It is organised and planned jointly by universities and the authorities responsible for *Bachillerato* provision. More specifically, the Autonomous Communities are in charge of defining the criteria for the drawing up of the exam papers (taking the contents of the subjects studied in the final year of *Bachillerato* as reference), establishing the general criteria of assessment and setting up the examining boards. In order to take the entrance examination, students choose one of the options offered, which correspond to the different subjects studied in the different types of *Bachillerato* available. The different options are also related to the various branches into which university education is organised.

A series of reforms regulating access to the new Bachelor's degrees have been recently passed. One of them is the new university entrance examination, established in 2008, which aims at improving the current model by adapting it to both students' choice preferences and the specific training requirements of Bachelor studies. The new university entrance examination, which will take place for the first time in June 2010, will have two stages: a general and compulsory stage, which allows students to access the tertiary level of education, and a specific voluntary stage which makes it possible for students to improve the grades attained at the general stage. In addition, it will incorporate, for the first time in the academic year 2011/12, an oral examination in the foreign language chosen by the student (English, French, German, Italian or Portuguese). The general stage has an indefinite validity, whereas the specific stage is only valid for two academic years. Students may re-take the examination in different sessions in order to improve the grade of the general stage or

any of the subjects of the specific stage. The grade obtained in the new session is the one taken into consideration, provided it is better than the one obtained in the previous session.

In order to gain access to first cycle studies, entrants are not required to sit such an examination. However, bearing in mind that almost all studies have a limited number of places and that students who sit this examination have access priority, passing this examination becomes essential in practice. Once the academic requirements are met, admission procedures are the responsibility of each university.

Access to second cycle studies which are not a direct continuation of the first cycle studied, as well as to second cycle studies, is granted according to the priority rules and criteria established by the relevant Autonomous Community, following proposals from the universities in the area in question.

Due to the so-called Open District access, once the general requirements for entering university are met, students can apply for access to a public university of their own choice, regardless of which Autonomous Community they come from and of the university in which they passed the relevant entrance examination, so the rights of students from other Autonomous Communities and students from the Autonomous Community itself are the same.

The procedures for application and allocation of places for this type of access are established by the Autonomous Communities, following a report from the universities in each Community. Students must apply for the university or universities where they want to study, taking into account the maximum number of options for university studies that students can apply for.

Since June 2007, students coming from education systems of the Member States of the European Union or from other states with which international agreements have been signed can gain access to university studies without taking the entrance examination. In both cases, students must fulfil the academic conditions required in their education systems for entering university.

No university may decline from filling vacancies in an institution if there are candidates who meet the relevant requirements. Nevertheless, when institutions are over-subscribed, enrolment is awarded according to the following criteria: first preference is given to students who pass the entrance examination in the regular exam session of the current year or in the regular or supplementary exam sessions of previous years; second preference is given to students who pass the entrance exam in the extra sitting of the academic year in question; third preference, but only for programmes leading to first cycle qualifications, is given to students who pass *Bachillerato* and final preference is given to students who pass *Bachillerato* in the supplementary session of the academic year in question.

Universities reserve each year a certain number of places to be allocated to those students who fit into certain categories, providing that they meet the requirements for university admission: high performance sportsmen and women, those aged over 25, those aged over 45 and those aged over 40 who accredit work experience. Students aged over 25 and 45 must previously pass a specific university entrance examination. In order to facilitate the updating of training and professional re-adaptation, as well as full and effective participation in the cultural, economic and social life, there is also a university entrance system for those who accredit work experience but do not have the academic qualifications legally required. Candidates aged over 40 can have access to this system. In addition, up to 5 % of the places must be held for students who have a disability equivalent to or exceeding 33 %, or with special educational needs linked to their personal disability and who required special educational measures and support during their previous educational stages.

Students who wish to undertake university studies different from the ones they began will be subject to the general regulations for the allocation of places.



Those students who have partially or fully completed studies abroad, but who have not obtained their validation from the Ministry of Education, though the possibility of partial recognition is explicitly mentioned, can continue the same or equivalent studies in Spanish universities. They may be admitted by the rector of the university according to some specific criteria. Those who do not obtain partial validation must pass the entrance examination for Spanish universities, except when their recognised pre-university studies have granted direct enrolment in university without the need to pass the entrance examination.

In order to take Doctoral studies candidates must hold a *Licenciado*, Architect or Engineer university degree and meet the admission and selection requirements established by each university. In addition, the approval of the departments responsible for the management of these programmes is required. The system to access the new Doctoral programmes is established in 2007. This system makes a distinction between the two stipulated periods: training period and research period. In order to gain access to the training period, it is necessary to hold a Spanish official university degree or any other issued by a higher education institution of the European Higher Education Area (EHEA). As for the research period, candidates must hold an official Master's degree or any other equivalent degree issued by a higher education institution of the EHEA. They can also gain access if they have passed 60 credits corresponding to one or several Master's degrees or hold a Bachelor's degree of at least 300 credits.

### 6.1.2 Student contribution and financial support

In public universities, students have to pay part of the total cost of their education through registration fees, which are set by the corresponding Autonomous Community, within the recommendations laid down by the General Assembly for University Policy.

University education is organised through credits, so tuition fees include a specific payment for each credit, as well as for compulsory insurance for all those students aged under 28.

Enrolment fees students have paid for the 2009/10 academic year vary among the different Autonomous Communities as well as depending on the type of degree in question. The approximate figures can be found below.

As regards provision which is not organised through credits, the fees ranged from EUR 570 to 920 for the first enrolment; between EUR 750 and 1 300 for a second enrolment; and between EUR 1 000 and 2 000 for a third or subsequent enrolments (always related to the fees for the whole course). As for provision organised through credits, the fees varied and ranged from EUR 9.50 to 16 for the first enrolment; between EUR 12.5 and 21 for a second enrolment; and between EUR 18 and 33 for a third or subsequent enrolments. The figure assigned to each credit on Doctoral programmes fluctuated between EUR 27 and 53, while the fee of each credit on postgraduate Master programmes varied between EUR 21 and 30.

The fees paid for specific provision, specialisation courses and for the rest of the activities universities are authorised to carry out are set by each university's Social Council.

It is not possible for private universities to establish financial agreements with education authorities. As a result, students and the institutions' owners have to bear all the costs by means of students' tuition fees, which are set by each university.

In order to guarantee that all students, regardless of their place of residence, have the same opportunities to gain access to higher education, the State has established a **general grants and assistance system** charged to its general budget.

As regards post-compulsory secondary studies, university and postgraduate studies, the State annually announces grants and assistance for students in difficult financial circumstances and for those with good academic records. There are two types:

**General grants and assistance**, aimed at covering different types of expenses: assistance with expenses resulting from the distance between the family residence and the educational institution, assistance with expenses derived from living away from the family residence, assistance towards the cost of educational materials and/or assistance for enrolment fees in publicly funded institutions, as well as compensatory assistance. Eligibility for this assistance is subject to meeting specific requirements concerning family income, distance between the family residence and the educational institution and academic results. The amount of financial assistance varies according to the specific circumstances of each student.

Besides this assistance, the Autonomous Communities may also offer other types of assistance with similar general guidelines to those described above and which aim to complement the assistance organised by the Ministry of Education.

**Special grants and assistance**, which include the following:

- Mobility grants for higher education students studying in a different Autonomous Community from that of their origin.
- Collaboration grants, annually announced by the Ministry of Education in order to facilitate the collaboration of students in research or practical activities in their final year of studies in one university department, compatible with their studies.
- National end-of-degree awards, organised annually and aimed at those students who have finished higher education in Spanish university institutions. A national award is granted to the student who has the best student record in each of the different university qualifications.

The Government regulates the basic aspects of study grants and assistance in university education. However, the development, execution and control of the general system of study grants and assistance is the responsibility of the Autonomous Communities in their respective areas of authority in cooperation with the universities.

In addition, public universities may establish types of partial or total exemption from registration fees.

The Ministry of Education and the Autonomous Communities also offer different types of grants for official Master studies.

As regards Doctoral studies, the Ministry of Education annually organises nationwide public grants and both the Autonomous Communities and universities also offer similar grants. The aim of research grants and assistance is to train future lecturers and researchers. Besides these research grants of a pre-doctoral nature, the Ministry of Education, the Autonomous Communities and other private institutions also offer postdoctoral assistance and grants once the student has obtained the Doctoral degree, which aim to train Doctors in academic and scientific research work. There are other types of special assistance in order to encourage excellent academic performance in Doctoral studies, such as grants to cover doctoral enrolment fees, doctoral theses awards, assistance to attend presentations and conferences or grants to facilitate exchanges, such as mobility grants for students carrying out Doctoral studies which have obtained quality status.

Finally, the Ministry of Education established in 2007 the University Loan Programme with the aim of helping university graduates to finance their Master studies (officially recognised in Spain or in any of the countries of the European Higher Education Area), provided they have registered in a Master's programme of at least 30 ECTS credits in 2009/10. Candidates must be Spanish, nationals from a country of the European Union or nationals with a residence permit in Spain coming from a country which is not a Member State, apart from meeting other requirements.

