

Spanish education system

2002



MINISTERIO
DE EDUCACIÓN
CULTURA Y DEPORTE

SPANISH EDUCATION SYSTEM
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SPANISH EDUCATION SYSTEM 2002



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DOCUMENTACIÓN EDUCATIVA

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Foreword

The year 2002 commences with the Spanish Presidency of the European Union. This fact constitutes an historic opportunity for our country to make known the projects in which we are involved, and to an even greater extent, the grounds of our coexistence and the political and social achievements of recent years. *Spanish democracy is now firmly rooted and enjoys a prominent role in the construction of Europe, the results thereof being indisputable.*

One of the keys for the future of citizens and people is the importance attributed by the States to the quality of their education systems and to the maturity and impact of their correct decisions with regards to this field. Now that compulsory education has attained a cost-free and universal nature, the main objective of the Spanish education system, and in fact, of all the systems in Europe, is to work on the highly complex qualitative features which are inherent to the constantly changing surroundings in which we find ourselves. This task is to be carried out from the perspective of lifelong learning.

The Ministry of Education, Culture and Sport has considered this to be an especially relevant time at which to bring forth this book, which offers a brief but exact descriptive overview of the Spanish education system as of the beginning of 2002, the closing date for this publication. The sources comprising the report are the legislation in effect emanating from the State and the Autonomous Communities as well as official consolidated statistics. Given the horizon of foreseen reforms, it is hoped that the text will be in need of revision within a very short time. Such an event will be a concrete sign of the work aimed at improvement in which all public institutions are involved. We trust that in the meantime this book will provide a tool for spreading knowledge regarding the reality of the Spanish education system among the citizens of Europe.

Principles, structure and administration of the education system

1 GENERAL 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 therein: the Organic Act on the Right to Education (*Ley Orgánica del Derecho a la Educación LODE*), of 1985; the Organic Act on the General Organisation of the Education System (*Ley Orgánica de Ordenación General del Sistema Educativo LOGSE*), of 1990; the Organic Act on the Participation, Evaluation and Administration of Educational Establishments (*Ley Orgánica de la Participación, la Evaluación y el Gobierno de los centros docentes LOPEG*), of 1995; and the Organic Act on Universities, of December 2001 (*Ley Orgánica de Universidades LOU*).

Two additional new acts which are to alter three of the afore-mentioned are at present in an advanced stage. The approval of the following is foreseen for the near future: the Act on Vocational Training and Professional Qualifications, which modifies the *LOGSE* on questions concerning these types of education; and the Act on Quality, which will modify the *LODE* as well as the *LOGSE* and the *LOPEG*.

Article 27 of the **Spanish Constitution** lays down the basic principles that prevail in legislation on educational matters: on 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 powers between central and regional authorities. Finally, it lays down further rights associated with education.

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

Organic Act 9/1990 on the General Organisation of the Education System (LOGSE), which regulates the education system at non-university levels, repeals the General Act on Education (*Ley General de Educación LGE*) of 1970, although the latter is to remain partially in effect until the new system is fully implemented. The *LOGSE*, under the principle of continuing education, reorganises the education system and provides for both general and specialised education; regulates adult education; calls 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 the enhancement of the quality of education.

Organic Act 9/1995 on Participation, Evaluation and Administration of Educational Establishments (LOPEG) expands on the *LODE* provisions with regard to participation and involvement and modifies the organisation and functions of governing bodies of publicly funded establishments in order to accommodate *LOGSE* provisions. The Act addresses issues such as the involvement of educational communities in the governing of educational establishments and in complementary and extracurricular activities, administrative autonomy of public educational establishments and the formulation and publication of their educational projects. It additionally regulates the various contents, forms of evaluation, and outcome reports. The *LOPEG* furthermore reforms educational inspection and regulates the exercise of supervision and inspection on the part of education authorities. Finally, it lays down measures to ensure the enrolment of pupils with special educational needs in publicly financed establishments, while extending to them the coverage provided by improvements in the quality of education.

Organic Act 6/2001 on Universities (LOU) regulates the university system, and repeals the former Organic Act on University Reform (*Ley de Reforma Universitaria LRU*) of 1983, aimed at quality improvement and excellence in the performance of university activities. The *LRU* established the structure of university studies, and also expanded on the constitutional principles of university autonomy, distributing legal powers for issues concerning university education among the State, the Autonomous Communities and the universities themselves. The *LOU*, without modifying the organisation of studies, promotes the action on the part of the State Administration in the structuring and cohesiveness of the university system, heightens the powers of the Autonomous Communities with respect to higher education matters, increases the degree of independence of Universities, and establishes the necessary channels for enhancing the reciprocal links and relations between the University and society. The recent passage of the *LOU* entails that the *LRU* will be partly in force for at least the first six months of the year 2002.

2 FUNDAMENTAL PRINCIPLES OF THE EDUCATION SYSTEM

The Spanish Constitution recognises the right to an education as one of the essential rights which the public powers are to guarantee to all citizens. Article 27 sets out other basic principles related to this right.

The *LODE*, in turn, establishes the purposes of educational activity, which are as follows:

- " a) *The full development of the pupil's personality.*
- b) Education in the respect for fundamental rights and freedoms and in the exercise of tolerance and liberty within the democratic principles of coexistence.*
- c) Acquiring intellectual habits and work techniques as well as scientific, technical, humanistic, historical and artistic knowledge.*
- d) Training for the exercise of professional activities.*
- e) Education for respect towards the linguistic and*

cultural plurality of Spain.

f) Education for participating actively in social and cultural life.

g) Education for peace, cooperation and solidarity among peoples."

The first article of the *LOGSE* recognises that the education system is to be shaped according to the principles and values of the Constitution and based on respect for the rights and liberties contained therein as well as in the *LODE*. It likewise defines the principles which are to guide the educational endeavour.

3 GENERAL STRUCTURE OF THE EDUCATION SYSTEM

The structure of the education system is regulated by the *LOGSE* and the *LOU* (graph 1.1.). The Organic Act on the General Organisation of the Education System (*LOGSE*) of 1990 establishes the basic structure of the Spanish education system and reforms previous stages, levels and non-university education. It takes a gradual approach towards reform and establishes a calendar for implementing the new legislation at the same time as the parallel extinction of the older forms of education, between 1990 and 2003. The experimental implementation before the scheduled date of all the new forms of education has been carried out in many establishments, with the result that presently a small portion of the *LGE* system coexists with the new system. The Organic Act on Universities (*LOU*) of 2001 in turn structures university level into three cycles, maintaining the organisation established by the *LRU*.

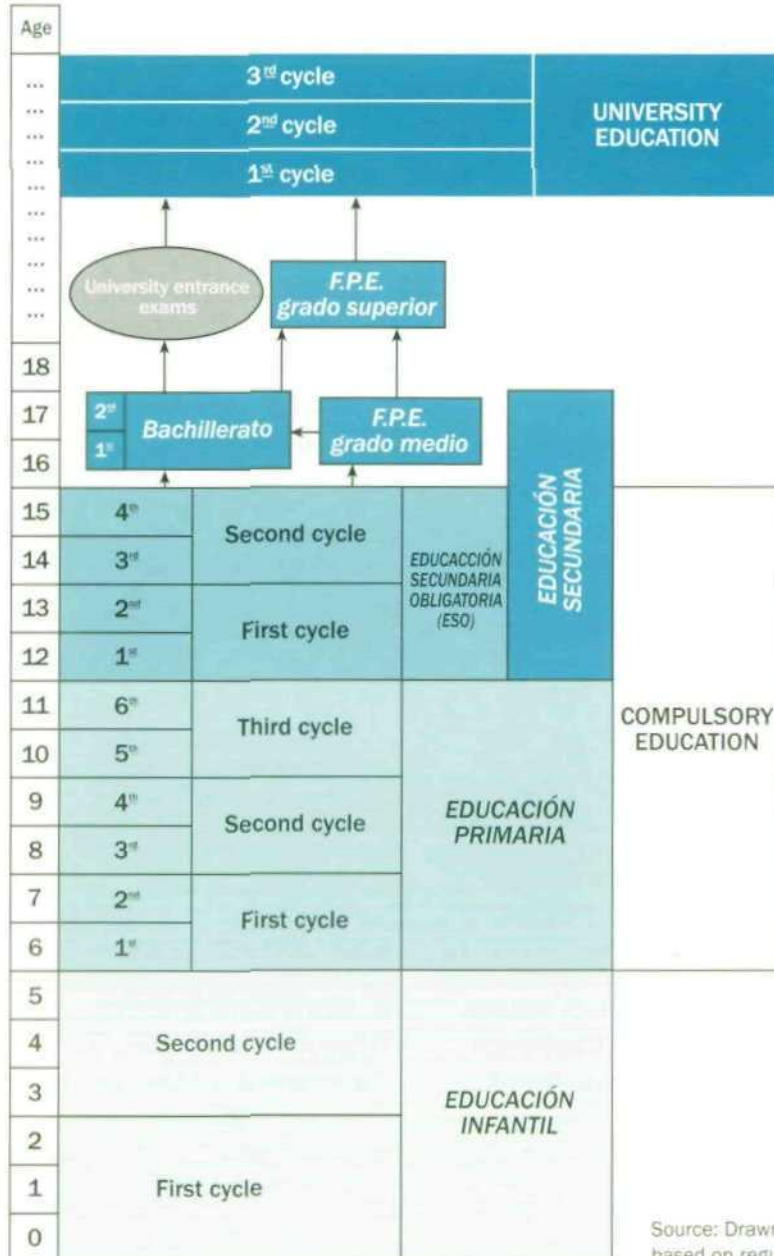
The *LOGSE* organises the education system into General Education and Specialised Education. *Adult Education* as well as *Special Education* are also regulated by the Act, in addition to those educational activities aimed at compensating for inequities. The *LOGSE* underwent a slight reform at the end of 1999, whereupon the system for access to Specific Vocational Training was slightly modified.

Included in **General Education** are *Infant Education*, which covers up to age six and is non-compulsory; *Primary Education* which is the first compulsory stage of the system; *Secondary Education*, which includes *Compulsory Secondary Education*; the *Bachillerato*, which is two years long, and *Intermediate Specific Vocational Training*; *Advanced Specific Vocational Training*; and *University Education*. Compulsory education lasts for ten years and covers age 6 to 16.

Specialised Education covers *Artistic Education* and *Language Education* and as from 1997, *Education leading to the Sport Technician Certificate*.

Up to the present time the generalised implementation of the forms of education contemplated under the *LOGSE* has taken place in *Infant Education*, *Primary Education*, *Compulsory Secondary Education*, *Bachillerato* and *Specific Vocational Training*. *Specialised Education* is in the implementation process, with the *pre-LOGSE* programmes for *Dance*, *Music* and some courses of *Applied Arts* and *Artistic Occupations* still in effect. These plans will progressively go out of effect. *Elementary level Music* and *Dance* have now become generalised. The rest of *Specialised Education* regulated by the new Act is being progressively implemented.

GRAPH 1.1. STRUCTURE OF THE SPANISH EDUCATION SYSTEM. GENERAL EDUCATION



Source: Drawn up by CIDE based on regulations.

4 GENERAL ADMINISTRATION OF THE EDUCATION SYSTEM

The 1978 Spanish Constitution laid down a new model for a decentralised State, establishing a **sharing of powers** between the State Administration and the Autonomous Communities. Since the enactment and implementation of the Constitution the Spanish education system has undergone a process of transformation whereby the State Administration has gradually transferred functions, services and resources to the various Autonomous Communities.

This decentralised administration model for the Spanish education system distributes powers among the State, Autonomous Communities, Local Authorities, and educational establishments.

The State has exclusively reserved unto itself the powers for guaranteeing standardisation and substantial unity of the education as well as those for guaranteeing equitable conditions for all Spanish citizens in the exercise of their fundamental Constitutional educational rights. The State's powers are largely of a regulatory nature and address the fundamental or basic elements of the system, although some of them are of an executive nature. With the purpose of exercising these powers, the Ministry of Education is organised into central services, which conform its basic structure, and peripheral services, through which tasks of a regional and provincial type are to be dealt with. The Senior Inspection Service in each Autonomous Community ensures the enforcement of State regulations in education matters.

The *Autonomous Communities* have regulatory powers to expand on basic State standards and as such, to regulate non-basic elements or features of the education system, as well as executive-administrative management powers over the system in their own territory, with the exception of those powers reserved to the State.

Legislation entrusts certain tasks to *municipal councils*, although the latter are not granted the status of Education Authority. Nevertheless, council powers to co-operate with the State and the Autonomous Communities in carrying out the educational task are recognised. Table 1.1. indicates the powers and administrative structure of each Administration level.

TABLE 1.1. ADMINISTRATIVE STRUCTURE OF THE EDUCATION SYSTEM AND POWERS AT EACH ADMINISTRATIVE LEVEL

	Powers	Administrative Structures
State Administration	General Regulation of the system, minimum requisites for establishments, international co-operation in education issues, fostering and general co-ordination of research, general programming of education and regulation of academic and professional certificates, Senior Inspection Service, study aid policy, ownership and administration of public establishments abroad, legal framework for foreign establishments in Spain, education statistics for state purposes, etc.	Central Services of the Ministry of Education, Culture and Sport Peripheral services: a) Senior Inspection Service in each Autonomous Community b) Provincial Directorates of Ceuta and Melilla
Aut. Com. Admin.	Administrative title in its territory, setting up and authorisation of establishments in its territory, personnel administration, expanding on education programmes, pupil counselling and attention, aids, subsidies, etc.	Education Departments or Councillorships of the respective autonomous Governments
Local Administration	Provision of land for building public educational establishments, conservation, maintenance and renovation of Infant and Primary Education establishments, programmes for extracurricular and complementary activities, supervision of compulsory school attendance, etc.	Various municipal education services

Source: Drawn up by CIDE based on regulations.

The Spanish Constitution declares that the authorities are to guarantee **social participation** in the general programming of education. Social participation is embraced as one of the principal cornerstones of the education system and is seen both as a democratising factor guaranteeing a greater degree of receptivity to social needs and as a fundamental instrument for guaranteeing education quality.

Collegiate bodies are to be found at the various levels of the Education Administration as well as in the establishments themselves. These bodies ensure the social participation of all sectors of the education community. At State level this body takes the shape of the State School Council, to which two more specific

bodies of institutional participations may be added: the General Council for Vocational Training and the Council for University Co-ordination (which replaces the Universities Council regulated by the *LRU*). At the autonomous level the Autonomous Communities have established the Autonomous School Councils. Furthermore, other Communities have set up additional bodies of this type, such as those of a Territorial, Provincial, Regional and/or Municipal/Local nature, and Autonomous Councils for Vocational Training. Finally, each individual educational establishment has its own School Council. Universities have in turn the University Social Council. These two bodies will be dealt with in the following chapter.

