

**SPANISH
EDUCATION
SYSTEM
1996
SUMMARY**



Ministerio de Educación y Cultura

CIDE

SPANISH EDUCATION SYSTEM

1996

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MINISTERIO DE EDUCACIÓN Y CULTURA
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1996

SUMMARY

MINISTRY OF EDUCATION AND CULTURE
CENTRE FOR EDUCATIONAL RESEARCH AND DOCUMENTATION (C.I.D.E.)

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FOREWORD

This report on the Spanish education system is a summary of the full report prepared by the Centre for Educational Research and Documentation in 1995. Its aim is to provide a brief view of education in Spain. Our education system has lately undergone a deep reform process, and this has been made even more complex due to the decentralization derived from the implementation of the State of Autonomies and the dramatic growth in the number of pupils, teachers and school establishments. The information contained in this summary corresponds to the one in the original report. Only some novelties introduced by the Organic Act on Participation, Evaluation and Administration of Educational Establishments (LO-PEG) have been added, and, whenever possible, some of the data have been updated.

This document, likewise the full report, has been organised in three parts. The first part deals with the general organisation of the education

system, legislative framework, participation, education administration, organisation and management of school establishments, research and innovation, inspection and evaluation, education abroad and international cooperation. In the second part the different kinds of schooling, stages and levels of the education system are described. In the third part some of the most relevant data from official statistics are presented.

The reports on the Spanish education system prepared by CIDE are indebted, in a very difficult to define way, to the Spanish dossier written annually for the Eurydice network. The debates and reflections maintained with the colleagues from the different units of the network, coordinated by the European Union, have proved very useful to make decisions on the selection and final presentation of our education system. We, once again, would like to thank our Eurydice colleagues and the help given by the European Commission.

PART FIRST

1. GENERAL ORGANISATION OF THE EDUCATION SYSTEM

1.1. LEGISLATIVE FRAMEWORK

The legislative framework governing and guiding the Spanish education system comprises the Spanish Constitution (1978) and four organic acts that expand on the principles and rights established in it.

Article 27 of the **Spanish Constitution** lays down the basic principles that prevail in legislation on educational matters: on the one hand, it recognises the right to an education as one of the fundamental rights to be upheld by public powers and, on the other, guarantees individual liberties in educational issues and establishes the principles of participation and university autonomy. It also provides for a division of educational competence between central and regional authorities. Finally, it sets out other rights associated with education.

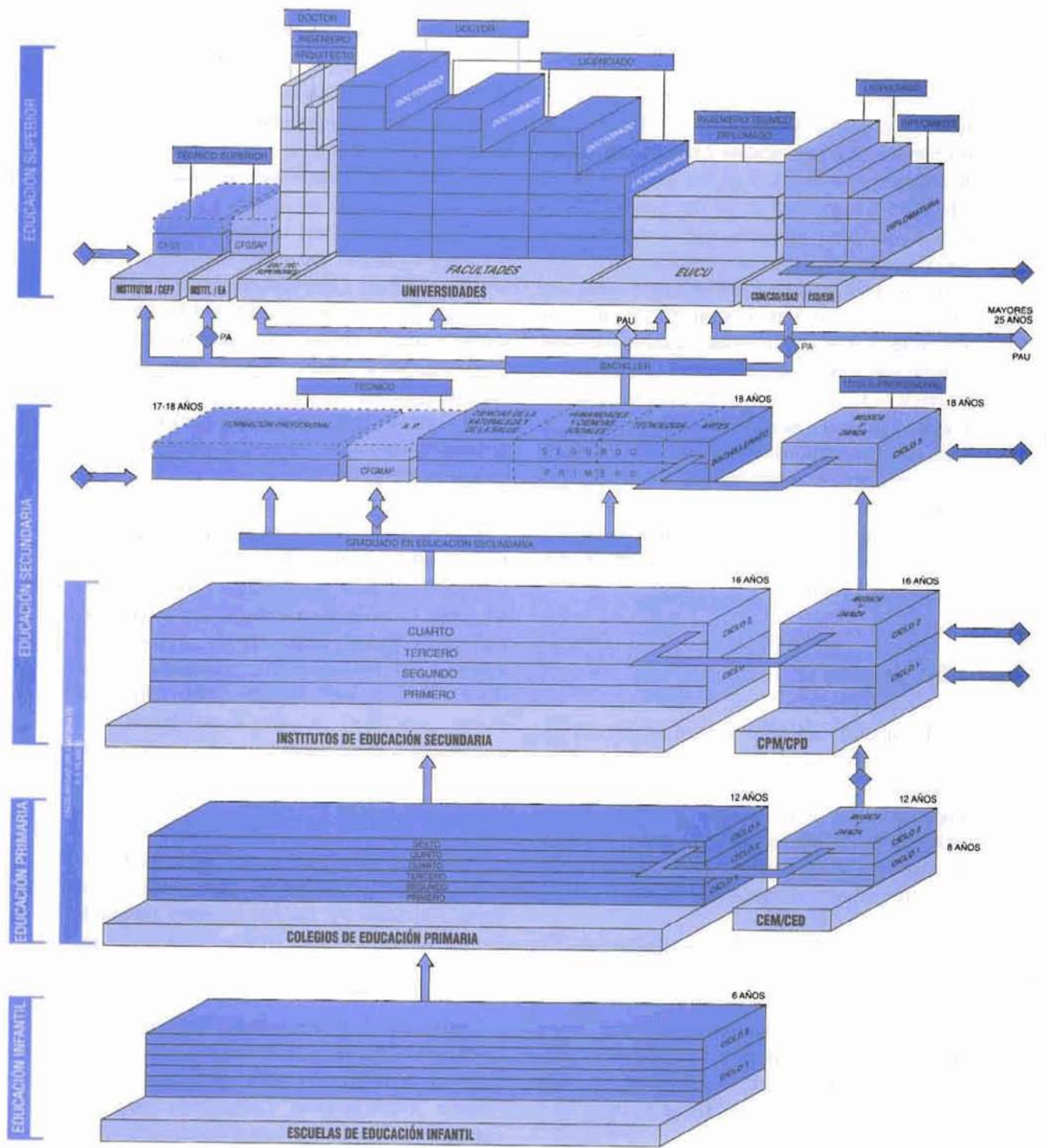
Organic Act 11/1983 on University Reform (LRU) expands on the constitutional principle of university autonomy, distributing legal competence for issues concerning university education among the State, the autonomous communities and the universities themselves. It likewise lays the groundwork for adapting university organisation and administration to the process of the modernisation under way in the rest of Spanish society.

Organic Act 8/1985 on the Right to Education (LODE) guarantees the right to an education and the freedom of education, while regulating society's participation and involvement and rationalising the supply of school places financed with public funds. It lays down the general purposes of education, that turn on personal, intellectual and occupational development and on training pupils for democratic and solidary participation in society.

Organic Act 1/1990 on the General Organisation of the Education System (LOGSE), that regulates the education system at the non-university level, repeals the General Act on Education (LGE), although the latter will remain partially in effect until the new system is fully implemented. The LOGSE establishes the length of compulsory basic education, reorganises the education system, providing for general or standard and specialised education; regulates adult education; provides for an in-depth reform of vocational training; makes compensation for educational inequities and provision for pupils with special educational needs; and defines the factors contributing to enhancement of the quality of education.

Organic Act 9/1995 on Participation, Evaluation and Administration of Educational Establishments (LOPEG) expands on the LODE

LRU (1983) and LOGSE (1990)



- AP ARTES PLÁSTICAS
- CEFP CENTROS ESPECÍFICOS DE FORMACIÓN PROFESIONAL
- CFGM CICLOS FORMATIVOS DE GRADO MEDIO
- CFGMAP CICLOS FORMATIVOS DE GRADO MEDIO DE ARTES PLÁSTICAS
- CFGS CICLOS FORMATIVOS DE GRADO SUPERIOR
- CFGSAP CICLOS FORMATIVOS DE GRADO SUPERIOR DE ARTES PLÁSTICAS
- CU COLEGIOS UNIVERSITARIOS
- CED CONSERVATORIOS ELEMENTALES DE DANZA
- CEM CONSERVATORIOS ELEMENTALES DE MÚSICA
- CPD CONSERVATORIOS PROFESIONALES DE DANZA

- CPM CONSERVATORIOS PROFESIONALES DE MÚSICA
- CSD CONSERVATORIOS SUPERIORES DE DANZA
- CSM CONSERVATORIOS SUPERIORES DE MÚSICA
- EA ENSEÑANZAS ARTÍSTICAS
- ESAD ESCUELA SUPERIOR DE ARTE DRAMÁTICO
- ESD ESCUELA SUPERIOR DE DISEÑO
- ESR ESCUELA SUPERIOR DE RESTAURACIÓN Y CONSERVACIÓN DE BIENES CULTURALES

- EU ESCUELA UNIVERSITARIA
- PA ACCESS TEST
- PAU UNIVERSITY ACCESS TEST
- ACCESS TEST without complying with the academic requisites.

ACCESS PATHWAYS. Access pathways from one educational level to another or from outside the system by passing a specific access test. There are other access pathways among the different studies of the same level from which information can be obtained at the respective center.

• (The years between the brackets correspond to the years of implementation of the respective courses of the new system).

provisions with regard to participation and involvement and amends the organisation and functions of governing bodies of publicly funded establishments to accommodate LOGSE provisions. It addresses issues such as the involvement of educational communities in the governance of educational establishments and complementary and extracurricular activities, administrative autonomy of public educational establishments and the formulation and publication of their educational projects. The Act likewise regulates the form, content and reports of the results of evaluation. It undertakes to reform educational inspection and regulates supervision and inspection activities carried on by educational authorities. Finally, it lays down measures to ensure the enrolment of pupils with special educational needs in publicly subsidised establishments, while extending the coverage of improvements in the quality of education to include such pupils.

1.2. STRUCTURE

The Spanish education system is currently undergoing a process of overall reform at all educational stages and levels as a result of the gradual implementation of the new approach set out in the LOGSE, which affects structure and curriculum, organisation of the teaching staff, establishments and other aspects of education.

The new system has now been implemented in over 50% of the non-university grade levels, although the former system is still in effect. This circumstance makes it necessary to describe, firstly, the structure of the education system as established by the LOGSE and the LRU, and, secondly, education as established by the LGE, in so far as it is still applicable.

The LOGSE divides the education system into general or standard and specialised education. The former covers *infant education* for children up to the age of 6, which is not compulsory and is

in turn divided into two three-year cycles; *primary education*, for pupils up to the age of 12, the first stage of compulsory education, organised into three two-year cycles; *secondary education* (which includes compulsory secondary education, for pupils from the ages of 12 to 16, a two-year baccalaureate, and intermediate vocational training), *advanced vocational training and university education*. *Compulsory education* lasts for ten years, between the ages of 6 and 16. Specialised education embraces *art education* and *language education*. *Adult and special education* are likewise regulated by this act, in addition to educational mechanisms primarily intended to compensate for inequities. University education is governed by the LRU.

The 1970 **General Act on Education** called for four educational levels: *pre-school education*, *general basic education* (EGB), compulsory for all pupils between the ages of 6 and 14, unified, polyvalent baccalaureate (BUP), a three-year course, and the *university guidance course* (COU). *Vocational training* (FP), while not strictly considered an «educational level», also constituted a major element in this system. The education system likewise embraced adult, specialised and special education.

Provisions have been made to gradually implement the new education system nationwide. Table 1.1 shows the **implementation timetable** for the standard system of education under the LOGSE.

Infant education and primary education were implemented between 1990 and 1995, essentially replacing what was formerly pre-school and the first six grades of EGB. Compulsory secondary education will begin to come generally into effect in school year 1996-97. Baccalaureate will be in force from 1998-99 and intermediate level specific vocational training in 1999-00. Under this timetable, the new education system will be fully in effect by the year 2001.

TABLE 1.1. TIMETABLE FOR IMPLEMENTING «LOGSE» SECONDARY EDUCATION AND VOCATIONAL TRAINING

| SCHOOL YEAR | STAGE IMPLEMENTED | DISCONTINUED |
|-------------|--|---|
| 1996-97 | 1st year compulsory secondary | 7th grade EGB |
| 1997-98 | 2nd year compulsory secondary | 8th grade EGB |
| 1998-99 | 3rd year compulsory secondary 1st year baccalaureate | 1st year BUP 3rd year BUP 1st year FP I 1st year FP II (Specialised education) Standard course for accessing FP |
| 1999-00 | 4th year compulsory secondary 2nd year baccalaureate Intermediate level specific vocational training | 2nd year BUP COU 2nd year FP I 2nd year FP II (Specialised education) 1st year FP II (Standard education) |
| 2000-01 | Advanced level specific vocational training | 3rd year FP II (Specialised education) 2nd year FP II (Standard education) |

2. PARTICIPATION/INVOLVEMENT AND EDUCATION ADMINISTRATION

2.1. EDUCATION ADMINISTRATION

The effective implementation of the «State of autonomous regions» laid down in the Spanish Constitution of 1978 entails a process of substantial change, whereby a centralised model is giving way to a decentralised form of government, in keeping with the principle of plurality of competent public authorities.

In the field of education this means that the autonomous communities assume regulatory and executive competence in academic issues; the exercise of such competence calls for resources (human, functional, physical and of other kinds) controlled by the State Authorities, which must now transfer them to the regional governments. The formal process of transferral of resources, however, does not necessarily coincide with the timing of devolution of educational responsibility, so there may be lapses between assumption of legal competence and effective exercise of authority.

Thus, while at this time all autonomous communities have assumed full educational competence, at the non-university level only seven communities are actually effectively exercising such power (Andalusia, Canary islands, Catalonia,

Community of Valencia, Galicia, Navarre and the Basque Country). As this report is going to press, however, all but two communities (Balearic Isles and Cantabria) exercise full competence with regard to university education.

Under the arrangements for regional distribution of authority over school matters, the legal competencies reserved to each governmental domain are as follows:

a) *State education authority.* Its powers are essentially of a regulatory nature and address the basic elements or aspects of the system, i.e., those where nationwide regulation is objectively necessary to ensure the fundamental unity of the system itself and guarantee basically equitable conditions for all Spaniards in the exercise of their educational rights. The State does, however, also have certain executive powers, such as, for example, senior inspection and the final decision on applications for scholarships and study grants. The Ministry of Education and Science is the State's central administrative body in charge of exercising such power.

b) *Autonomous Community authorities.* Certain regulatory powers are reserved to them to expand on basic State standards and regulate non-

basic aspects of the education system, such as executive-administrative powers, with the exception of the very few powers of this nature reserved to the State. Autonomous communities with full educational responsibilities have established their own education authorities.

c) *Municipal level.* A distinction must be drawn between the bodies that the competent authorities may set up at this level and the action undertaken by local authorities themselves. Although the legislation acknowledges and entrusts certain educational tasks to municipal governments, they are not granted the status of «educational authority»; they do, however, play a prominent role in providing land for the construction of public educational establishments and in the conservation, repair, security and maintenance expenses of infant and primary schools.

For matters that call for concurrence by the central and regional authorities a series of mechanisms have been established to ensure **coordination** between them, such as the Conference of Education Counsellors (Heads of Department) of the Autonomous Communities' Governing Councils, presided by the Minister of Education and Science. Other avenues for cooperation include conventions, which are usually bilateral, between the Ministry of Education and Science and the corresponding regional authority.

2.2. PARTICIPATION AND INVOLVEMENT IN EDUCATION

Instituting a decentralised and participatory system calls, in addition to distributing powers among State, regional and local authorities, for encouraging social involvement, making schools genuine educational communities, promoting participation by parents and young adults, directly or through associations, and making the Ministry of Education and Science's advisory bodies representative of a broader sector of society.

The LODE establishes a series of collegiate bodies at the various levels of educational administration intended to ensure the involvement of all sectors of the educational community. At the national level, these bodies are the *State School Council*, which has advisory status in respect of the nationwide master plan for education and bills or proposed regulations to be enacted by Parliament or the Government, the *General Council for Vocational Training*, which provides counsel on issues relating to that stage of education, and the *Universities Council*, whose functions include the organisation, coordination, proposed planning and counsel in the field of higher education. At the regional and local levels, there are *regional and municipal school councils*. Finally, there are *school councils* for each individual educational establishment.

The LODE and more recently the LOGSE and the LOPEG have granted non-university educational establishments autonomy to define their own model of organisational and pedagogical management, in order to ensure that the most suitable advantage is taken of the resources allocated to them and to provide for a pedagogical model more in keeping with the specific needs of pupils and characteristics of the surrounding community. At the university level, the LRU grants universities autonomy of rule, academic, financial or management autonomy and autonomy to administer their own resources and implement their own staff policies, enabling them to select and promote teaching staff.

2.3. ORGANISATION AND MANAGEMENT OF EDUCATIONAL ESTABLISHMENTS

Educational establishments may be public or private and deliver education on one or several educational levels.

School **ownership** may be held by a public authority or private natural or legal persons, whom the Constitution grants the right to create and run

private schools and determine the specific nature of such establishments. Consequently, under the Spanish education system there are two kinds of schools: public and private. Private non-university establishments may, in turn, enter into subsidy arrangements (public financing) with the public system.

Public schools that deliver general or standard education may be infant education schools, *primary education schools*, *secondary education schools*, and *university schools* or *higher engineering schools* if they provide university level education. **Private schools**, while teaching on the same levels, are free to choose the denomination of their own establishments in each case. Other establishments provide *specialised education*: foreign languages are taught in *State-run language schools* and art education is delivered in different kinds of establishments depending on the field of art concerned (*conservatories*, *schools of dramatic art*, *schools of applied arts*, etc.). Adult education, including courses leading to the award of any of the official academic diplomas, may be provided in *specific adult education establishments* (public education institutions for adults) or ordinary schools.

2.3.1. Non-university establishments

Governance of non-university public establishments was commended by the LODE and more recently by the LOPEG to a series of collegiate bodies and individual officers. In subsidised private centres only the head teacher, school council and teachers' assembly are requisite, while no demands are made on private establishments with respect to organisation and management.

The **collegiate bodies** are the school council and teachers' assembly. The *school council* is the school's highest governing body in which the educational community as a whole participates. Its membership varies depending on regional le-

gislation in each autonomous community and ownership of the school. In public schools, it comprises the head teacher, the head of studies, a representative of the municipal government, a spokesman for administrative and service staff, and a given number of teacher representatives and an equal number of pupil and parent representatives. Its functions include the formulation of the establishment's educational project, election of the head teacher, admission of pupils, decisions on disciplinary action involving the latter and, with regard to the establishment's financial management, assessment and approval of the budget. It is likewise in charge of approving the establishment's rules of procedure and yearly programme and of establishing guidelines for participation in complementary and extracurricular activities and cooperation with other establishments for educational purposes.