### 6.1.3 Organisation of the academic year

The organisation of the academic year in university and non-university higher education is the responsibility of both the Government and the Autonomous Communities. The Government is responsible for establishing the minimum number of teaching days and the Autonomous Communities are in charge of planning the academic schedule.

University institutions must accommodate official academic holidays, although they can also establish their own holidays for their ceremonies or university events.

In Spanish universities, the academic year, set by the Government Council, usually begins in the first week in October and ends at the end of June, although universities are still open during July and August, with a reduced timetable, so that research activities continue.

The official schedule establishes a total of 220 teaching days in the year. The academic year is organised into two four-month periods: the first one extends from the beginning of the academic year to the end of January -when the final exams of the subjects offered during that first four-month period and the mid-term exams of the annual subjects are held- and the second one covers the months of February, March, April and May and the corresponding exams are held throughout the month of June. In addition, universities organise additional exam sessions in September, although they may organise them within the month of July.

### 6.1.4 Assessment, progression and certification

Universities, as the institutions responsible for awarding degrees, are also obliged to verify their students' knowledge, intellectual training and performance, for which they follow some **assessment** standards. Such assessment is the responsibility of each university department and its staff.

The establishment of the European Credit Transfer and Accumulation System (ECTS) in official Graduate and Postgraduate degrees is one of the measures involved in the setting up of the EHEA. In order to obtain the relevant credits of a subject, students must pass the tests or the relevant assessments. The level of the learning achieved by the students is denoted by numerical marks given on their academic records together with the distribution of these qualifications across the total number of students who enrolled in the degree in each academic year. The average mark on each student's academic record is worked out by adding up the credits obtained by the student, multiplying each of them by the value of the relevant qualifications and dividing by the number of total credits. A numerical scale from zero to ten is used, expressed to one decimal place only, to which its relevant qualitative mark may be added: 0-4.9: failed; 5.0-6.9: passed; 7.0-8.9: very good; 9.0-10: excellent. The distinction 'magna cum laude' may be given to students who obtain a mark equal or higher than 9.0. No more than 5 % of students enrolled in a subject can be given this distinction, unless the number of students registered is less than 20; if this is the case, just one 'magna cum laude' can be given.

As for the doctoral thesis, it is assessed in accordance with the following scale: failed, passed, very good and excellent. The examining board may award the distinction of 'cum laude' provided the overall mark awarded is excellent and the student receives the favourable vote from at least four of the five members of the examining board.

The number of times students are allowed to sit an examination varies from four to six, with a maximum of two exam sessions every academic year. On the final two attempts, students must be examined by a board of three lecturers, appointed by the Board of the Faculty or University School, in order to guarantee impartial grading.

Until universities draw up the new syllabuses, the description of the **certification** of university studies that follows corresponds to the current situation (see introduction to section 6.1).

Official university degrees, which are valid nationally, are established by the Government at the suggestion of the University Coordination Council. They are issued by the rector of the university in which they are obtained.

The university degrees currently awarded by Spanish universities are the following: *Diplomado*, Technical Architect or Technical Engineer degrees, which are issued after completion of the first cycle of university studies; *Licenciado*, Architect and Engineer degrees, which are obtained on successful completion of the second cycle of university studies; and the Doctoral degree, which is awarded to students who pass the third cycle of university studies and successfully defend their thesis. On completion of the 32 credits necessary for the presentation of the doctoral thesis, the Diploma of Advanced Studies (DEA), a certificate accrediting advanced studies and research competence, is granted. The diplomas and degrees corresponding to non-official studies offered by the different universities are issued by the rector on behalf of the relevant university. They explicitly mention the fact that they are not official.

As a result of the adaptation of the Spanish university system to the EHEA, Spanish universities are allowed to issue the European Diploma Supplement in order to provide information concerning the level and contents of the studies accredited by the qualification concerned.

The requirements and procedure for the issuing of the Bachelor's, Master's and Doctoral university degrees, as established by the 2007 Act modifying the Act on Universities and the 2007 Royal Decree establishing the organisation of official university studies, have also been regulated.

As far as the Doctoral degree is concerned, the mention of 'Doctor Europeus' (written on the back of the certificate) may be obtained provided the candidate has spent a period of at least three months abroad in a higher educational institution in another European country carrying out studies or research work during the period of Postgraduate training.

The Ministry of Education and the universities may establish rules to grant honourable distinctions to those doctoral theses which deserve them.

### **6.1.5 Educational and general guidance**

Guidance, Information and Employment Centres have been set up in various universities as a result of agreements between the corresponding university and the Public Service for National Employment (SPEE). These centres aim to advise graduates and students in the final years in order to assist them in the search for employment and provide them with information on the current formative and professional options, may facilitate on-the-job training placements, training and professional integration courses, or may provide companies with a cost-free pre-selection service to fill certain vacancies. Those universities which provide these services are the ones that determine the specific characteristics of the services offered.

In 2009, the basic structure of the Ministry of Education is modified and developed and the functions of the Directorate General for University Training and Guidance are defined: the implementation of a system for the attention of university students and graduates within the European Higher Education Area framework in order to meet their needs and demands in the new educational and social context; the coordination between university education and advanced vocational training, artistic and sports studies; the development of information, training and guidance programmes adapted to the different profiles in order to facilitate transition from pre-university to university education, the choice of university studies, the learning process and academic performance and to reduce both failure and the drop-out rate, as well as to facilitate transition into the national and international labour market.

### 6.1.6 Teachers

The qualification requirements are different according to the teaching bodies which the university teaching staff belongs to. Although no specific teacher training programme is required, most universities organise teacher training programmes for their lecturers on a voluntary basis.

Vacant teaching posts can be covered either by career civil servants (in the categories of *profesores titulares de escuela universitaria*, *profesores titulares de universidad*, *catedráticos de escuela universitaria* and *catedráticos de Universidad*) or by contract teachers (in the categories of assistant, assistant lecturer (PhD), contract lecturer (PhD), part-time lecturer, visiting professor and emeritus professor). In both cases, access is through competitive entry procedures. The 2007 reform reduced to two the number of teaching bodies as civil servants: *profesores titulares de Universidad* and *catedráticos de Universidad*. However, the categories which have disappeared with the reform (*profesores titulares de escuela universitaria* and *catedráticos de escuela universitaria*) will still exist until teachers belonging to these bodies are incorporated into those currently in force.

Two different procedures coexist at present. They are the first steps required to enter the competition to access to university teaching posts as civil servants. On the one hand, the preliminary national validation procedure announced prior to the coming into force of the reform of the Act on Universities, and, on the other, the new national accreditation system, resulting from the 2007 reform.

- National validation examinations have always been annually announced by the former University Coordination Council (whose powers have been recently taken by the General Conference for University Policy and the Council of Universities). In order to take part in this procedure, candidates must meet a series of general requirements regarding qualifications in accordance with the category of the teaching body they want to apply to. Following this, candidates may have to go through up to three different examinations, also depending on the category of the teaching body they want to apply to. In general, the requirements to obtain the validation for each of the teaching bodies are the following: *Profesores titulares de escuela universitaria*: candidates must hold a *Licenciado*, Architect or Engineer degree (although for certain specific areas of knowledge in *escuelas universitarias* the teaching qualification required is a *Diplomado*, Technical Engineer or Technical Architect degree) or a Bachelor's degree.
- *Profesores titulares de universidad* and *catedráticos de escuela universitaria*: a Doctoral degree is required.
- *Catedrático de universidad*: candidates must already hold such a position in another university or the position of *profesor titular de universidad* or *catedrático de escuela universitaria*, and have, at least, three years' experience in such positions. However, those holding a Doctoral degree with at least eight years' experience are exempt from these requirements.

The national accreditation system replaces the validation procedure, which is still carried out together with the new accreditation system. This system consists of a permanent accreditation committee which assesses candidates' academic, professional, teaching and research merits as well as their academic and scientific management and decides upon accreditation for each candidate.

In a second phase subsequent to the validation or the accreditation, universities publicly announce the corresponding entry competition regulated on the grounds of both the corresponding announcement and of the statute of the university making the call. The candidates' academic, teaching and research record and their teaching plan are assessed, as well as their ability to do an oral presentation and a subsequent debate on a subject or specialisation in a public session. All those who have the validation or the accreditation required to be eligible for the teaching body and area of knowledge in question may take part in entrance competitions. The panels that assess these competitive examinations will

submit to the university rector a list with all the candidates, ranked in order of preference for their appointment.

On the other hand, recruitment of contract university teaching and research staff is based on open, publicly announced competitions. These public announcements are submitted to the relevant university coordination body. In order to subscribe a contract with a university, candidates must be positively assessed by the National Agency for Quality Evaluation and Accreditation (ANECA), which by doing so, accredits candidate's eligibility.

Private university teaching and research staff must hold the academic qualifications required in the regulations and may belong to, among others, the following categories: tenured lecturer, senior lecturer, associate lecturer and assistant lecturer. At least, 25 % of all the teaching staff must hold a Doctoral degree and have obtained positive results when their teaching and research activity was assessed. Vacant posts in private universities and university-level institutions are covered on the basis of individual contracts.