The *State School Council* is the body at the national level for social participation in the general programming of education and for advice regarding the bills or regulations that are to be proposed or decreed by the Government. The Council has representation from all social sectors involved in education. It is consulted with regards to the general programming of education, the basic regulations for the expansion of article 27 of the Constitution, or the general structure of the education system, the setting of the minimum core curriculum and the regulation of academic certificates, the implementation of equal rights and opportunities in education, the setting of minimum requirements for constituting an establishment, and those questions which in view of their importance may be brought before it by the Minister of Education, Culture and Sport.

The *General Council for Vocational Training* is a consultative body of institutional-interministerial participation which advises the Government. The Ministry of Education, Culture and Sport is attached to the Council, although the latter is in turn attached to the Ministry of Labour and Social Affairs. In addition to the State Administration, business and trade union organisation representatives are also to be found in the Council.

The Organic Act on Universities (*LOU*) attributes to the *Council for University Co-ordination* the role of consulting, co-ordinating, programming, reporting, proposing and assessing matters related to university education. As long as this Council is set up, its powers are to be exerted by the Universities Council. The Council for University Co-ordination will be comprised by the Minister of Education, Culture and Sport, those responsible for university education in the Autonomous Communities, the vice chancellors of public universities and 21 members named from among persons of recognised prestige.

The *Autonomous, Territorial, Zone, Provincial, Regional and Municipal/Local School Councils* are the highest consultation bodies for advice and social participation regarding non-university education matters in their corresponding geographical areas. All the Autonomous Communities have organised their own Autonomous School Council. Nonetheless, not all of them have set up Municipal/Local Councils, and only in some are Territorial, Zone, Provincial or Regional Councils to be found. The make-up and the roles of the School Councils in each geographical area are laid down by each Autonomous Community's regulations. In any case, the number of members comprising the Autonomous School Councils varies from 31 to 70, depending on the Community.

5 EDUCATION FINANCING

The total budget allocated to education in Spain has its source in: public funds, which are provided by State, Autonomous and Local Authorities; private funds, which are provided by families; and to a lesser extent, from private institutions. The public or private nature of the ultimate funding agent, rather than the recipient of the services, is what determines whether spending on education is to be considered as public or private. 78.17% of Education expenditure in Spain is financed through public funds, while the remaining 21.83% comes from private funds.

Public funds are defined as the total budgetary sum earmarked for education by the Ministry of Education, Culture and Sport and other ministries, as well as the Education Authorities of the corresponding Autonomous Communities and corresponding local councils.

The principal source of funding for *public non-university educational establishments* is to be found in the annual budgets allocated by the Education Authorities. These establishments have autonomy concerning the management of their economic resources. State schools are tuition-free for standard or general education at the non-university level, except for the first cycle of Infant Education. Families must nevertheless pay for complementary school lunch and transport services as well as for textbooks and personal school equipment. Voluntary membership fees paid by parents' associations likewise contribute to improvements in school material. Aids for complementary school lunch,

transport and boarding services are occasionally granted at the compulsory stages.

Public university revenues come from tuition and fees paid by the students, from subsidies granted by the Autonomous Communities, and from current account and capital transfers made by the State, as well as from bequests, donations or subsidies granted by public or private institutions, from specialisation courses and scientific, technical, or artistic contracts signed with public or private entities. Universities may also receive revenues from loans floated to finance investment, as well as from university property, returns on stocks and bonds, and from rentals and concessions (bookstores, cafeterias, etc.). Student fee payments represent a small percentage of the cost of their education in public universities.

The Autonomous Communities also grant *subsidies to private centres* by means of a system of *educational agreements*. The LODE specifies the standards that private centres must comply with in order to form part of the agreement system: cost-free education; the setting up of the School Council as the principal management and control body; control over the hiring of personnel; application of the same admission criteria as public schools; number of pupils per teacher not to exceed that established by the Autonomous Communities; and fulfilling conditions which ensure quality education. Priority in granting agreements is given to those schools that in addition to complying with these conditions, fulfil schooling needs, work with pupils from socio-culturally underprivileged areas, or implement interesting educational experiments. Once these requirements are fulfilled, priority is given to those establishments set up on a cooperative basis.

Educational agreements have a double purpose: on one hand, they strive to ensure cost-free education at compulsory levels; on the other, they aim to allow parents the freedom to choose a school other than those set up by the public powers. There are two types of modalities of agreements: general and singular. Schools under the general agreement system provide cost-free education because they are totally publicly financed. Subsidized private schools with a singular agreement system are only partially financed with public funds, whereby the pupil must pay fees. Schools providing compulsory education sign general agreements, and those that provide non-compulsory levels sign singular ones. Educational agreements have been changing over the last years in order to adapt to the new levels established by the LOGSE. The agreements are renewed for four-year periods upon request by the school, provided that it continues to comply with the requisites which gave rise to the approval of the agreement. They may likewise be annulled for various reasons.

Private funding for education is the part of the total spending on education that comes exclusively from private funds, either families or private institutions. Private funding complements public spending in public schools as well as in subsidized private schools. Such financing is usually earmarked at certain levels of education to cover costs that are not publicly funded (books, school material, transportation, university fees, etc.) and for extracurricular activities. Enrolment and tuition costs in private schools having no type of agreement with the Education Authority are paid by pupils or their parents. These fees are set freely by each establishment.

The Education Authorities allocate part of their budget to **grants and study aids**. At the *compulsory levels*, despite the cost-free nature of education in public schools as well as in subsidized private schools, aid is granted every year to pupils for complementary services (such as board, school lunch and transportation) and for buying textbooks and complementary school material. Aids are also granted to pupils who accredit their participation in Social Guarantee Programmes or who have special educational needs. Eligibility for these aids is subject to a maximum figure for family income and property set by the law which regulates these economic aids.

Grants and study aids are addressed to pupils at *non-compulsory education* levels (Infant Education, *Bachillerato*, Specific Vocational Training and University) and are granted by the State in all the Autonomous Communities, exception made of the Basque Country, which exerts powers over this area. Aids at these levels are presently broken down into two categories, general and special. The former includes aids for commuting to school, urban transport, board, school material and fee exemption. There are likewise general aids aimed at compensating for the income not obtained by pupils whose family income is very low. Eligibility for these aids is subject to fulfilling the academic and economic requisites fixed in each call, in addition to not having an educational certificate which enables the pupil to carry out professional activity. Special grants and aids, on the other hand, comprise those aids which are addressed to Infant Education and Special Education pupils and to pupils with extraordinary academic performance, collaboration grants for university students, mobility aids for university students studying outside their Autonomous Community, and grants for language courses abroad.

Organisation and operation of educational establishments

1 TYPES OF EDUCATIONAL ESTABLISHMENTS

Depending on their **ownership**, schools in Spain may be considered as public or private. The ownership of *public educational establishments* is in the hands of a public authority, normally an Autonomous Community, and on some occasions, the State or a local council. These establishments are financed with public funds. The ownership of *private educational establishments* is held by a private natural or legal person. These private establishments may subscribe agreements with the Administration, in which case they are known as *subsidized private schools*.

Along other lines, establishments may be classified according to the **level of education** they provide.

Non-university establishments may provide various educational levels. Special Education may be provided in mainstream establishments or in specific Special Education centres. Also included under non-university establishments are those providing *Specialised Education* (Artistic or Languages) as well as *Adult Education* and *Distance Education*.

Public schools in which only Infant Education is provided are known as *Infant Education schools*. Primary Education is provided in *Primary Education schools*, which may also include one or two cycles of Infant Education. At this time there are Primary Education schools that provisionally also teach the first two years of Compulsory Secondary Education. Public educational establishments providing

Secondary Education are known as *Secondary Education schools* and provide Compulsory Secondary Education, *Bachillerato*, and/or Specific Vocational Training (and, in some cases, Social Guarantee Programmes). Specific Vocational Training may also be provided in *Specific Advanced Vocational Training schools*, which up to this time have been regulated by the Canary Isles, Galicia, and the Basque Country. In general, private educational establishments provide General Education in all levels.

Rural areas present groupings of various schools that come together to form one single school and to operate in a joint manner. These schools are called *rural centres* in the majority of the Autonomous Communities.

Special Education establishments only provide Basic Compulsory Education, complementary Vocational Training or Transition to Adult Life Programmes.

Specific centres exist for providing Specialised Education. Classroom mode Language Education is provided in the *Official Schools of Languages*. Artistic Education is in turn provided in different establishments, depending on the type of studies in question. Public establishments providing Music and Dance education are known as *conservatories* (*elementary, professional or advanced*), and those providing Dramatic Art Education or Applied Arts and Design Education are known as *schools* or *higher schools*. These studies may likewise be provided in *integrated centres*, which enable the pupil to pursue General Education studies at the same time.

Adult Education may be provided in *Adult Education classrooms*, which are usually integrated within Primary Schools or Secondary Education Schools, or in *specific Adult Education centres*. The latter carry out their tasks on a full-time basis and are used exclusively for these forms of education (although they do play a dynamic role in the surrounding area and are available for community socio-cultural events and activities). There are also *distance education centres* set up by the Ministry of Education, Culture and Sport or by the Autonomous Communities, as is the case of the Canary Isles, Galicia, Navarre, the Basque Country and the Valencian Community.

University education is provided in **universities**, which may be either of public or private ownership. The university administrative and academic units responsible for organising studies are the *Faculties* and the *Engineering or Polytechnic Schools* (which provide first and second cycle education, second-cycle-only, and third cycle), *University Schools* or *Polytechnic University Schools* (where only first cycle studies are provided), the *Assigned Centres* or *University Colleges* (for the first cycle of some degree programmes) and the Departments. In addition to these administrative units, the universities also have *University Research Institutes*, which are principally devoted to research, although they may carry out certain teaching tasks.

2 ORGANISATION AND OPERATION OF NON-UNIVERSITY EDUCATIONAL ESTABLISHMENTS

2.1. Autonomy and Participation

One of the fundamental principles of the Spanish education system is the **participation of the education community** in the governance and management of educational establishments. Apart from the previously analysed participation avenues established in the general programming of the education system, the educational community participates in the government of the establishments through the School Council. Teachers likewise take part in establishment management through the Teachers' Assembly, as well as by means of other bodies intended for teaching co-ordination, by exercising managerial functions and by taking on *other individual governance offices*. The later will be analysed further on.

Other avenues have likewise been brought into being through which families and pupils, the principal users of the education service, are enabled to exercise collegiate participation in the control and management of educational establishments. The *parents of pupils* in non-university educational establishments enjoy freedom of association and may participate in the management of schools by means of their associations, as well as by getting involved in the various extracurricular and complementary activities, and participating either through the School Council or on an individual basis in the issues directly affecting their children. Furthermore, the most important avenue for participation open to *pupils* as

from the Compulsory Secondary Education level is their representation on the School Council. Pupils also have other channels for participation available through their class delegates, the Council of Delegates and the Pupils' Association.

Regulations have progressively set up the principle of **educational establishments autonomy**. Three areas of decision-making capacity in the hands of educational establishments may be distinguished: curriculum; economic and resource management; and personnel management.

As far as the curricular autonomy area is concerned, three levels of curricular formulation have been established. Using the core curricula that the central Government establishes for the entire State as a point of departure, each Autonomous Community draws up its own official curriculum (first level of curricular formulation). The educational establishment then adapts and expands upon this basic curriculum in what is known as the second level of curricular formulation. The third formulation level corresponds to classroom programming, which is constituted by a series of teaching units drawn up by the teacher for each concrete group of pupils, along with the necessary curricular adaptations.

Educational establishments are to draw up three different documents in which their pedagogical and curricular organisation is set down: the *educational project*, in which the school's identity traits are set out as well as the objectives, priorities, rules of procedure, organisational principals, foreseen avenues of participation for the school community and the means for networking and co-ordinating with other establishments and institutions; the *curricular project*, in which the curriculum for each educational stage is formulated, including the objectives, contents and assessment criteria by areas, the general criteria regarding methodology, grouping of pupils and the spatial-temporal organisation for activities, decisions concerning diversity and the organisation of counselling and tutorials; and finally, the *general school programme*, which includes the projects for organisation and annual curriculum, the overall timetable and the timetable for meetings and assessment sessions, formulation of the centre's projects and programmes, etc. At the end of every school year a report is drawn up to cover and assess the activities and the functioning of the school. A further document is the *classroom teaching programme*, which is to be drawn up by the teachers for each group of pupils. The *in-house rules of procedure* document covers the features of school life that are not specifically dealt with by legislation in effect. It forms a part of the educational project and should conform to the *regulations regarding pupils' rights and duties* which the various Autonomous Communities have drawn up. School disciplinary regulations are also dealt with in the latter document.

The second area of autonomy is that referring to economic and resource management decision-making. The *LOPEG* places the distribution of expenses and the contracting of projects and supplies in the schools' hands. With the aim of ensuring efficient economic management, the establishments should annually draw up a budget, in which income and foreseen expenses for the corresponding school year are listed.

Finally, personnel management is one of the domains in which establishments have had the least autonomy up to the present. Public educational establishments have scarce decision-making competence with regards to their personnel. They cannot hire teachers nor decide their numbers, professional profile nor working conditions. They may however distribute personnel throughout the establishment as they see fit, in compliance with regulations. They may also elect the head teacher, who is always to be from among the teachers accredited by the Administration.

2.2. Educational establishment governing and coordination bodies

The government of *public non-university establishments* is entrusted to collegiate bodies (School Council and Teachers' Assembly) and to persons holding individual offices (head teacher, head of studies and secretary). Some Autonomous Communities have also regulated the existence of additional figures, such as a vice principal or assistant heads of studies.

In the case of *subsidized private schools*, the LOPEG establishes that there must be a head teacher, a School Council and a Teachers' Assembly. Existence of further governing bodies is left in the hands of the establishments. Non-subsidized private establishments enjoy autonomy to draw up their organisation and as such may establish the governing and participatory bodies which they deem fit.

The **School Council** is the maximum governing body within the establishment in which the educational community may participate. In *public establishments* it comprises: the head teacher, who is the chairperson; the head of studies; one councillor or representative of the town hall; and a certain number of representatives from the teachers, pupils, parents, and administrative and service personnel. The number varies according to the education level of the establishment, the number of class units, and the stipulations of each Autonomous Community. The secretary of the establishment assumes the role of secretary of the School Council and may speak, but may not vote. Furthermore, in those establishments which provide Vocational Training, a representative of the labour or business associations may be included as a participant under the same conditions as the

secretary. The School Council is to be renewed by halves every two years. The functions of the School Council are established in the LOPEG. It is responsible for electing the head teacher; deciding upon pupil admission and the solution of pupil disciplinary problems; laying down the guidelines for drawing up the educational project, as well as approving and assessing it. It is likewise responsible for approving the in-house rules of procedure, the annual general programme and complementary and extracurricular activities; approving the establishment's budget; and encouraging the conservation and renovation of the school's installations. In the realm of external relations, the School Council lays down the guidelines for collaborating with other schools and institutions. Lastly, it participates in the assessment of the school's general functioning, pupil performance progress, as well as in the external assessments performed by the corresponding Educational Authority.