Teachers' participatory body at the individual school level is the *teachers' assembly*; its membership includes all educational staff and it is chaired by the head teacher. It is responsible for planning, coordinating and decision-making in all pedagogical and educational issues.

The head teacher, head of studies and secretary or, as appropriate, administrator, are the **individual officers**. Together, they constitute the «managing team». They are appointed for four-year terms.

The *head teacher* of public schools is elected by the school council from among the eligible teachers and appointed by the competent education authority; in private establishments the head teacher is appointed by the owner. The head teacher is the establishment's official representative and is responsible for running it, enforcing all existing laws and provisions, managing school personnel and convening and presiding the meetings of collegiate bodies, implementing the decisions the latter make. He/she is responsible for implementing the establishment's budget and the school council's decisions regarding financial matters.

The *head of studies* is responsible for the school's academic and educational affairs and takes the head teacher's place when the latter is absent, acts as head of personnel in respect of educational matters, and is responsible for pedagogical coordination. School administration and financial management are vested in the *secretary* or, as appropriate, administrator.

The purpose of the **educational coordination** bodies is to encourage teamwork among teachers and guarantee harmonious and orderly action on the part of all those responsible for the teaching-learning process. In primary schools, these bodies comprise the *cycle teams*, the *pedagogical coordination commission* and the *form teachers*. In secondary education schools, in turn, the coordination bodies are the *counselling department*, the *extra-curricular and complementary activities department*, the *educational departments*, the *pedagogical coordination commission* and the *form teachers*.

As far as actual establishment **operation** is concerned, the LOPEG addresses the formulation, at the school level, of three standards around which pedagogical organisation should be articulated: the school's *educational project*, which sets out the objectives, priorities and procedures for action, the *specific curriculum* for each educational stage delivered in the school, including objectives, content, assessment criteria, stage sequencing and methodology, and the *general school programme*, covering the school's overall scheduling and the pedagogical criteria behind its formulation, the educational project and the projects specifying the curriculum, annual programme of complementary and extracurricular activities and, finally, an administrative report on the school's organisation and the state of repair of its facilities and equipment.

Schools must, in addition, draw up *rules of procedure*, specifying the basic rules for social behaviour, regulating the relationship between

members of the educational community and ensuring the proper development of academic activities, mutual respect among community members and the suitable use of the school's premises and facilities.

In order to effectively implement the principle of active participation and democratic management of schools, in addition to the school council on which pupils and their parents are represented, other **avenues for participation** have likewise been devised, through which these two groups can participate in the collegiate control and management of education. Thus, *pupils* have class delegates, who represent the pupils in each class or group, the council of delegates and pupils' associations. *Parents*, in turn, enjoy freedom of association, whereby they may cooperate and participate in schools' educational tasks through parents' associations.

2.3.2. University establishments

Universities enjoy full autonomy in their education and research activities. Thus, they are vested with powers to draw up their respective by-laws or basic standards including the rules of procedure regarding administrative and financial as well as education personnel management, participation and relations with other universities, the State and public authorities and society as a whole.

University administration and governance takes place at three levels: the university itself, university establishments and departments. Foremost among the **university** bodies is the *social council*, the body through which society participates in university affairs, and which is in charge of approving budgets and supervising both university financial operations and service performance; the *university assembly*, a body with representation from the various sectors of the university community whose task it is to draw up the by-laws, elect the rector and approve the university's overall line

of action; and the *governing board*, the university's ordinary governing body whose functions include development of assembly guidelines, personnel standards, proposals for budgets and programmes, working arrangements with other universities and institutions and modifications to the existence and status of the various establishments. The individual officers are the *rector*, ultimate authority for the administration, management and representation of each university, the *vice-rector*, the *secretary general* and the *manager*.

In each **university establishment** specific administrative tasks are undertaken by the establishment's collegiate body, the *faculty* or *school board* and by the individual officers: the *dean* or *vice-dean*, *director* or *vice-director* and the *secretary*.

The departments are the basic units in charge of organising and implementing research and instruction in their respective disciplines. Their governing bodies also comprise collegiate organisation, *councils*, and individual officers, a *director*.

2.4. FINANCING

Education in Spain is financed both with public funds and contributions from private institutions and citizens. The public or private nature of the ultimate funding agent, rather than the recipient of the corresponding services, is what determines whether spending on education is considered to be public or private.

Public funding is provided by the central education authority (Ministry of Education and Science and contributions from other ministries), by autonomous communities and by local corporations. Such funds are not applied only to public schools, but also to subsidies for private schools and student scholarships and support.

State schools are tuition-free for standard or general education at the non-university level. Fa-

milies must pay for complementary school lunch and transport services and may contribute to improvements in school equipment and the conducting of extracurricular activities through voluntary membership fees paid to parents' associations. In public schools transport, lunch and boarding services for compulsory education age pupils may be provided free of charge.

University revenues come from tuition and other fees paid by students, from subsidies granted by the corresponding administration, and current account and capital transfers effected by the State, from subsidies, bequests or donations granted by public or private institutions, returns on its equity or other financial transactions. Such revenues include items ranging from returns on stocks and bonds to proceeds from rentals and concessions (cafeterias, bookstores, shops), scientific, technical or artistic contracts closed with public or private entities, as well as specialisation courses and the results of loans floated to finance investment. Its major expenditures are personnel (around three quarters), overhead and service expenses.

By constitutional mandate, government is to help *finance private centres* so they are able to deliver compulsory education and comply with lawful requisites. The LODE establishes, then, its *system of educational arrangements*, whereby private schools that comply with certain standards are financed with public funds, in order to ensure the right to a free education for compulsory school age children, as well as the right to a choice of educational establishment. There are two types of subsidy arrangements: general and singular. Establishments that accept the *general arrangements* are wholly subsidised with public funds and must provide education free of charge. In establishments with *singular arrangements*, public funds defray only part of their costs, so they may charge pupils tuition as complementary revenue. The total number of publicly subsidised private schools accounts for around three quarters

of all private education, while public and publicly subsidised establishments combined, i.e., the sum of all schools supported by public funds, represent 90 % of all schools.

The education system provides for several kinds of mechanisms to compensate for educational inequalities. One basic tool is the establishment of scholarships and study grants, intended to provide the opportunity to access and continue non-compulsory education for those who lack the financial resources required to do so. Moreover, it is a measure deriving from the principle of respect for diversity, since it attempts to help the members of the school population in greatest need of such aid. Since cost-free education at the compulsory schooling level is guaranteed by the public funding afforded to schools, scholarships are awarded preferably on the non-compulsory levels and for services complementary to basic education. At the compulsory levels, the purpose

of financial aid is to contribute to offsetting school transportation, lunch and boarding costs.

Private funding for education is to be understood as the part of the total spending on education financed with private funds furnished almost entirely by families and, to a lesser extent, by private institutions. Such financing is usually earmarked to cover the costs of private schooling. In public and publicly subsidised private schools, private spending by families on education may be considered to be complementary to public spending and is applied to aspects not covered by public funds (books, school supplies, transport, university tuition) and to complementary and extracurricular activities. Private universities are not eligible for financial arrangements with education authorities, so students and the owners of such institutions defray all educational costs. Tuition and other fees are freely set by each establishment.

3. EDUCATIONAL RESEARCH AND INNOVATION, INSPECTION AND EVALUATION

3.1. RESEARCH AND INNOVATION

It is incumbent upon the various education authorities to encourage, direct, design and implement **educational research** within the scope of their respective competencies and on the State to further and ensure the overall coordination of such research. The State and, of its general bodies, specifically the Ministry of Education and Science, are vested with power to carry on educational research and experimentation.

The entities involved in implementing such research are, *inter alia*, universities and teacher training establishments and institutions under the aegis of the various education authorities. Educational research performed in *universities* is conducted essentially by university departments and institutes for educational science (ICE). The tasks assigned to *Teachers' Centres* include the encouragement, promotion and dissemination of research activities and innovation among teachers, essentially in areas related to school realities and in-service pedagogical training of the teachers involved.

The Ministry of Education and Science undertakes educational research through the *Centre for Educational Research and Documentation* (CI-

DE). This body, created in 1983, is responsible for providing education authorities, teachers and society at large with general objective information, documentary support and ideas deriving from research, with a view to enhancing educational quality. It focuses on three kinds of tasks: studies, research and reports on education; coordination and encouragement of educational research; and documentary and library services. The CIDE is a member of the CIDREE (Consortium of Institutions for Development of Research in Education in Europe) and it embodies the Spanish Unit of *Eurydice*. Furthermore, it participates in various educational research programmes and action plans in other international bodies (UNESCO, OECD, OEI, Council of Europe, etc.). The CIDE makes public calls at regular intervals for educational research grants and prizes for work already performed, running follow-up studies on the research so funded and publishing the results. The CIDE thus financed and undertook a total of 452 research projects between 1982 and 1995.

Other centres related to educational research and sponsored by the various education authorities are the *Andalusian Institute for Educational Evaluation and Teacher Training*—under the aegis of the Autonomous Community of Andalu-

sia—, the *Municipal Research Institute on Applied Psychology in Education* (IMIPAE) —under the aegis of the City of Barcelona—, the *Madrid Centre of Pedagogical Research* (CEMIP) —under the aegis of the Autonomous Community of Greater Madrid— and the *Canary Island Institute for Quality and Evaluation* —under the aegis of the Canary Island Community.

Moreover, there are other institutions that engage in financing research in various fields, education among them. Such is the case of the Interministerial Commission on Science and Technology (CICYT), in charge of coordinating research and development (R&D) programmes at the national level, or the Interdepartmental Research and Technological Innovation Commission (CIRIT) in the Autonomous Community of Catalonia.

Innovation is to be conducted in educational establishments themselves by teaching teams in their day-to-day work with their pupils. The education authorities are responsible for encouraging such work through the adoption of support strategies.

One of the main objectives of the Ministry of Education and Science's Directorate General for Pedagogical Renewal, as a whole, is the encouragement of educational innovation. The *Centre for Curricular Development*, whose primary aim is to plan, develop and evaluate the basic aspects of the curriculum for infant, primary and compulsory secondary education and baccalaureate, the *Programme of New Information and Communication Technologies*, engaging in the introduction of new technology in education, encouraging its use to improve the quality of schooling and the *Deputy General Directorate for Teacher Training*, the unit responsible for planning, developing and evaluating innovative activities in the field of in service training for teachers and other specialists, are under the aegis of the above Directorate General and contribute notably to its ultimate aims. Moreover, the *Directorate General for Vocational Training* is responsible for innovation in its specific domain.

All the bodies, programmes and units mentioned conduct activities related to the formulation and dissemination of curricular material and other support documents; to training intended for psychopedagogical and counselling teams and early intervention advisors, teachers' centres and educational programme units; to the evaluation of materials, plans or educational programmes and to public calls for prizes, grants and fellowships for the implementation of innovations.

The autonomous communities with full responsibility for educational issues have created their own bodies for further innovation, which are often the same ones that are in charge of research and/or evaluation of the education system. Thus, for instance, the body that coordinates educational innovation activities in *Andalusia* is the *Andalusian Institute for Educational Evaluation and Teacher Training*, in the Canary Island Community the unit responsible for these functions is the *Directorate General for Educational Organisation and Innovation*, in Catalonia it is the *Educational Department* of the «Generalitat» (Catalonian Government) and in the Valencian Community it is the *Directorate General for Educational Organisation and Innovation*.

3.2. INSPECTION

The Constitution reserves responsibility for inspection of the education system to public authorities. The LOPEG defines inspection functions and modifies the procedures in force until its enactment regarding access to inspection duties, creating a new inspectors' corps and establishing the requirements that must be met to join it. As this act applies nationwide, the Ministry of Education and Science, in the area which it administers, and the various autonomous communities with full educational responsibilities, have set out the standards for their own educational inspection services.

Inspection embraces: control and supervision, from the pedagogical and organisational

point of view, of the operation of educational establishments, public and private; cooperation to improve the teaching quality and performance of schools, as well as educational reform and pedagogical renovation processes; participation in the evaluation of the education system, in particular as regards schools, executive tasks and teaching; ensuring that the laws, regulations and other provisions in force that apply to the education system are enforced in schools; counselling, guidance and information for the various sectors of the educational community on the exercise of their rights and compliance with their obligations; and reporting on educational programmes and activities sponsored or authorized by competent education authorities, as well as on any aspect related to teaching for which information is requested by the competent authority or of which it becomes aware when performing its duties. In order to effectively perform such tasks, inspectors are deemed to be public authorities complying with their duties and as such and in order to do so, may freely access establishments and any documentation they feel is necessary.

The organisation of technical inspection services under the aegis of the various authorities is based on regional conditions and curricular specialisation. The different inspection services are structurally part of the education department in each region exercising educational responsibilities.

The *Education Inspectors Corps* created by the LOPEG includes the inspectors formerly pertaining to the *Corps of Inspectors of the Education Authority* as well as public officials in teaching corps who had been promoted to inspection functions. Access to this corps is through competitive examination among members of any of the corps of public official-teachers.

3.3. EVALUATION OF THE EDUCATION SYSTEM

Two institutions are responsible, nationwide, for **evaluating the organisation and operation of the education system**: the *National Institute for Quality and Evaluation* (INCE) for non-university levels, and the *Universities Council* at the university level. The INCE's competence focuses on the formulation of evaluation systems for the various levels and kinds of education and evaluating education system operation. Due to its recent creation (established under the LOGSE in 1990 but not actually regulated and implemented until June, 1993), the INCE's activities are currently at an initial stage: for the period 1994-97 they consist of evaluating the results of primary education, compulsory secondary education and vocational training. The institute is also responsible for statewide coordination of international evaluation studies in which Spain is involved. The university system is evaluated through the *Programme for the evaluation of the quality of the university system* which appraises teaching and research as well as personnel and resource management.

The LOPEG regulates **teacher evaluation** at the non-university levels. In the field of higher education, each university conducts evaluation of teaching practice through internal projects, mainly through student surveys. There are likewise programmes to evaluate research done by the teaching staff, the results of which have a bearing on the professional advancement of such personnel.

School evaluation at the non-university level is performed both internally (essentially by the school councils and pedagogical coordination commissions) and by the education authorities, through the various technical inspection services operating in each region. The *School Evaluation Plan* (EVA Plan) implemented by the Ministry of Education and Science since 1992 is an example of the latter.

4. EDUCATION ABROAD AND INTERNATIONAL COOPERATION IN THE FIELD OF EDUCATION

4.1. EDUCATION ABROAD

In Spain, education abroad is articulated through a system of centres and programmes whose activities are encouraged, directed and managed by the Education and Science Sections in the Spanish Embassies in those countries where the educational measures taken warrant the existence of such bodies.

The **educational establishments owned by the Spanish State abroad** deliver Spanish education system schooling suitably adapted to the particular circumstances of the surrounding community. They have a dual purpose: on the one hand, they provide citizens of other nationalities the opportunity to become familiar with the Spanish education system and on the other, they cover the possible demand for schooling for Spanish residents in the area. They are organised and run along lines similar to public schools in Spain.

The Spanish State may enter into agreements with natural or legal persons to create **joint ownership establishments** through lawfully recognised foundations or societies in their respective countries. The Spanish State has also established **Spanish departments** in British, Dutch, French, German, Italian and U.S. schools in order to fos-

ter the awareness of Spanish language and culture and broaden the possibilities of receiving a Spanish education in the context of intercultural and bilingual educational experiences. Some special Spanish departments are integrated in *European schools*.

The Spanish administration has been encouraging the **integration of Spanish language and culture in educational establishments in various countries** through international conventions and agreements specifically targeting Spanish students enrolled in education systems of the countries in which they reside.

4.2. INTERNATIONAL COOPERATION

Spain has maintained and increased its participation in the major international fora. The many activities in which Spain is involved in the educational domain are implemented under multilateral and bilateral conventions and agreements with other nations and international organisations.

Spain maintains special relations in the field of education with the European Union, the Council of Europe, UNESCO, OECD, Latin America and NATO.

European Union actions in the educational domain are grouped under the *Socrates* programme, intended to contribute to the development of quality education and a European area open to cooperation in educational matters, and the *Leonard* programme, which develops vocational training policy.

Spain has been involved in various **OECD** activities associated with statistics and other educational subjects, as well as in studies sponsored by the Centre of Educational and Research Innovation (CERI).

Under **UNESCO**, Spain is the major coordinator of action deriving from the Cooperation Convention on the Main Education Project for Latin America and the Caribbean: Teaching planning and education management trainers, Production of basic Education material, Innovations in science teaching in primary school, and Support for the

Main Project's publications programme. Moreover, many Spanish universities have entered into partnership agreements with universities in other countries under the *UNITWIN-UNESCO Disciplines Programme*.

As far as relations with **Latin America** are concerned, Spain is most notably involved in the *Andrés Bello Convention*, signed by the Andean countries, Panama and Spain, and in the *Organisation of Latin American States* (OEI), through which the Ministry of Education and Science provides technical and financial assistance under various educational programmes.

Bilateral relations derive from the application of cultural, educational and scientific agreements in force with various countries, which materialise and are followed up under joint commissions which meet alternatively in the nations concerned.

PART SECOND

5. INFANT AND PRIMARY EDUCATION

5.1. ORGANISATION AND CURRICULUM

The LOGSE defines the **curriculum** to be «the suite of objectives, content, pedagogical methods and assessment criteria governing teaching practice for each level, stage, cycle, grade and kind of education under the education system». In order to guarantee all pupils a common education, a nationwide core curriculum is established and constitutes the minimum educational standard. On the basis of this core curriculum, each autonomous community with full educational responsibilities establishes its own curriculum, adapted to the characteristics of the region concerned; each educational establishment, in turn, is responsible for drawing up its own educational project and adjusting the curriculum to the characteristics of its pupils and the features of its surrounding community.

5.1.1. Infant education

The LOGSE provides that infant education is the first level of the education system. While voluntary, the educational nature of this stage is stressed in opposition to the traditional nursery school approach, and great importance is attached to its preventive potential, since it helps to compensate for possible social, cultural or economic

differences. In view of the relevance of this stage, public authorities must guarantee a sufficient number of places for all children applying for one. It takes children of up to six years of age and is organised into two three-year cycles.

The **skills** that children are to develop through infant education are: awareness of their own bodies, relationships with others through various kinds of expression and communication, acquisition of a certain degree of independence in day-to-day activities, and observation and exploration of their surroundings-natural, family and social.

The **general objectives** are organised around four core areas related to children's physical, intellectual, emotional, social and moral development. Upon completion of this stage, children should be able to evoke and represent various aspects of reality, expressed through play, artistic activity and other forms of representation. Special attention should be paid to verbal language as a basic element of communication and means for expressing ideas, experiences and desires.