In-service training activities for university teaching staff are organised by universities themselves (university departments and teaching support services) as well as several public and private institutions (foundations, associations, official professional organisations, etc.). Undertaking in-service training activities has a direct impact on teachers' professional careers, as they are regarded as merits in competitive examinations and as a necessary requirement to be eligible for a salary bonus. These bonuses were introduced in the pay structure as an incentive to undertake educational and research activities.

## 6.2 Advanced vocational training

Vocational training in the Spanish education system is **organised** in intermediate (see section 4.3) and advanced *ciclos formativos*, the aims of which are to prepare students for a specific professional career, as well as to contribute to their own development, the exercise of democratic citizenship and lifelong learning.

Advanced vocational training studies constitute non-university post-secondary level of education. These studies can be provided either in compulsory secondary education and *Bachillerato* **institutions**, which are called secondary education institutes, the so-called national reference centres, or vocational training integrated institutions.

### 6.2.1 Admission

Access to advanced vocational training may be obtained in the following ways:

- Through direct access, for which it is necessary to hold the *Bachiller* certificate.
- Through an entrance examination when candidates do not hold the *Bachiller* certificate. The examination is regulated by the Autonomous Communities and its objective is to prove that the candidate's maturity is appropriate to the objectives of *Bachillerato* and to assess his/her skills for the advanced *ciclo formativo* of the relevant professional field.

In the event that there are not sufficient places, admission will be prioritised according to the following criteria:

- Having followed any of the types of *Bachillerato* determined for each *ciclo formativo*.
- The academic record of the student, taking into account, firstly, the average mark and, secondly, having passed the *Bachillerato* subjects related to the *ciclo formativo* being applied for.



## 6.2.2 Student contribution and financial support

Students in advanced vocational training pay very low tuition fees since it is financed by the State. Students pay enrolment fees and the compulsory insurance in the case of students aged under 28.

The Ministry of Education and the Autonomous Communities organise a series of general grants for advanced vocational training (for further information on grants and financial assistance in higher education see section 6.1.2).

In addition, there are the Special Vocational Training Awards, at regional level and for each of the different types of professional families, and the National Vocational Training Awards, for those students who have already obtained an award at regional level. These awards are meant to officially recognise the effort, work and dedication of those students who finish their vocational training with an excellent academic record.

For further information on **fees, grants** and **financial assistance** see section 4.2.

## 6.2.3 Organisation of the academic year

The non-university higher education schedule generally runs from 1<sup>st</sup> September to 30<sup>th</sup> June.

The *ciclos formativos* of advanced vocational training begin in the first two weeks of September, except for the first year, which begins in the first week of October. The teaching activity finishes during the last two weeks of June.

## 6.2.4 Assessment, progression and certification

For information on assessment and progression in advanced vocational training see section 4.3.4.

As regards **certification**, certificates issued by any education authority are of an official nature and academic and professionally valid nation-wide.

Students who have successfully completed advanced vocational training are awarded the *Técnico Superior* qualification, which is directed towards integration into the professional field. However, for those students who wish to continue their studies, the certificate qualifies them to gain direct access, i.e. without sitting an entrance examination, to certain first cycle university education related to the respective field of vocational training. It also qualifies students for other specialised or complementary training, such as the *enseñanzas de régimen especial* and validations among *módulos profesionales* corresponding to different *ciclos formativos* are also possible.

Besides accrediting the final certificate for all *ciclos formativos*, the possibility exists for recognising the *unidades de competencia* of certain *módulos* of a specific *ciclo formativo*, without requiring completion of the cycle in question.

There is also the possibility of obtaining the *Técnico Superior* qualification provided a specific test is passed. This examination acknowledges that the student has achieved the general objectives established for vocational training education as well as those determined within the basic aspects of the curriculum of the relevant *ciclo formativo*. In order to sit this examination, students must be aged 20, or 19 in the case of those holding the *Técnico* certificate.

## 6.2.5 Educational and general guidance

See section 4.3.5.

### 6.2.6 Teachers

Teachers of advanced *ciclos formativos* have to meet the same qualification and training requirements as teachers of intermediate vocational training (see section 4.3.6).

Apart from meeting some general requirements, candidates wishing to enter the body of technical teachers of vocational training must hold the *Diplomado*, Technical Architect or Technical Engineer degrees, or the equivalent Bachelor's degree, and have the pedagogical and didactic training set by the Government. In the case of candidates wishing to enter the body of secondary education teachers, when the subjects or subject areas are especially relevant to vocational training, and candidates wishing to enter the body of technical teachers of vocational training, the Government has established the suitability of other qualifications and their equivalence to the qualifications mentioned above. Work experience in a professional area related to the subject/subject area to be taught may also be required.

In exceptional circumstances, and depending on their needs, educational institutions may also recruit specialised teachers for certain *módulos* or subject areas. These specialist teachers, who carry out their activities outside the academic world, need not have any formal qualifications.

## 6.3. Enseñanzas de Régimen Especial

The **purpose** of ADVANCED ARTISTIC STUDIES is to provide students with quality artistic education and to train qualified future professionals in the fields of Music, Dance, Dramatic Arts, Plastic Arts and Design.

More specifically, the **aim** of ADVANCED MUSIC AND DANCE STUDIES, as the most specialised branch of these studies, is to provide students with a high-quality practical, theoretical and methodological training, which aims to guarantee the training of those professionals who intend to work in these fields as authors, performers, researchers or teachers.

Higher Conservatories are the public **institutions** responsible for providing advanced Music and Dance studies. They must have a minimum number of 240 Music and 100 Dance places. Both types of institution must meet a series of requirements regarding facilities and the subjects to be taught. Private institutions for Music and Dance studies, designated as Authorised Institutions, may in turn also provide such education, indicating the kind and level of education provided.

ADVANCED DRAMATIC ARTS STUDIES **aim** to train professionals, pedagogues and researchers in the fields of stage performance, design, management and playwriting. They are taught in Higher Schools of Dramatic Arts and authorised private Higher Schools of Dramatic Art.

PRESERVATION AND RESTORATION OF CULTURAL ASSETS STUDIES (with specialisations in Archaeology, Graphic Documents, Sculpture, Painting and Textiles) **aim** at training future professionals in the fields of preservation and restoration, showing the higher level of this type of studies and improving the ability of such professionals to apply the relevant criteria as regards actions affecting cultural assets.

These studies are taught in Higher Schools for Preservation and Restoration of Cultural Assets. These **institutions** must teach at least three of the specialisations stipulated by law.

ADVANCED PLASTIC ARTS AND DESIGN STUDIES include the following specialisations: ADVANCED DESIGN STUDIES (with specialisations in Products, Graphics, Interior Design and Fashion Design), which **aim** to train and qualify design professionals in order to improve the creation, development, use and consumption of industrial products and services; ADVANCED CERAMIC STUDIES, which aim to achieve the full training of professionals in ceramics so that they may develop their artistic, technological, pedagogical and research skills adapted to industrial and artistic innovation as well as contributing to

the improvement of quality in ceramic goods; and ADVANCED GLASS STUDIES, which aim to train skilled professionals in order to improve the creation, development, use and consumption of glassware as well as the services derived from them.

Public **institutions** offering these types of studies are generally called Higher Schools of Design, Ceramics and Glass, respectively. Private institutions are named Authorised Institutions for the relevant kind of education.

ADVANCED VOCATIONAL PLASTIC ARTS AND DESIGN STUDIES include artistic, scientific and technological knowledge **aiming** at providing quality education, the award of a professional certificate and a higher qualification in the different applied arts areas.

Public **institutions** offering this type of studies are called Schools of Art. These institutions are also authorised to teach the *Bachillerato* Art specialisation. Regardless of ownership, all these institutions need to provide, at least, two *ciclos formativos* and to have minimum of 60 places, as well as comply with specific minimum standards concerning facilities and material conditions.

SPORTS STUDIES **aim** to qualify students for a professional career in a specific sport or specialisation, as well as to facilitate their adaptation to employment and developments in the sports world and to active citizenship.

The **institutions** providing Sports studies may be either public or private, the latter being subject to administrative authorisation. This type of studies can be also provided by Military educational institutions. All institutions must comply with a series of requirements regarding space, equipment and number of students in each class.

### 6.3.1 Admission

The common requirements to gain access to advanced *enseñanzas de régimen especial* are holding the *Bachiller* certificate and having passed a specific test which proves that the candidate has the knowledge and skills needed to study the specialisation requested. Candidates can also gain access to these studies provided they have passed the university entrance examination for those aged over 25.

In addition, candidates holding the certificates of *Bachillerato* or vocational families in specialisations related to the subject area they want to study (specifically established in the relevant regulations) might be exempt from taking the specific entrance examination.

### 6.3.2 Student contribution and financial support

**Registration fees** for ADVANCED ARTISTIC STUDIES are determined by the different Autonomous Communities. Fees paid by students vary depending on whether they enrol for a whole year or only for the subjects they have not passed in which case the fees are proportionally higher.

There are two types of **financial assistance** for the students of ADVANCED ARTISTIC STUDIES: general grants and special assistance (also see section 6.1.2). Within the latter, the Autonomous Communities offer assistance aimed at covering enrolment fees, travel, board or meal expenses.