In *subsidized private schools* the School Council is composed of the head teacher, three representatives of the centre's owner, four teachers' representatives, four parents' or guardians' representatives, two pupils' representatives and one representative from administrative and personnel services. In specific centres for special education the personnel for complementary educational attention is to be included in this group. As in the case of public establishments providing Specific Vocational Training, a representative from the business world may join the council. This representative may speak but does not have the right to vote. The owners of this type of establishment decide electoral procedures, ensuring conditions that guarantee the participation of all the sectors of the educational community. The powers entrusted to the School Council in subsidized private schools are similar

to those entrusted to those in public establishments. They do however also have the faculty to hire and dismiss teachers and to propose to the Educational Authority the fixing of complementary economic contributions from parents for extracurricular educational purposes.

The **Teachers' Assembly** is the body for teacher participation within the educational establishment. It is made up by the entirety of the teachers who provide their services there, and is presided over by the school's head teacher. This body is responsible for: planning, coordinating and decision-making regarding all the pedagogical features formulated in the programming of teaching activities; the joint determination of assessment and make-up criteria for pupils, and the counselling and tutorial functions. It is also held responsible for making proposals to the management team regarding general programming and the establishment's complementary activities.

The individual officers (head teacher, head of studies, secretary, or when such is the case, administrator) constitute as a whole the establishment's **management team**. They should work in a co-ordinated manner so as to encourage smooth functioning. The team is responsible for the organisation and management of the school, the management of teachers and the rest of personnel, as well as for resource management and budget administration. It is in charge of: co-ordinating the activity of all other school bodies; maintaining the educational community informed of its objectives, plans and education outcomes; encouraging participation; making preparations for collegiate body meetings; encouraging activities on the part of the teaching staff; and the periodical assessment of the effectiveness of the establishment and its components.

The *head teacher* of public establishments is elected by the School Council and nominated by the competent Education Authority for a four-year term renewable for up to three consecutive periods. Only in the case in which there are no candidates, or none receives an absolute majority, does the Education Authority name a head teacher, who must in turn comply with the requisites and hold the office for the same period of time as those head teachers elected by the School Council. In newly set up establishments the Administration designates a head teacher, who is to hold office for three years.

The election of the head teacher is carried out by the School Council in accordance with certain minimum requisites: the candidates must be teachers with a minimum of one year's permanent nomination to the establishment; they must have a minimum of five years' teaching experience, along with previous accreditation by the Education Authority. In order to obtain accreditation, candidates must successfully complete training programmes organised by the Education Authorities (or have the corresponding certificate) and receive a positive assessment on the work they have carried out, whether it be in teaching or in previous governance positions.

The head of studies and the secretary are teachers at the establishment and are designated by the head teacher, subsequent to notification to the School Council, and named by the competent Education Authority. The *head of studies* is responsible for academic and teaching matters at the establishment, and substitutes the director in case of absence. The head of studies likewise assumes the role of personnel manager in all academic matters and is in charge of co-ordinating academic, complementary and counselling activities, as well of drawing up academic timetables.

The head of studies is also responsible for co-ordinating tutorial activity, in-service teacher training and the work carried out by the Cycle Teams in Primary Education and the heads of Department in Secondary Education.

The *secretary* is in charge of administration and the economic management of the establishment. The secretary's functions are, among others: to supervise economic management; co-ordinate and direct administrative and service personnel; to draw up the budget draft and/or budget project; to assume the role of secretary in the collegiate bodies; to take care of the establishment's records and files and to issue certificates; to make the establishment's general inventory and keep it up to date; and to ensure the maintenance of the establishment's material.

Secondary establishments with a complexity which merits the case may have an *administrator* assigned to them. This individual takes the place of a secretary and assumes charge of resource management. The administrator is the only member of the management team who is not designated by the director, since he/she is named by the Education Authority and has a permanent assignment to the position. At present there are very few Secondary Education schools with an administrator.

Although basic regulations for subsidized private schools are the same as those for public establishments, there are differentiating features. Firstly, the sole individual officer is the head teacher. The existence of other officers is left up to the criteria of each establishment. The election of the head teacher is carried out by means of an agreement between the owner and the School Council. All teachers with one year of permanence in the establishment or three years in another establishment of the same type of

ownership may be candidates. Hence, the head teachers of subsidized private schools need not be accredited.

Educational establishments have various **teaching co-ordination organs**, the basic role of which is to ensure joint, planned action on the part of all those responsible for the teaching-learning process, as well as to regulate relations among all the members of the educational community.

Infant and Primary Education establishments generally have the following co-ordination organs; form teachers, Cycle Teams and the Pedagogical Co-ordination Commission. Secondary Education establishments have form teachers, Educational Departments, the Pedagogical Co-ordination Commission, the Guidance Department and the Complementary and Extracurricular Activities Department. Their composition and functions vary in any case among the Autonomous Communities and may even differ among establishments at the same educational level. Such is the case because both types of establishments have autonomy with reference to setting up co-ordination organs in addition to those which have been legislatively established.

The basic teaching co-ordination organ in Infant and Primary Education establishments is each group's *form teacher*, who is responsible for counselling pupils and following up on their progress and difficulties (see chapter 5).

The members of the teaching staff of each cycle of Primary Education comprise the *Cycle Team*, which is directed by a co-ordinator. It is in charge of organising and expanding on the teaching material pertaining to the cycle, under the supervision of the head of studies.

Other functions include keeping teaching methodology updated and carrying out curricular adaptations as well as complementary and extracurricular activities. The *Pedagogical Co-ordination Commission* is basically comprised by the head teacher, the head of studies and the cycle co-ordinator, as well as the guidance counsellor (or, where such is the case, a member of the district team that provides assistance to the school). Some differences are to be found from one Autonomous Community to another. The Commission's functions are articulated based on curricular projects and pupil counselling.

In addition to form teachers, Cycle Teams, and the Pedagogical Co-ordination Commission, some Communities have set up other teaching co-ordination organs within Primary Education establishments. Thus, the Canary Isles has the *Group Education Team* and the *training co-ordinator*, Galicia includes the *Linguistic Normalisation Team*, and Catalonia in turn provides for a *linguistic co-ordinator*, a *co-ordination organ for school services and activities*, and a *computer science co-ordinator*.

The functions of the *form teachers* in Secondary Education schools are similar to those to be performed in Infant and Primary Education. In the same fashion as the Primary Education Cycle Teams, the *Educational Departments* are the organs responsible for organising and implementing teaching in each area, subject or module. It is therefore up to them to make proposals for drawing up curricular projects, to carry out didactic programming, to keep methodology updated, to collaborate with the Counselling Department, to propose optional subjects, etc. They are directed by the heads of Department, who represent them and co-ordinate all their academic activities.

The minimal make-up of the *Pedagogical Co-ordination Commission* in Secondary schools is as follows: the head teacher, the head of studies and the various Department heads. Additionally forming part of the Commission are the counsellor, the vice-principal, and any assistant officials (in centres that may have these positions).

The *Guidance Department* (the functions and make-up of which are described in chapter 5) is entrusted with organising educational psychopedagogical and professional counselling as well as the pupil tutorials course of action plan. The *Department of Complementary and Extracurricular Activities* is in turn in charge of promoting, organising and making possible this type of activities.

2.3. Operation of educational establishments

Parents or guardians have the right to choose an educational establishment other than those set up by the public powers and to enrol their children in schools within the area of influence of their place of residence. Therefore, in order to be admitted to a school the only conditions are age and the academic requisites required for each education level (which are described in their corresponding chapters). In the event of insufficient places, the **basic pupil admission criteria** for public and subsidized private schools are regulated for the entire State in the *LODE*, which is in turn completed by the *LOPEG*. The Autonomous Communities add complementary criteria to these regulations and also allow for centres to lay down further conditions. Establishments totally financed by *private funds* have complete freedom in determining their pupil admission policies.

The following priority criteria are used for admission to publicly funded establishments when there are insufficient places available: annual family income, proximity to place of residence (or if such is the case, to the workplace) and siblings already enrolled in the school. Complementary criteria taken into account are the candidate's membership of a large family, suffering a disability, or fulfilling any other relevant condition that may have been included in the centre's admission criteria. In no case will there be discrimination in pupil admission on ideological, religious, moral, social, or racial grounds or due to conditions of birth. Each Autonomous Community establishes the scale for applying these criteria and may add further complementary ones.

The only requisite for **entrance** to Primary Education schools is age. Infant Education attendance not being a pre-requisite. Each Primary Education establishment and if their owners so wish, those subsidized private schools, may be assigned to a Secondary Education school in which Compulsory Secondary Education is provided. In this fashion the pupils from the Primary establishments may directly enter the Secondary establishment assigned to their school without going through another admission process. The possibility is likewise contemplated for publicly funded Secondary Education establishments that do not provide Specific Vocational Training to ascribe themselves to establishments that do, and thus enable admission of their pupils to the latter. In the case of insufficient places in Advanced Specific Vocational Training, priority will be given to those who have studied the modality of *Bachillerato* to be determined in each case. Once this criteria has been applied, the pupil's school record will be examined.

Education Authorities may reserve a portion of the places for pupils entering via a specific examination.

Those pupils who are simultaneously enrolled in Music or Dance education and General Education have priority in those establishments providing General Education that the Education Authority may determine.

Admission criteria for Official Schools of Languages are similar to those for Secondary Education establishments, with several specific academic conditions that are set by each Autonomous Community.

Admission for pupils with special educational needs is carried out within the framework of the generally established criteria (keeping in mind that disability is considered among the complementary requisites), in accordance with the results of the psychopedagogical assessment, and preferably in mainstream centres. Schooling is proposed in specific special education centres only when the pupil's necessities cannot be catered for in a mainstream one.

The **school calendar** is established by each Autonomous Community, respecting several minimum requisites established by the State Administration. For Primary Education, the official dates for class commencement and termination for the 2001/2002 school year have been set between September 1 and 17 and 20 and 30 June, respectively. For Secondary Education the commencement date is set between 1 and 24 September, with the finishing date between 14 and 30 June. Furthermore, each Provincial Delegation fixes a series of holidays or bank holidays, at all times respecting the total number of direct classroom days established by each Education Authority (between 165 and 176, depending on the Autonomous Community and the education level).

The **school day** varies according to the education level. Publicly financed Infant Education establishments usually have a timetable of between 25 and 35 hours per week, while private establishments generally adapt to families' needs. Many establishments (both public and private) provide lunchroom services and breakfast service is being implemented in some. Hence, these establishments may open from 7:30 a.m. This timetable may be complemented by voluntary extracurricular activities provided by parents' associations and by the centres themselves.

The school day at the compulsory level is usually divided up into a morning and an afternoon session with a rest period between the two, as is the case with Primary Education. In Secondary Education classes are frequently held only during the morning with two breaks. The school day and overall timetable for Secondary Education establishments may vary depending on pupils' age for the various stages or cycles. The aim therein is to facilitate the organization of the different optional subjects as well as to achieve more effective pupil performance and use of the school's resources. The school day and timetable are nonetheless established by the Autonomous Communities. In some instances the morning-session-only school day has been experimentally implemented in Primary Education.

Moreover, the possibility is foreseen at non-university levels for educational establishments to remain open to the community outside the usual school day timetable. The objective is to foster sport and artistic activities and to make libraries and study halls available to students. The School Councils are to specify the timetables and the conditions under which establishments will remain open to the educational community, the time frame for normal academic activities, and the times at which the services and installations of the centre will be available for pupil use.

3 UNIVERSITIES

The principle of university **autonomy** set up in the Constitution and developed by the Act on University Reform (*LRU*) and the Organic Act on Universities (*LOU*) has endowed universities with legal status and management powers. Thanks to this principle of autonomy, public universities have the faculty to draw up their own by-laws, and private universities their own organisation and running regulations. These regulations comprise the internal rules for administrative and economic procedures as well as for the participation and relations of each university with other universities, with the State, with public authorities and with society in general. The universities therefore autonomously carry out their governance and academic functions, as well as those regarding personnel management and resource administration.

With regards to *teaching and training*, the universities have competence to organise and establish their own educational offering, as well as to draw up and propose their syllabuses for studies leading to the awarding of various university diplomas. The syllabuses are subject to common general guidelines set up by the Government, either on its own initiative, subsequent to report from the Council for University Co-ordination, or on such Council's proposal.

The by-laws of each university must respect the regulations of the *LOU* and be approved by the Government Council of the corresponding Autonomous Community. From this point onwards universities enjoy *economic and financial autonomy* and function similarly to public sector companies. Hence, they may produce specific services and receive economic compensation for them. They likewise enjoy the benefits that legislation grants to non-profit/teaching foundations and also have competence in matters regarding the acquiring of works and services and the administration of assets.

Universities also have full autonomy regarding teaching staff management. Each university establishes its multiple-year programme in its by-laws. The programme must be approved by the Social Council on proposal of the Government Council. The programme deals with teaching staff and administrative personnel working conditions and the management of resources for a period of between three and four years (according to the university). The by-laws likewise are to include research activity in both the university's programmes and budgets. In practice this signifies the separation of allocations earmarked for teaching and for research.

The exercise of the administration, economic management and teaching organisation functions corresponds to the various **organs of government** of the University. The basic organisational principle is the participation of all the sectors involved, with two projections; one of an internal nature, by taking into account, above all in the collegiate bodies, the various sectors of the university community; and another external projection and connection with social interests, fundamentally through the Social Council. Within the administrative and governmental sphere various levels are to be distinguished: the university itself, the university centres and the departments.

The by-laws of public universities should make provision for at least the following governing bodies:

- *Collegiate*: Social Council; University Assembly; Governing Council; Advisory Board, Boards of Faculty, either of an Engineering or Polytechnic School, of a University School or Polytechnic University Schools; and Department Councils.

- *Individual Officers*: Vice-Chancellor; Deputy Vice-Chancellors; General Secretary; Deans and Directors of Engineering or Polytechnic Schools, of University Schools or Polytechnic University Schools, of Departments and of University Research Institutes.

Private universities set up their governing and representation bodies concerning organisation and running regulations. Their Individual Officers governing bodies have the same name as that established for public universities.