The **areas** addressed in infant education are *personal identity and independence*, which refers to the gradual understanding, appraisal and control that children acquire over themselves and the ability to take advantage of their personal resour-

ces at any given time, *physical and social environment*, which addresses the broadening of children's experience, so they come to acquire a fuller understanding of the world around them, and *communication and representation*, whereby children must learn to express and represent their feelings, thoughts, experience, etc., through various kinds of communication. This division into areas does not, however, seek to portion reality or limit activities in each of them; rather, the sense of globality and interdependence among areas should prevail at all times.

At this level, **methodological principles** take a globalising approach to favour significant learning, that is to say, learning that has a clear meaning for children, so they can relate their prior experience to the knowledge newly acquired. The principle of globalisation assumes that learning is the result of establishing many connections, relations between what is new and what is learned. It is a matter of drawing the individual nearer to the reality he/she wants to experience. Interaction among children constitutes both an educational objective and a foremost methodological resource, since it fosters intellectual, emotional and moral growth. Flexibility in conducting activities and adapting them to children's learning pace, in order to organise time respecting their needs for affection, activity, relaxation, rest, nourishment, etc., is another characteristic trait of this educational stage.

Assessment must be global, ongoing and feed back into the system: global, because it should refer to the suite of skills listed in reaching the overall objectives that serve as a basis for assessment; ongoing, because it is an indispensable part of the educational process; it should feed back into the system, because it provides a constant flow of information to improve both the processes and results of educational practice. The basic references for assessment of the learning process are the general objectives of this stage of education or, as appropriate, of each cycle as well as the general objectives of the areas of learning; it is up to the

teaching team to adjust these objectives and the content thereof to pupil traits and environments. It is the teaching team that should establish certain assessment indicators or criteria to appraise, in qualitative terms, the extent to which the skills targeted in each cycle have been achieved. As far as tools are concerned, direct and systematic observation constitutes the main technique for the assessment process.

5.1.2. Primary education

Primary education is the first level of basic education. It is compulsory and cost-free, and global and integrating in nature. Comprising six grades, for children between the ages of 6 and 12, it is organised into three two-year cycles. The purpose is to provide all children a common education through which they acquire basic cultural understanding, skills relating to oral expression, reading, writing and arithmetic, and gradual independence of behaviour in their environment.

At this level pupils should develop **skills** such as the use of the Spanish language and, as appropriate, the official vernacular language used in their autonomous community, as well as other forms of representation and artistic expression; the application of simple arithmetic operations and logical processes; an appreciation of basic values; the understanding of the essential features of the environment; and an appreciation of the importance of hygiene, health, physical education and sports.

Teaching is organised around the following compulsory areas of knowledge: natural, social and cultural surroundings; art education; physical education; Spanish language, official vernacular language in the respective autonomous community and literature; foreign languages; and mathematics.

The **general objectives** on this level endeavour, on the one hand, to teach pupils to communicate

through verbal, body, visual, plastic, musical and mathematical language, and to understand and produce oral and written messages in the Spanish language and, as appropriate, in the vernacular language of their region; they should likewise begin to learn a foreign language. On the other hand, great importance is attached to pupils' autonomy in their day-to-day activities and group relations, development of their ability to take initiatives and establish stable relations with others, learning to appreciate basic values, social standards and rules and to respect individual differences. An attempt should also be made to introduce pupils to their cultural heritage and enable them to participate in the preservation and improvement of that heritage, as well as to understand the relationships between their natural and social environments. Finally, it is essential for pupils to come to know and appreciate their own bodies, acquiring basic attitudes that enhance their quality of life.

Methodology in this stage of education should encourage pupils' well-rounded development, integrating their different experiences and learning, taking account of the personal nature of education and its adaptation to each child's learning pace. The teaching process should be guided by the principle of functionality, ensuring that what is learned will be of actual use to pupils under normal circumstances. It is in such learning functionality that «learning to learn» essentially lies. Recreational activities provide a particularly suitable mechanism during this stage.

Assessment of these pupils' learning processes should be ongoing and global and they should be promoted from one cycle to the next providing they reach the corresponding objectives. Assessment takes place taking account of educational objectives and the criteria established in the curricular project. When a pupil's overall progress is below programme objectives, teachers may adopt any of the following measures: reinforce the learning process, adapt the curriculum as required, or leave the pupil back for a year. This last

option may only be implemented once during primary education, and only after prior consultation with the pupil's parents or guardians.

By way of indication only, table 5.1 shows the timetables corresponding to cycles and areas prevailing in the schools located in the areas run, respectively, by the Ministry of Education and Science and the Valencian Community.

5.1.3. Higher cycle of basic general education

During the academic year 1995-96 all primary education is being conducted on the basis of the LOGSE. Nonetheless, the last two grades of basic general education (EGB) are still in effect, since the first and second years of compulsory secondary education that are to replace them will not be in effect nationwide until 1996-97 and 1997-98, respectively. After passing all three cycles of EGB (13-14 years) pupils are awarded the *Primary School Certificate*: pupils who do not pass all three cycles are entitled to a *School Attendance Certificate*. As long as EGB subsists, these certificates will be maintained, and exams for attaining the *Primary School Certificate* will be held until academic year 2002-03.

5.2. EDUCATIONAL ESTABLISHMENTS

Public education establishments that deliver infant education are called *infant education schools*, while those teaching primary education are known as *primary education schools*. Infant education schools owned by the Ministry of Education and Science or autonomous communities with full educational responsibilities normally accept children in the second cycle of infant education. Such schools are generally incorporated into primary education schools. Moreover, schools under the aegis of other public authorities, such as municipal governments or autonomous commu-

TABLE 5.1. WEEKLY TIMETABLE FOR PRIMARY EDUCATION, BY CYCLE AND AREA, ESTABLISHED BY THE MINISTRY OF EDUCATION AND SCIENCE AND THE VALENCIAN COMMUNITY

| AREAS | MEC | | | VALENCIAN C. | | |
|-------------------------------|-----------|-----------|-----------|--------------|-----------|-----------|
| | 1st CYCLE | 2nd CYCLE | 3th CYCLE | 1st CYCLE | 2nd CYCLE | 3th CYCLE |
| Knowledge of the environment | 5 | 4 | 4 | 3 | 4 | 4 |
| Art education | 3 | 3 | 3 | 3 | 3 | 2 |
| Physical education | 3 | 3 | 3 | 3 | 2 | 2 |
| Spanish language | 6 | 4 | 4 | 4 | 3 | 3 |
| Vernacular language | — | — | — | 4 | 3 | 3 |
| Foreign language | — | 3 | 3 | — | 2 | 3 |
| Mathematics | 4 | 4 | 4 | 4 | 4 | 4 |
| Religion/Social-cultural act. | 1.5 | 1.5 | 1.5 | 1.5 | 1.5 | 1.5 |
| Recreation | 2.5 | 2.5 | 2.5 | 2.5 | 2.5 | 2.5 |
| TOTAL | 25 | 25 | 25 | 25 | 25 | 25 |

Source: Compiled by CIDE on the basis of each authority's regulations.

nities that do not have full educational responsibilities, may accept children in the first cycle, second cycle or both.

Duly authorised private establishments teaching infant education are denominated *infant education establishments*. Such establishments may enrol children in the first cycle, second cycle or both.

All establishments, public and private, must comply with **minimum requirements** established with respect to facilities and physical conditions. Infant education establishments must have at least three units per cycle; where they provide both cycles, then, they must have a minimum of six units (three per cycle). The maximum number of pupils per school unit in infant education establishments ranges from 1/8 to 1/25 depending on the age of the pupils. Primary education establishments, in turn, must have at least one unit per grade, with a maximum of 25 pupils per unit, and must deliver the three cycles comprising this level of education. Infant education schools and primary education schools servicing populations with special socio-demographic or scholastic fea-

tures are exempted from these standards. Such establishments may group pupils in different levels or grades in one and the same unit. Moreover, education authorities may specify more demanding teacher-pupil ratios for units where one or more children in the unit has special educational needs.

Admission requirements in public and subsidised private establishments are in line with the general criterion governing all compulsory education, whereby any pupil is entitled to be admitted in any establishment providing he/she is of the proper age and meets the academic standards established to initiate the level or grade in question. Where demand for places is greater than supply, the criteria for determining priority laid down in the LODE will prevail, namely: annual family income, proximity, and prior enrolment of siblings. Account is likewise taken of the existence of disabilities. Non-subsidised establishments are free to determine their own admission procedures.

The **school year** is set out by each education authority. Nonetheless, provincial departments

and, as appropriate, the corresponding regional services, are vested with power to authorise a different date for the first day of school when exceptional circumstances in any given establishment so warrant. In any case, the school year usually begins in mid-September and runs through the last week of June.

5.3. TEACHING STAFF

The LOGSE has established profound change with respect to infant and primary education school teachers, *inter alia*, making the new *school teacher diploma* requisite to practise.

Access to teaching positions differs depending on whether the establishment is public or private. Thus, in public schools, in order to attain a teaching position, in addition to holding the relevant diploma, candidates must pass a selection process consisting of a competitive exam. In private establishments, selection procedures are determined by each individual establishment.

As far as the **teaching tasks** of staff at these levels are concerned, special mention must be made of the form teacher who, together with the cycle team, coordinates teaching, learning and assessment activities, ensuring continuity with prior and subsequent educational cycles. Such form teachers likewise provide pupils with guidance and attend to all their needs, organise non-classroom activities and inform parents and other teachers of all matters relevant to their pupils' academic activities and performance.

Teachers' **working conditions** differ in certain respects depending on whether they are employed by the public or private sector. In public establishments, the teaching staff works 37.5-hour weeks, 30 of which on school grounds, 25 in the classroom and 5 performing complementary duties. School teachers' official holidays are the same as all other public officials, although these ho-

liday are adjusted to the academic year, whereby in practice they have two months in the summer as well as the same Easter and Christmas holidays as their pupils.

Public official-teacher **emoluments** are established annually in the State Budget. Such emoluments consist of basic (base salary, three-year seniority bonus, and two bonus salaries per year) and complementary (job complement, specific complement, bonuses for special services and six-year seniority) pay. Temporary teachers are paid along the same lines, with the exception of three-year seniority bonuses.

The LOGSE grants teaching staff the option of voluntary **retirement** at the age of 60, after 15 years of service with the State. In any case, the compulsory retirement age is 65.

In private establishments working conditions are governed by different collective bargaining agreements, depending on whether the establishment is subsidised or not. Thus, in subsidised establishments all new teachers are subject to a four-month trial period, after which they are officially hired. The maximum number of class hours is 25. Holidays include two months in the summer, plus school Christmas and Easter holidays. During the additional summer holiday month the establishment may organise training courses. Emoluments are paid directly by the competent authority and consist of a base salary, seniority complement and specific complements, as well as two bonus salaries per year. The compulsory retirement age is 65.

Non-subsidised private establishments differ in that teachers' trial period is three months and they have only one month of summer holidays, although 50% of the staff, in practice, enjoys a further two weeks, shifts being established in this respect by the owner of the establishment. Emoluments consist of a base salary, productivity bonus, seniority and transport allowance; tea-

chers are also entitled to three bonus salaries per year. A total of 27 class hours is required per week. Compulsory retirement, as in other establishments, is at the age of 65; voluntary retirement at the age of 64 is possible under certain special circumstances.

After the enactment of the LOGSE important modifications were introduced with respect to **in-service training for teachers** and the need for updating teaching know-how was stressed. In the *public sector*, training models and aid for ongoing education were formulated as a synthesis of proposals made by the education authority and teachers themselves, and are being implemented under the training plans drawn up by the various education authorities. The institutions recently engaging in in-service training are teachers' centres or similar, depending on the autonomous community, as well as the university, through the ICE. Movements for pedagogical renewal and, in certain autonomous communities, municipal education institutes, have likewise cooperated in this regard. In the area run by the Ministry of Education and Science the institutions in charge of training are the *Teacher and Research Centres* (CPR), whose functions focus on the local adaptation of general and provincial training plans and programmes, the promotion and support of educational innovation and research in schools, and consolidation of the centres themselves as fora for exchange among teachers. In the *private sector* plans are being fostered for in-service training in the fields of vocational training, re-training, updating of expertise and adaptation to new production systems, to make study and training compatible with work activities via distance education studies plans.

5.4. EDUCATIONAL GUIDANCE AND DIVERSITY

In these stages **educational and psychopedagogical guidance** is organised at two levels: the *classroom* and the district. In the classroom,

group guidance is incumbent upon the form teacher and is an integral part of his/her delivery. Form teachers are in charge of attending to pupils' learning difficulties, of adapting the curriculum as well as of guiding and advising them in respect of their educational potential, facilitating their mainstreaming with the rest of their peers and encouraging their participation in school activities and channeling their problems and concerns; they must also cooperate with the psychopedagogical and counselling teams in the terms set out by the office of the head of studies and foster educational cooperation between teachers and parents. At the *district level*, the Ministry of Education and Science and the autonomous communities with full educational responsibilities each set up their own system, although the functions performed are analogous. District services serve as support to schools, take action to accommodate specific educational needs and, as appropriate, channel the pupils concerned to the relevant institution or service.

The inequality of opportunities for some pupils in the education system for reasons of financial background, social status or place of residence, means that educational policy must provide for compensatory and integrating mechanisms. Compensatory education is necessary, then, to guarantee that certain minimum educational standards are met throughout the country and to mitigate such inequalities. **Compensation for inequalities in respect of education** calls for compensatory action on the part of the public authorities for disadvantaged persons, groups and regional areas and the allocation of funding for such purpose. Thus education authorities must undertake supplementary action, in addition to the measures normally taken by educational establishments, so as to palliate the inequalities with which certain groups of pupils access education.

Accommodation of special educational needs should exist at all educational levels, and be implemented in as normal a context as possible

from the time such needs are detected. For this reason, children with such needs are enrolled preferably in mainstream schools, and programmes are adapted to each pupil's individual aptitudes.

Pupils with permanent special educational needs associated with personal disabilities may be enrolled in ordinary schools and programmes or in special education establishments. The *provision of education for pupils with special educational needs in ordinary establishments* begins and ends at the ages lawfully established for the population at large. In infant education, however, education authorities may, exceptionally, allow some of these pupils to be held back for an extra year, where duly recommended by the corresponding counselling team. Such establishments must have suitable human and physical resources to guarantee quality educational care. With respect to pupils in primary education, they are enrolled in the school to which they are assigned, providing it can guarantee adequate human and physical resources. Teachers are responsible for making curricular adaptations for pupils requiring them, based on a prior psychopedagogical assessment performed by the relevant psychopedagogical and counselling team.

In order to guarantee an education to those pupils for whom, according to the assessment and report written by the counselling team, the official curriculum corresponding to their age would

have to be altered so significantly that it is felt that their degree of adaptation and social integration in an ordinary school would be very low, the possibility of enrolling them in *specific special education schools* is considered. Basic compulsory education is taught in such schools, education beginning and ending, in this case also, at the ages established by law for the population at large. However, exceptionally, pupils of second cycle infant education age may be enrolled in these establishments. Social guarantee programmes for pupils with special educational needs may also be delivered in these schools. After basic education, complementary training for transition to adult life is provided for another two years, and may be expanded to three, to foster development of pupils' personal independence and social mainstreaming; the former may include certain elements of specific special education.

Teaching teams must take account of special educational needs associated with extremely high intelligence quotients. The treatment given these pupils essentially encourages stable development of the different kinds of skills established in the general objectives for each educational stage. The Ministry of Education and Science, in conjunction with the autonomous communities with full educational responsibilities, must set up conditions and procedures to flexibilise the duration of compulsory schooling for such pupils as far as possible.

6. SECONDARY EDUCATIONAL AND VOCATIONAL TRAINING

6.1. ORGANISATION OF COMPULSORY SECONDARY EDUCATION

Compulsory secondary education (ESO) is defined to be the final stage of basic education. It covers four academic years, divided into two two-year cycles, and is taught to pupils between the ages of 12 and 16. The purpose is to endow all pupils with basic cultural skills, train them to assume their responsibilities and exercise their rights and prepare them for employment, specific intermediate level vocational training or baccalaureate. To respond to this dual objective, this stage of education is governed by two basic and complementary principles: comprehensiveness and a commitment to diversity. This approach endeavours, on the one hand, to afford well-rounded instruction consisting of a series of fundamental curricular concepts and content intended for all pupils and, on the other, to gradually introduce differentiation of course content in the later years.

During this stage, pupils are expected to develop the following **skills**: a correct understanding and articulate expression of complex texts and messages, both oral and written, in Castilian Spanish—and, as appropriate, in the vernacular language spoken in their region—and enhancement of their command of the foreign language studied since third grade of primary education; critical thinking; an apprecia-

tion of the basic beliefs and attitudes inherent in our cultural tradition and heritage, together with the acquisition of social habits with regard to health, consumption and the environment; a spirit of cooperation, moral responsibility, solidarity and tolerance, so as to eradicate discrimination; analysis of the major factors at play in social events; and an understanding of the basic laws of nature, always with a feel for the practical dimension of knowledge, while acquiring basic technological training and an understanding of the social, natural and cultural environment and surroundings, in order to be able to use them as educational tools.

The **areas of knowledge**, similar to those addressed in primary education, are more clearly defined as domains of study, and tend to branch out into specific disciplines or subjects, some of which may be chosen by pupils as optional courses. The core curriculum consists of the following areas: natural science, physical education, plastic and visual education, social studies, geography and history, foreign languages, Castilian Spanish and literature, official vernacular language of the respective autonomous community and literature, mathematics, technology and music. Table 6.1 shows, by way of illustration, the weekly timetable established by the Ministry of Education and Science for the area it administers and by the Community of Galicia.

TABLE 6.1. WEEKLY TIMETABLE IN COMPULSORY SECONDARY EDUCATION ESTABLISHED BY THE MINISTRY OF EDUCATION AND SCIENCE AND THE AUTONOMOUS COMMUNITY OF GALICIA

| AREAS | MEC | | | | GALICIA | | | |
|---------------------------------------|-----|-----|-----|-----|---------|-----|-----|-----|
| | 1st | 2nd | 3rd | 4th | 1st | 2nd | 3rd | 4th |
| Social studies, geography and history | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 4 |
| Ethics | — | — | — | 2 | — | — | — | — |
| Natural science | 3 | 3 | 4 | — | 3 | 3 | 3 | 3 |
| Physics and chemistry* | — | — | — | 3 | — | — | — | — |
| Biology and geology* | — | — | — | 3 | — | — | — | — |
| Physical education | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| Spanish language and literature | 4 | 3 | 4 | 4 | 3 | 3 | 3 | 3 |
| Regional vernacular language | — | — | — | — | 3 | 3 | 3 | 3 |
| Plastic and visual education* | 4 | — | 2 | 3 | 3 | 3 | 2 | 3 |
| Foreign language | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| Mathematics | 3 | 3 | 3 | 3 | 4 | 4 | 3 | 3 |
| Technology* | — | 4 | 3 | 3 | 3 | 3 | 3 | 3 |
| Music* | 2 | 2 | 2 | 3 | — | — | 2 | 3 |
| Optional subjects | 2 | 2 | 2 | 4 | 2 | 2 | 2 | 6 |
| Religion/Study hall | 1 | 2 | 1 | 2 | 2 | 2 | 2 | 1 |
| Form teaching | 1 | 1 | 1 | 1 | — | — | — | — |

*: In the 4th year, pupils must choose two of the options indicated.