Some Autonomous Communities also provide special assistance for those who begin their Artistic studies in institutions in other Autonomous Communities. This assistance falls into two types: assistance covering living expenses and assistance for regular travel expenses. These grants are incompatible with the general grants of the Ministry of Education.

Similarly, in some Autonomous Communities there are awards offered by either public or private institutions which aim to encourage professional competence at the highest level among students in Artistic education institutions.

Both the Ministry of Education and the Autonomous Communities offer general assistance for the students of SPORTS STUDIES.

### 6.3.3 Organisation of the academic year

See sections 6.1.3 and 6.2.3.

MUSIC, DANCE, DRAMATIC ARTS, PRESERVATION AND RESTORATION OF CULTURAL ASSETS AND DESIGN ADVANCED STUDIES start at the beginning of October and finish by mid June. The *ciclos formativos* of ADVANCED PLASTIC ARTS AND DESIGN STUDIES start at the beginning of September and finish by mid June.

SPORTS STUDIES begin in mid September and finish approximately in mid June.

All these studies have Christmas and Easter holidays and around 8 days of holidays, depending on the schedule of each Autonomous Community.

### 6.3.4 Assessment, progression and certification

Student **assessment** in ARTISTIC STUDIES is continuous and integrated, but discrete for each of the different subjects of the curriculum, taking into account the established assessment objectives and criteria for this provision.

The assessment is carried out by the student's teachers, who are coordinated by a form teacher. The evaluation process results in the final mark awarded for each subject. Students have at least two exam sessions (regular and supplementary, but both with a final nature) for each subject every year. Students do not progress to the next grade if they fail more than two subjects and they are allowed a total of four re-sit exams in order to pass.

After completing ADVANCED MUSIC AND DANCE STUDIES, students are awarded a higher **certificate** of Music or Dance, respectively, equivalent to a university *Licenciado* degree, which is the necessary requirement to teach the relevant subject areas at any level.

Once students have completed DRAMATIC ARTS STUDIES, they are awarded a higher certificate of Dramatic Arts, which includes the relevant specialisation and is equivalent to a university *Licenciado* degree. This certificate qualifies holders to work either in the theatrical field, film or television, as well as to teach in Higher Schools of Dramatic Arts, in theatre workshops and in secondary education institutions.

Students who complete advanced studies of PRESERVATION AND RESTORATION OF CULTURAL ASSETS, PLASTIC ARTS in the specialisations of Ceramics or Glass and DESIGN are awarded the higher certificate of Preservation and Restoration of Cultural Assets, Plastic Arts in the specialisation of Ceramics or Glass, and Design, respectively. These degrees are equivalent to a university *Diplomado* qualification.

Students who pass advanced vocational Plastic Arts and Design studies are awarded the certificate of *Técnico Superior* of Plastic Arts and Design in the relevant specialisation, which grants students direct access to the following studies: advanced studies of Preservation and Restoration of Cultural Assets, Design, Ceramics and Glass, as well as specific higher university studies.

The Autonomous Communities must encourage agreements with universities to provide for the organisation of Doctoral studies in Artistic education.

The qualification of *Técnico Deportivo Superior* in the relevant specialisation is awarded once Sports studies, which comprise 755 and 930 hours of training and an end-of-studies project, have been completed. This certificate is equivalent to the *Técnico Superior* certificate of vocational training.

### 6.3.5 Guidance and Counselling

The qualifications obtained once ARTISTIC STUDIES have been completed are intended to facilitate the integration of students into employment.

The advanced *ciclos formativos* of PLASTIC ARTS AND DESIGN include on-the-job training in companies, studios and workshops, which is of utmost importance when it comes to facilitating professional integration, since students get in touch with professionals, associations and institutions. Thus, it contributes from a real-life approach in putting into practice the *proyectos educativos*.

The general component of ADVANCED SPORTS STUDIES includes a *módulo profesiona* called Professional Development. The contents covered by this *módulo* are related to the integration into employment, the professional associations and the legal requirements for holders of a *Técnico Deportivo Superior* certificate to exercise their profession, which facilitates the integration of students into the labour market.

### 6.3.6 Teachers

See section 6.2.6.

Teachers of *enseñanzas de régimen especial*, in general terms, are grouped along with secondary education teachers since they also have to meet certain qualification requirements and have the same employment status (see section 4.1.6).

The specific qualification requirements in order to gain access to the body of Plastic Arts and Design workshop teachers are holding a *Diplomado*, Technical Architect or Technical Engineer degree, or the equivalent Bachelor's degree, as well as having the pedagogical and didactic training established by the Government. As for the body of Music and Arts and Plastic Arts and Design, candidates must hold a Doctoral degree, a *Licenciado*, Architect or Engineer university degree, or the equivalent Bachelor's degree. In addition, candidates must have the pedagogical and didactic training set by the Government. In the case of candidates wishing to enter the body of Plastic Arts and Design teachers, when the subjects are especially relevant to specialised training in Plastic Arts and Design, the Government, after consultation with the Autonomous Communities, establishes the suitability of other qualifications and their equivalence for teaching purposes.

## 6.4 Statistics

**Number of students registered at University per branch of studies. Academic year 2008/09. Advance data.**

	Total	% public
Total	1 366 542	89.2
Social and Judicial Sciences	691 568	87.9
Technical Studies	346 578	90.1
Humanities	121 020	94.2
Health Sciences	121 904	83.7
Experimental Sciences	85 472	96.2

Source: University Coordination Council. Ministry of Research and Innovation.

**Number of schools and students registered at non-university tertiary education per type of school.  
Academic year 2008/09.**

	Nº of schools	% public	Nº of students	% public
Advanced Plastic Arts and Design <i>Ciclos Formativos</i>	108	86.11	15 323	93.11
Scene Arts	13	76.92	1 872	90.81
Advanced Studies of Design, ceramics and Glass	44	81.81	5 263	93.55
Advanced Music Studies	22	90.90	7 034	89.94
<i>Ciclos Formativos</i> of advanced Dance studies	6	83.33	667	80.80
Advanced Sports Studies	16	31.25	423	29.78

Source: Office of statistics (Ministry of Education).



## 7. CONTINUING EDUCATION AND TRAINING

Adult education, underpinned by the principle of lifelong learning, has received growing attention in the past few years.

The main **goal** of this type of instruction is to offer citizens over 18 the possibility to acquire, update, complete or enlarge their knowledge and skills, thus contributing to their own personal and professional development.

Adult continuing education and training is structured into two main **branches**: adult education programmes planned by education administrations (see section 7.1), which cover formal adult education and some aspects of non-formal training as well, and adult education provided by employment administrations (see section 7.2).

Education administrations organise learning provision for adults as distance or in-class courses. In-class programmes include the following:

- Basic education for adults
- Upper secondary education (*Bachillerato*) for adults
- Specific vocational training for adults
- Professional training
- Preparatory courses for entrance examinations to different educational levels
- Official second language learning courses (see section 4.4)
- Spanish for immigrants courses
- Non-formal education

Regarding distance learning, the Ministry of Education manages its educational provision through the Centre for Innovation and Development of Distance Education (CIDEAD) and the Institute of Educational Technology (ITE). The CIDEAD is in charge of officially regulated educational programmes for adult learners (primary education, compulsory secondary education (ESO), distance secondary education (ESPAD), upper secondary education (*Bachillerato*) and foreign language learning) and it also manages teacher training courses for distance educators. The ITE, in cooperation with a great number of institutions, offers more than a hundred on-line courses which cover a wide variety of topics and provide permanent tutorial assistance to their students.

On the other hand, employment administrations are in charge of the following educational provision:

- Specific basic education and vocational training provided by workshop schools, crafts schools and employment workshops. Workshop and craft school programmes are included under the general framework of secondary education and have been, therefore, dealt with in section 4.5.2 above.
- Vocational training for employment.

### 7.1 Training provided by education administrations

The education system guarantees educational provision for adults. This subsystem comprises a series of initiatives which enable adult learners to enrol in all the different stages of the education system, and others which prepare them for specific tests leading to the obtention of academic and professional

qualifications or to admission to certain programmes. Foreign language learning courses in official schools, as well as those for teaching Spanish to immigrants, deserve special mention due to the high number of participants registered (see section 4.4).

Education administrations also offer non-regulated educational provision, which includes a variety of learning activities, such as training in socio-cultural and leisure activities and Spanish for foreigners' courses. This provision is managed and regulated by each Autonomous Community.

### **7.1.1 Specific legislative framework**

Educational actions undertaken by the Ministry of Education are guided by the general principles established in the Act on Education of 2006. Article 5 of this law is devoted to lifelong learning, and chapter IX to adult education. Furthermore, this law opens the possibility of collaboration among public administrations with competence over adult education, and especially with employment administrations, local corporations and other social agents. Each Autonomous Community, within the scope of its competences, has further developed its own legislation on adult education.