In each *university centre* the concrete administrative functions are carried out by the centre's collegiate body, the *Faculty or School Board* and by the individual officers (the vice-chancellor, deputy vice chancellor and the secretary). Their functions are both teaching activity co-ordination and representation of their centre.

The *Departments* bring together all the teachers or researchers whose specialities correspond with a determined field of knowledge. They constitute the effective organisation and co-ordination units of the universities. Hence they are the basic organs in charge of organising and carrying out the research and teaching pertaining to each area of knowledge. Their organs of governance are likewise both collegiate (Department Council) and of an individual nature (head).

Infant and primary education

As indicated in the foregoing pages, the Government lays down the basic features of the curriculum, that is to say, the core curricula which are to be common to the entire State. Using these minimum core curricula as a point of departure, the Autonomous Communities establish the official curriculum for the establishments in their territory, setting down the general objectives for each stage, the minimum contents, and some guidelines as to methodology and assessment. Working within this framework, the following sections provide a brief description of the core curricula and of features which are common to all the curricula. Reference is only made to curriculum by Communities where noteworthy differences are to be found.

1 INFANT EDUCATION

Infant Education constitutes the first level of the education system. It covers from 0 up to 6 years of age and is set up into two three-year cycles. Although it is a non-compulsory level, it does possess an unmistakably educational nature and is closely tied in with the Primary Education level.

The **purpose** of this level is to promote the physical, intellectual, emotional, social and moral development of the pupils as well as to aid in making up for possible deficiencies related to the social, cultural or economic environment.

The general **objectives** are organised around four core areas: children are to discover, know and control their own bodies, which will lead them to have a positive and real image of themselves so that they may assess their abilities and limitations; they are to behave in an increasingly independent manner, so as to acquire emotional security, which will in turn help them develop their initiative and self-confidence abilities, widen their social circle and with ever greater ease establish links with adults as well as

with their peers; children are likewise to observe and explore their natural, family and social surroundings, acquiring respect and participation as they discover their most important characteristics and relations; and to be able to evoke and represent various aspects of reality, expressed through the symbolic possibilities offered by play, artistic activity and other means of representation, special attention is to be paid to verbal language as the basic element of communication.

The curriculum of Infant Education is organised around three **areas**. The *Personal Identity and Independence area* refers to the understanding, appraisal and control that children acquire over themselves and the ability to take advantage of their own personal resources at any given time. The *Physical and Social Environment area* addresses the progressive broadening of children's experience, so that they may come to acquire a fuller understanding of the world around them. Lastly, the basic purpose of the *Communication and Representation area* is to aid in improving relationships between the individual and the surroundings. These areas or circles of experience are contemplated from a global and interdependent focus and are implemented through experiences that are meaningful for children. The contents are grouped around these experiences, including concepts, procedures and attitudes.

Regarding the *Communication and Representation area*, note should be taken that those Autonomous Communities with an official language other than Spanish establish certain particularities with reference to language contents.

The *Foreign Language* area is not contemplated within the curriculum of Infant Education although it is being implemented either experimentally or definitively in the second cycle.

Religion is included in the second cycle of Infant Education for those children whose parents request it. Establishments must offer Religion but pupils take it on a voluntary basis. The establishment offers alternate activities for those pupils whose parents decide they are not to take Religion.

Cross curricular themes are likewise present throughout the entire level in all areas of the curriculum. These themes are: Moral Education and Education for Peace, for Health, for the Equality of Opportunity of the Sexes, Environmental Education and Consumer Education. The curriculum intends to approach these themes from a global point of view through the activities and experiences carried out by Infant Education children. Nevertheless, each establishment may give priority to certain of the aforementioned cross curricular themes and focus its efforts towards promoting those values which may be of greatest relevance in its own context.

In view of the global and interdependent nature of this stage, a breakdown of school time by areas is not contemplated.

The **methodological principles** which should govern teaching at this level refer to a global approach directed towards favouring meaningful learning. Children's physical and mental activities are the main sources of their learning and development, and along these lines it is absolutely necessary to point out the importance of play as an inherent activity of this stage. Emotional and relationship questions acquire special relevance in Infant Education given that interaction among children constitutes both an educational objective as well as a foremost methodological resource for fostering intellectual, emotional and social growth. Infant Education likewise is of a preventive and compensatory nature. In view of the great importance of early intervention in order to avoid the intensification of developmental problems, this level is utterly critical. The greatest of attention must be paid to ensure the co-ordination of the various authorities with respect to children with special educational needs.

The nature of the **assessment** process at this level must be global, ongoing, educational, regulatory, advisory and with feedback into the teaching-learning process. Teachers are responsible for assessing pupil learning as well as their own teaching processes and practice. Keeping as a reference point the education objectives at this level as well as the assessment criteria, it is up to the teaching team to set down some markers or assessment criteria in order to qualitatively evaluate the extent to which skills are acquired in each cycle. The most suitable assessment techniques at this level are interviews with parents and direct and systematic observation of the child by teachers.

2 PRIMARY EDUCATION

Primary Education comprises six academic years, from 6 to 12 years of age, and is organised into three two-year cycles. It is a compulsory and cost-free level, and along with Compulsory Secondary Education comprises the period of basic and compulsory education.

Its **purpose** is to provide all children with a basic education enabling them to acquire basic cultural knowledge and the skills related to oral expression, reading, writing and arithmetic, as well as gradual independence of behaviour in their environment.

The **general objectives** at this level can be seen as the skills to be developed by the pupils. Upon finishing this level, children should have acquired a series of skills related to communication, logical thinking, and an understanding and appreciation of their social and natural environment. They are expected to be able to use the Spanish language, and where such is the case, the official language of the Autonomous Community as well as other means of representation and artistic expression. They should be able to understand and express simple messages in a foreign language and to carry out simple arithmetical operations, as well as to understand and follow elementary procedures of logic. They are to acquire the skills that will enable them to carry out their day-to-day activities independently within their family and social environment and to understand the fundamental features of their physical, social and cultural environment. They should likewise learn to value bodily health and hygiene, as well as the conservation of nature and the environment. They are also to use physical education and sports to foster their own personal development.

These skills are broken down into a series of educational objectives which are closely linked to each other and at the same time constitute the continuation of those acquired in Infant Education. They likewise form the basis upon which the skills comprising Compulsory Secondary Education are to be built.

The contents have a triple perspective (conceptual, procedural y dispositional), and are organised into **areas** without losing sight of their global nature. All the areas contribute to the development of the skills mentioned in the general objectives for this level. The compulsory areas for Primary Education are: *Knowledge of the Natural, Social and Cultural Environment, Artistic Education, Physical Education, Spanish Language and Literature, Co-official Language and Literature of the corresponding Autonomous Community, Foreign Language and Mathematics. Religion* is also to be included with these areas. It must be offered by the establishments, but pupils may take it on a voluntary basis. Various activities are available for those pupils whose parents decide that they are not to take Religion. These activities are focused on analysis and reflection on diverse aspects of social and cultural life.

The basic features of each area, the school timetable corresponding to the minimum core curricula (table 3.1) and some assessment guidelines are set down for the entire State. The basic contents of the core curricula in no case are to take up more than 55% of the timetable for those Autonomous Communities

with an additional official language other Spanish, nor more than 65% for those that do not have another official language. The remainder of the timetable is established by each Autonomous Community.

TABLE 3.1. NUMBER OF HOURS CORRESPONDING TO CORE CURRICULA FOR PRIMARY EDUCATION BY CYCLE. SCHOOL YEAR 2001/02

Areas of Knowledge	1 st cycle	2 nd y 3 rd cycles
Knowledge of the Natural, Social and Cultural Environment	175	170
Artistic Education	140	105
Physical Education	140	105
Spanish Language and Literature	350	275
Foreign Language	–	170
Mathematics	175	170
Religion/Socio-Cultural Activities	105	105

Source: Drawn up by CIDE based on regulations

With respect to the core curricula, the various Autonomous Communities lay down the curriculum for their respective territories, adapting the objectives, contents, assessment criteria and timetables to their own particular characteristics. This gives rise to differences among the Communities both as to contents and their organisation as well as to the number of classroom hours apportioned to each area of Primary Education.

Although it has generally been established that the *Foreign Language* area is to begin to be provided at least in the second cycle, the area is being implemented in the first cycle either experimentally or definitively in almost all the Autonomous Communities.

Ethical values and other *cross curricular contents* demanded by society are likewise present throughout the entire stage through the various areas. Examples of such contents demanded by society are Environmental Education, Sexual Education, Consumer Education, Traffic Education, Education for Human Rights and Peace, Health Education, Education for Equality between the Sexes, and Leisure Time Education. Each establishment will place special emphasis on some of these cross curricular themes, depending on its needs and experience.

Teaching methodology at the Primary Education level should generally aim for pupils' development, integrating their experiences and learning. Teaching must be personalised and adapted to the various learning rhythms of each child. The teacher is responsible for the methods to be used, which in turn are to respect a series of methodological principles of a general nature proposed by the various Autonomous Communities. Recreational activities constitute an especially suitable resource at this level, as they likewise do in Infant Education. Contents should be organised with a global focus. The teaching process is to be based on pupils' constructive activity, ensuring that what is learned will be of actual use and encouraging pupils to learn on their own.

Assessment in Primary Education is carried out by the teachers, who are to evaluate pupils' learning as well as their own teaching practices. An initial pupil assessment is to be carried out at the beginning of the stage, serving as a springboard for subsequent learning. Assessment of pupil learning processes should be continuous and global and will be performed taking into account the education objectives and the assessment criteria laid down in the curriculum. Evaluation of a pupil's progress is expressed in one of the following terms: progressing suitably (*Progresada Adecuadamente -PA-*), when such is the case, or needs improvement (*Necesita Mejorar -NM-*) in case to the contrary.

At the end of each cycle, and as a consequence of the assessment process, a decision is made regarding pupil **promotion** to the following cycle, providing that the corresponding objectives are considered to have been reached. In the case to the contrary the pupil may be held back one academic year in the same cycle. This decision may only be implemented once during the entire level and must be made by the form teacher, who in turn takes into account the reports of the remaining teachers in the group. When this decision implies non-promotion to the following cycle or level, the pupil's parents or legal guardians must be consulted and complementary educational measures must likewise be drawn up, aimed at the pupil's attaining the educational objectives. Along the same lines, if during the process of continuous assessment the progress of a pupil is deemed as not responding to the objectives programmed, teachers may adopt suitable educational reinforcement measures, and if the case warrants, curricular adaptation measures.

Compulsory Secondary Education, Bachillerato and Vocational Training

Secondary Education comprises Compulsory Secondary Education (*Educación Secundaria Obligatoria –ESO–*), *Bachillerato* and Intermediate Specific Vocational Training. Although Advanced Specific Vocational Training is considered Higher Education, it is included in this chapter along with the intermediate level. The following text briefly describes the structure and the fundamentals of the curriculum (objectives, contents, methodology and assessment) of these three stages.

1 COMPULSORY SECONDARY EDUCATION

Compulsory Secondary Education (*ESO*) covers ages 12 to 16 and comprises four academic years organised into two two-year cycles. Organisation at this stage is governed by two basic and complementary principles: comprehensiveness and attention to diversity. Starting out from this approach the intention is, on one hand, to provide a well-rounded instruction, by means of a core of common contents for all pupils, and on the other hand, to establish a progressive differentiation of contents in the final academic years.

The **purpose** of Compulsory Secondary Education is to provide all pupils with the basic elements of culture, train them to take up their duties and exercise their rights and prepare them for joining the working world or for going on to Intermediate Specific Vocational Training or the *Bachillerato*.

The **objectives** to be reached by pupils over the course of *ESO* are intended to develop the following skills: to suitably understand and express complex oral and written messages in Spanish and where such is the case, in the co-official language of the Autonomous Community, and to perfect the learning of a foreign language; to develop a critical sense; to value the beliefs and basic attitudes of our tradition

and cultural heritage, as well as social habits connected with health, consumers, and the environment; to acquire a sense of co-operation, moral responsibility, solidarity and tolerance so as to eradicate discrimination; to analyse the principal factors at play in social events; and to understand the basic laws of nature. The practical dimensions of knowledge are not to be lost sight of while acquiring basic technological training and an understanding of the social, natural and cultural environment and surroundings, the aim therein being to use them all as educational tools.

The **curricular areas** into which Compulsory Secondary Education is organised are similar to those of Primary Education, but with a clearer definition of the domains of study. These areas are composed of various subjects, from among which the pupil may choose some as optional courses. The curriculum at this level likewise includes basic Vocational Training, which provides a practical and semi-professionalising dimension to the education provided in Compulsory Secondary Education.

The compulsory areas which make up the common core studies are: *Natural Science, Physical Education, Plastic and Visual Education, Social Studies, Geography and History, Foreign Languages, Spanish Language and Literature, Co-official Language and Literature of the respective Autonomous Community, Mathematics, Technology and Music*. Likewise present in Compulsory Secondary Education, as well as in the remaining education levels are *Religion and cross-curricular themes*.

The core curricula for Compulsory Secondary Education (established by Royal Decree 1007/1991, 14 June) were modified by Royal Decree 3473/2000, 29 December with the purpose of: enhancing the instrumental areas of Language and Mathematics by means of a longer time allotment; to introduce within the Technology area those contents appertaining to the new information and communication technologies; to broaden knowledge of classical culture by widening its obligatory offering to two school years; and to update the curricula of all areas, ever keeping in mind teaching quality and scientific precision.

The above mentioned core curricula establish that the Autonomous Communities may arrange that during the second cycle of this level the instruction under the area of *Natural Science* be organised into two different subjects: *Biology and Geology* and *Physics and Chemistry*. They may likewise arrange that during the second cycle of this level the area of *Mathematics* be organised in the fourth year into two varieties with different contents. During the final fourth year the "Moral Life and Ethical Reflection" block of contents, (appertaining to the area of *Social Studies, Geography and History*) is organised into a specific subject under the name of *Ethics*. Furthermore, in the final academic year of this stage pupils are to choose two of the four following areas: *Natural Sciences, Visual and Plastic Education, Music, and Technology*. In the case where the *Natural Science* area is organised into two subjects, there are to be five subjects, from which the pupil will select two.

Apart from the compulsory areas comprising the common core studies, the curriculum also includes *optional subjects*, which are to have an increasing presence as the level goes on. Among these, establishments are to offer a Second Foreign Language during the entire Compulsory Secondary Education stage and Classical Culture in the two years of the second cycle.

Each of these areas is assigned a minimum number of compulsory classroom hours which is not to represent more than 55% of the class time hours for the Autonomous Communities with an official language other than Spanish, nor more than 65% for those that do not have one (table 4.1.).