Source: Compiled by CIDE from each authority's regulations.

The *teaching methods* used must be adapted to each pupil's needs, to foster their ability to learn on their own and to work in teams. They should also be introduced to the fundamentals of reality, pursuant to the basic principles of the scientific method. The methodological principles suggested for this level, building on pupils' psychological development, include: encouraging significant learning, favouring functionality of learning, developing the ability to learn to learn and enhancing the development of pupils' mental activity.

Assessment must be ongoing and global, although applied discretely by subject area. It is ongoing, global and forms an integral part of the learning process because it must take account of the general skills to be acquired during this stage of education. It is to be performed by each group's teaching team, coordinated by its form teacher. When any given pupil does not reach programme

objectives, teachers are to adopt the necessary reinforcement measures including, as appropriate, *curricular adaptation*. Schools should organise *curricular diversification* programmes for pupils who experience severe difficulties in reaching ordinary curriculum standards.

Pupils who, when finishing compulsory secondary education, have reached the established objectives, are awarded the *Secondary Education Graduate* certificate. This qualifies them to access baccalaureate and intermediate level specific vocational training. Social guarantee programmes are set up for pupils who by the age of 16 have not reached the objectives set out in compulsory secondary education, in order to provide them with a basic cultural and vocational background that will enable them to either join the working world or continue their education under the various lawful options, in particular in intermediate level specific vocational training.

6.2. ORGANISATION OF BACCALAUREATE

6.2.1. Baccalaureate under the LOGSE

Baccalaureate, a two-year stage of education, complements compulsory secondary education. It constitutes a non-compulsory tier of secondary education which is open to students who have earned their Secondary Education Graduate Certificate. It has a triple purpose: to prepare pupils for university education, advanced specific vocational training or, finally, insertion in the labour market.

The **general objectives** for this educational stage may be expressed in terms of skills and refer to a suite of dimensions (linguistic, social, scientific and technological, artistic and literary, physical-sports, personal, social and moral development for responsible and independent behaviour, etc.). The educational intent at this stage, then, refers specifically to the development of abilities such as a command of Castilian Spanish and the vernacular language of the respective autonomous community, as well as sufficient mastery of a foreign language; critical analysis and evaluation of contemporary life; an understanding of the fundamentals of the scientific method and research as well as a command of the scientific and technological know-how involved in the kind of learning chosen; use of physical education and sports to enhance personal development; and development of artistic and literary sensitivity.

Baccalaureate studies are organised around four **kinds of learning**, some more academic, others more vocational in nature, enabling students to chart their own individual educational course depending on their skills and academic and vocational interests. These kinds of learning are: art, natural science and health, humanities and social science and technology.

Baccalaureate turns, firstly, on general requisites, which address pupils' overall education and

pursue the reinforcement of the value of baccalaureate as the final stage in the educational process, secondly, on subject areas specific to each kind of learning which, in addition to the basic educational endeavour provide training in specific fields of academic or professional study, and thirdly, on optional subjects, intended to round out and enhance pupils' understanding of the area of learning chosen. Table 6.2 shows, by way of illustration, the general requisites and subjects requisite to each kind of learning established by the Ministry of Education and Science for the area it runs. Pupils must also take one optional subject in the first year and two in the second.

The **methodological emphasis** in the teaching-learning processes in baccalaureate is intended to foster pupils' capacity to learn on their own, to work in teams and employ adequate research methods. It should also stress the relationship between the theoretical and practical aspects of knowledge.

Student assessment in the baccalaureate stage of education is ongoing and performed on a subject-by-subject basis against the educational objectives and assessment criteria established in each educational authority's own curriculum. Grades are given on a scale of 1 to 10 (integers only), with 5 or over being considered a passing grade. Promotion standards for baccalaureate stipulate that pupils who fail more than two subjects in the first year must be held back. Similarly, pupils with more than three failing grades after the second year must repeat that year's course entirely. Pupils who fail three subject areas or less need only repeat the subjects in which they have a failing grade.

Pupils who pass all subjects, and thus satisfactorily complete this stage of education, are awarded the *Baccalaureate* diploma, which specifies the kind of learning taken and the grade average earned. This diploma qualifies them to enroll in advanced vocational training or the university,

TABLE 6.2. GENERAL REQUISITES AND REQUISITES FOR EACH KIND OF BACCALAUREATE
IN THE AREA ADMINISTERED BY THE MINISTRY OF EDUCATION AND SCIENCE

| | ART | HUMANITIES and SOCIAL SCIENCE | NATURAL SCIENCE and HEALTH | TECHNOLOGY |
|-----------------------|---|--|---|---|
| GENERAL REQUISITES | Physical education (2 h.) Philosophy (3 h.) Spanish language and literature (3 h.)* | Foreign language (3 h.) Religion/study hall (1 h.) Counselling (1 h.) | | |
| 1st YEAR | Artistic drawing I Technical drawing Volumen I | a) Option 1: Humanities Modern history Latin I Greek b) Option 2: Social science Modern history Mathematics appl. social science Economics | Mathematics I Physics and chemistry Biology and geology | Mathematics I Physics and chemistry Industrial technology I |
| | SPECIFIC REQUISITES | | | |

*: In the Balearic Isles, also Catalanian language and literature (3 h.).
Source: Compiled by CIDE on the basis of regulation.

TABLE 6.2. GENERAL REQUISITES AND REQUISITES FOR EACH KIND OF BACCALAUREATE IN THE AREA ADMINISTERED BY THE MINISTRY OF EDUCATION AND SCIENCE (CONTINUATION)

| | ART | HUMANITIES and SOCIAL SCIENCE | NATURAL SCIENCE and HEALTH | TECHNOLOGY |
|---------------------|---|---|--|--|
| GENERAL REQUISITES | History (3 h.) Foreign language II (3 h.) | Language and literature II (3 h.)* Religion/study hall (1 h.) | | |
| SPECIFIC REQUISITES | <p>a) Option 1: Plastic art Artistic drawing II Art history Techniques graph. expression</p> <p>b) Option 2: Appl. art and design Artistic drawing II Art history Fnd. design/imaging</p> | <p>a) Option 1: Humanities Latin II History of philosophy Art history</p> <p>b) Option 2: Social std.: Geography and history Geography Art history History of philosophy</p> <p>c) Option 3: Social sciences: administration and management Mathematics applied social sciences II Geography Economy and business administration</p> | <p>a) Option 1: Science and engineering Mathematics II Physics Technical drawing/biology</p> <p>b) Option 2: Health science Earth sciences and environment/ Mathematics II Chemistry Biology</p> | <p>a) Option 1: Science and engineering Mathematics II Physics Technical draw</p> <p>b) Option 2: Industrial technology Industrial technology II Electrotechnics, communications Mechanics</p> |
| 2nd YEAR | | | | |

*: In the Balearic Isles, language and literature (II) (2 h.) and Catalan language and literature (2 h.).
Source: Compiled by CIDE on the basis of regulation.

pursuant to established conditions, as well as other kinds of specialised education (artistic or others). In addition to the Baccalaureate diploma, students must pass a *university entrance exam* as an indispensable requisite to undertaking long cycle university studies. Provisionally, the exam set up is similar in structure to the one in effect for university guidance course students.

6.2.2. Unified, polyvalent baccalaureate and university guidance course under the LGE

Unified, polyvalent baccalaureate (BUP), still in force until fully replaced by the new baccalaureate, comprises a three-year course, generally delivered to students between the ages of 14 and 17. Pupils who have earned a primary school certificate or have successfully finished FP I, as well as those with other prior equivalent certificates, are eligible. The university guidance course (COU), which lasts for one year, is normally taken after completing BUP. To qualify for this course, students must have a Baccalaureate diploma (earned after successfully finishing BUP), a Specialist Technician certificate (FP II) or prior equivalent certificates.

BUP is attributed a dual **purpose**: to prepare students for higher studies or second tier vocational training or provide them with the necessary know-how to access the labour market.

The **BUP curriculum** includes general requisites, optional subjects and technical-vocational know-how (EATP). There are two options open in the third year. The BUP curriculum, as well as the weekly timetable for each of the subjects delivered, are shown in table 6.3.

Students wishing to **continue their education** after BUP usually enrol in COU. The Baccalaureate diploma also qualifies them for the following: FP II (with credit for subjects already taken); level

2 vocational modules; intermediate training cycles; and other specialised or complementary studies.

The **university guidance course (COU)**, in turn, constitutes an intermediate course between secondary and higher education, whose specific **objectives** include a deeper understanding of basic science, university and professional guidance for students, and the command of intellectual and study techniques required in higher education.

The **COU curriculum** was established in 1975 and has been amended on several occasions in an attempt to better adjust the choice of subjects available to university education. Thus, beginning in the academic year 1988-89, four options were established, that are intended to enhance the effectiveness of the guidance provided by COU, as well as to adequately prepare future university students for higher education. This also entails the establishment of priority criteria for student access to the different university establishments, depending on the option chosen. The curriculum in force includes requisite, optional and voluntary (a second foreign language and sports activities) subjects (Table 6.4).

The 1970 General Act on Education stressed the active and individualised nature of education during baccalaureate. It likewise attached great importance to the development of student initiative, originality and creative aptitudes as well as a command of intellectual techniques, on an individual or group basis. **Assessment** of the progress made by BUP and COU students is ongoing, with an overall grade being given by all a student's teachers. In order to pass from one grade of BUP to the next, students must have passed all the subjects in the preceding year or failed a maximum of two, which must subsequently be passed.

Pupils who do not, by the end of the school year, reach minimum standards, are given a second opportunity to sit exams in September. Any student who fails more than two subjects must repeat the entire year. A maximum of six years is allo-

TABLE 6.3. UNIFIED, POLYVALENT BACCALAUREATE CURRICULUM AND WEEKLY TIMETABLE

| SUBJECTS | HOURS PER WEEK | |
|----------------------------------|----------------|--------------|
| | 1st YEAR BUP | 2nd YEAR BUP |
| Natural science | 4 | — |
| History of art and civilisation | 4 | — |
| Spanish language and literature* | 4 | 4 |
| Foreign language** | 4 | 4 |
| Mathematics | 4 | 4 |
| Music | 2 | — |
| Drawing | 3 | — |
| Physical education and sports | 2 | 2 |
| Religious/ethical training | 2 | 2 |
| Physics and chemistry | — | 4 |
| Human and economic geography | — | 3 |
| Latin | — | 4 |
| Technical-vocational know-how | — | 2 |
| TOTAL | 29 | 29 |

| SUBJECTS | | HOURS PER WEEK 3rd YEAR BUP | |
|-------------------------|-------------------------------|--------------------------------|---|
| General requisites | Foreign language** | 3 | |
| | History of Spain | 4 | |
| | Philosophy | 4 | |
| | Technical-vocational know-how | 2 | |
| | Religious/ethical training | 2 | |
| | Physical education | 2 | |
| Optional subjects*** | Option A | Literature | 4 |
| | | Latin | 4 |
| | | Greek | 4 |
| | | Mathematics | 4 |
| | Option B | Literature | 4 |
| | | Natural science | 4 |
| | | Physics and chemistry | 4 |
| | | Mathematics | 4 |
| TOTAL | | 29 | |

*: Beginning in 1978, includes the vernacular language of the respective autonomous community.

** : Foreign languages offered are: English, French, German, Italian, Portuguese, etc. (by number of enrollees, much larger in the first two than in all other languages), chosen at pupils' discretion. Establishments must teach at least two foreign languages.

***: Pupils must choose 3 subject areas from groups A or B.

Source: Compiled by CIDE on the basis of regulation.

wed to complete BUP. Students who have been enrolled for less than that time and have only one or two subjects to make up, may enrol provisionally in COU. Upon completion of BUP, students are awarded the *Baccalaureate* diploma.

No certificate is awarded after finishing COU, although this course is requisite to university studies (in addition to an entrance exam, as appropriate), second tier training cycles, level 3 vocational modules, as well as other specialised or complementary studies.

TABLE 6.4. UNIVERSITY GUIDANCE COURSE CURRICULUM AND WEEKLY TIMETABLE

| SUBJECTS | | | | HOURS PER WEEK |
|---------------------|--|-------------------|----------------------------------|----------------|
| GENERAL REQUISITES | Foreign language | | | 3 |
| | Spanish language* | | | 3 |
| | Phylosophy | | | 4 |
| OPTIONAL SUBJECTS** | OPTION A (Scientific- technological) | Requisites | Phisycs Mathematics I | 4 4 |
| | | Optional subjects | Chemistry | 4 |
| | | | Biology | 4 |
| | | | Geology | 4 |
| | Technical drawing | | 4 | |
| | OPTION B (Bio-health) | Requisites | Chemistry Biology | 4 4 |
| | | Optional subjects | Mathematics I | 4 |
| | | | Physics | 4 |
| | | | Geology | 4 |
| | Technical drawing | | 4 | |
| | OPTION C (Social sciences) | Requisites | Mathematics II Modern history | 4 4 |
| | | Optional subjects | Literature | 4 |
| | | | Latin | 4 |
| | | | Greek | 4 |
| | Art history | | 4 | |
| | OPTION D (Humanities- linguistics) | Requisites | Literature Modern history | 4 4 |
| Optional subjects | | Latin | 4 | |
| | | Greek | 4 | |
| | | Art history | 4 | |
| | Mathematics II | 4 | | |
| TOTAL | | | | 26 |

*: In autonomous communities with their own vernacular language, that language is also studied.

** : Pupils must choose two of the four optional subjects.

Source: Compiled by CIDE on the basis of regulation.

Enrolment in any long cycle university course calls, in addition to completing COU, for passing university entrance exams. In the case of first cycle university studies, while not lawfully required, if the number of applicants exceeds the number of places, such exams must also be passed in practice.

The organisation and implementation of **entrance exams** is the joint responsibility of the university and high-ranking secondary education officials and consist of two exercises. The first covers the general requisite subject matters of the COU programme and is divided into three tests: one involving a literary commentary and Spanish language (in the autonomous communities with their own vernacular language, there is also a test in that language); one on a foreign language and one on philosophy. The second exercise covers the requisite and optional subjects in the student's chosen field (for a total of four subjects).

In addition to ordinary BUP and COU, delivered in public or private educational establishments during the daytime, there are other options, namely evening classes and distance learning. The former is intended, primarily, for adults who for occupational or other reasons cannot attend normal daytime classes; distance education is offered to adults or other students who for whatever reason are unable to attend mainstream schools.

6.3. VOCATIONAL TRAINING

At this time there are three education sub-systems for vocational training: *tier I and II vocational training* (FP I and FP II), laid down in the LGE of 1979; the *experimental vocational modules*, instituted as a result of the experimental reform of middle education; and the new *intermediate and advanced vocational training*, established under the LOGSE. The first two sub-systems mentioned are being phased out or replaced by the new structure, although they will remain in force for a few more years.

6.3.1. New vocational training: intermediate and advanced cycles

The LOGSE conceives of vocational training as a way to qualify students to undertake work in the various trades, i.e., to achieve the professional competence called for to hold a job. Thus the basic **purpose** of this educational level is to prepare students to work in a specific field, by providing them with a well-rounded and practical education that also enables them to adapt to changes affecting their trade that may transpire during their working lives.

The LOGSE draws a distinction between basic and specific vocational training. *Basic vocational training* is a semi-occupational component of general education whose purpose is to provide the technical and scientific basis and common skills called for in a suite of trades. *Specific vocational training*, in turn, is intended to prepare students for a given trade. It comprises a series of *training cycles* leading to the award of intermediate and advanced vocational training certificates, designed to be a tool to reach the professional competence required in jobs associated with each kind of certificate, which constitutes the basic reference used to define the speciality. The occupational profile underlying each training cycle is defined by experts in the trade, in conjunction with the most representative employers' organisations, trade unions and professional associations in the sector or industry concerned.

Intermediate vocational training certificates attest to the skills required of a «technician». The occupational level corresponds to a «skilled worker», the academic level to secondary education and, from the standpoint of equivalence in Europe, constitutes second level training, backed by a *certificate*. Advanced vocational training diplomas attest to skills required of higher technicians (in the corresponding occupational field). The professional level is intermediate technician; the academic level is non-university higher educa-

tion; and, from the standpoint of equivalence in Europe, it constitutes third level training backed by a diploma.

Students must have a Secondary Education Graduate Certificate to be eligible for intermediate training. However, applicants may also access this level by passing a test in which they prove that they have sufficient know-how and skills for the cycle in question. To qualify for advanced vocational training applicants must have a Baccalaureate diploma and have taken and passed certain specific subjects, which vary depending on the cycle chosen; nonetheless, applicants twenty years old or over may also enrol without a diploma by passing an entrance exam proving their maturity.

Training cycles are organised into theoretical-practical vocational modules. These modules may be of two kinds: units associated with particular skills (the most specific kind) or cross-curricular—or basic—units, which are the ones that contribute to the development of basic general aptitudes to acquire the know-how required for the corresponding occupation; significant examples of the latter modules are: on-the-job training, work environment relations, on-the-job safety, electrical technology, etc.

The general objectives of each cycle, the vocational modules comprising them, total duration, specific objectives (skills) and basic assessment criteria for each module—except for the practical on-the-job training modules, which are established by each educational authority—are set out on a nationwide basis. As in all other LOGSE educational levels and stages, the Ministry of Education and Science and the competent authorities in the various autonomous communities subsequently enact any necessary provisions within their respective domains with respect to the curriculum for each cycle.

Teaching methods should integrate scientific, technological and organisational course content

from both theoretical and practical perspectives, in order to afford students a coordinated overview of the productive processes in which they are to participate.

Assessment is ongoing, as in other LOGSE-regulated schooling and is performed per vocational module, although sight is not lost of the overall aspects of such training. The vocational skills involved in the kind of certificate to be earned must be borne in mind, as well as pupils' maturity and the objectives—aptitudes—of the various modules that each certificate entails. The person appointed by the educational establishment to supervise on-the-job training participates in assessing pupils' progress in that area. Promotion calls for a passing grade in all the modules comprising the training cycle in question.