As regards university levels, Royal Decree 1892/2008, of 2008, outlines the new requirements to gain access to university as well as the structure of entrance examinations for adults over 25 and 45 years of age. The new examination model will be implemented in 2010. Furthermore, in order to update training programmes and to foster the adaptation of workers to new professional needs, as well as their complete and effective participation in social, cultural and economic life, this decree provides for a series of opportunities for university education, planned for those who, not being in possession of the required entrance qualifications, are nevertheless able to demonstrate certain professional or working experience. People over 40 years of age may apply for admission through this procedure.

Finally, Royal Decree 1538/2006, of 15 December 2006, is devoted to the general organisation of vocational training in the education system and the regulation of the provision for vocational training modules (*módulos profesionales*). Vocational training for adults has the same basic characteristics and follows identical guidelines as mainstream vocational training.

Finally, it is worth mentioning the 17 July 2009 Royal Decree, recognizing professional skills acquired through working experience, which establishes the accreditation of skills acquired in non-formal and informal ways.

### **7.1.2 Distribution of responsibilities**

The Ministry of Education has competence over adult education in the Autonomous Cities of Ceuta and Melilla. The rest of the Autonomous Communities are entitled to organise and manage their provision under their own legislative framework. Thus, each Autonomous Community has administrative control over the educational institutions within its territory, it has the power to set up and authorise establishments, to manage the staff, to develop course curricula and to run distance or blended learning programmes. Due to the specific nature of adult education, local authorities participate actively in the planning of these courses. They also contribute to the management of learning provision, by setting up programmes, granting financial aid and assuming responsibility over the administration of certain educational establishments.

Other public initiatives in this area are developed in cooperation with the Ministry of Justice, the Ministry of Foreign Affairs and Cooperation and the Ministry of Defence. This is the case of courses for convicts and for young people who enlist in the professional army.

### 7.1.3 Financing

The main sources of public funding for adult education are the Ministry of Education and the education authorities in each Autonomous Community. However, other ministries, local administrations, universities and different administration bodies in the autonomous regions may also contribute to financing adult learning programmes. Education administrations (the Ministry of Education and the Autonomous Communities) may sign agreements with local administrations (provincial and municipal councils, provincial associations and coalitions of municipalities) to develop educational provision. Furthermore, education administrations grant subsidies to non-governmental organisations, trade unions and private non-profit organisations for the same purpose.

Private funding is mainly provided by families and private institutions.

### 7.1.4 Programmes and providers

In-class educational provision for adult learners arranged by education administrations includes the following **programmes**, each of them designed to fulfil specific **goals**:

- Basic education for adults covers a wide range of courses from literacy programmes to those leading to the obtention of the certificate in compulsory secondary education (*Graduado en Educación Secundaria Obligatoria*):
  - A) Initial basic education courses for adults are intended for those who lack a command of elementary skills. Their goal is to provide these adults with the basic competences required to enrol in adult secondary education programmes, and also with the knowledge, skills, abilities and techniques needed to contribute to their personal, social and professional advancement. These programmes are divided into two levels. Level I – literacy – focuses on developing reading, writing and basic arithmetic skills. Level II – knowledge consolidation – is designed to endow learners with the knowledge required for admission to adult secondary education or to successfully complete vocational training courses and to contribute to their active participation in society. In some Autonomous Communities, however, these courses are organised in three different levels.
  - B) Secondary education for adults (level III) is aimed at enabling students to obtain the corresponding ESO certificate, through an educational provision adapted to their specific situation and needs. The objective of these courses is also to facilitate the acquisition of basic competences, so as to promote personal development and encourage integration in society, and to give learners the possibility of continuing their studies in order to incorporate into the job market or to advance in their professional fields.
- Upper secondary education (*Bachillerato*) for adults can be offered as distance or in-class programmes, normally in evening classes in order to facilitate attendance. These courses lead to the obtention of the certificate in upper secondary education (*Bachillerato*). Generally speaking, their specific objectives are the same as those established for mainstream upper secondary education (see section 4.2). However, education administrations may set up specific objectives for these programmes.
- Vocational training for adults aims at preparing students to work in different professional fields. Educational provision is organised into full programmes, but there is also the possibility of enrolling in vocational training modules (*módulos profesionales*), which can be completed independently. The later arrangements are chiefly designed for adult learners. Furthermore, some education administrations have devised distance, in-class, or blended learning courses with special timetables so as to facilitate attendance to adults.

- Other specific technical-vocational courses.
- Preparatory courses for entrance examinations to each educational level.
- Official languages education (see section 4.4).
- Spanish for immigrants.
- Non-formal education.

In addition, adult learners can take tests leading to the obtention of official qualifications, as well as specific entrance examinations to university for students over 25 and 45 years of age.

**Admission** requirements to basic education for adults state that applicants must be 18 years old, or reach that age during the natural year in which they incorporate into the course. However, in exceptional cases, students over 16 whose working contracts do not allow them to attend classes in schools offering regular mainstream education or who are professional athletes may be allowed to join these programmes as well.

In the case of secondary education, entrance conditions for adults are the same as the ones in basic education mentioned above. In addition, applicants must meet a least one of the following criteria: to be in possession of a certificate of attendance to 6<sup>th</sup> year of primary education or equivalent, or a certificate of having successfully completed level II of basic education for adults or to pass an entrance examination which shows they have achieved the objectives proposed for those levels.

Age requirements for admission to *Bachillerato* are exactly the same as the ones indicated in the above levels. Furthermore, applicants must hold the *Graduado en Educación Secundaria Obligatoria*.

Adults in possession of a certificate in ESO may be admitted to upper secondary education vocational training programmes (intermediate-level vocational training), whereas a certificate in *Bachillerato* is compulsory in order to enrol in advanced vocational training programmes. However, those adults who do not fulfil these prerequisites may also gain access to both educational levels through an entrance examination set up by the education administrations. Age requirements to initiate vocational training modules (*módulos formativos*) – special arrangements which allow students to complete different stages of a vocational training programme independently – are the same as those for the rest of adult education programmes, and they are normally applied also in the case of distance learning courses.

In addition, people over 18 may sit official examinations leading to the obtention of the *Graduado en Educación Secundaria Obligatoria*, and those over 20 may do so for the certificate in upper secondary education (*Bachiller*). There are also tests to attain vocational training certificates: it is necessary to be at least 18 years old and to meet the corresponding admission criteria in order to sit the examinations for the certificate of *Técnico*, and at least 20 years old for the certificate of *Técnico Superior*.

Education administrations also carry out entrance examinations to higher educational levels (advanced vocational training, advanced artistic education and university education) for adults. These tests have been devised for candidates who do not fulfil the academic requirements for ordinary access to these programmes, and a minimum age is also required. In the case of advanced vocational training (advanced *ciclos formativos*), candidates must be at least 19 years old, or reach that age during the year in which they sit the exam, or 18 years old if they hold a certificate of *Técnico* related to the area of studies of the higher vocational training programme they are applying for. People over 19 may enrol in higher artistic education after passing a specific test which evaluates their degree of maturity in relation with the objectives proposed for *Bachillerato*. Entrance to university education is regulated in three different ways, according to criteria of age and working experience: there is an entrance examination for people over 25; people over 40 may apply for admission if they have

accredited professional or working experience; and candidates over 45 must pass a specific entrance examination.

In-class public educational provision for adults is carried out in mainstream **educational institutions**, namely primary schools, secondary schools and vocational training schools, normally through part-time and evening classes. These programmes are also available in adult education centres. Distance learning operates along the same lines in the corresponding institutions. The running of all these educational establishments falls under the competence of each education administration.

As regards non-public education, private state-subsidised non-profit institutions play a significant role in this type of provision. These include *Universidades Populares* (community centres or colleges), closely linked to local administration, and *escuelas populares de adultos* (adult schools). In general, private profit institutions offer in-class and distance vocational training programmes and second language courses.

Official Language Schools, although not specifically set up for adult education, take in a considerable number of adult learners in foreign language courses and in those teaching co-official languages of the State.

As far as the **organisation of school time** and the different options within **educational provision** are concerned, both the Ministry of Education (in Ceuta and Melilla) and the Autonomous Communities arrange weekly schedules bearing in mind the type of programmes concerned, the educational levels to which they belong and the resources available for educational institutions. In basic education for adults, Level I is only organised as in-class provision, comprising 6 to 15 teaching periods per week, depending on the Autonomous Community, although the average number of sessions is 12. Level II may be offered both as distance and as classroom learning, with a total number of lessons ranging from 10 to 18 for in-class programmes. Each teaching period normally lasts 45 minutes, and every week one of them is devoted to orientation and tutorial activities. However, some Autonomous Communities establish 50 to 60 minutes training sessions. Both levels can be completed in one or two academic years.

Secondary education for adults is structured in four different modules, usually divided into two levels which are completed in two academic years each. Weekly distribution of teaching periods ranges from 12 to 20 lessons per week, being 18 the average. Each teaching period usually lasts 60 minutes. However, in some Autonomous Communities lessons may last from 45 to 55 minutes. Those Autonomous Communities which offer blended learning courses for this level normally devote between 5 to 9 teaching periods to in-class training per week.