TABLE 4.1. NUMBER OF HOURS CORRESPONDING TO CORE CURRICULA FOR COMPULSORY SECONDARY EDUCATION BY CYCLE. SCHOOL YEAR 2001/02

Area of knowledge	1 st cycle	2 nd cycle
Natural Science	140	90
Social Studies, Geography and History	140	160
Plastic and Visual Education	35	35
Physical Education	70	70
Spanish Language and Literature	245	240
Foreign Languages	210	240
Mathematics	175	160
Music	35	35
Technology	125	70
Religion/Alternative Activities	105	105

Source: Drawn up by CIDE based on regulations.

Using these basic criteria as a starting point, each Autonomous Community is to draw up its own curriculum, in which the weekly school timetable is defined. This competence in the hands of the Communities gives rise to differences among them as to the number of classroom hours apportioned to each area of Compulsory Secondary Education.

Moreover, the various Autonomous Communities have laid down a set of different optional subjects, encouraging independence on the part of the establishments for drawing up and programming these subjects. Each Community may likewise authorise other optional subjects in response to concrete demands from establishments.

The **teaching methods** to be used in Compulsory Secondary Education are the responsibility of the teacher, who must at all times respect the series of general principles common to those of Primary Education and reiterated in the Autonomous Communities' regulations. This methodology is to adapt to the characteristics of each pupil, encouraging his/her self-learning and team work abilities. The pupil should moreover be introduced to discovering reality using the basic principles of the scientific method.

Assessment in Compulsory Secondary Education must be continuous and global, though applied discretely by subject or areas. It is to be applied to pupil learning as well as to teaching practices. Assessment points of reference should be the general objectives for the stage and each of the areas as well as the general assessment criteria set down for the entire State in the core curricula and by the various Autonomous Communities in the curriculum in their territory. Assessment is performed by the each group's teaching team, co-ordinated by the form teacher and advised by the Guidance Department. Assessment results for pupil learning are expressed in the following terms: Insufficient (*Insuficiente In*), Sufficient (*Suficiente Sf*), Good (*Bien B*), Commendable (*Notable Nt*), and Outstanding (*Sobresaliente Sb*).

Upon completion of the first cycle and of each of the years of the second cycle, and consequent to the assessment process, the entire group of teachers for each pupil is to jointly decide regarding **promotion** to the following cycle or year. The criteria for deciding whether or not to promote should be the estimate of the pupil's chances of continuing studies in view of the overall skills that he or she has developed. In any case, the decision reached will be accompanied by complementary educational measures designed to foster the pupil's reaching the objectives programmed. The decision for a pupil to stay one more year in a cycle or school year may be made once at the end of the first cycle or during one of the years of the second cycle. When such is not the case, even when objectives have not been met, the pupil is to be promoted to the following cycle or course, fostering his/her eventual learning process by means of suitable curricular adaptation measures. In the

case of pupils over the age of 16, they may on an exceptional basis join Programmes of Curricular Diversification, the aim of which is to attain the general skills characteristic of this stage. Furthermore, and on an equally exceptional basis, the decision for the pupil to stay back a second time in a cycle or year may be taken at the end of a different year or cycle. Such is the case when it is deemed possible for the pupil to obtain the Secondary Education Certificate. This decision will be made at the same time as suitable complementary education measures are drawn up.

The future Act on Quality will propose a series of measures aimed at compensating for the gaps and deficiencies to be found in the present education system. The measures will focus on enhancing the quality of the system and on its convergence with European Union educational priorities. Among the measures, which are basically to affect Compulsory Secondary Education, are those aimed at: fostering pupils' academic success; enhancing the roles of the Management Teams and the autonomy of educational establishments; providing effective support for the teaching staff; reinforcing the teaching career studies; increasing the possibility of choosing training pathways with the goal of each pupil attaining excellence; improvement of school organisation; modification of the assessment of academic performance by fostering the teaching of the importance of effort; and respecting cultural diversity so as to facilitate the academic and social integration of foreign pupils.

Those pupils who upon finishing this level have reached the programmed objectives are awarded the *Secondary Education certificate*, which enables them to enter the *Bachillerato* or Intermediate Specific Vocational Training. Awarding of this certificate may also be proposed for those pupils who have received a negative assessment in one of the areas or subjects, but have in global terms reached the objectives established for the level. In any case, upon finishing this level all pupils receive a certificate indicating the number of years of study, the grades they have received in the various areas and subjects and non-binding, confidential guidance regarding their academic and professional future.

Social Guarantee Programmes are organised for those pupils not reaching Compulsory Secondary Education objectives. The purpose of such programmes is to provide these pupils with basic and professional training which will enable them to get a job or to continue their studies in Intermediate Specific Vocational Training subsequent to the corresponding entrance exam.

2 BACHILLERATO

Bachillerato is a two-year non-compulsory education level which complements Compulsory Secondary Education. The Secondary Education Certificate is requisite for entering *Bachillerato*. The theoretical ages for commencement and completion are 16 and 18, respectively.

Bachillerato studies are organised around four kinds of learning, or modalities: Arts, Natural and Health Sciences, Humanities and Social Studies, and Technology. The intent is to enable all pupils to chart an individual educational course depending on their own skills and academic and vocational interests. The State Government has competence to establish new kinds of learning or modalities as well as to modify those that have already been set down, in agreement with the Autonomous Communities.

The *Bachillerato* has the triple **purpose** of preparing the pupil for University Education, for Advanced Specific Vocational Training, and for joining the job market. This education stage consequently carries out functions of a training and advisory nature and also prepares for the study of a specific discipline. It furthermore blends the principles of unity, diversity and specialisation.

The general **objectives** for this educational stage may be expressed in terms of skills and refer to a suite of dimensions such as a command of the Spanish language and the co-official language of the respective Autonomous Community, a 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.

Regardless of the modality of learning chosen, the curriculum is organised into **subject matters**. A distinction is to be drawn among: *common subject matters*, aimed at the general education of the pupil and at the reinforcement of the final value of *Bachillerato*; *subjects specific to each modality*, which enhance the aforesaid basic education with preparedness for specific fields of academic or professional study; and *optional subjects*, which help to complete and enrich the kind of learning chosen.

TABLE 4.2. CORE CURRICULA FOR BACHILLERATO, YEAR 2001/02

Common subjects

Physical Education (35 hours)

Philosophy (70 hours)

History (70 hours)

Spanish Language and Co-Official Language and Literature of the respective Autonomous Community (210 hours)

Foreign Language (210 hours)

Subjects tied to each type of Bachillerato (70 hours per subject)

Arts	Natural Sciences and Health Sciences	Humanities and Social Sciences	Technology
<ul style="list-style-type: none"> • Artistic Drawing I • Artistic Drawing II • Technical Drawing • Volume • History of Art • Image • Principles of Design • Expression Techniques 	<ul style="list-style-type: none"> • Physics and Chemistry • Biology and Geology • Mathematics I • Mathematics II • Physics • Chemistry • Biology • Technical Drawing • Earth and Environmental Sciences 	<ul style="list-style-type: none"> • Latin I • Latin II • Greek • History of Art • History of Philosophy • Contemporary World History • Geography • Economics • Economics and Business Organisation • Mathematics and Applied Sciences I • Mathematics and Applied Sciences II 	<ul style="list-style-type: none"> • Physics and Chemistry • Mathematics I • Mathematics II • Technical Drawing • Physics • Mechanics • Electro-technology • Industrial Technology I • Industrial Technology II

Source: Drawn up by CIDE based on regulations.

The *common subjects* for the various types of *Bachillerato* in the entire State are: Physical Education, Philosophy, History, Spanish Language and Literature, Co-official Language and Literature of the respective Autonomous Community, and Foreign Language. The *subjects specific to each modality, contents and minimum timetables* have likewise been regulated for the entire State by means of Royal Decree 1700/1991, 29 November, whereby the structure of *Bachillerato* is established and by Royal Decree 1178/1992, 2 October, whereby the minimum core curricula for *Bachillerato* are set down (table 4.2.).

The structure of *Bachillerato* as well as basic curricular features and the apportioning of the timetable by areas were modified by Royal Decree 3474/2000, 29 December, whereby modifications were made to Royal Decree 1700/1991 and Royal Decree 1178/1992 (Official Gazette 16-1-2001). The implementation calendar set down for these modifications establishes that in the 2002/03 school year they be applied in the first year of *Bachillerato* and in school year 2003/2004 in the second year.

Royal Decree 3474/2000, introduces Philosophy as a common subject in the two years of this stage and also doubles its time apportionment. The Decree establishes that all pupils are to take the following subjects in the first year of *Bachillerato*: Physical Education, Philosophy I, Spanish Language and Literature, Co-official Language and Literature I of the respective Autonomous Community, Foreign Language, and three subjects from the modality. In the second year pupils are to take: Philosophy II, History, Spanish Language and Literature, Co-official Language and Literature II of the respective Autonomous Community, Foreign Language II and three modality subjects. Regarding subjects specific to the modality, the Decree likewise calls for those linked to each one of the university entrance pathways to be taught in the second year. The Royal Decree furthermore points out that Technical Drawing II is to be added to the Arts, Natural and Health Sciences, and Technology modalities. History of Music and Greek II are to be added to the Humanities and Social Sciences modality whereas History of Philosophy is to be eliminated.

As in the remaining stages, the school timetable corresponding to the minimum core curricula may not be more than 55% of the total timetable for those Autonomous Communities with an official language other than Spanish, and 65% for those that do not have a co-official language. The former thus have 10% of the academic timetable for the organisation of co-official language teaching.

The Ministry of Education establishes that establishments are to programme *optional subjects* according to pupil demand and taking into account the teaching staff on hand. Nonetheless, the Second Foreign Language must be offered as an optional subject in all Communities.

The teaching of *Religion*, Catholic or of other faiths, is likewise of compulsory offering and voluntary for pupils. Those who do not take it participate in alternative activities drawn up in each Community.

Using these minimum standards as a starting point, all the Autonomous Communities are drawing up the official curriculum for the territory under their competence. The curriculum regulates the corresponding optional subjects (taking into account where suitable the proposals of the establishments), and the distribution by school year of the common subjects and those specific to the modalities, as well as the weekly timetable. The Autonomous Communities have also progressively regulated the curriculum of optional subjects so as to complete their respective syllabuses. Whenever academic organisation allows for it, pupils may choose as optional subjects from the specific subjects of other modalities. With the aim of making such a selection possible, establishments programme in different groups and timeframes those modality specific subjects which although not chosen as such, are necessary for the University entrance exam which the pupil aspires to take.

The **methodological approach** in the teaching-learning process in *Bachillerato* is intended to foster pupils' capacity for self-learning, team work, and for using suitable research methods. It should also stress the relationship between the theoretical aspects of the subjects and their practical applications in society. The teaching practices used by teachers must follow the educational principals inspiring the core curricula and the specific methodology of the subjects being taught.

Basic assessment and pupil promotion characteristics are of a general nature for the entire State, even though each Autonomous Community establishes the evaluation criteria in its curricula which are to be subsequently concretely defined by each establishment.

Pupil **learning assessment** in *Bachillerato* is continuous and performed on a subject-by-subject basis against the educational objectives and *assessment criteria established in each Autonomous Community's curriculum*. When assessing, teachers should take into account the suite of subjects corresponding to the school year, the academic maturity of pupils with respect to the objectives of the *Bachillerato*, and their possibilities for progress in future studies. Grades are given on a numerical scale of one to ten, five or above being considered a pass. Assessment is carried out by the set of teachers of each pupil group. They are co-ordinated by the form teacher and advised by the Guidance Department. Pupils who do not pass a subject in June may sit an extra exam session which is held in September in most of the Autonomous Communities.

Promotion and form repetition regulations set the maximum stay in this stage at four years. The first-year pupil with more than two failed subjects must repeat the year. In a similar fashion, the pupil who at the end of the second year has more than three failed subjects must repeat the entire year.

Pupils who pass all subjects, and thus satisfactorily complete this stage of education, are awarded the *Bachillerato diploma*, which specifies the modality of learning taken and the grade average earned. This diploma qualifies them to enrol in Advanced Vocational Training, Specialised Education, or university studies. In order to enter the University, pupils must first pass an entrance exam. Eligibility for this exam, and thus for university studies or for Advanced Specific Vocational Training is subject to the educational pathways taken during the *Bachillerato*. In order to opt for one kind of studies or another the pupil preferably must have studied certain modalities and subjects linked to the different University or Training Cycles entrance exam options.

3 SPECIFIC VOCATIONAL TRAINING

At present Specific Vocational Training co-exists with the Vocational Training programmes regulated by the 1970 LGE. This will be the case until school year 2002/03, when the final years of second-tier Vocational Training are no longer to be provided.

The Act on Vocational Training and Professional Qualifications legislative bill proposes a reform of these types of training with the goal of ordering into one single system the three present subsystems of Vocational Training: initial Vocational Training (under which Specific Vocational Training is to be found); ongoing on-the-job training; and Occupational Training, which is aimed at workers' entering and re-entering the job market. Likewise proposed is the establishment of a National System of Vocational Training and Qualifications, to be ruled by the following basic principles:

- a) Vocational training is to be aimed at personal development and the exercise of the right to work as well as at the free selection of profession or trade and the satisfaction of employment and production system necessities over the course of an entire lifetime.
- b) Access under equal conditions for all citizens to the different modalities of Vocational Training, with attention to the needs of those groups with special difficulties in their integration into the job market.

c) Participation and co-operation on the part of social agents with the public powers with regards to training and professional qualification policies, and the promotion of the necessary collaboration with companies and training entities, all with the goal of obtaining the maximum degree of transparency and information with respect to the job market.

d) Adaptation of training and qualifications to European Union criteria, to be carried out in terms of the objectives of the single market and the free circulation of workers.

The purpose of Specific Vocational Training is to prepare pupils to work in a specific professional field, by providing them with a well-rounded and practical education that enables them to adapt to the changes affecting their trade that may take place during their working lives.

Its objectives are:

- to contribute to attending to the expectations and training necessities of persons taking up this type of training, to provide them with a greater capacity for initiative in the face of technological changes and changes in the labour market and to facilitate their entrance in the labour market;
- to respond to the changing demands of the productive system in a time of rapid technological and social change, as well as to foster permanent training for young workers and adults; to encourage their promotion to qualifications of the highest level; to obtain the active participation of the various social agents in the design, drawing up, implementation and enhanced use of Vocational Training; and to contribute to economic development through flexible training programmes which are adjusted to existing needs and resources; and
- for pupils to achieve the professional competence associated with each certificate and for them to understand the organisation and features of the corresponding productive sector as well as the mechanisms for joining the work force. Pupils are likewise to be familiar with the basic legislation and their rights and duties as well as to learn how to work in safe conditions and thus prevent risks. They are to acquire a professional identity and maturity which will motivate them for further learning and allow them to adapt to eventual changes in their qualifications.