Although both the Technician's certificate and the Senior Technician's diploma are primarily meant to mark the end of formal education, and incorporation in the working world, they make it possible to *access* certain other kinds of studies. Thus, the technician's certificate which, academically speaking, is equivalent to the Secondary Education Graduate certificate, qualifies pupils for certain kinds of baccalaureate related to the kind of training acquired, and grants them credit towards certain subject areas, as appropriate. It also makes them eligible for other specialised or complementary schooling, such as specialised (art or language) education, etc.; the Senior Technician's diploma allows students direct access, i.e., not subject to entrance exams, to further academic training in first cycle university studies, provided the area of study is related to prior training.

Beginning in academic year 1996-97, certain vocational cycles will be instituted on an experimental basis as part of the **distance** education offer; such courses will be provided, in all cases, through ordinary class attendance establishments teaching such cycles. By academic year 2000-01 distance vocational training will be generally available.

6.3.2. First and second tier vocational training (LGE)

The vocational training (FP) instituted by the LGE consists of two educational levels: first tier (FP I) and second tier (FP II) vocational training.

FP I studies are compulsory and cost-free for students not enrolled in BUP. This two-year course, intended to integrate learning a trade with subjects of a more academic nature, is nonetheless substantially trade-oriented, and divided into branches reflecting the various domains of the working world. At this time, FP I is being phased out, due to the gradual implementation of compulsory secondary education which covers all pupils in that age bracket. Pupils with a Primary School or School Attendance Certificate, awarded after EGB, are eligible to take FP I.

FP II education corresponds to the second level of vocational training. Its dual purpose—integral and vocational—is the same as in FP I although both studies and specialisation are more advanced. This non-compulsory level of schooling includes, in the latter years, on-the-job apprenticeship arrangements. The reform of the education system also affects FP II, which will be gradually phased out until it completely disappears in school year 2000-01, as the new system is introduced. Enrolment requirements include Auxiliary Technician (FP I) certificates, Baccalaureate (BUP) diplomas or other equivalent certificates from previous education programmes that have since expired.

Vocational training is divided into branches, and these in turn into trades (FP I) and specialities (FP II) which may be official or experimental (expressly authorised by the Ministry of Education and Science). **FP I** studies are articulated in three *areas of knowledge*: general training area, applied science area and technical and practical know-how area, each one of which covers a suite of subjects. **FP II** embraces two overall approaches: *general and specialised training*, which is the more com-

mon of the two. In practice, they both last for three academic years: one complementary or access studies course and two years of specialisation, in the case of general training, and three full academic years in the case of specialised training. The access course for the general training approach (complementary schooling) is intended to facilitate student comprehension of subsequent studies. It is articulated around three areas of learning: language area, social and anthropological area and scientific area. Specialised training includes those specialities that call for ongoing practical training.

The certificate obtained after **FP I** is the *Auxiliary Technician* certificate, which is academically equivalent to the Secondary Education Graduate certificate and occupationally to the Technician's certificate (intermediate level specific vocational training). After **FP II**, students are awarded a *Specialist Technician* certificate, which is academically and occupationally equivalent to the Senior Technician certificate (advanced level specific vocational training).

Although vocational training certificates are primarily intended for joining the work force, they also qualify students for other *kinds of studies*: second year BUP, new Baccalaureate, level 2 modules, etc., in the case of auxiliary technicians; and COU, first cycle university courses (directly, provided the university discipline corresponds to the branch of FP II taken), level 3 modules, etc., in the case of specialist technicians. Due to the particular features of the student body it is necessary on occasion to flexibilise studies in respect of schedule and class attendance, namely, by providing evening classes or accommodating unenrolled students.

6.3.3. Experimental vocational modules

Before materialising through the LOGSE, vocational training reform underwent an intermediate phase. The experimental vocational modu-

les are, then, a specific form of vocational training in the framework of the experimental reform of middle education, which attempted to update the course content of certain trades and specialities being taught in FP under the provisions laid down in the General Act on Education of 1970. Level 2 and 3 experimental vocational modules are being delivered at this time as part of the experiment on which the LOGSE regulations on specific vocational training are based; these modules intend to provide the transition to intermediate and advanced level specific vocational training, which will gradually replace them. They are academically and occupationally equivalent to FP I and FP II.

Vocational modules were defined to be «*a one-year training period intended to complete student training in aspects immediately relating to the working world*». The initial level 3 modules were meant for students finishing the second cycle of the experimental reform. Subsequently, a proposal was forwarded to create level 2 modules similarly targeting students finishing the first cycle.

6.4. SECONDARY EDUCATION ESTABLISHMENTS

The generic **denomination** for public establishments delivering compulsory secondary education, baccalaureate and specific vocational training is *secondary education schools*. Establishments that had been delivering so-called middle education under the LGE (baccalaureate schools, vocational training polytechnical schools) adopt the new denomination as soon as they undertake—in advance of the established timetable—any stage of education regulated by the LOGSE.

Advanced level specific vocational training will also be delivered in specific establishments, the so-called *advanced vocational training schools*. Such establishments will be governed by regulations specially designed for them.

Private establishments may be authorised to deliver such education, namely compulsory secondary education, baccalaureate and specific vocational training, providing they were homologated under the regulations preceding the LOGSE. Similarly, subsidised private establishments delivering EGB which, when the first year of compulsory secondary education was implemented, had authorisation to deliver both cycles thereof, may enter into arrangements to deliver such cycles. The same is true of subsidised private establishments teaching FP with respect to specific vocational training. In this latter case, however, eligibility for such arrangements is subject to the number of units being the same as under the former circumstances.

In all cases, establishments must comply with certain **minimum standards** to be able to engage in teaching under the new system, regardless of the ownership and source of the funds that maintain them. As far as secondary education establishments are concerned, which may deliver compulsory secondary education, baccalaureate and specific vocational training, such requirements depend on the level of schooling offered. Thus, establishments teaching compulsory secondary education must deliver both cycles and must have at least one unit per grade; they must likewise be equipped with specific facilities such as a workshop, laboratory, library, gymnasium, music, computer and plastic art rooms, as well as the other areas required for running an educational establishment, such as management and administrative facilities and so on. As far as establishments teaching baccalaureate are concerned, they must provide at least two of the four kinds of learning and have at least four units. Their facilities must likewise include a computer room, gymnasium, library and other areas mentioned for the preceding case. In addition, where the kind of learning delivered calls for specific facilities, they must be equipped accordingly. Establishments delivering intermediate level specific vocational training, be they general secondary education or specific institutions, must offer at least two training cycles.

These are classified into two groups on the basis of educational affinities and the degree of complexity of the techniques involved, so requirements vary depending on such classification and are stipulated in the various royal decrees that establish certificates and minimum educational standards. Where establishments teaching specific vocational training are secondary education schools, the two kinds of schooling must be organised independently, providing separate areas for them, although certain common areas may be shared. If they are specific establishments, they must also be fitted with such areas (management and administrative offices, library, etc.). Advanced level specific vocational training, as mentioned above, may be delivered in secondary education establishments that also teach baccalaureate or in specific establishments. The facilities required, the same in both cases, are as called for in intermediate level specific vocational training, plus other specific facilities, if so provided in the royal decrees corresponding to the diplomas awarded. Establishments may offer two or more training cycles, which may be on the same or different levels and may share areas wherever possible.

The **maximum number of students per unit** in secondary education establishments is 30 in compulsory secondary education and specific vocational training, and 35 in baccalaureate, except when students with special educational needs are enrolled, in which case the competent education authority may determine a more exacting teacher-pupil ratio.

Regulations on **admission** in publicly subsidised establishments lay down the procedures to be followed for admitting infant, primary and secondary education pupils. If there are more applicants than places, the priorities set out in the LODE are to be observed: annual family income, proximity, and prior enrolment of siblings. Account will also be taken of applicants with disabilities. Subsequent regulations enacted by the Ministry of Education and Science for the area it runs and the various regional authorities enlarge upon such pro-

cedures. In the specific case of advanced level specific vocational training, the admission procedure takes account of the particularities of this level of training, postponing student enrolment and considering the grade average when establishing the priority order for admission of applicants. During the period when the LOGSE is being implemented in advance of schedule, the procedure described here is likewise applicable to the admission of students in level 3 experimental modules. Unsubsidised private establishments are free to set up their own admission criteria.

The **school year** is initially set by the ministry of Education and Science in the area it administers and by regional authorities with full educational responsibilities. The date of the first day of school may vary slightly from one region to another, although it is generally during the second half of the month of September. Academic activities come to an end during the last week of June.

In the area administered by the Ministry of Education and Science it is the managing team, after having consulted with the teachers' assembly, that is responsible for submitting a proposal for **school hours** and **general hours** to the school council for approval. The school hours must allow for all academic and complementary activities programmed under the provisions of the educational project, curricular projects and yearly annual programme. Hours may differ for the different stages or cycles, in order to ensure the most rational organisation of student choice of optional subjects, highest pupil performance by age group and best use of the establishment's areas and resources.

Establishment **organisation and operation** were initially regulated under the LODE and more recently under the LOPEG. The various education authorities have enacted a series of regulations in this regard incorporating issues related to governing bodies, including educational coordination bodies. Thus, in the area run by the Ministry of Education and Science, organic regula-

tions for secondary education schools were approved, together with the instructions governing their organisation and operation.

The baccalaureate, polytechnical and vocational training schools located in the area administered by the Ministry of Education and Science became subject to these regulations as soon as they implemented, in advance of schedule, any LOGSE-regulated schooling.

According to such regulations, secondary education schools have educational coordination bodies in addition to governing bodies. Prior reference has already been made to their **governing and participation bodies** (see chapter 2, section 2.2.). **Educational coordination bodies** include education departments, comprising all the teachers engaging in the respective discipline, subject or module; the counselling department; the extracurricular and complementary activities department; the pedagogical coordination commission, which establishes the overall guidelines for curricular projects at each stage, as well as teaching programmes, the academic and occupational guidance plan and the counselling programme, coordinates the formulation of the above curricular projects and oversees their implementation; and finally, form teachers.

The autonomous communities with full educational responsibilities, in turn, have enacted regulations in their respective regions to govern the organisation and operation of establishments that continue to deliver so-called «middle education», as well as those implementing secondary education in advance of schedule. Such regulations likewise cover matters concerning educational coordination bodies.

6.5. TEACHING STAFF

The **first requisite** to be a secondary school teacher, in either the public or private sector, is a university bachelor of arts or science degree, or a

degree in engineering or architecture. With the exception of Education Science graduates, all other applicants must also earn a Teaching Aptitude Certificate (CAP) or a professional diploma in education by attending a one-year pedagogical qualification course defined in the LOGSE. Moreover, university junior graduates, architectural or technical engineers may teach certain areas of specific vocational training, although in such cases, they must also have a professional diploma in education. Non-teacher professionals may also be temporarily hired as specialist vocational training teachers for certain areas or subject matters.

In order to **access the teaching profession** in the public sector, candidates, in addition to the requisite degrees, must pass a selection process consisting of a competitive examination called by the education authorities in their respective regions. In private secondary education establishments teachers are hired under contract, as employees.

As in the case of infant and primary education, public official-teachers delivering secondary education are grouped into teaching **corps**. At the secondary level they may be members of the *Secondary Education Teachers' Corps* or the *Vocational Training Technical Teachers' Corps*. All teachers employed in middle education establishments, either BUP or vocational training, may belong to the teachers' corps defined by the LOGSE. Moreover, certain teachers in teaching corps delivering BUP, COU or FP subjects are granted senior status, pursuant to a specific procedure; such status has been granted to the teachers who belonged to the Corps of Senior Teachers when the act was adopted.

Secondary school teachers' **working conditions** are essentially similar to those described for infant and primary education teachers, with the exception of emoluments (broken down into the same categories but with different sums depending on the various levels), number of class hours and certain promotion opportunities.

6.6. EDUCATIONAL GUIDANCE AND DIVERSITY

Educational and professional guidance in secondary education is organised on three levels: the form teacher at the classroom or pupil group level, the counselling department at the establishment level and the district counselling teams at the school system level. *Form teachers* are responsible for coordinating the pupil's personal counselling, with the support, as appropriate, of the Counselling Department. Their specific functions include: coordinating assessment of the pupils in their group, channeling their pupils' demands and concerns, acting as intermediary in any problems that may arise and facilitating contact between parents and teachers; informing parents, teachers and the students themselves of all educational aspects concerning them and finally, facilitating the integration of pupils in their group, encouraging their participation and guiding and advising them on their academic and professional potential.

In the area administered by the Ministry of Education and Science, the *counselling department* responds to specialised needs in certain counselling activities. The professionals comprising the department act in three broad and inter-related domains: supporting the teaching-learning process, providing academic and professional guidance and counselling *per se*. This department is in charge of coordinating educational, psychopedagogical and professional guidance, as well as the establishment's counselling plan. It must also perform prior psychological and pedagogical student assessments when necessary; assume teaching duties in certain groups; participate in the formulation of the guidance council on students' academic and professional future; and, in the case of specific vocational training, coordinate labour and on-the-job guidance with other competent authorities or institutions. Other autonomous communities with full educational responsibilities, such as Andalusia and Catalonia, have re-

cently regulated the counselling departments for establishments operating in their respective regions.

The *district counselling teams* are the same as those described for infant and primary education. In secondary education, they contribute to the coordination of curricular projects between primary and secondary establishments in a given district, and to the formulation, adaptation and dissemination of educational guidance and psychopedagogical intervention material and tools that may be of interest to teachers in general.

As in other stages of the education system, secondary education provides for ordinary and exceptional avenues for *accommodating diversity*, to ensure that all pupils receive adequate treatment from the standpoint of the adoption of an open and flexible curricular model. In compulsory secondary education, there are three avenues for providing such attention: gradually increasing the proportion of optional subjects, curricular adaptations and programmes for curricular diversification in the final year. In addition, social guarantee programmes are offered.

Optional subjects in secondary education, with is one of the ways of accommodating diversity, was discussed in the sections on organisation of education.

The second measure, or *curricular adaptations*, should be an ongoing process which materialises in different ways depending on pupils' needs. Such adaptations entail modifications in the ordinary curriculum that a teacher makes for a pupil or group of pupils, which may consist of a change in methodology, teaching materials used, timing or sequence of curricular content, etc.

Certain students who have reached the age corresponding to the end of the educational stage but still have not reached the overall stage objectives and are not in a position to reach them via

ordinary measures intended to accommodate diversity, can nevertheless earn the corresponding certificate through *curricular diversification* programmes. Curricular diversification consists specifically of a programme that must also ensure individualised teaching, in which the organisation and selection of the curricular content in certain subject areas and the priority order of objectives and assessment criteria for such areas, as well as the methodology used, take account, on the one hand, of each pupil's point of departure and, on the other, of the skills to be acquired according to overall stage objectives. The ultimate reference for curricular diversification is the curriculum itself, and at least three subjects on the core curriculum and elements of the linguistic-social and scientific-technological areas of learning must be included.

When the above measures have already been deployed or when students, once beyond the age in which education is compulsory, leave school without having attained the corresponding objectives and certificate, they may enrol in *social guarantee programmes*. Such programmes maintain, although not in their entirety, the objectives of basic education, and their purpose is to provide the students concerned with a basic cultural and vocational background that will enable them to either join the working world or continue their education in any of the various kinds of schooling stipulated by law, in particular in intermediate level specific vocational training. These courses are structured around areas of specific vocational training, and cover: theoretical training and practical exercises targeting jobs that do not call for an intermediate vocational training technician certificate; labour market training and guidance, with course content meant to familiarise students with the legal framework governing working conditions and labour relations and to furnish them with resources to find a job or become self-employed; basic training, including fundamental understanding and skills related to the objectives and course content of compulsory education; complementary, sports and cul-

tural activities; and counselling, to encourage personal development. Such courses may last for between six months and two years and, at the end of the programme, students are qualified to take the entrance exam for intermediate level specific vocational training, applying for credit for subjects already taken, as appropriate.

There are three different kinds of programmes: vocational initiation, delivered in public and private establishments; employment training, carried on by municipal governments; and vocational workshops, in conjunction with non-profit organisations.

The LOGSE addresses principles of educational normalisation and integration for pupils with special educational needs, specifying that they should be enrolled in mainstream schools wherever possible. Only where such pupils' needs cannot be adequately met in the framework of the ordinary education system are they to receive schooling in specific educational establishments.

Pursuant to such concepts, during the school year 1992-1993 the Ministry of Education and Science implemented an experimental programme in the area under its aegis to mainstream pupils with permanent special educational needs in educational establishments that at that time were phasing in the second cycle of compulsory secondary education ahead of schedule.

The programme includes a commitment to reduce the teacher/pupil ratio, enhance resources and eliminate architectural barriers. Support personnel is made available through the counselling departments. During compulsory secondary education for pupils with special educational needs, greater stress should be placed on vocational aspects of training to enable them to find a mainstream job in the future.

Thus, provision has been made for pupils with special educational needs who finish basic edu-

cation without having reached the objectives of compulsory secondary education, to continue their schooling under three different vocational training-related options: *social guarantee programmes*, the general educational option provided for under the LOGSE for all pupils in this situation; *special social guarantee programmes*, specifically designed for pupils with special edu-

cational needs; and *programmes for the transition to adult and working life*, designed for pupils with special educational needs associated with more serious and permanent disabilities who, because of the degree of development and skill achieved after basic education, are unable to take advantage of the two training alternatives discussed above.

7. UNIVERSITY EDUCATION

University education is the highest level of education in the general system. Like the other levels, it is in the process of reform not only to comply with constitutional mandates regarding political de-centralisation and university autonomy, but to respond to the demand for higher training taking account of labour market trends and the requirements deriving from Spain's membership in the European Union.

University reform began with the adoption of the Organic Act on University Reform (LRU) which regulates aspects related to university organisation, governance and management, academic organisation and research. Through 1995 implementation was based on the general guidelines corresponding to each diploma or degree, developed by universities through the formulation and approval of new curricula; new universities, both public and private, have likewise been instituted.

University education is based on three fundamental constitutional principles: the right of all Spaniards to an education, academic freedom and university autonomy. In light of these principles, the LRU defines the university as a public service engaging in education, study and research. Its major objectives are the creation, development, transmission and critical review of science, technology and culture; training for the practice of

professional activities that call for scientific knowledge and methods or artistic creativity; scientific and technical support of cultural, social and economic development; and dissemination of university culture.

The educational autonomy enjoyed by universities makes them directly responsible for organising and establishing their own schooling services, as well as for formulating and proposing the curricula to be followed to obtain the various university degrees they wish to offer, for approval by the Universities Council.