In the case of *Bachillerato* for adults, in-class programmes are planned following two different models. In the first one, the curricular subjects of the two courses of mainstream *Bachillerato* are distributed into three academic years, whereas the second pattern applies the same two-year structure of mainstream programmes, only in evening classes. Each Autonomous Community determines the number of weekly teaching periods, the amount of lessons devoted to each subject and the class schedule. Timetables may vary depending on the organisational model being followed, but normally they consist of Monday to Friday afternoon and evening lessons (from 4:00 pm to 11:00 pm). In distance-learning *Bachillerato* courses for adults, materials are designed bearing in mind the specific nature of the programmes and teaching methodology is oriented towards training and counselling activities. Students receive either on-line or telephone support as well as in-class guidance, either individually or in a group.

Vocational training for adults is designed as independent *módulos formativos* which make up each of the two vocational training levels (*ciclos*) – intermediate or advanced *ciclos*–. The duration of these

modules depends on whether they belong to one cycle or another. Vocational training is also offered as distance learning courses.

The new entrance examinations to university devised for people over 25 and 45 years of age respective will be implemented after 2010 for the first group and in the academic year 2010/11 for the second, and will be arranged by each university.

Regarding **curriculum** organisation, in level I of basic training programmes for adults, the contents related to concepts, procedures and attitudes are integrated together, taking basic instrumental areas as a referent. In level II, contents are divided into areas of knowledge and distributed in different modules, which include basic knowledge associated with Spanish language and the co-official languages of each Autonomous Community. After the implementation of the LOE, the Ministry of Education (Ceuta y Melilla) and most Autonomous Communities have started to arrange the teachings of this level into three broad areas of knowledge, namely: Communication, Scientific –Technological and Social.

The new programmes of secondary education for adults are also planned following the same division of knowledge areas (Communication, Social and Scientific-Technological), divided into two levels which are completed in one academic course each.

In general, the curriculum of *Bachillerato* for adults is identical to that of mainstream *Bachillerato*, with the necessary adaptations to the specific situation of the student population.

Likewise, the curriculum of vocational training programmes for adults, both in the case of distance and courses, is the same as the one established for mainstream education in these levels, obviously tailored to learners' needs.

The **organisation** and **methodology** of adult educational provision is based upon self-learning principles. It must be open and flexible, so as to cater for the needs, interests and capacities of these students. Furthermore, it must provide adequate attention to those learners who require specific educational support.

Finally, students' **evaluation** is formative, continuous and integrative. Upon successful completion of each course, students are entitled to receive the same qualifications as the ones awarded in mainstream education. Furthermore, they obtain a certificate which specifies the courses they have concluded and, in case they have not achieved the proposed objectives, a detailed account of which of them have been attained and which ones they still need to pass.

### 7.1.5 Quality assurance

See section 1.4.

### 7.1.6 Guidance and counselling

Prior to admission into basic education for adults' programmes, education administrations carry out initial assessment on students. These tests are confidential and their main aim is to offer orientation and guidance. Initial evaluation tasks include gathering information about the students' educational background, together with other relevant facts which may be of use to offer them guidance on future learning options. Besides, education administrations provide for one session within weekly timetables devoted to counselling and tutorial activities.

In addition, in all distance learning programmes for adults, students are given orientation and guidance through individual or group tutorials, organised either on-line or in class.



### 7.1.7 Teachers and trainers

The teaching staff of the public network of schools for adult education is made up of state-employed teachers who belong to different teaching bodies, depending on the educational programmes and levels being offered in each institution. Exceptionally, in some *módulos*, teachers without civil servant status but with working experience in the area of studies may be hired as specialised instructors by the administration. Teachers employed under these type of contracts are given non-permanent or administration personnel status. Furthermore, in the case of on-the-job training modules, employers must designate a tutor for each student, who will be in charge of monitoring the student's training process in the company and will participate in assessment as well.

## 7.2 Training provided by employment administrations

Before 2007, two different subsystems of vocational education and training had coexisted for about 13 years (occupational training – targeted to the unemployed – and continuing vocational training – designed for employed workers). After that, a new model, called Vocational Training for Employment, was designed. This new system integrates both types of training and introduces a series of improvements so as to adapt vocational learning for both employed workers and job-seekers to the changing economic and social reality, as well as to the new needs of the job market. The new vocational training model maintains the competence of the Autonomous Communities over this type of educational provision and fosters cooperation between them and the State's central administration. It also anticipates future training initiatives to guarantee the possibility for workers to acquire the necessary competences in their field or to receive training in other areas outside their main professional occupation, so as to foresee and prevent the effects of economic crises in certain sectors and contribute to the free circulation of workers. Moreover, this new system aims at fostering quality and assessment of continuous training, in an attempt to keep up with the ever-changing nature of our production system.

In 2008, the different initiatives regarding the subsystem of Vocational Training for Employment were shaped. Among them, the following must be highlighted: the efforts made towards an effective implementation of the system through the development of the corresponding legislative framework; the creation of the Certificates of Professional Standards; the active participation in the project for the development of a Royal Decree for the evaluation and accreditation of professional competences acquired through working experience or through non-formal education; and the support given to the creation of a network of National Reference Centres. During the same year, the Ministry of Employment and Immigration and the Ministry of Education submitted a joint agenda for the promotion and improvement of vocational training. This initiative aims at offering quality vocational training, adapted to the needs of the XXI century and to the current job market, in order to meet the challenge of devising an alternative model for economic growth, based on knowledge.

### 7.2.1 Specific legal framework

Royal Decree 282/1999, of 22 February 1999, together with the Resolution of the National Institute for Employment of 31 March 1999, regulates the programmes for employment workshops (*talleres de empleo*).

The Act on Qualifications and Vocational Training 5/2002, of 19 June, establishes the National Catalogue of Professional Qualifications, which contributes towards new approaches in continuing education and to the integration of all the different initiatives in vocational training provision (regulated, occupational and continuing training), thus facilitating the recognition and accreditation of professional competences acquired both via formal or informal training programmes, or as a result of working experience.

The above-mentioned Catalogue is regulated by Royal Decree 1128/2003, of 5 September, which determines the curriculum for those vocational training programmes which fall under the competence of the education administration, as well as the corresponding Certificates of Professional Standards, issued by the employment administration.

Furthermore, the Act on Employment 56/2003, of 16 December, considers occupational and continuing training key elements within employment policies, since these two may contribute significantly to the attainment of employment goals.

In addition, the Act on Education (LOE) 2/2006, of 3 May, devotes article 5 to lifelong learning, stating that every person must be given the opportunity to receive lifelong education, whether inside or outside the education system. Besides, in chapter IX, which deals with adult education, the law opens the possibility to cooperate with other public administrations with competence over adult educational matters, and especially with employment administrations, local corporations and other social agents.

The subsystem of Vocational Training for Employment is regulated by Royal Decree 395/2007, of 23 March 2007. This decree integrates occupational training, designed for job seekers, and continuing training, geared towards employed workers. It also gives an account of the types of vocational training initiatives, their organisational structure, financing and the degree of participation of the different administrations in their management.

Finally, Royal Decree 1224/2009, of 17 July, regulates the recognition of professional competences acquired through working experience. It establishes the procedure and requirements for the assessment and accreditation of professional competences developed through the exercise of a profession or thanks to non-formal instruction, as well as the validity of this assessment and accreditation. The decree also outlines the possibility to obtain partial, cumulative accreditation, which will lead to completion of the required training modules for the obtention of the corresponding vocational educational and training diploma, or a certificate of professional standards.

### **7.2.2 Distribution of responsibilities**

The National Public Employment Service (SPEE), an agency of the Ministry of Employment and Immigration, in cooperation with the Tripartite Foundation for Training in Employment (FTFE), is responsible for the design, management and control of action plans in the area of education and training for employment. The FTFE is a public institution, with a board of trustees composed by representatives from the public administration (the Ministry of Employment and Immigration and the Autonomous Communities) and from the most relevant employers' federations and trade unions.

Each Autonomous Community may establish its own official register for the inscription of educational institutions or other establishments offering vocational training for employment courses within its territory. These programmes may be organised by:

- a) Public administrations with competence over vocational training for employment programmes, either in their own schools (National Reference Centres or public Integrated Vocational Training Schools) or through agreements with public institutions or companies.
- b) Employers' federations and trade unions, either in their own establishments or in institutions designated by them to carry out their training programmes.
- c) Companies which arrange training activities for their employees or for job-seekers with the aim of incorporating them into their staffs.
- d) Private integrated vocational training centres authorised by the competent administrations to give instruction leading to the obtention of certificates of professional standards.

- e) Educational institutions which offer courses not leading to the obtention of certificates of professional standards, provided that they are included in the official register of training centres established by the competent administration.

The information regarding the distribution of responsibilities in employment workshops can be found in section 4.5.2.

### 7.2.3 Financing

The subsystem of Vocational Training for Employment is financed partly by dues paid for by employers and workers, partly by the financial aid provided by the European social fund, and also by specific contributions included in the budget of the SPEE. Furthermore, the Autonomous Communities may allocate their own funds to support vocational training initiatives.

Every year, the Ministry of Employment and Immigration decides on the allocation of the budget earmarked for the subsystem of Vocational Training for Employment for the whole of the State. A proposal is submitted to and informed by the General Council of the National Employment System. The distribution of these funds among the Autonomous Communities which have assumed competences over this educational area is carried out according to the guidelines established under the General Budget Act of November 2003.