Specific Vocational Training is organised into intermediate and advanced Training Cycles.

To enter the **Intermediate Training Cycles** the pupil must have the Secondary Education Certificate or have pursued equivalent studies under the system regulated by the LGE. Nonetheless, entrance is possible without fulfilling the academic requirements established provided that the candidate can demonstrate a sufficient level to be able to carry out these studies successfully. An exam is drawn up and regulated by the Autonomous Communities for this purpose. To be eligible to take this entrance exam one of the following conditions must be met: a minimum age of 18 when the exam is held, to have one proven year of work experience in an area corresponding to the Cycle to be entered, or to have successfully completed a Social Guarantee Programme.

Entrance to the **advanced Training Cycles** may be gained in two ways: direct access, for which a *Bachillerato* certificate is required, and access through an exam. This exam is regulated by the Autonomous Communities and has the purpose of demonstrating whether the candidate is sufficiently mature with respect to the objectives of *Bachillerato* and to the professional field corresponding to the Training Cycle to be enrolled in. In order to enter by means of such an exam the candidate must be at least 20 years old, except for those who can accredit having a Technician certificate and wish to enrol in an advanced Training Cycle of the same professional family or of a family which has been ruled as linked to it. In the latter case the minimum age is 18. Furthermore, it is possible in this case to substitute the exam with the successful completion of the instruction determined by the Autonomous Communities for complementing maturity and the professional skills accredited by the Technician certificate.

Both the intermediate and advanced Training Cycles are organised into **training modules** in order to forge a close link with the productive system as well as a high response capacity in the face of technological, economic and social changes. These modules are conceived as an instrument for developing the professional skills required in the work associated with each Vocational Training certificate. These skills constitute the principal reference point for determining training contents. The professional profile aspired to in each Training Cycle is defined by experts in each occupational field, with the participation of the most representative business, trade union and professional organisations of the branch.

The theoretical-practical training modules which comprise the Training Cycles may be of two types: those associated with a unit of skill (the most specific ones), and cross curricular or basic modules, which aid in building basic cross curricular skills for professional competence in the corresponding Training Cycle. The Training Cycles also include a *module of On the Job Training*, which all pupils must take part in. This is a specific training unit carried out in the company and intends to apply the theoretical knowledge learned in educational establishments to concrete production processes and real work situations. Yet another goal is to understand the social-labour organisation of the workplace in real terms.

The length of each Cycle, as well as that of the professional modules comprising it varies according to the nature of the professional competence to be acquired in each one. It may vary between 1,300 and 2,000 hours. The length of the On-the-Job training module may vary from 350 to 750 hours. Cycles which last longer are generally organised into two academic years.

Up to the 2000/2001 school year, 22 professional families and a total of 61 intermediate Training Cycles and 75 advanced Training Cycles have been drawn up. The Autonomous Communities have in turn regulated their implantation in varying manners and at different rates. An extremely varied mosaic is therefore presently to be observed with respect to the *implementation of this type of studies*. The families which have been regulated are: Farming Activities, Physical and Sport Activities, Maritime and Fishery Activities, Administration, Graphic Arts, Commerce and Marketing, Communication, Video and Sound, Building and Civil Works, Electricity and Electronics, Mechanical Production, Hostelry and Tourist Industry, Personal Image, Food Industry, Computer Science, Wood and Furniture, Maintenance of Motor Vehicles, Production Maintenance and Services, Chemistry, Health, Socio-Cultural Community Services, Textiles, Clothing and Leather/Fur and Glass and Ceramics.

The core curricula established for the entire State for each certificate include the general objectives of the Training Cycle, the professional modules of which it is comprised, its total duration, the specific objectives (in terms of skills) and the basic assessment criteria for each module (except those of the On the Job Training Module). As in the rest of the forms of education established under the LOGSE, the respective competent authorities of the Autonomous Communities lay down the regulations corresponding to the curriculum of each Cycle within the area of their competence.

Assessment in Specific Vocational Training is continuous and carried out by professional modules, although considering all of them as a whole. Assessment considers the professional competence that is characteristic of the certificate, the objectives of the various modules that comprise it and the maturity of the pupil. The individual responsible for training designated by the corresponding educational establishment collaborates in the assessment of the On the Job Training module. Using the State instructions as a point of departure, each Autonomous Community has regulated its own assessment procedures.

The final assessment is expressed in terms of a numerical grade (between one and ten) with the sole exception of the On the Job Training Module, which is expressed as pass/fail. To successfully complete a Training Cycle it is requisite to have been given a passing grade in all the modules comprising it. Make-up activities are programmed for non-passed modules. Pupils may take the activities programmed for one same professional module for a maximum of three times. Moreover, they may sit the exams for assessment and final grades up to four times for the same module.

In the case of Training Cycles with a duration of more than one academic year, when pupils finishing the first year have passed all but 25% of the duration of the entire set of modules, they may go on to the second year with the corresponding make-up activities. When the total time figure exceeds 25%, pupils must repeat all the activities programmed for the professional modules that have not been passed.

Pupils successfully completing intermediate and advanced Specific Vocational Training are respectively awarded the Technician and Senior Technician **certificate**. The *Technician* certificate allows entry to the *Bachillerato* (with the necessary convalidations, when such is the case) or to other specialised or complementary instructions, such as Specialised Education, etc. The *Senior Technician* certificate permits direct access with no entrance exam to certain University Studies related to the Vocational Studies taken. These studies are defined in the regulations governing each degree programme. The Senior Technician certificate allows entrance to other special or complementary forms of education.

Educational guidance, attention to diversity and special education

Grouped under the heading "Educational Guidance, Attention to Diversity and Special Education" is the entire set of measures contemplated in the education system for adapting teaching to the personal characteristics of pupil: the counselling system and the structures supporting it, the measures for attention to diversity, attention to underprivileged social and cultural situations and the education of pupils with special education needs arising from personal disabilities or intellectual giftedness (Special Education).

1 EDUCATIONAL, PSYCHOPEDAGOGICAL AND PROFESSIONAL GUIDANCE

Educational and professional counselling, which is one of the principles the education system must attend, form part of the set of factors which favour quality education. The *LOGSE* establishes the basis for providing counselling. The general framework under which it is to be carried out is organised around the three levels of school structure: the classroom or group of pupils, the school or educational establishment, and the school system; the latter being defined as a district or sector.

Firstly, counselling or guidance at the classroom level is the responsibility of the form teachers. The second level, the educational establishment level, is attended by the Guidance Department of the school, or at least by a counsellor. The third level, which takes the shape of district counselling teams, should attend the requests or demands for assistance and technical advice on the part of the teaching staff, for guidance for pupils in transition from one stage to another or

from one school to another, and for psychopedagogical intervention in the face of extremely complex and specific learning difficulties and problems. Guidance organisation throughout the entire State coincides with this triple structure, with slight variations to be found among the various Autonomous Communities.

1.1. District counselling teams

Services have been set up throughout the entire State for providing support to establishments and to educational and psychopedagogical teams. These services are organised by districts and receive different names. Generally speaking, the area of action of these counselling teams is comprised of all the establishments providing non-university level education located in the area of each of them. They have a multidisciplinary make-up, which is very similar throughout the State and generally comprises psychologists, pedagogues, teachers and social workers. Their functions and powers tend to resemble each other throughout the State and could be summarised as follows:

- to advise educational establishments and teachers in their zone with regards to drawing up of curriculum and to participate in its development, especially in questions regarding psychopedagogy, guidance and attention to diversity;
- to carry out a psychopedagogical assessment of those pupils whose case merits such, and to subsequently provide proposals, advice and programmes for the most suitable educational response in each case;
- to collaborate with teachers' centres, other educational institutions, social and health services within their area of action; and
- to advise and counsel pupils and their families.

1.2. Counselling in educational establishments

Educational counselling and attention to diversity are basic principles of education and as such are part of the objectives of all educational establishments. All teachers should exercise these functions. Schools should likewise draw up Courses of Action for Tutorials and for Educational and Professional Guidance. At the same time they should define the mechanisms and the paths to be taken to attend to pupil diversity. The establishments have specialised advisory services (Guidance Departments if they exist, or district teams) at their disposal for the drawing up of these plans.

In *Infant Education* and in *Primary Education schools* the majority of the Autonomous Communities have a counsellor (who usually is a member of the district guidance team, and attends the school's needs on a part-time basis in the schools). Up to the present only Galicia and Navarre have set up specialised guidance services for these establishments.

In *Secondary Education schools* almost all the Autonomous Communities contemplate the existence of a Counselling Department among the other organs of educational co-ordination. The functions of the Guidance Department are centred around drawing up and implementing guidance and tutorial plans, psychopedagogical assessment and the design and application of measures for attention to diversity. Also belonging to the Guidance Department, regardless of their geographical location, are those counsellors and teachers who attend pupils with special education needs or form part of specific programmes.

1.3. Tutorials

The regulations in effect for the entire State regarding tutorials have solely established that each group of pupils is to have a form teacher and that the educational establishments are responsible for co-ordinating counselling and tutorial activities. The Autonomous Communities have laid down different regulations on one hand for Infant and Primary Education schools and on the other hand for Secondary Education schools.

The concept and implementation of tutorial sessions largely resemble each other from one Autonomous Community to another. All of them designate the head teacher as the person responsible for naming form teachers, and the head of studies for co-ordinating tutorial activity. The same applies to the functions assigned to form teachers, who in Infant and Primary Education are to focus on the pupil's integration in the group of classmates, initial school adaptation, the prevention of learning difficulties and the connection between the school and family, while in Secondary Education teachers are to focus on more specific aspects of academic and professional guidance.

2 EDUCATIONAL NEEDS AND MEASURES FOR ATTENTION TO DIVERSITY

The personalising of education, a basic principle of the educational system, signifies the permanent adaptation of educational intervention to each pupil's ways of learning. The structuring of compulsory education as a comprehensive stage demands the definition of a common and general curriculum for the entire State. Nonetheless, the personalising of education implies adapting the curriculum to the needs of the pupils of each Autonomous Community, of each educational establishment, of each classroom, and finally, to each individual. Making reference to pupil diversity and to the adjustment of the educational response in each concrete situation entails recognising that all pupils have educational needs. They may coincide with one another in some features, but may in turn differ on many occasions.

Thanks to the successive formulations by each educational establishment and group, the curriculum foresees many possibilities for adjusting to suitably respond to these differences so that pupils may overcome any difficulties encountered. For many pupils such adjustments will be sufficient for them to progress in their studies and it may thus be said that their educational needs are adequately covered. However, all along the school period, and perhaps to a greater extent at those stages in which studies are becoming progressively more complex, there will be certain pupils who for very different reasons find it more difficult to reach the objectives and contents laid down for everyone in the common curriculum for all. These pupils will consequently be in need of another type of more specific adjustments.

The term *special educational needs* refers precisely to these pupils. The *LOPEG* specifies as pupils with special educational needs those who at some time in their schooling or over the entire course thereof require certain support measures and specific educational attention either because they suffer physical, psychic or sensory disabilities, serious behavioural disorders or are in unfavourable social or cultural situations.

Among the **ordinary measures** (aimed at the entirety of pupils) contemplated by the education system for attending diversity, the following are to be mentioned: successive levels of *curricular formulation*, involving the progressive adaptations of the official curriculum or of the core curriculum to the educational needs of the Autonomous Community, of the educational establishment, of the group of pupils and of the individual pupil; the *optionality* of areas and subjects, which constitutes a resource in the hands of the pupil to enhance and develop his or her personal preferences; the organisation of *reinforcement and support* activities in educational establishments, a very generalised measure of attention to diversity which is usually aimed at the instrumental areas (Mathematics and Language); and *specific grouping*, flexible groups or time/space splitting, all of which constitute more widely extended options than reinforcement and support, and are always of a temporary nature.

Once ordinary measures of attention to diversity have been applied and have proved to be insufficient to respond to the educational needs of an individual pupil, the education system contemplates a series of **extraordinary measures**. These are: *staying back* for an additional year in the same cycle or school year, *significant curricular adaptations*, *support measures* for pupils with special educational needs, *curricular diversification*, and as a last resort, *Social Guarantee Programmes*. The order in which these measures are listed is in consonance with the gradually increasing degree of exceptionality: the first measure would be "staying back", and the last and hence the most extraordinary of all, entering a Social Guarantee Programme.

Staying back one more year in a cycle or academic year is an extraordinary measure for attention to diversity which may only be adopted twice during the entire period of compulsory education.

Curricular adaptations signify adaptations on the curriculum made for one concrete pupil. When the student body shows itself to have educational needs which in view of their permanent nature, source or type require modification of central features of the curriculum to be followed by the majority of the pupils of that age, significant curricular adaptations may be carried out. The application of this extraordinary measure signifies the modification of contents, objectives and assessment criteria from the ordinary curriculum. The necessary point of departure for such a measure is a previous psychopedagogical assessment (performed by the specialised guidance services) and an ongoing follow-up that is to allow the pupil to draw ever nearer to the standardised curriculum whenever possible.

For those pupils with special educational needs requiring significant curricular adaptations in various or all areas, establishments have available to them *support* personnel who reinforce the work of the rest of the teachers. Support organisation varies from one establishment to another, depending on pupil needs and school organisation. Support can be provided within the classroom-group itself, or in specific groupings with a reduced number of pupils outside the classroom.

In the case of certain pupils over age 16, and provided an assessment has been performed, diversification may be carried out on the curriculum in mainstream centres. *Curricular diversification* aims for these pupils to reach the objectives of Compulsory Secondary Education, and therefore the Secondary Education Certificate. This is achieved with a specific methodology and by means of contents and even areas other than those established on a general basis.

Social Guarantee Programmes may be established for pupils over the age of 16 who do not reach the objectives of Compulsory Secondary Education. The goal of these programmes is to provide pupils with basic and professional training which will allow them to take on a job or go on with their studies, especially in Intermediate Specific Vocational Training, upon successfully completing an entrance exam. This dual goal places Social Guarantee Programmes somewhere in between the education system and the work world insofar as it incorporates training elements found both in the Compulsory Education stage as well as in Occupational Vocational Training. Such a situation fosters collaboration between other government authorities (Labour, Social Welfare) with regards to implementation, especially at the town and city council levels. These Programmes are of an inter-institutional nature and cannot be considered exclusively educational given that they provide no certificate and are not part of any of the levels, stages, cycles or grades into which the education system is organised.

3 COMPENSATORY ACTIONS FOR INEQUITIES IN EDUCATION

The principle of equity of opportunities in education entails implementing a series of measures of a compensatory nature for those situations of inequity and social and cultural disadvantage from which certain pupils depart so that they do not finally result in a situation of education inequity.