University education is organised around cycles with specific educational objectives and autonomous academic accreditation. In terms of this organisational model, university education may be broken down as follows: *first cycle education only*, consisting of three academic years of study, after which a *junior graduate, technical engineer or technical architect* diploma is awarded; *dual cycle education with no intermediate degree*, courses lasting for four or five years, after which a bachelor's degree, or a degree in engineering or architecture is awarded, depending on the kind of studies undertaken; *dual cycle studies with an intermediate degree*, where students are awarded a *junior graduate, technical engineer or technical architect* diploma after completing the first cycle

and, if they then go on to complete second cycle studies in the same field, they may earn a *bachelor's degree or a degree in engineering or architecture; second cycle education only*, two-year studies leading to a *bachelor's degree or a degree in engineering or architecture* which may be accessed after finishing certain first cycle studies or obtaining the corresponding diplomas; and *third cycle education*, studies open to university graduates, engineers or architects, consisting of a two-year course and a doctor's thesis on original research, to attain a *doctor's degree*.

In addition to these official degrees, universities may deliver *professional specialisation courses*, targeting university graduates, architects or engineers as well as junior graduates, technical architects or engineers. Although the structure and kind of diploma awarded vary from one university to another, they are usually 600-hour courses spread over a maximum of two years, whereafter the university awards a certificate as specialist, master's or similar diplomas.

The government has regulated not only the kinds of university training, but also the **curriculum** to be followed to earn an official diploma or degree. Such regulation conceives of the curriculum not in the traditional light of subjects and associated credits, but rather as something more substantial, namely as a guiding element in the development of academic activity focused on earning a degree or diploma. Universities have academic freedom and autonomy to define distinctively different curricula leading to any given official degree. The course content covered under each curriculum is grouped into subjects. Such subjects may be *trunk subject areas*, that constitute the homogeneous core curricula for studies leading up to a given degree, which are compulsory nationwide; *subject areas defined by each university*, some of which are requisite for students whereas others are optional; and *subject areas that students may choose freely* from among those given at the university for any kind

of degree or even in other universities, where arrangements have been made in that regard. Students are thus afforded flexibility when setting out their individual curricula.

Beginning in 1990 the Government has adopted a series of new **degrees** and adapted some of those previously existing. Such degrees are listed in table 7.1.

A series of enrolment priorities has been established for students qualifying for *access to the university*, which address issues such as whether the student «pertains» to the university in question, the date when the university entrance exams were passed or baccalaureate schooling finished and the relationship between the kind of studies applied for and the kind of COU or baccalaureate taken. Places are then awarded on the basis of such priorities and, for students ranked in the same priority bracket, on the basis of the grades earned on the entrance exam together with the grade average for prior studies.

The **establishments** responsible for education at this level are the universities, which may be either public or private; at this time there are 47 public and 10 private universities. In order to ensure the quality of the education provided, a series of requirements has been laid down relating to the creation of new universities and to the standards to be met by existing establishments, which refers to the academic structure required for the organisation and implementation of this level of education. Within each university, a distinction may be drawn between *faculties, engineering schools, university schools*, and *university colleges* on the one hand; and *university institutes*, which focus essentially on research or teaching associated with specialised schooling or doctor's courses, on the other.

University **teaching staff** in public universities is made up of public official-professors belonging to the following corps: *University Professors, Te-*

nured *University Lecturers, University School Professors* and *Tenured University School Lecturers*. In private universities teachers are employees, although in general they retain the same denominations and categories as in public education.

In addition to the professors belonging to the above corps, the university may have *assistant lecturers*, who are primarily engaged in completing their own scientific training, but who may cooperate in teaching tasks, as prescribed in each university's by-laws; *associate lecturers*, specialists who normally practise their profession outside the university; *visiting professors*, hired on a temporary basis under the terms stipulated in each university's by-laws; and *emeritus professors*, retired professors who rendered outstanding service to the Spanish university system for at least ten years.

To access university teaching positions, candidates must meet a series of requisites with regard to training. Thus, a Doctor's degree is required to join the university professor corps, the tenured university lecturer corps and the university school professor corps. A bachelor's degree in the arts or science, architecture or engineering suffices, however, for tenured or assistant university school lecturers; and in some specific areas of knowledge, as determined by the Universities Council, a junior graduate diploma or diploma in technical architecture or engineering is sufficient. Finally, assistant lecturers in higher engineering schools or faculties must also have a bachelor's degree in art or science, architecture or engineering, have passed all their doctor's courses and present evi-

dence that they have engaged in of research for at least two years.

Candidates meeting all the above requirements for accessing a teaching position in the public universities, must then pass a competitive examination, called publicly by each university. Moreover, terms regarding access, working conditions and full- or part-time status are laid down by the legislation, as is the length of contracts for hired personnel. In private universities, access to teaching positions is by contract, much the same as in non-university education.

Working hours differ depending on university ownership. In private universities, the working conditions are set out in the corresponding work contract, but are nonetheless subject to certain minimum standards to ensure quality education, as stipulated in the legislation on the creation of university establishments. In the public sector, professors and lecturers' working hours depend on whether they have full- or part-time status. For those with full-time status, the working hours are the same as for all other public officials, i.e., 37.5 hours per week—distributed among teaching, research and administration and management tasks for their respective department— eight of which—or eleven under exceptional circumstances—are devoted to teaching, and six to tutorials.

All other working conditions for these teachers—emoluments, retirement, holidays and so on—are regulated, as they are for all other public officials, by the by-laws on public service.

TABLE 7.1. OFFICIAL UNIVERSITY DEGREES APPROVED IN THE PERIOD 1990-1995
BY AREA AND KIND OF STUDY

| HUMANITIES | EXPERIMENTAL AND HEALTH SCIENCES | SOCIAL AND LEGAL SCIENCE | TECHNICAL SCIENCE |
|---|--|---|--|
| First cycle education | | | |
| <ul style="list-style-type: none"> — <i>Junior graduate</i> in: • Library science and documentation | <ul style="list-style-type: none"> — <i>Junior graduate</i> in: • Nursing • Statistics • Physical therapy • Optics and optometry • Chiropody • Occupational therapy | <ul style="list-style-type: none"> — <i>Junior graduate</i> in: • Business science • Social education • Public administration • Speech therapy • Teaching. Speciality: <ul style="list-style-type: none"> — Infant education — Primary education — Foreign language — Physical education — Music — Special education — Hearing and language • Labour relations • Social work | <ul style="list-style-type: none"> — <i>Technical architect</i> — <i>Junior graduate</i> in: • Naval equipment • Maritime navigation • Naval radioelectronics — <i>Technical engineer</i> in: • Wind motors • Aeronavigation • Airplanes • Airports • Civil construction • Industrial design • Electricity • Industrial electronics • Aeronautical equipment and material • Marine structures • Mining • Farming and husbandry • Forestry • Hydrology • Horticulture and gardening • Agrarian and food industries • Forest industries • Information management • Information systems • Electromechanical mining facilities • Mechanics • Rural mechanisation and construction • Vessel propulsion and services • Industrial chemistry • Energy resources, fuel and explosives • Telecommunications systems • Electronics systems • Mining prospection • Video and audio • Telematics • Textiles • Topography • Urban transport and services |

TABLE 7.1. OFFICIAL UNIVERSITY DEGREES APPROVED IN THE PERIOD 1990-1995
BY AREA AND KIND OF STUDY (CONTINUATION)

| HUMANITIES | EXPERIMENTAL AND HEALTH SCIENCES | SOCIAL AND LEGAL SCIENCE | TECHNICAL SCIENCE |
|---|---|--|--|
| 1st and 2nd cycle | | | |
| <ul style="list-style-type: none"> — Degree in: • Fine arts • German philology • Arabic philology • Catalanian philology • Classics • Slavic philology • French philology • Galician philology • Hebrew philology • Spanish philology • English philology • Italian philology • Portuguese philology • Romanian philology • Basque philology • Philosophy • Geography • History • Art history • Humanities • Translation and interpretation | <ul style="list-style-type: none"> — Degree in: • Biology • Environmental science • Physical and sports activity science • Marine science • Statistical science and techniques • Pharmacy • Physics • Geology • Mathematics • Medicine • Dentistry • Chemistry • Veterinary science | <ul style="list-style-type: none"> — Degree in: • Business administration • Political science • Audiovisual communication • Law • Economics • Pedagogy • Journalism • Psychology • Publicity and public relations • Sociology | <ul style="list-style-type: none"> — Architect — Engineer: • Aeronautics • Agriculture • Civil • Computer science • Industrial • Mining • Forestry • Naval and oceanic • Chemical • Telecommunications |
| 2nd cycle | | | |
| <ul style="list-style-type: none"> — Degree in: • Documentation • History and music science • Linguistics • Literature and comparative literature | <ul style="list-style-type: none"> — Degree in: • Biochemistry • Food science and technology | <ul style="list-style-type: none"> — Degree in: • Social and cultural anthropology • Actuarial and financial science • Market research and techniques • Psychopedagogy | <ul style="list-style-type: none"> — Engineer in: • Industrial automatics and electronics • Electronics • Land surveying and cartography • Materials • Industrial organisation • Naval machinery |

8. SPECIALISED EDUCATION: ART AND FOREIGN LANGUAGE EDUCATION

8.1. ART EDUCATION

The *purpose* of such education is to provide pupils with high quality artistic training and ensure future professional musicians, dancers, actors, plastic artists and designers the skills they require to become performers, researchers or teachers.

Music and dance studies comprise three levels: *elementary*, which covers four academic years; *intermediate*, organised around three two-year cycles; and *advanced*, consisting of a single four- or five-year cycle, depending on the characteristics of the speciality chosen. After students finish the third cycle of the intermediate level they are awarded a *Professional Diploma* in the relevant kind of education and speciality. Such students may also earn the *Baccalaureate* diploma provided they pass the core baccalaureate subjects. This latter diploma, intermediate level music or dance studies and passing a specific entrance exam set out by the government are requisite to qualify for advanced level studies. Nonetheless, students may enrol in this level if they pass a specific test established in such regard. After completing this final level of music or dance, students are awarded an *Advanced Diploma*, equivalent for all intents and purposes to a university bachelor's degree and an indispensable requisite to teach these subject areas at any level.

The *establishments* delivering this kind of training may be conservatories, integrated schools or authorised private establishments. *Conservatories* are public establishments responsible for teaching music and dance; *integrated schools* are establishments affording students the opportunity to engage in such training at the same time as general education; and finally, there are *authorised private establishments*.

The *purpose* of **dramatic art** studies is to train qualified professionals in the fields of stage performance, design, management and playwrighting. Such studies comprise a single advanced level consisting of a four-year course covering three specialities: stage management and playwrighting, stage design and performance. In order to enroll in dramatic art, pupils must have a baccalaureate certificate and pass a specific entrance exam, or simply pass a specific test, in the event of candidates over the age of 20. After completing such studies students are awarded an *Advanced Dramatic Arts Diploma*, equivalent for all intents and purposes to a university bachelor's degree. This kind of training is delivered in *higher schools of dramatic art* and in *private advanced establishments* authorised to teach dramatic art. The teachers responsible for art training must belong to the Corps of *Teachers of Music and Stage*

Art, whose members must hold a Doctor's, bachelor's, engineering, architect's or equivalent degree, and have taken the necessary pedagogical courses to be qualified to teach.

Professions relating to **design and the plastic arts** are addressed by studies associated with applied arts, artistic trades, various kinds of design and conservation and restoration of artistic objects. The first two levels of such education are organised into two *training cycles*: intermediate and advanced training cycles.

Students may access the former by passing a specific test after compulsory secondary education or having successfully completed studies declared to be equivalent to the Secondary Education Graduate level; students who have completed similar studies under previous education programmes or hold a Technician's or Senior Technician's certificate in the same family of professional family and persons over the age of 16 who pass a specific test are exempt from the above enrolment prerequisites. The certificate earned is the *Technician in Plastic Arts and Design* certificate for the corresponding speciality.

To qualify for access to the advanced training cycles students must have a baccalaureate diploma, pass a test, hold a Senior Technician in Plastic Arts and Design Certificate corresponding to a training cycle in the same professional family or a Graduate in Applied Arts certificate in specialities in the domain of the applied arts concerned. Access is likewise open to people over the age of 20 who pass a specific test. A *Senior Technician in Plastic Arts and Design* certificate in the speciality in question is awarded on completion of these studies.

In addition to the above, there are other advanced art education studies for which a certificate equivalent to a university junior graduate diploma can be earned. This category covers the specialities known as **conservation and restoration of**

artistic objects and design; the former is organised into a single three-year cycle covering five specialities (archeology, painting, sculpture, graphic arts and textiles). To qualify for enrolment, students must have a baccalaureate diploma and pass an exam to ensure that they have sufficient maturity, know-how and aptitudes to benefit from this kind of training. The certificate awarded is *Conservation and Restoration of Artistic Objects*. As far as design is concerned, the corresponding studies are currently being regulated and will be generally available starting in school year 1997-98.

The *establishments* teaching this kind of skills, *art schools* which deliver training cycles on plastic art and design as well as (art) baccalaureate studies; *advanced schools* in the corresponding discipline, provide advanced level training. At this time there are *advanced schools of conservation and restoration of artistic objects*, whereas the *advanced schools of design* have not yet initiated their activity. Private establishments are considered to be *authorised establishments* in the corresponding domain.

Teachers in public establishments must be members of the corps of *Plastic Arts and Design Teachers or Plastic Arts and Design Workshop «Maestros»*, whose members hold, respectively, doctor's, bachelor's architect's, engineer's or equivalent degrees, or junior graduate, technical architect, technical engineer or equivalent diplomas.

8.2. LANGUAGE EDUCATION

Such schooling is divided into two levels: the first, of an instrumental nature, is intended to provide pupils with a knowledge of the language chosen, from the standpoint of oral and written expression and comprehension. This level lasts for five years and is in turn divided into two cycles, *elementary*, which lasts for three years, and *advanced*, consisting of a two-year course, for a total of

at least 360 and 240 class hours, respectively. The sole subject matter addressed in this level of education is the language in question, in all respects. In order to enroll in the elementary cycle, pupils must have taken the first cycle of compulsory secondary education or have a school graduate, school attendance or primary school certificate. To qualify for the advanced cycle, pupils must have successfully completed the elementary cycle.

The second or final cycle is intended to train pupils as translators, consecutive or simultaneous interpreters or any other profession based on the specific command of a language that is approved by the government. Nonetheless, regulations have only been fully developed with regard to the first level, the only one available, then, in state-run language schools.

The following foreign and co-official languages are currently offered: Arabic, Catalanian, Chinese, Danish, Dutch, English, Euskera (Basque),

French, Galician, German, Greek, Italian, Japanese, Portuguese, Romanian, Russian and Spanish for foreigners.

The public education **establishments** teaching languages are the state-run language schools, or in certain cases, authorised public secondary educational establishments which are considered to be branches of the state-run language school to which they correspond for reasons of geographic proximity. Finally, in the private sector, education authorities may approve the creation of establishments that provide this kind of schooling, which are not, however, allowed to award official academic or professional certificates.

As far as **teachers** are concerned, in order to teach languages they must be public officials and members of the corps of *State-run Language School Teachers*, whose members must hold a doctor's, bachelor's, architect's, engineer's or equivalent degree.

9. ADULT EDUCATION

Adult education, one of the aspects of the education system intending to effectively implement the principle of equal opportunities, constitutes a response to citizens' demand for education, providing for their integral development in various areas: basic, vocational, cultural and personal education. Its underlying principle is continuing education and the purpose is to allow adults to take part in the various kinds of education available under the system.

9.1. ORGANISATION

The LOGSE constitutes a new legal framework that transcends the former attitude associating adult education almost exclusively with literacy programmes or as second opportunities to remedy school failure or premature abandonment. While maintaining and fostering action intended to compensate for educational inequalities, the current concept considers adult education to be part of mainstream education whereby the education system responds to the demands for qualification, updating, retraining and professional promotion made by the adult population.

The **objectives** of adult education include the acquisition and updating of basic education and access to the various levels of the education sys-

tem, the enhancement of professional qualifications or acquisition of the necessary training to practise other professions, and development of the ability to participate in social, cultural, political and economic life.

The development of adult education is one of the domains incumbent upon the autonomous communities; while each one has opted for a different model, the premises are essentially analogous and all tend to regionalise action. Thus, in Andalusia, the primary regional unit is the municipality. In the Canary islands, educational establishments may adapt education to the specific traits of a given area through a regionally-based project that tends to favour community development.

9.2. AVAILABILITY

Firstly, the education offered is intended to provide **academic training** for those people who did not have the opportunity to acquire it as children or young adults. This kind of education covers the training leading to the attainment of academic certificates or diplomas. A second group of programmes provides **basic and literacy training**. Substantially instrumental in nature, their objective is to provide adults with basic education to enable them to join or re-join the labour market, or access

other kinds of education. A third perspective is **work-oriented training**. This is unofficial vocational training with a very practical approach, either of an ongoing or recurrent and specific nature, and consisting of programmes whose purpose is to retrain, or to perfect, update or promote vocational know-how. This kind of training, incumbent upon the labour authority, is coordinated by the Vocational Training and Insertion Plan under the aegis of the National Employment Institute. Fourthly, **training of a socio-cultural** nature is available for personal development, the objective being to acquire the skills needed to participate in social and cultural life. Finally, a fifth line of action is **language training**.

9.3. ESTABLISHMENTS

Both the public and the private sector engage in adult education. The public offer is more structured, whereas privately run training is more flexible and poised to satisfy students' specific demands.

Public training provided by the *Ministry of Education and Science* in the class attendance mode is delivered in both ordinary teaching establishments and in specific adult education institutions. Adult education in authorised ordinary establishments takes place in adult education classrooms, generally located in public primary education establishments and secondary education and vocational training ones, although facilities may also belong to city governments, local community authorities, etc. Such classrooms are used only part-time and usually in the evening. Specific public adult education establishments are used throughout the day and for this purpose only, although they also play a catalytic role in the surrounding community, encouraging socio-cultural activities.

The existence of *distance* education is likewise encouraged. The Ministry of Education and Science, in response to this need in the area it administers, created the *Centre for the Innovation*

and Development of Distance Education (CIDEAD) in 1992. Other autonomous communities, such as Andalusia for instance, have instituted *semi-distance* education for adult education.

The Ministry of Education and Science's courses are supplemented by vocational training organised by the *labour authority*. In this domain, the objective of the Ministry of Labour and Social Security is to enhance employed and unemployed workers' professional qualifications where they are insufficient or inadequate. Such offer, articulated under the National Vocational Training and Insertion Plan, is administered by the National Employment Institute through collaborating establishments and conventions with private companies.