Employers may apply for loans to provide training for their workers. The total amount of the loan is a percentage, fixed annually in the State's General Budget Act, calculated over dues paid for by the employer to the administration as contributions towards continuing training programmes. In any case, employers are guaranteed a minimum loan sum, which they receive as allowances in their contributions to the social security system. Apart from the funds assigned to vocational training for employment in the general State's budget, employers also participate in the financing of training for their workers, according to minimum percentages established by an Order of the Ministry of Employment and Immigration. These percentages are calculated taking into account the cost of the programmes and the size of the companies. However, firms with less than 10 employees are exempt from these contributions.

The information regarding the funding provided by the SPEE or by the employment services of the Autonomous Communities for employment workshops is included in section 4.5.2.

### 7.2.4 Programmes and providers

The main **objectives** of Vocational Training for Employment programmes are: to foster lifelong learning of both employed workers and job-seekers, by improving their professional and personal skills; to provide workers with the knowledge and practical skills to enhance their professional competence, as required by the job market and to meet employers' needs; to contribute to the improvement of productivity and competitiveness in companies; to increase employment possibilities, especially for those workers who have difficulty in integrating in the job market or are under the risk of losing their jobs; and, finally, to contribute to the recognition and accreditation of professional competences acquired by workers by means of formal or informal training or through working experience.

Both employed workers and job-seekers may participate in the following training **initiatives**:

- Training on demand, which includes training actions promoted by employers, as well as individual training leaves, totally or partially financed with public funding, in order to meet the specific educational needs of companies and workers.

- Training on supply, which comprises training programmes mainly targeted to the unemployed, with the aim of providing them with the knowledge and skills required in their professional fields and to facilitate their integration into the job market.
- Alternating training, which refers to the educational initiatives included in training contracts and to public employment and training programmes. This model allows workers to be simultaneously engaged in training activities and in the exercise of their professions.

This type of instruction includes *talleres de empleo* (employment workshops), conceived as a combination of training and employment for job-seekers over 25 years of age. Participants in these workshops receive vocational training and direct practice while carrying out services or projects of public or social interest related to new employment fields, which will in turn facilitate their insertion in the free job market or the creation of their own projects or social initiatives. Employment workshops have a minimum duration of 6 months and a maximum of 1 year. The workers who participate in these workshops sign a contract with the institution which runs the project and receive theoretical training for the job they must carry out, alternating it with professional practice. In this way, workers acquire the skills and knowledge required for a given trade, which will facilitate their access to that particular professional field or to other occupations within the same professional family, since they have received a transversal and polyvalent training or have been able to recycle and update their knowledge and skills in their current jobs. The programme also includes modules leading to the obtention of the certificate in compulsory secondary education for those who do not have general basic qualifications. Furthermore, participants receive counselling and support about job-seeking procedures, or about the requirements to become autonomous workers or to set up their own small businesses. By means of these programmes, students also acquire the necessary working experience and professional skills for a new occupation. On successful completion of the programme, the students receive a certificate indicating the number of hours, the type of training and the modules they have completed.

- Support to training initiatives, aimed at improving the effectiveness of the subsystem of Vocational Training for Employment.

All these training initiatives are geared towards the acquisition and improvement of professional competences and qualifications, and are usually divided into different training modules. Besides, provision comprises in-class, distance, on-line or blended learning activities. In-class training is organised in groups of a maximum of 25 participants and is carried out at schools, workshops or other types of adequate premises. In the case of distance or on-line instruction, there is at least a tutor assigned for each 80 participants.

As regards the target population of these programmes, training on demand options are planned for workers employed by public companies or institutions, which do not benefit from training arrangements provided by public administrations. This group also includes workers hired under permanent seasonal contracts, even in those periods in which they are not employed, as well as workers who are made redundant during a training period and those who are temporarily unemployed due to authorised layoff plans. In the case of training on supply initiatives, programmes are targeted to both employed workers and job-seekers, in a proportion established by the administrations. Finally, in-service training alternating with employment courses are designed for workers employed under training contracts and for job-seekers, according to the conditions established by the legislation regulating training contracts and public programmes of simultaneous employment and training. For example, in order to be accepted into employment workshops, it is necessary to be at least 25 years old, to be unemployed, to be registered as a job-seeker in the public employment services and to fulfil all the necessary requirements to be eligible for a training contract. State-employed workers with civil

servant status receive training through specific plans established by education and training agreements within the public administration.

Workers with higher difficulty of integration in the job market or in risk of losing their employment are given priority of access to training programmes. In this case the target population includes: a) unemployed persons in the following situations: women, young people, the disabled, victims or persons otherwise affected by terrorism or by gender violence, long-term unemployed job-seekers, people over 25 and those in danger of social exclusion; and b) employed workers included in the following groups: employees of small and medium-sized enterprises (SMEs), women, victims or persons affected by terrorism or by gender violence, workers over 45, workers with low-qualifications and disabled people.

Apart from the above-mentioned initiatives, and still within the training provision supported by employment administrations, we must mention vocational training for employment initiatives linked to the National Catalogue of Professional Qualifications (CNCP), which comprises training programmes leading to the obtention of Certificates of Professional Standards.

The Certificates of Professional Standards are official diplomas, valid for job-seeking purposes, which certify that a person has acquired the necessary competences for the exercise of a profession. These certificates can be obtained upon successful completion of the different training modules in which every programme is divided, or after passing a series of assessment and accreditation procedures of professional competences acquired by means of working experience or through non-formal instruction. The certificates are valid for the whole of the State, in accordance with the legislation issued by the European Union. The elaboration of the catalogue of Certificates of Professional Standards is coordinated by the SPEE, in collaboration with the National Reference Centres. The Certificates of Professional Standards must be authorised by means of a Royal Decree, and previously informed by the General Council of Vocational Education and Training, which belongs to the Ministry of Employment and Immigration.

The structure of the Certificates of Professional Standards has been devised following the National Catalogue of Professional Qualifications (NCPQ). This catalogue is organized into professional families, according to criteria of affinity of professional competences, and divided into different levels. These levels refer to the degree of competence required in the exercise of the professional activity concerned, based on criteria such as knowledge, initiative, degree of autonomy and responsibility, and complexity of the tasks undertaken. At the moment, a certificate may indicate three different competence levels:

- Level 1: proves competence over a restricted number of relatively simple working activities, related to standardised processes, and which only require limited theoretical knowledge and basic practical skills in order to be carried out.
- Level 2: indicates competence over a series of well established professional activities, and the capacity to use instruments and techniques at one's initiative, and mainly required for the execution of tasks with a narrow degree of autonomy. Level 2 implies knowledge of the technical and scientific foundations of the activity, as well as the ability to understand and carry out processes.
- Level 3: shows competence over a series of professional activities which require control over a number of techniques which can be performed autonomously and entails responsibilities of coordination and supervision of technical and specialised work. This level involves knowledge and understanding of the technical and scientific foundations of the activity and the capacity to evaluate the different elements in the processes and the economic consequences of actions.

The SPEE has a catalogue of Certificates of Professional Qualifications, which is currently being updated in order to include the new certificates designed according to the National Catalogue of Professional Qualifications.

### **7.2.5 Quality Assurance**

Public administrations promote quality improvement within the Vocational Training for Employment subsystem, in the areas of curriculum design, course length, teacher training and improvement of educational premises, as well as in assessment of results.

Each year, the SPEE elaborates a plan, taking into account the proposals put forward by the Autonomous Communities in the annual working plan of the National System for Employment. This plan includes teacher training for instructors and for the development of a technical-didactic type of methodology, adequate to this educational provision. If the courses are aimed at teachers working in more than one Autonomous Community, they will be carried out in the National Reference Centres and financed by the SPEE. However, when they are planned for instructors belonging to just one Autonomous Community, the autonomic administration will be in charge of course management.

As far as educational premises are concerned, the administrations draw up a plan to provide centres with the necessary equipment and adaptations, according organisational needs and new technological changes. These improvements are financed by means of subsidies granted by the administrations to institutions offering vocational training for employment.

Furthermore, the SPEE and the competent organs in each Autonomous Community are in charge of evaluating the impact of training provision on the possibilities of gaining access to the job market or to keep a job. They also evaluate its contribution to competitiveness of companies and the efficiency of the system as regards the scope of its training initiatives and how well they meet the needs of the market and of the employers, as well as the effectiveness of the financial resources and other means invested. They are also in charge of controlling and inspecting the actions undertaken by other state or autonomous institutions with competence over these areas, as well as the work of institutions and bodies belonging to the European Union in charge of educational programmes partly financed by the European Social Fund. Students also participate in quality assurance processes, according to the parameters established by public administrations. Furthermore, external evaluation is carried out by independent institutions.

In the case of employment workshops, there are three pre-requisites that need to be fulfilled in order to carry out this type of projects, namely: there must be a group of unemployed people with no professional qualifications and who have special difficulties of access to the job market; there must be a service or work to be performed, which will provide participants with a real job which will simultaneously help them acquire the necessary knowledge and skills for the exercise of a profession; and, finally, the area in which the workshop is going to be offered must have real employment possibilities for participants. For more information concerning quality assurance in employment workshops, see section 4.5.2.