The sole body of regulations regarding this education area that is common for the entire State is to be found in the *LOGSE* and in the *LOPEG*. The shaping of a comprehensive and global education system that *responds to special educational needs of pupils while attending to the principles of standardisation and attention to diversity* implies considering the student body in socially and culturally unfavourable situations, whether individually or as a group, as a student body with special educational needs. They are therefore in need of certain support measures and specific educational attention during a period of their schooling or during all of it, as was later pointed out in the *LOPEG*.

The drawing up of regulations for actions to compensate for inequities in the Autonomous Communities is very recent and varied. With the goal of carrying out these actions, there are on one hand a series of collaboration agreements among the different Authorities themselves, and on the other hand, agreements among the Authorities and public and private non-profit entities. Compensation for *inequities in education aims to reduce social*

disadvantage and in this sense requires an interinstitutional outlook. Activities carried out under the framework of the education system are to be complemented with along others that are promoted and financed at least partially by other authorities or institutions.

The courses of actions carried out to compensate for inequities in education can generally speaking be grouped around two areas: those to compensate for inequities of access and permanence in the education system, and those aimed at attending to the student body.

3.1. Actions to compensate for inequities of access and permanence in the education system

In order to guarantee equal access and permanence in the compulsory stages of the education system, all the Autonomous Communities have drawn up policies for aid and subsidies as well as for educational planning. These policies are put into practice with the courses of action to be presently described.

In order to prevent and compensate for inequity in access to **Infant Education**, either due to place of residence or other circumstances, all the Autonomous Communities, in collaboration with local Administrations and other entities, have increased the number of cost-free school places at this stage and have drawn up specific plans for educational attention for pupils who cannot attend an establishment. The purpose of these programmes is to prevent initial access inequity and to foster suitable progress at subsequent levels for those children under the age of six who have not attended school. These programmes are principally addressed to children living in rural areas.

With the aim of guaranteeing access and permanence in school during the **compulsory stages** on the part of pupils in underprivileged situations, complementary lunchroom, transportation and boarding services are provided cost-free throughout the entire State.

In order to guarantee schooling in **rural areas**, especially in those with a small number of pupils, the grouping of establishments has become a generalised organisational formula. These groupings receive different names in one Autonomous Community and another. They bring together various unitary schools and small rural establishments and constitute for all effects and purposes one single establishment. They have full economic and management powers, one single teachers' assembly, etc. Various Autonomous Communities have created and are running *Rural Establishments of Educational Innovation (Centros Rurales de Innovación Educativa CRIEs)*, the purpose of which is to support the educational activities of these groupings. They

complement the tasks carried out by the grouping of establishments and at the same time make it possible for pupils from disperse rural schools to come together.

3.2. Actions for educational attention to the student body

Educational inequity does not refer solely to access and permanence. It likewise includes the conditions under which general objectives of education are to be reached. Education Authorities are to provide establishments with the human and material resources deemed necessary to compensate for this situation and to this end draw up programmes of educational compensation.

The **programmes for educational compensation in establishments** are in general terms addressed to publicly financed establishments providing the levels of Infant, Primary and Secondary Education (intervention in Secondary establishments is frequently limited to the first cycle of ESO) and with a significant percentage of disadvantaged pupils. Among the complementary support resources granted *to establishments carrying out these programmes* are support teachers from the programme for Compensatory Education and the Vocational Training Technical Teaching Staff for Community Services. The plans and programmes for educational compensation are included within the establishments' plans and programmes under measures for attention to diversity. The plans specify the organisation, support modes the types of groupings, etc.

Some Autonomous Communities have drawn up extraordinary measures for attention to diversity which are addressed to disadvantaged compulsory education pupils. These measures are not included in the general educational compensation activities carried out in establishments. Examples of these measures are the *Adapted Curriculum Units* of the Community of Navarre, the *Complementary Schooling Programmes* of the Basque Country and the *Classroom Libraries* in Andalusia.

With the aim of providing educational attention to **pupils who cannot regularly attend mainstream schools due to their parents' work** (among these, circus workers, fair merchants or migrant harvesters, or those participating in competitions), agreements have been signed with circuses and merchant associations to set up *Itinerant Support Units*. *Programmes for schooling and educational reinforcement for pupils from seasonal workers' families* have likewise been set up.

In order to prevent the separation from the educational process of pupils at the compulsory education levels who cannot attend school regularly under doctor's orders or due to hospitalisation, there are educational services, centres or units throughout the entire State to provide **educational attention to hospitalised pupils**.

Another group of young people who are not in a position to attend schools regularly for reasons not linked to their health or their parents' work is that comprised of youths affected by legal sentences. They are also a target group for educational compensation activities.

All the Autonomous Communities, in collaboration with other institutions and entities, have likewise implemented **Social Guarantee Programmes**. These programmes have the aim of completing basic education and providing a minimum professional qualification to those pupils over the age of 16 who either do not attend school or run a great risk of dropping out. These pupils are socially and culturally underprivileged and do not have a real chance of obtaining the Secondary Education Certificate. To the same end, some Communities are drawing up other specific compensation programmes. Such is the case with the *Youth Tutorial Programme* of the Canary Isles Autonomous Community and the *Classroom-Workshop Programme* of the Community of Madrid.

Lastly, there is a body of actions aimed at **maintaining the language and culture of minority groups**. Noteworthy of mention due to their degree of generalisation are: the *Portuguese Language and Culture Programme* and the *Spanish-Moroccan Experimental Programme*. Both operate under collaboration agreements between the Ministry of Education and the respective countries.

4 ESPECIAL EDUCATION

The *LOGSE* regulates Special Education and situates it within the framework of General Education. The Act embraces the integration of Special Education within the mainstream system and introduces the concept of special educational needs. The *LOPEG* subsequently defines the population with special educational needs, drawing up a difference between pupils with needs arising from socially or culturally underprivileged situations and those with physical, psychic or sensory disabilities or severe behavioural problems. The following section concentrates on the latter group of pupils, to whom Special Education is addressed.

The basic legal framework upon which implementation of Special Education in the entire State rests is constituted by the following, in addition to the basic regulations common to the entire education system: Law 13/1982 for the Social Integration of the Handicapped (*Ley de Integración Social de los Minusválidos LISMI*) and Royal Decree 334/1985 for the Regulation of Special Education. Along with these high ranking laws, mention should be made of the 1996 regulation of conditions and procedures for exceptionally flexibilising the period of compulsory schooling for pupils with special educational needs related to their being highly gifted. This regulation is likewise effective for the entire State territory. This body of general laws establishes a framework for Special Education and sets down the overall approach towards the educational attention for special education pupils that is to be common to all the Autonomous Communities.

State legislation is completed by means of the regulations that the Autonomous Communities have issued in order to adapt this legislation to the

attention of pupils with special educational needs within their territory.

Attention for pupils with special educational needs linked to disabilities contemplates different **modalities of schooling**, depending on the nature of the needs and the resources needed to attend them:

- schooling in units and in mainstream schools, with the necessary support and adaptations;
- schooling in Special Education units within mainstream schools; and
- schooling in specific Special Education centres.

Pupils with special educational needs should receive their schooling under an integrative format whenever possible and, in line with the principle of normalisation, at the educational establishment corresponding to them or at the one nearest to where they spend most of their time. Schooling in units or specific Special Education centres will only take place when their needs are not covered in a mainstream school, and will only last as long as their disability or decrease in functionality make integration impossible.

With the object of achieving suitable educational attention, all the Autonomous Communities have established the possibility of defining establishments of preferable schooling for certain disabilities that may require particular resources or fittings or a professional specialisation of difficult generalisation.

The process followed for **education provision** for pupils with special educational needs is the same throughout the Autonomous Communities. In all cases prevention and prompt detection are striven for in order to take at the soonest feasible moment the educational measures which will lead to minimising effects on the learning process. With this in mind, schooling should begin as early as possible, from the very instant of detection. Furthermore, these pupils have priority in schooling at the Infant Education stage, given the preventive and rehabilitating nature of the stage in question.

The diagnosis of special educational needs is established subsequent to the process of psychopedagogical evaluation to be carried out by the specialised counselling services set up in each Autonomous Community. The assessment is accompanied by a schooling ruling, which foresees the type of support and adaptations that the pupil is to need and then proposes the most suitable type of schooling and the establishment/s closest to the pupil's home that meet the necessary resources and specialised personnel conditions. The opinion of the pupil's parents or legal guardian is always taken into account before commencing the schooling process.

Whatever the decision adopted may be, it is always revisable. Revision is requisite at the end of every educational stage, although it may be carried out more frequently when the pupil is being taught in a

Special Education unit or centre. The goal here is to foster access whenever possible to a more integrative type of schooling.

The **education levels** for pupils with special educational needs are the same as those established in general for all students, once the corresponding adaptations have been carried out. The possibility exists for intellectually highly gifted pupils to begin their schooling a year before the compulsory age or to reduce the overall duration of their schooling period by a total of two years (one in Primary Education and another in Compulsory Secondary Education). This measure is to be applied exceptionally and must be authorised by the Education Inspection of the corresponding Autonomous Community, following the process drawn up in each of them and subject to the necessary psychopedagogical assessment.

Since the **objectives** of Special Education are integrated into the mainstream education system, they should follow general education approaches and adapt themselves in each case to the characteristics of the pupil. The general objectives of the various education stages are the reference point for individual programmes or for curricular adaptations for pupils with special educational needs. Such is the case whether these students are taught in mainstream centres or in Special Education centres. When education takes place in the latter type of centres and given their specific nature, education objectives will undergo more significant adaptations and programmes will be fundamentally aimed at developing personal abilities linked to personal autonomy, social integration and professional occupations.

Specific Special Education centres offer the following training: Compulsory Basic Training, complementary Vocational Training or Programmes for Transition to Adult Life and Social Guarantee Programmes for those pupils with special educational needs.

Compulsory Basic Training lasts for at least 10 years and seeks the development of the abilities set down in the general objectives of Infant and Primary Education. It may nevertheless contemplate the development of other education level abilities, depending on the pupils' needs. *The Programmes of Transition to Adult Life* are entered after taking the 10 years of basic training and last for at least two years. They may be lengthened to three years when deemed necessary. The primary objectives of these programmes are: to help the pupil to acquire the behaviour and habits that will be necessary for living as an adult as independently as possible; to enable pupils to use the services that society makes available to all citizens; and whenever possible, to train them for work in very concrete and specific positions. Students attending units or specific Special Education centres may in all cases stay in these schools up until the age of 20.

Finally, pupils with special educational needs may attend *Social Guarantee Programmes*, either in the integrative framework or in the *modality for pupils with special educational needs*, the latter being provided either in specific Special Education centres or at public or private entities.

The principal reference points for the **assessment** of special education needs pupils are the assessment criteria established in the curriculum of the corresponding stage as well as the curricular

adaptations carried out in each concrete case. Assessment is seen as the joint task of all the teachers taking part in the education of the pupil and with the participation of the specialised counselling services. It is carried out in the same fashion as for the rest of the pupils of the group, keeping specific difficulties in mind when applying assessment procedures. The results achieved by each special education needs pupil are assessed at the end of each school year against the objectives set at the time of initial assessment. This procedure allows for changing the course of action according to the results obtained.

Regulations regarding **promotion and the granting of certificates** are the same for all pupils, including those with special educational needs. However, the latter do present some particular characteristics. Hence the possibility is foreseen of staying one more year in the second cycle of Infant Education in the event that the report drawn up by the psychopedagogical counselling team suggests that this measure will allow the pupil to reach the goals of the stage or will be of benefit for the pupil's socialisation.

Specialised Education

The *LOGSE* regulates Specialised Education as an integral part of the education system running in parallel to General Education. Both Artistic Education and Language Education are considered as Specialised Education. The government has competence for designating other forms of Specialised Education, as it did in 1997, when the training leading to the awarding of *Sport Technician certificates* was also placed under this category.

1 ARTISTIC EDUCATION

These forms of education intend to provide the pupil with quality artistic training and to guarantee the qualifications of future professionals in the fields of music, dance, drama, plastic arts, and design.

Music Education has the goal of providing music training for pupils as well as qualifications for professionals who wish to pursue careers in the field of music, either as performers, researchers or teachers, or in any other capacity. This training is broken down into three levels: elementary, of a four-year duration; intermediate, structured into three two-year cycles; and advanced, comprised of one single cycle with a duration of four or five years, depending on the characteristics of the various specialisations.

There are no pre-requisites for entering the first level, and upon completion the pupil receives a certificate. The intermediate level is entered upon completion of the first level, or by passing a specific examination. The pupil is granted the corresponding education certificate upon successful completion. In order to enrol in the advanced level all of the following are requisites: the *Bachillerato* certificate; successful completion of the third cycle of the intermediate level; and passing a specific examination. However, enrolment is possible without the aforementioned requisites by means of an entrance examination drawn up for this purpose. Upon successful completion of this cycle the pupil receives an Advanced Diploma in the corresponding speciality. This diploma is equivalent to a university *Licenciado* degree for all intents and purposes.

The curriculum of the elementary and intermediate levels is structured into the following instrumental specialities: Accordion, Harp, Clarinet, Harpsichord, Bass, Bassoon, Transverse Flute, Piccolo, Guitar, Plucked Instruments, Oboe, Percussion, Piano, Saxophone, Horn, Trumpet, Trombone, Tuba, Viola, Viola da Gamba, Violin and Cello. The intermediate level also establishes the following specialities: Singing, Baroque and Renaissance Plucked Instruments, and Organ. The advanced level represents the highest level of specialisation in Music Education and offers the same specialities as in the intermediate level, in addition to: Composition, Choral Conducting, Orchestra Conducting, Ethnomusicology, Flamenco, Ancient Musical Instruments, Traditional and Popular Music Instruments, Jazz, Musicology and Music Teaching.

Dance Education is intended to qualify professionals who are going to pursue careers in the dance area, either as dancers, researchers or teachers. The levels of organisation and the requisites for entering them are the same as those for Music Education, with the exception of the Advanced level, which has yet to be regulated. There is no specialisation in the elementary level of Dance and in the intermediate level the curriculum is broken down into the following specialities: Classical Dance, Spanish Dance, and Contemporary Dance.

Dramatic Art Education aims to provide quality technical, humanistic and artistic training that will enable pupils to exercise the various professions in this field. The studies comprise one four-year single unit of a general and advanced nature. The corresponding diploma is equivalent to a university *Licenciado* degree for all intents and purposes. The requisites for entering these studies are the *Bachillerato* certificate and passing a specific examination. However, the law permits entrance without these requisites upon successful completion of an exam drawn up for this purpose. The curriculum for these studies is divided into three specialities: Stage management and playwriting (with the options of stage directing, and specialist in playwriting, and in theatrical theory), Stage Design, and Performance.