As far as the **private sector** is concerned, the most representative *non-profit organisations* are the adult people's schools and people's universities. These institutions are characterised by substantial social impact, a high degree of integration in the surrounding community and the undertaking of a wide range of cultural, in addition to their strictly educational, activities. These organisations receive public funding from various ministries, autonomous communities and municipal governments. *Private profit-making entities* providing adult education may be divided into those offering class attendance courses and those providing distance education (in particular languages and training in non-official areas). As far as the *labour domain* is concerned, trade unions and employers' organisations are the main private agents delivering vocational training for workers.

9.4. TEACHING STAFF

Teachers engaging in this kind of education must meet general requirements regarding degrees or diplomas established for each level; thus, the teachers involved in public education belong to the various corps of public official-teachers existing in the areas or regions with full educatio-

nal responsibilities. The labour authority likewise hires experts for its vocational training courses. In other special programmes, such as literacy and basic education for the prison population, the tea-

chers are under the aegis of the Ministry of Justice; finally, there are education programmes for young men in service run by infant and primary education teachers or duly qualified soldiers.

THIRD PART

10. PUPILS DATA

10.1. PUPILS ENROLED PER EDUCATIONAL LEVEL, TYPE OF TEACHING AND AUTONOMOUS COMMUNITY 1994/95 ACADEMIC YEAR

| | Infant | EGB/Primary | | |
|--------------------|------------------|------------------|------------------|------------------|
| | | Total | Primary | EGB |
| Andalucía | 196,925 | 889,084 | 524,586 | 364,498 |
| Aragón | 28,224 | 98,866 | 58,333 | 40,533 |
| Asturias | 20,962 | 93,556 | 51,889 | 41,677 |
| Baleares | 20,719 | 80,008 | 46,936 | 33,072 |
| Canarias | 43,490 | 196,353 | 112,645 | 83,706 |
| Cantabria | 12,516 | 50,729 | 28,634 | 22,095 |
| Castilla-La Mancha | 52,499 | 180,451 | 107,561 | 72,890 |
| Castilla y León | 61,932 | 227,621 | 129,685 | 97,936 |
| Cataluña | 205,372 | 548,241 | 319,474 | 228,796 |
| C. Valenciana | 103,104 | 408,338 | 234,949 | 173,389 |
| Extremadura | 33,050 | 122,638 | 72,634 | 50,004 |
| Galicia | 63,251 | 265,316 | 145,723 | 119,593 |
| La Rioja | 6,777 | 23,203 | 13,558 | 9,645 |
| Madrid | 135,444 | 469,639 | 285,680 | 210,959 |
| Murcia | 34,558 | 131,811 | 76,431 | 55,380 |
| Navarra | 14,071 | 45,856 | 32,095 | 13,761 |
| País Vasco | 53,143 | 179,809 | 100,053 | 79,756 |
| Ceuta y Melilla | 4,380 | 17,054 | 10,775 | 6,279 |
| Total MEC | 411,061 | 1,522,586 | 882,116 | 640,470 |
| Total | 1,090,417 | 4,055,583 | 2,351,643 | 1,703,940 |

| | Secondary Education | | | | Vocational training | | |
|------------------|---------------------|------------------|----------------|-------------------|---------------------|----------------|-----------------------------|
| | Total | BUP/COU | ESO | Exp/LOGSE Bac. | Total | VT | Modules/ Training cycles |
| Andalucía | 340,358 | 257,224 | 67,574 | 15,560 | 147,837 | 141,111 | 6,726 |
| Aragón | 49,378 | 35,400 | 10,615 | 3,363 | 23,457 | 22,071 | 1,386 |
| Asturias | 32,915 | 18,513 | 10,491 | 3,911 | 7,532 | 6,088 | 1,444 |
| Canarias | 67,601 | 56,954 | 9,288 | 1,359 | 47,316 | 43,671 | 3,645 |
| Cantabria | 25,703 | 17,974 | 6,072 | 1,657 | 12,693 | 11,964 | 729 |
| C. La Mancha | 70,577 | 47,062 | 19,449 | 4,066 | 25,269 | 23,459 | 1,810 |
| Castilla y León | 119,580 | 87,932 | 24,245 | 7,403 | 46,085 | 43,405 | 2,680 |
| Cataluña | 239,780 | 198,104 | 34,345 | 7,331 | 161,583 | 155,909 | 5,674 |
| C. Valenciana | 160,389 | 139,733 | 16,366 | 4,740 | 92,752 | 88,839 | 4,363 |
| Extremadura | 45,758 | 30,836 | 11,721 | 3,201 | 13,330 | 12,296 | 1,034 |
| Galicia | 125,103 | 111,772 | 11,385 | 1,911 | 64,534 | 63,547 | 987 |
| La Rioja | 10,934 | 8,491 | 2,172 | 271 | 7,639 | 7,596 | 43 |
| Madrid | 266,310 | 227,148 | 31,129 | 8,041 | 87,732 | 81,172 | 6,560 |
| Murcia | 51,017 | 36,899 | 11,610 | 2,508 | 24,586 | 23,701 | 885 |
| Navarra | 21,321 | 16,747 | 0 | 4,574 | 11,547 | 10,932 | 615 |
| País Vasco | 109,128 | 75,123 | 0 | 34,005 | 46,741 | 43,985 | 2,7556 |
| Ceuta y Melilla | 5,840 | 3,262 | 2,236 | 342 | 1,204 | 1,009 | 195 |
| Total MEC | 734,205 | 552,618 | 142,502 | 39,085 | 269,122 | 250,266 | 18,856 |
| Total | 1,798,335 | 1,408,275 | 281,460 | 108,600 | 841,432 | 795,810 | 43,662 |

SPANISH EDUCATION SYSTEM

| | Art. education* | Language* education | | University |
|--------------------|-----------------|------------------------|--------------------|------------|
| Andalucía | 40,282 | 19,158 | Andalucía | 233,496 |
| Aragón | 6,859 | 11,600 | Aragón | 42,824 |
| Asturias | 5,512 | 10,848 | Asturias | 40,932 |
| Baleares | 1,735 | 2,382 | Baleares | 14,040 |
| Canarias | 10,684 | 6,113 | Canarias | 44,136 |
| Cantabria | 2,881 | 5,092 | Cantabria | 12,940 |
| Castilla-La Mancha | 6,783 | 13,697 | Castilla-La Mancha | 26,149 |
| Castilla y León | 12,042 | 25,334 | Castilla y León | 98,798 |
| Cataluña | 44,185 | 16,548 | Cataluña | 190,643 |
| C. Valenciana | 31,077 | 20,776 | C. Valenciana | 130,357 |
| Extremadura | 4,635 | 7,445 | Extremadura | 22,198 |
| Galicia | 8,988 | 14,720 | Galicia | 86,519 |
| La Rioja | 2,524 | 2,589 | La Rioja | 5,364 |
| Madrid | 14,239 | 35,602 | Madrid | 245,649 |
| Murcia | 6,443 | 7,126 | Murcia | 33,381 |
| Navarra | 6,163 | 3,883 | Navarra | 22,159 |
| País Vasco | 26,911 | 14,698 | País Vasco | 76,254 |
| Ceuta y Melilla | 763 | 664 | Ceuta y Melilla | 118,706 |
| Total MEC | 64,407 | 122,379 | | |
| Total | 232,697 | 218,275 | Total | 1,444,545 |

*: Data from 1992/93 academic year.

Source: Planning and Statistical Office (MEC) and Universities Council. Advanced data.

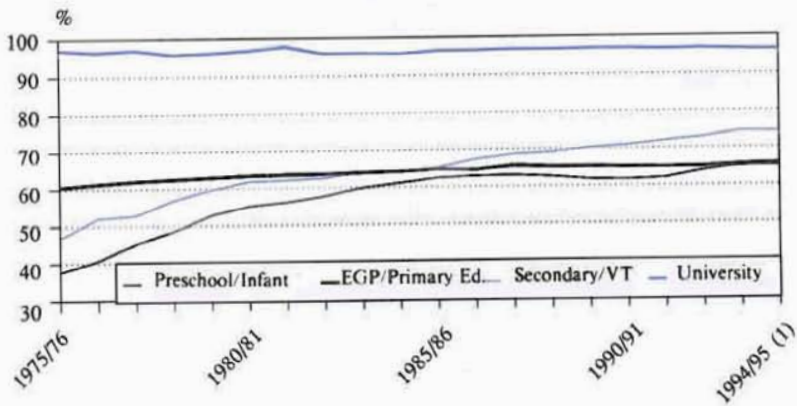
10.2. EVOLUTION OF PUPILS PER EDUCATIONAL LEVEL. 1975/76-1994/95

| | 1975/76 | 1980/81 | 1985/86 | 1990/91 | 1991/92 | 1992/93 | 1993/94 | 1994/95* |
|------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Preschool/Infant | 920,336 | 1,182,425 | 1,127,348 | 1,005,051 | 1,025,797 | 1,052,534 | 1,077,797 | 1,090,417 |
| EGB/Primary | 5,473,468 | 5,606,452 | 5,594,285 | 4,882,349 | 4,649,439 | 4,468,959 | 4,276,524 | 4,055,583 |
| Secondary/VT | 1,123,657 | 1,649,468 | 1,977,214 | 2,444,406 | 2,520,971 | 2,554,127 | 2,617,501 | 2,639,767 |
| University | 557,472 | 651,128 | 854,104 | 1,140,572 | 1,194,189 | 1,295,585 | 1,377,553 | 1,444,545 |
| Total | 8,074,933 | 9,089,473 | 9,552,951 | 9,472,378 | 9,390,396 | 9,371,205 | 9,349,375 | 9,230,312 |

*: Advanced data.

Source: Planning and Statistical Office (MEC) and Universities Council.

10.3. EVOLUTION OF PUPILS ENROLED IN STATE SCHOOLS PER EDUCATIONAL LEVEL. 1975/76-1994/95

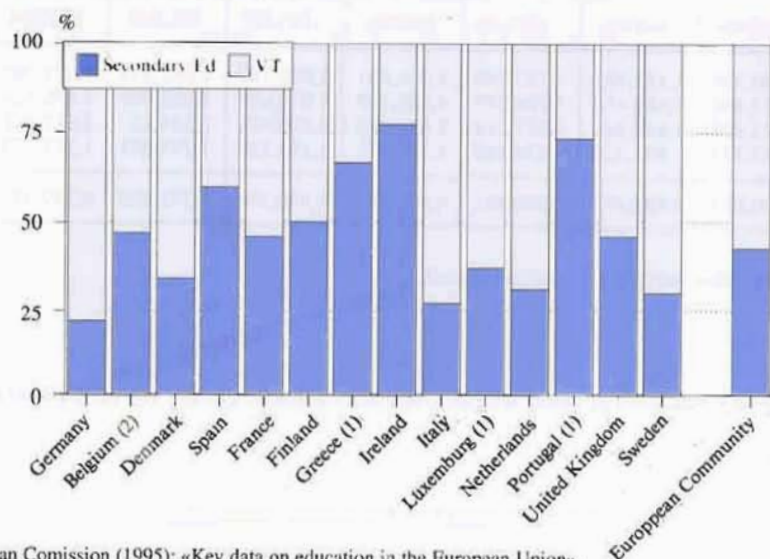


Source: Planning and Statistical Office (MEC) and Universities Council.

(1) Advanced data.

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10.4. PERCENTAGE OF PUPILS IN SECONDARY EDUCATION AND VOCATIONAL TRAINING IN COUNTRIES OF THE EUROPEAN UNION IN 1992



Source: European Commission (1995): «Key data on education in the European Union».

(1) Data from 1991.

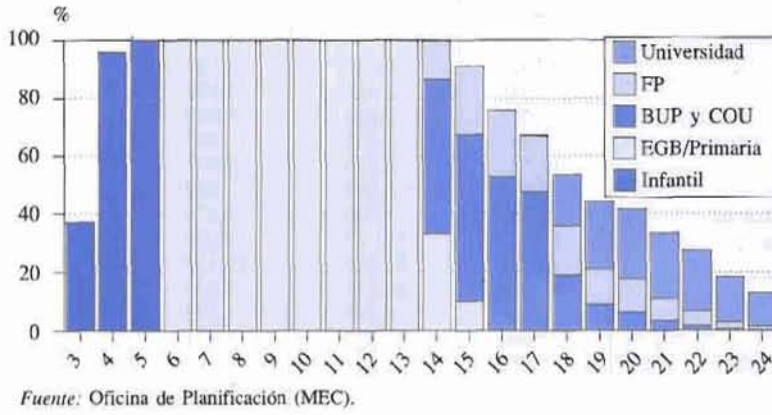
(2) Estimated data.

10.5. EVOLUTION OF EDUCATIONAL PROVISION RATES PER AGE. 1975/76-1993/94

| Age | 1975/76 | 1980/81 | 1985/86 | 1990/91 | 1993/94 |
|-----|---------|---------|---------|---------|---------|
| 3 | 15.3 | 15.6 | 16.5 | 27.7 | 52.7 |
| 4 | 52.3 | 69.3 | 86.4 | 94.8 | 98.3 |
| 5 | 68.7 | 92.2 | 100.0 | 100.0 | 100.0 |
| 6 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| 7 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| 8 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| 9 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| 10 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| 11 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| 12 | 96.3 | 100.0 | 100.0 | 100.0 | 100.0 |
| 13 | 84.9 | 92.8 | 99.8 | 100.0 | 100.0 |
| 14 | 70.3 | 79.6 | 90.4 | 99.7 | 100.0 |
| 15 | 44.4 | 65.6 | 76.3 | 89.1 | 93.9 |
| 16 | 41.3 | 51.5 | 60.2 | 73.5 | 80.3 |
| 17 | 34.5 | 47.2 | 52.0 | 64.3 | 73.0 |
| 18 | 26.1 | 34.3 | 39.6 | 51.7 | 60.9 |
| 19 | 21.0 | 25.6 | 30.9 | 41.2 | 49.7 |
| 20 | 16.7 | 18.3 | 23.8 | 32.6 | 46.0 |
| 21 | 15.2 | 16.7 | 22.2 | 29.8 | 37.9 |
| 22 | 12.4 | 12.9 | 20.0 | 26.3 | 31.6 |
| 23 | 9.5 | 9.7 | 15.4 | 19.9 | 21.3 |
| 24 | 8.2 | 6.6 | 11.0 | 14.2 | 14.8 |

Source: Planning and Statistical Office (MEC).

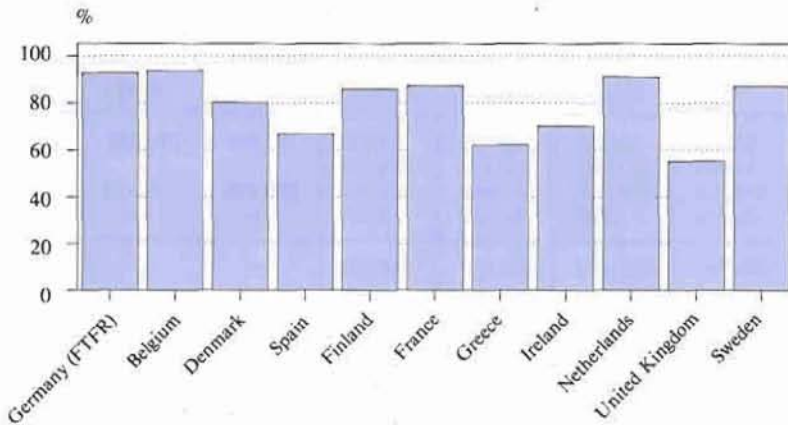
10.6. RATES OF EDUCATIONAL PROVISION PER AGE AND EDUCATIONAL LEVEL, 1993/94 ACADEMIC YEAR



Source: Planning and Statistical Office (MEC).

- (1) It includes, besides Primary/EGB pupils, those in the First Cycle of Compulsory Secondary Education.
- (2) It includes Second Cycle of Compulsory Secondary Education, BUP and COU, Experimental Baccalaureate and LOGSE Baccalaureate.
- (3) It includes students of Vocational Training and Vocational Modules/Training Cycles.
- (4) It includes students of First and Second University Cycles.

10.7. RATES OF EDUCATIONAL PROVISION AT 17-YEARS OF AGE IN THE EUROPEAN UNION, YEAR 1992



Source: CIDE from OECD (1995): «Education at a Glance».

11. TEACHERS DATA

11.1. TEACHING STAFF ENROLED PER EDUCATIONAL LEVEL AND AUTONOMOUS COMMUNITY, 1994/95 ACADEMIC YEAR

| | Infant and primary ed. | Secondary and VT | University* |
|--------------------|------------------------|------------------|-------------|
| Andalucía | 49,974 | 29,061 | 10,529 |
| Aragón | 7,635 | 5,469 | 2,489 |
| Asturias | 7,055 | 5,489 | 1,689 |
| Baleares | 4,987 | 3,123 | 497 |
| Canarias | 12,325 | 8,236 | 3,095 |
| Cantabria | 3,610 | 2,564 | 889 |
| Castilla-La Mancha | 12,665 | 7,204 | 5,373 |
| Castilla y León | 17,737 | 12,013 | 1,026 |
| Cataluña | 43,660 | 27,834 | 10,157 |
| C. Valenciana | 25,899 | 16,321 | 5,444 |
| Extremadura | 8,467 | 4,365 | 1,193 |
| Galicia | 17,684 | 13,292 | 3,421 |
| La Rioja | 1,761 | 1,311 | 0 |
| Madrid | 33,286 | 24,222 | 14,288 |
| Murcia | 8,594 | 5,113 | 1,423 |
| Navarra | 3,361 | 2,366 | 2,113 |
| País Vasco | 15,453 | 10,348 | 3,347 |
| Ceuta y Melilla | 971 | 524 | — |
| UNED | — | — | 871 |
| Total MEC | 106,758 | 71,394 | — |
| Total | 275,124 | 178,855 | 67,841 |

*: Data from 1991/92 academic year.

Source: Planning and Statistical Office (MEC) and Universities Council. Advanced data.

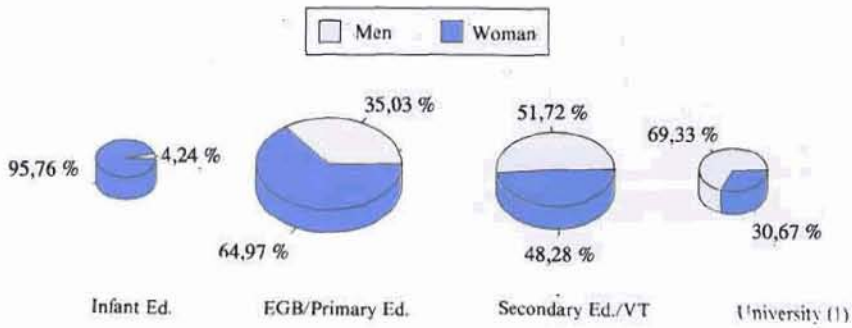
11.2. EVOLUTION OF TEACHING STAFF PER EDUCATIONAL LEVEL. 1975/76-1994/95

| | 1975/76 | 1980/81 | 1985/86 | 1990/91 | 1991/92 | 1992/93 | 1993/94 | 1994/95* |
|------------------|---------|---------|---------|---------|---------|---------|---------|----------|
| Preschool/Infant | 24,621 | 35,588 | 39,573 | 40,051 | 43,922 | 277,986 | 276,906 | 275,124 |
| EGB/Primary | 198,658 | 211,074 | 227,467 | 240,382 | 238,818 | — | — | — |
| Secondary/VT | 76,437 | 102,716 | 124,958 | 159,859 | 167,642 | 170,834 | 176,150 | 178,855 |
| University | 27,153 | 40,384 | 45,296 | 63,665 | 67,841 | — | — | — |
| Total | 326,869 | 389,762 | 437,294 | 503,957 | 518,223 | — | — | — |

*: Advanced data.