### **7.2.6 Guidance and counselling**

The Government must develop an integrated guidance and counselling system to make sure that both unemployed people and active workers receive adequate information regarding their training and employment opportunities, as well as about the possibilities to receive accreditation and valid recognition of their qualifications. This type of system will allow administrations to plan and put into practice individualised vocational training programmes so as to improve workers' employability, to develop of their entrepreneurial spirit and business initiative or to enhance their possibilities for self-employment.



In order to advance in the creation of this integrated system of guidance for vocational training, public employment services are receiving advice and economic support to organise the action plans for employed population. Employment services are also fostering participation of social agents in these processes and strengthening the role of Integrated Vocational Training Centres and National Reference Centres.

The SPEE is currently in charge of the following initiatives:

- The Plan for Orientation, Vocational Training and Labour Insertion: It was initiated in 2008 with the aim of helping the unemployed to identify their capacities and match them to the needs of the labour market in order to facilitate their integration. The plan included the hiring of 1,500 counsellors, with the possibility of renewing their contracts in 2010 and 2011. Furthermore, the Professional Orientation Services for Employment and Self-Employment (O.P.E.A.S) were created with the objective of helping job-seekers officially inscribed in employment services to integrate in the job market, either as employees for companies or as self-employed workers. In order to do so, public employment services in collaboration with other institutions must promote a series of individual or collective actions aimed at improving the position of job-seekers in the job market and to contribute to the development of their own professional and working opportunities.
- On-line employment services at Redtrabaj@: It is a website where users can find self-orientation activities, a description of vocational training possibilities, as well as all the necessary information related to employment issues.
- A nation-wide survey on the situation of vocational training guidance services, including their location and the type of activities they carry out.
- EURES (European Employment Services): It is a network designed for cooperation in employment and free circulation of workers. It links the European Commission with the National Employment Services of the EEA Member States, Switzerland and other institutions such as trade unions, employers' associations, universities and other regional and local administrations. The objective of this network is to provide information and counselling on labour supply and demand, as well as on the situation and evolution of the job market and the living conditions in each country. In Spain, the activities carried out by the EURES network are coordinated by the SPEE and managed by counsellors designated by EURES in each Autonomous Community.

For more information concerning employment workshops, see section 4.5.2.

### 7.2.7 Teachers and trainers

The teaching staff working in Vocational Training for Employment belongs to different professional groups and has a varied working status, depending on the type of programme and the institutions concerned:

I. Teachers from vocational training schools within Vocational Training for Employment provision:

- Teachers and instructors for training programmes – working in vocational training organised by the SPEE or by the Autonomous Communities: They can have civil servant status or a non-permanent contact with the administration. The initial qualifications required are: *Diplomado* (first-cycle university degree) or Technical Engineer (first-cycle degree in engineering). These teachers can participate in continuing training activities such as updating programmes for ICT skills, training programmes arranged by institutions in charge of continuing education for

vocational training teachers, and also in activities included in the Plan for Teacher Training organised under the Vocational Training for Employment system.

- Hired experts – in vocational training schools run by the SPEE or by the Autonomous Communities: Each year a number of experts are employed with the aim of covering the personnel needs of educational provision in vocational training centres. The initial qualifications required are academic diplomas compatible with the areas being taught in the project. These instructors may also take part in the continuing education courses offered in the plan for teacher training included in the Vocational Training for Employment system.
- Teachers and instructors of Vocational Training for Employment plans – working in non-official educational institutions: This group includes teachers or experts, hired under permanent or limited-term contracts in public, state-subsidised or private officially authorised institutions, which have subscribed a cooperation agreement with the administration for the development of vocational training provision. These workers must be in possession of an academic diploma, compatible with the programmes being taught, and are allowed to engage in continuing education within the plan for teacher training included in Vocational Training for Employment.
- Teachers and instructors working in other vocational training institutions, such as workshop schools, craft schools or employment workshops. They are responsible for the education of students in these institutions, where they supervise the activities and tasks carried out within the training project and provide counselling related to job-seeking or self-employment possibilities. This type of educational staff varies depending on the professional branch to which the workshops belong and to the specific characteristics of the tasks being developed. Theoretical aspects of the curriculum are taught by teachers holding the required degrees or diplomas, whereas the practical elements are taught by instructors who have medium or low-level qualifications. As long as they remain as part of the educational staff of these institutions, instructors may participate in continuing education activities such as: courses to update and refresh ICT skills, training activities arranged by institutions in charge of continuing education for vocational training teachers, or programmes belonging to the teacher training plans within Vocational Training for Employment.

## II. Other Vocational Training for Employment educational staff:

- In-service trainers and instructors:
  - Permanent and non-permanent instructors: Normally, only medium-sized or large companies have their own training plans. These activities are not officially regulated and each employer organises activities independently. Therefore, the personnel hired for this educational provision, either permanently or not, can have varied status, for example: permanent training managers, occasional or permanent instructors either from external consulting services or from training companies, external consultants or free-lance instructors.
  - Tutors for on-the-job training programmes and practice modules: In mainstream vocational training, each student is assigned a tutor for the duration of the practical modules they must carry out in companies. Furthermore, in Vocational Training for Employment plans there are tutors allocated for training actions aimed at workers who have either horizontal or transversal responsibilities within their area of economic activity. These tutors must possess sound knowledge and accredited experience in the field or in the specialised area of the programme. They may also take part in

continuing education activities offered by general training plans or in the ones provided for by teacher training plans in Vocational Training for Employment.

- Trainers and instructors working for trade unions and employers' associations: They are responsible for the correct development of training plans for different professional areas arranged by these organisations. Each institution is in charge of teachers' selection, hiring and instruction. In general, educators are required to have sound knowledge and experience in the professional field or in the specialised area concerned. These instructors are also entitled to participate in the teacher training activities organised by general plans or in those included in the Vocational Training for Employment provision.
- Teachers working in private training institutions: There are private organisations which offer their training services not only to companies and businesses (catering for their specific training needs and contributing to enhance their competitiveness), but also to individuals (to provide them with the opportunity to acquire knowledge and improve their competitiveness and employment opportunities). In general, instructors are required to have accredited knowledge and experience in the professional field or specialised area of instruction. They may also participate in general plans for continuing training, and in courses included in the teacher training plan of Vocational Training for Employment.

### 7.3 Statistics

#### Number of centres, classrooms and other initiatives in adult education. Year 2008/09. Provisional data

Adult education centres	1 515
Classrooms	393
Other initiatives in adult education	905

Source: Office of Statistics (Ministry of Education).

#### Number of students enrolled in adult education, by educational level. Year 2008/09.

<b>Formal education</b>	421 277
Initial basic education	136 494
Secondary education for adults	137 420
Preparation for tests leading to the obtention of the Certificate in Secondary Education	20 932
Spanish and other co-official languages for immigrants	44 154
Entrance examinations to university for students over 25	14 272
Professional training	68 005
<b>Non-formal education</b>	19 866

Source: Office of Statistics (Ministry of Education).

#### Number of projects and number of students enrolled in employment workshop programmes by gender. 2008 <sup>(1)</sup>.

	Nº of projects	Number of students (Males)	%	Number of students (Females)	%
Employment workshops	954	5 282	28.84	13 036	71.16

(1) Data of the projects carried out in the Autonomous Communities of Andalusia, Valencia and Catalonia are not available, and therefore, have not been included.

Source: National Public Employment Service (Ministry of Employment and Immigration).

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Consejo de Coordinación Universitaria, CCU (University Coordination Council): <http://univ.micinn.fecyt.es/univ/ccuniv/> (There is no CCU website at the moment, only a CCU Secretariat General website).

Consejo General de Formación Profesional (General Council for Vocational Training): [http://www.mepsyd.es/educa/incual/ice\\_consejoGeneral.html](http://www.mepsyd.es/educa/incual/ice_consejoGeneral.html)

Conferencia General de Política Universitaria (General Conference for University Policy): no link available at the moment (it used to be dependent upon Research and Innovation).

Escuelas Taller, Casas de oficios y Talleres de Empleo (Training workshop, Trade Learning Centres and Employment Workshops): <http://www.inem.es/inem/ciudadano/etcote/index.html>

EURES (European Employment Services): <http://ec.europa.eu/eures/home.jsp?lang=es>

Eurybase: <http://eacea.ec.europa.eu/portal/page/portal/Eurydice/EuryPresentation>

Fundación Tripartita para Formación en el Empleo, FTFE (Tripartite Foundation for On-the-Job Training): <http://www.fundaciontripartita.org/>

Instituto de Evaluación, IE (Institute of Evaluation): <http://www.institutodeevaluacion.mec.es>

Servicio Público de Empleo Estatal, INEM (National Institute for Employment): <http://www.inem.es/>

Instituto Nacional de las Cualificaciones, INCUAL (National Institute for Qualifications): [http://www.educacion.es/educa/incual/ice\\_incual.html](http://www.educacion.es/educa/incual/ice_incual.html)

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