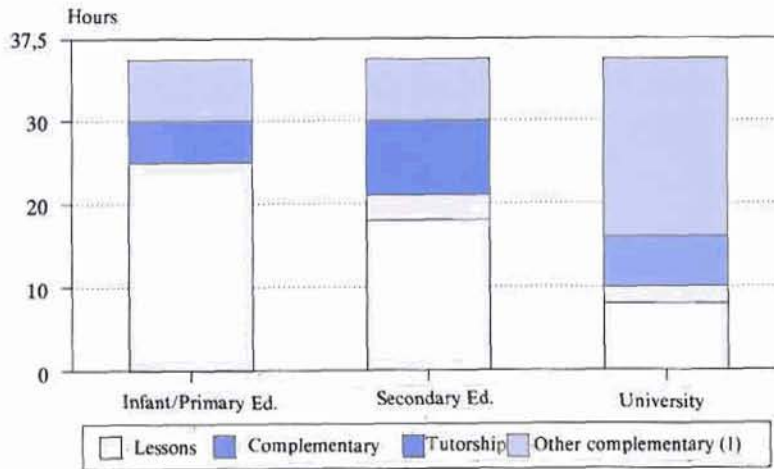
Source: Planning and Statistical Office (MEC) and Universities Council.

11.3. TEACHING STAFF ENROLED PER EDUCATIONAL LEVEL AND SEX. 1992/93 ACADEMIC YEAR



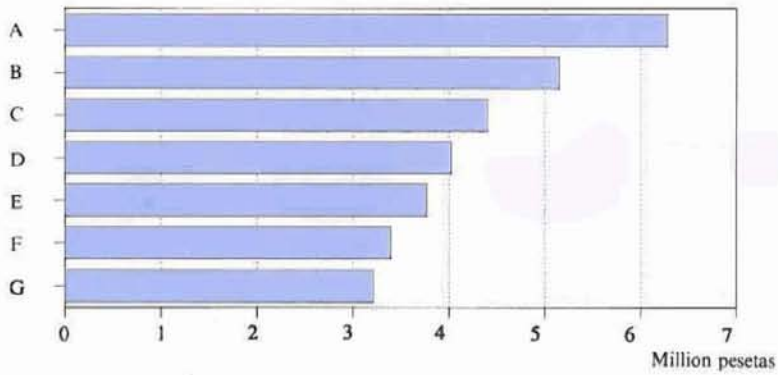
Source: Planning and Statistical Office (MEC) and Universities Council.
 (1) Data from 1991/92 academic year.

11.4. WEEKLY TIMETABLE OF STATE TEACHING STAFF PER EDUCATIONAL LEVEL AND ACTIVITY 1994/95 ACADEMIC YEAR



Source: CIDE.
 (1) Time not specifically devoted to the school establishment: research work, lesson planning, etc.

11.5. ESTIMATE OF AVERAGE ANNUAL INCOME OF STATE TEACHING STAFF PER CORPS. YEAR 1995



Source: CIDE from data of the General Directorate of Personnel and Services (MEC).

A: University Professor.

B: Tenured University Lecturer University School Professor.

C: University School Tenured Lecturer.

D: Senior Secondary School Teachers (it includes teachers of state-run language schools, plastic arts and design, music and dramatic art).

E: Secondary School teachers (it includes teachers of state-run language schools, plastic arts and design, music and dramatic art).

F: Technical VT teacher (it includes plastic arts workshop teachers).

G: Primary school teacher.

12. ESTABLISHMENTS AND UNITIES DATA

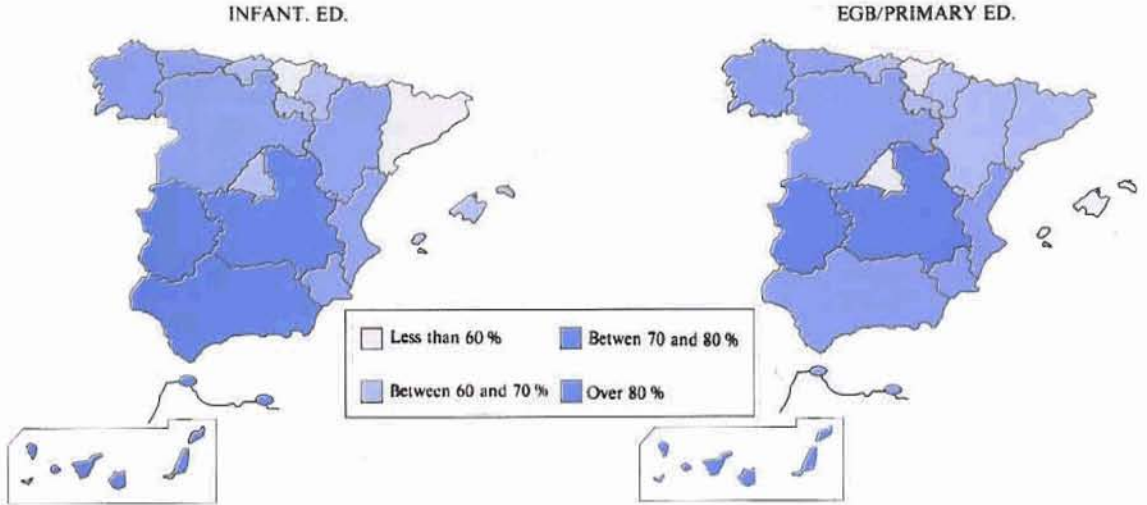
12.1. EDUCATIONAL ESTABLISHMENTS ENROLED PER EDUCATIONAL LEVEL AND AUTONOMOUS COMMUNITY 1994/95 ACADEMIC YEAR

| | Primary | Secondary | University* |
|--------------------|---------|-----------|-------------|
| Andalucía | 2,933 | 884 | 128 |
| Aragón | 608 | 169 | 25 |
| Asturias | 387 | 129 | 28 |
| Baleares | 332 | 82 | 12 |
| Canarias | 935 | 195 | 42 |
| Cantabria | 290 | 74 | 12 |
| Castilla-La Mancha | 958 | 211 | 26 |
| Castilla y León | 1,070 | 365 | 74 |
| Cataluña | 3,235 | 916 | 112 |
| C. Valenciana | 1,789 | 585 | 58 |
| Extremadura | 598 | 131 | 22 |
| Galicia | 1,765 | 378 | 67 |
| La Rioja | 87 | 43 | 13 |
| Madrid | 1,578 | 666 | 101 |
| Murcia | 555 | 132 | 22 |
| Navarra | 254 | 73 | 17 |
| País Vasco | 742 | 358 | 41 |
| Total | 18,157 | 5,403 | 803 |

Source: Planning and Statistical Office (MEC) and Universities Council. Advanced data.

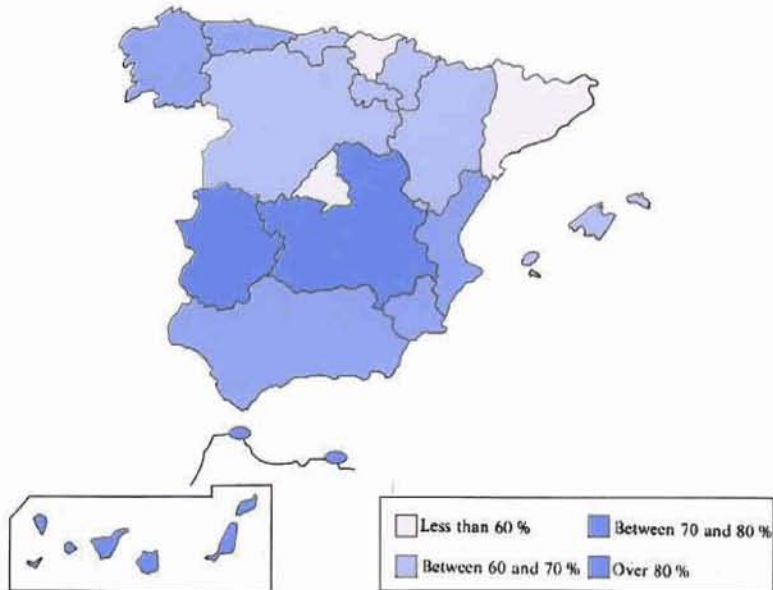
SPANISH EDUCATION SYSTEM

12.2. PERCENTAGE OF PRESCHOOL AND EGB/PRIMARY EDUCATION UNITS IN STATE SCHOOLS IN EACH AUTONOMOUS COMMUNITY. 1994/95 ACADEMIC YEAR



Source: Planning and Statistical Office (MEC).
Advanced data.

12.3. PERCENTAGE OF STATE SECONDARY SCHOOLS OF SECONDARY EDUCATION AND VOCATIONAL TRAINING IN EACH AUTONOMOUS COMMUNITY. 1994/95 ACADEMIC YEAR



Source: Planning and Statistical Office (MEC).
Advanced data.

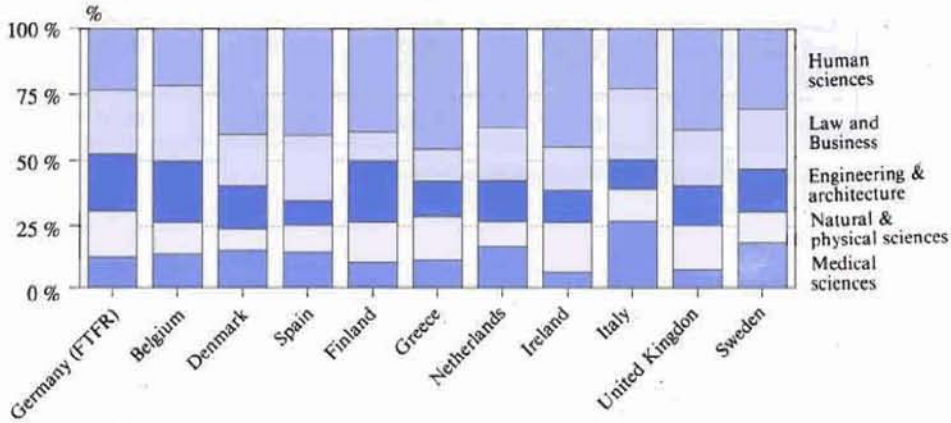
13. ACHIEVEMENT DATA

13.1. PERCENTAGE OF PUPILS WHO REPEAT IN EGB, BUP AND EXPERIMENTAL BACCALAUREATE PER GRADE/CYCLE. 1992/93 ACADEMIC YEAR

| EGB | | BUP, COU and experimental baccalaureate | | |
|-----------|-------|---|-----------|-------|
| Primary | 1.01 | BUP | 1st | 14.54 |
| Secondary | 7.32 | | 2nd | 17.16 |
| Third | 1.46 | | 3th | 16.27 |
| Forth | 1.61 | COU | | 20.63 |
| Fifth | 8.57 | Experimental baccalaureate | 1st cycle | 14.15 |
| Sixth | 11.53 | | 2nd cycle | 11.63 |
| Seventh | 9.59 | | | |
| Eighth | 9.71 | | | |

Source: Planning and Statistical Office (MEC).

13.2. PERCENTAGE OF GRADUATE STUDENTS IN HIGHER EDUCATION IN COUNTRIES OF THE EUROPEAN UNION PER SPECIALITY. YEAR 1992



Source: CIDE from OECD (1995): «Education at a Glance».

13.3. RESULTS OF THE UNIVERSITY ENTRANCE EXAMS PER AUTONOMOUS COMMUNITY. DATA FROM COU AND LOGSE-REM BACCALAUREATE. JUNE 1995

| | COU | | LOGSE-REM | |
|--------------------|---------------------|------------------|---------------------|------------------|
| | Registered students | % of pass grades | Registered students | % of pass grades |
| Andalucía | 27,414 | 94.11 | 2,179 | 91.28 |
| Aragón | 5,858 | 89.83 | 619 | 84.49 |
| Asturias | 5,817 | 83.29 | 550 | 78.55 |
| Baleares | 2,373 | 89.51 | 562 | 87.19 |
| Canarias | 5,671 | 91.17 | 223 | 95.07 |
| Cantabria | 2,413 | 90.26 | 159 | 85.53 |
| Castilla-La Mancha | 5,772 | 94.30 | 489 | 86.50 |
| Castilla y León | 11,464 | 90.19 | 916 | 82.42 |
| Cataluña | 27,770 | 90.97 | 1,839 | 81.24 |
| C. Valenciana | 18,301 | 91.09 | 526 | 80.99 |
| Extremadura | 3,907 | 88.38 | 411 | 84.67 |
| Galicia* | 13,650 | 78.77 | 30 | 93.33 |
| La Rioja | 1,399 | 87.35 | 41 | 100.00 |
| Madrid | 41,992 | 82.55 | 1,287 | 72.18 |
| Murcia | 4,828 | 90.43 | 321 | 86.60 |
| Navarra | 2,747 | 90.17 | 312 | 89.42 |
| País Vasco | 12,695 | 78.05 | 615 | 96.91 |
| UNED | 3,366 | 76.92 | — | — |
| Total | 197,437 | 87.38 | 11,079 | 84.66 |

*: Students following LOGSE Baccalaureate are not included.

14. SPENDING ON EDUCATION DATA

14.1. EVOLUTION OF SPENDING OF EDUCATION IN SPAIN, 1975-1993 (THOUSAND MILLION PESETAS)

| | Public expenditure | | | | Private expenditure | | Total expenditure | | GDP |
|------|----------------------------|-------|-----------------------------|------|---------------------|-------|-------------------|-------|----------|
| | Educational administration | | Total state administrations | | | | | | |
| | Total | % GDP | Total | %GDP | Total | % GDP | Total | % GDP | |
| 1975 | 107.5 | 1.78 | — | — | 80.9 | 1.34 | 188.3 | 3.12 | 6,038.2 |
| 1980 | 382.4 | 2.52 | — | — | 199.4 | 1.31 | 581.8 | 3.84 | 15,168.0 |
| 1985 | 898.4 | 3.19 | 1,045.9 | 3.71 | 353.6 | 1.25 | 1,358.3 | 4.82 | 28,200.9 |
| 1990 | 1,870.9 | 3.73 | 2,231.3 | 4.45 | 555.8 | 1.11 | 2,690.3 | 5.37 | 50,145.2 |
| 1991 | 2,123.5 | 3.87 | 2,505.9 | 4.56 | 607.5 | 1.11 | 3,000.4 | 5.47 | 54,900.8 |
| 1992 | 2,365.9 | 4.01 | 2,745.2 | 4.65 | 684.4 | 1.16 | 3,303.8 | 5.60 | 59,002.1 |
| 1993 | 2,499.0 | 4.10 | 2,905.3 | 4.77 | 709.0 | 1.16 | 3,475.3 | 5.71 | 60,904.3 |

*: From 1985 on university fees and grants have been included in total expenditure. That is why that figure does not correspond to the addition of public and private expenditure.

Source: Planning and Statistical Office (MEC).

14.2. EVOLUTION OF PUBLIC SPENDING ON EDUCATION PER LEVELS, 1985-1993

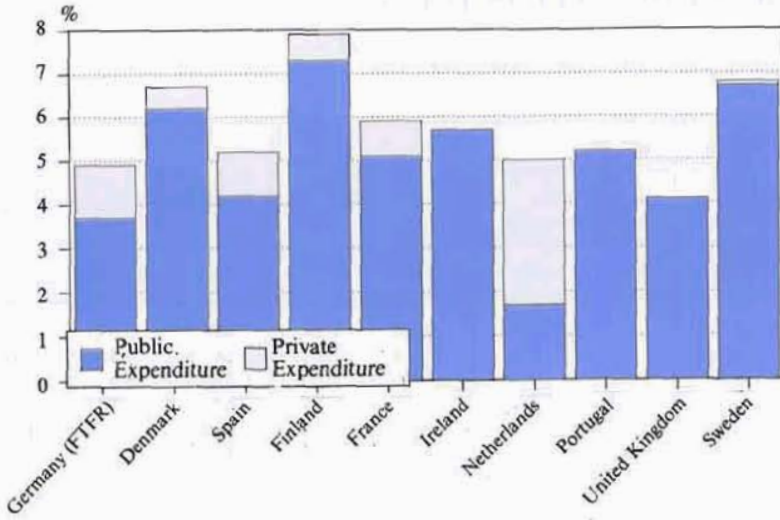
| | | 1985 | 1986 | 1987 | 1988 | 1989 | 1990 | 1991 | 1992 | 1993 |
|------------------------------|-----------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| Infant and primary education | Total expenditure* | 482.4 | 522.4 | 573.4 | 641.6 | 730.7 | 824.5 | 903.9 | 993.7 | 1,034.1 |
| | Expenditure per pupil | 71,769 | 82,940 | 88,867 | 102,259 | 120,015 | 140,045 | 159,271 | 179,969 | 193,134 |
| Secondary education and VT | Total expenditure* | 215.5 | 240.9 | 274.9 | 344.0 | 424.1 | 119.6 | 597.6 | 670.2 | 730.5 |
| | Expenditure per pupil | 108,991 | 118,463 | 127,336 | 152,114 | 180,050 | 212,567 | 237,051 | 232,698 | 279,082 |
| University | Total expenditure* | 117.8 | 146.7 | 188.3 | 223.0 | 283.7 | 339.2 | 400.9 | 469.4 | 495.3 |
| | Expenditure per pupil | 137,992 | 162,587 | 194,241 | 217,133 | 259,540 | 297,395 | 335,709 | 362,307 | 359,550 |

*: Thousand million pesetas.

Source: Planning and Statistical Office (MEC).

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14.3. PERCENTAGE OF GDP SPENT ON EDUCATION IN COUNTRIES OF THE EUROPEAN UNION. YEAR 1992



Source: CIDE from OECD (1995): «Education at a Glance».



Ministerio de Educación y Cultura

Secretaría General de Educación y Formación Profesional

Centro de Investigación y Documentación Educativa (C.I.D.E.)