Lastly, **Design and Plastic Art** studies include the Training Cycles of Plastic Arts and Design and advanced non-university studies of Conservation and Restoration of Artistic Objects, Ceramics, Design, and Glass.

The intermediate and advanced *Plastic Art and Design Training Cycles* are of variable length and comprise a training period in educational establishments and a further period in companies, studies or workshops. The intermediate cycles are addressed to providing a complete qualification for carrying out artistic-professional activities that entail mastery of trades and artistic techniques. The advanced cycles additionally have the purpose of training professionals for carrying out work involving projects, co-ordination and implementing artistic and technical processes. The professional families that are regulated in these cycles are: Sculptural Applied Arts, Clothing Applied Arts, Bookmaking Applied Arts,

Wall Decorative Applied Arts, Floral Arts, Ceramic Arts, Interior Design, Graphic Design, Industrial Design, Enamel Arts, Jewellery Arts, Textile Arts, Glasswork Arts.

Requisites for entering intermediate level Plastic Arts and Design Training Cycles are the Secondary Education Certificate or equivalent and the successful completion of an exam. For the advanced level the *Bachillerato* or equivalent diploma is required as well as the passing of a specific test. Entrance can be gained to the intermediate and advanced levels without these established academic requisites upon successfully completing a maturity examination. The certificates obtained upon completing these studies are Plastic Arts and Design Technician for the intermediate level, and Senior Plastic Arts and Design Technician for the advanced level.

The advanced studies for *Conservation and Restoration of Artistic Objects*, *Ceramics*, *Design*, and *Glass* each last for three years and lead to a diploma that is the equivalent of a *Diplomado* university degree. Requisites for enrolling in these studies are the *Bachillerato* diploma and passing an entrance exam. Enrolment is likewise possible for those having a Senior Technician certificate in *Plastic Arts and Design* or certain certificates from Specific Vocational Training or their equivalent.

The studies for Conservation and Restoration of Artistic Objects are intended to fulfil the training needs of future conservation and restoration professionals as well as to improve the skills of these professionals in applying the criteria to prevail in preserving items of cultural interest. Ceramic studies pursue the integral training of professionals in this field with the aim that they develop their artistic, technological, teaching and investigative skills applied to industrial and artistic innovation. They are likewise to contribute to improving the quality of ceramic productions. The training provided under Design studies is addressed to training and qualifying professionals in design with the goal of improving creations, development, and the use and consumption of industrial goods and services. Following along the same lines, advanced studies in Glasswork intend to train qualified professionals in order to enhance the creation, development, use and consumption of glass products and the services deriving from them.

2 LANGUAGE EDUCATION

Specialised Language Education comprises the teaching provided in the Official Schools of Languages, and is addressed to fostering the learning of foreign languages and the co-official languages of the State.

Although their principal objective is the teaching of European Languages and the co-official languages of the State, the Official Schools of Languages also presently teach Arabian, and other Asian languages. The list of languages offered is as follows: Arabic, Basque, Catalan, Chinese, Danish, Dutch, English, French, Galician, German, Greek, Italian, Japanese, Portuguese, Rumanian, Russian, Spanish for Foreigners, and Valencian. Also taught but without academic accreditation are: Finnish, Irish and Swedish, in Madrid; and Korean in Catalonia.

These studies may be pursued in the classroom or distance mode. The **classroom mode** comprises two levels, although the second one has yet to be formulated. The first level in turn comprises two cycles.

The first, or *elementary cycle*, comprises three academic years of a total minimum duration of 360 hours, to be distributed evenly over the three years. To enroll in these studies the pupil must have completed the first cycle of Compulsory Secondary Education or have the School Graduate certificate, the School Certificate or the primary studies certificate. Successful completion of this cycle entitles the pupil to the Elementary Cycle Certificate, which is issued by the Official School of Languages where the pupil is registered. This certificate is requisite for enrolling in the advanced cycle.

The second, or *advanced cycle*, comprises two academic years with a total minimum duration of 240 hours, to be distributed evenly over the two years. Successful completion of the cycle and its corresponding examinations leads to the awarding of the Certificate of Aptitude, which is issued by the State or the competent Autonomous Community. This language certificate may be convalidated for language training in the *Bachillerato*, but not vice versa.

The **distance mode**, which is only possible for the elementary cycle, arose in face of the need to adapt the availability of education to a wider sector of the population which very often, owing to work obligations, cannot make use of the options offered by the Official Schools of Languages. The curriculum for this education was drawn up in 1993. The first and up to the moment only real offer available based on the legal framework set up by the State is the distance English language course *That's English*. The course was drawn up by the Centre for Distance Education Innovation and Development (*Centro para la Innovación y Desarrollo de la Educación a Distancia CIDEAD*) with the collaboration of the BBC and TVE (*Televisión Española*) in drawing up the teaching material and broadcasting the television programmes, respectively.

3 EDUCATION LEADING TO SPORT TECHNICIAN CERTIFICATES

In 1997, Sport Technician Education was established as Specialised Education in order to respond to the need of regulating the former in an appropriate educational framework.

The education programme leading to the Sport Technician certificate is academically and professionally valid in the entire State, and has the following purposes: to acquire quality training which will guarantee technical and professional competence; to understand the characteristics and organisation of the corresponding type of speciality of sport and to know the rights and obligations deriving from the Sport Technician's duties; to acquire the necessary knowledge and skills to carry out their work under safe conditions; to guarantee professional qualification for the initiation, technical perfecting, training and managing of teams and athletes of the corresponding type and field of sport; and to acquire a professional identity and maturity that will motivate future learning and adaptation to changes in qualifications.

For each of the modalities or sport specialities these studies are organised into two levels: the intermediate level, which in turn is divided into two stages; and the advanced level. The certificates issued upon completion, Sport Technician, and Senior Sport Technician, respectively, are equivalent to the Technician and Senior Technician certificates of Specific Vocational Training.

Requisites for enrolling in intermediate Sport Technician studies are the Secondary Education Certificate or equivalent and passing a specific examination. Access is possible to the second stage of the intermediate level upon successfully completing the training in the first stage of the same modality or sport speciality. A specific examination may also be requisite. Requirements for the advanced level are: a Sport Technician certificate in the modality or corresponding speciality, a *Bachillerato* certificate or its equivalent, and when so established, a specific examination. In all these cases high level athletes are declared exempt from the specific examination. It will however be possible to enrol in intermediate or advanced Sport Technician studies without fulfilling the academic requisites, provided that the pupil passes a maturity test.

Using these general considerations common to all sports specialities as a point of departure, implementation of these new training programmes has scarcely begun up to the present time. Such is the case because the drawing up of the curriculum for Sport Technician and Senior Sport Technician studies, as in the rest of the studies under the *LOGSE*, entails drawing up core curricula for each of the modalities or specialities. Each Autonomous Community is subsequently to draw up its own curriculum. Up to this time the Ministry of Education has laid down the core curricula and the examinations and entrance requirements for the following specialities: Mountain and Climbing Sports, Winter Sports, Football and Indoor Football. A total of 17 Sport Technician certificates have been so far established.

University Education

The **objectives** of the University are: the creation, development, transmission and critical review of science, technology and culture; training for the exercise of professional activities calling for the use of knowledge and scientific methods or for artistic creation; the dissemination, appreciation and transfer of the knowledge to the culture's service, to the quality of life and to the economic development; and the diffusion of the knowledge and culture through the dissemination of university culture and lifelong learning.

University Education may be grouped into four branches: Humanities; Experimental and Health Sciences; Social and Legal Sciences; and Technical Studies. University Education is in turn organised into cycles, each with specific training objectives and an independent academic value. According to this organisational model, there are four types of studies:

- a) **First cycle studies:** (short cycle), which have a professional focus. A *Diplomado* degree is awarded upon successful completion. Students having this diploma may in some cases continue their studies in related second cycle fields of study or in the second cycle of studies having a first and second cycle. This may sometimes be done directly, although at other times it will be necessary to follow up with complementary training measures to ensure successful completion of the new studies.
- b) **Dual cycle studies** (long cycle). These studies are sequenced into two cycles. Nevertheless, the successful completion of the first does not lead to the awarding of a diploma insofar as it neither entails a complete cycle of academic training nor entitles the student to a specific professional qualification. A *Licenciado*, *Ingeniero* or *Arquitecto* degree is obtained upon successful completion of this type of studies.
- c) **Second-cycle-only-studies.** These are long studies of two-year duration and lead to a *Licenciado*, *Ingeniero* or *Arquitecto* degree. These studies are accessed upon successfully completing certain first cycle studies, or the first cycle of two-cycle studies, either directly or by means of suitable training complements.
- d) **Third cycle studies.** These are studies to be accessed by holders of *Licenciado*, *Ingeniero* or *Arquitecto* degrees. They comprise two academic years, which are organised into seminars. The purpose of these studies is specialisation in a scientific, technical or artistic field, as well as the acquisition of research techniques. Students successfully completing these studies are awarded a certificate-diploma accrediting the advanced studies carried out. This certificate enables them to prepare a doctoral thesis on original research with the goal of obtaining a Doctor's degree in the corresponding field.

In addition to these official degrees, universities may offer professional specialisation courses. These studies are addressed to university graduates and are intended for the practical application of knowledge acquired during their university studies.

Universities shall set up their establishments' admission policies, according to the basic regulations established by the Government and considering the planning of the available number of places, provided they observe the principles of equity, merit and ability. Access to dual cycle studies has been indispensably subject to the successful completion of entrance examinations. General regulation of these examinations corresponds to the Ministry of Education, Culture and Sport, subsequent to reports from the corresponding agencies of the Autonomous Communities, the State School Council and the Universities Council. At the moment the system of access is being considered, due to the full implementation of the education regulated by the LOGSE and to the enactment of the new Organic Act on Universities.

The Government, acting either upon its own initiative, subsequent to a report from the Co-ordination Council, or upon this Council's proposal, establishes official degrees, as well as the general guidelines of the syllabuses to be followed for obtaining them. Using these common regulations as a point of departure, the universities develop their own syllabuses, deciding on their characteristics and contents: the duration of studies, course load, compulsory subjects, offering of optional subjects, possible equivalencies, academic incompatibilities, etc.

The contents covered by each syllabus are grouped into **subject areas or subjects**, to which a certain number of training credits are assigned. A credit is defined as the unit of valorisation of student performance corresponding to ten hours of classroom time. Subject areas have been classified into:

- *Trunk subject areas*, which constitute the homogeneous core contents for studies leading to a given degree.
- *Subject areas defined by each university* in its syllabuses. Some of these subjects areas are compulsory for students whereas others are optional. Students may hence choose from among the various subjects of the corresponding syllabus offered by the university.
- *Optional subject areas*, students may choose from among the subject offered by the university for any degree, or even at other universities, whenever arrangements in this regard have been made. Students are in this fashion enabled to flexibly draw up their curriculum.

The subjects or subject areas forming part of the syllabus must not have a course load of less than 4.5 credits in the case of four-month subjects, or of 9 credits in the case of those of a yearly duration. Exception is to be made of those trunk subject areas which, due to their particular and specific nature, have been assigned a course load of 2 or 3 credits in their corresponding syllabuses.

The course load for each degree has been established at a minimum of 60 and a maximum of 90 credits per academic year. 20 to 30 hours are to be distributed per week, including practice sessions. In any case, no more than 15 hours of theory may be taught in a week. With regards to these minimum standards, the guidelines for each degree will determine for each cycle the minimum and maximum number of credits necessary for completing the studies. Credits are listed separately for theoretical and practical classes and for the possible equivalencies, which when the case calls for it, may be established for other academic activities (on the job training, professional work under academic supervision, etc.).

The **duration** of each programme of university studies is laid down for the entire State in the decrees approving the general guidelines pertaining to each one. First cycle studies generally last for three years, during which 180 to 270 credits are to be completed. Dual cycle studies last four, five or six years, at least two per cycle (two or three years for the first cycle, and two or three for the second cycle). 300 to 450 credits are to be completed over the course of these two cycles. Second-cycle-only-studies last for two years, during which 120 to 150 credits are to be completed.

Furthermore, universities may establish minimum and maximum enrolment requirements. Thus, in order to earn the degree chosen, each student must be enrolled in the University during the minimum compulsory instruction period, which is defined as the minimum reasonable training time for obtaining the degree in question, outside of which it seems neither feasible for the degree to be completed successfully, nor to be in the student's benefit to do so. A maximum enrolment period is likewise established (at least two more years than the figure set in the syllabus), which is to be fixed by the Social Council of each university. These limits vary depending on the type of studies and the universities. As an exceptional feature, a provision is made that first year students (with possible extension to the two following years) who fail to pass a single subject in which they are enrolled and fail to justify such poor performance, will not be allowed to continue these studies in the same establishment. In some university studies it is likewise requisite for obtaining a degree to present a paper or end of studies project, examination or general test, which will be valued in credits on the student's curriculum. When the University deems that the basic overall training of the first cycle demands passing a certain percentage or number of credits, it may contemplate fixing such a percentage or number of credits. The figure is in any case to refer to a suite of trunk and compulsory subject matters, which in turn will be requisite for going on to the second cycle.

Lastly, third cycle study programmes require the successful completion of a minimum of 32 credits, organised into two periods: a teaching period, with a minimum of 20 credits; and a research period, with a minimum of 12 credits. Once these two periods have been successfully completed, an evaluation is made of the knowledge acquired by the doctoral student. A positive evaluation leads to the award of a certificate-diploma accrediting the completion of the advanced studies carried out. This certificate, which may be convalidated in all Spanish universities, accredits the work carried on in a certain field of knowledge and certifies the student's research expertise. Subsequently, those who wish to obtain a Doctor's degree may present and obtain approval of their corresponding doctoral thesis. The doctoral thesis entails an original research work on a matter related to the scientific, technical or artistic fields pertaining to the doctoral programme the student has pursued.

In addition to University Education, other forms of higher education may be pursued, such as Advanced Specific Vocational Training, certain forms of Specialised Education and a series of other specialised forms of education of various natures and of a fundamentally professional character. The degrees awarded by these programmes are in the majority of cases equivalent to a university degree.

Given that Specific Professional Training and Specialised Education are expanded upon in other chapters of the present report (4 and 6, respectively), it would now seem fitting to make mention in passing of several other types of non-university education, noteworthy among which are: *Advanced Military Training* and other modes of specialised training, such as *Interior Architecture, Private Investigation, Design and Fashion, Marketing, Civil Aviation, Public Relations, Occupational Therapy*, etc. The duration, branches, subject matters, timetables, teaching methods and assessment of all these forms of education are extremely varied and the certificate awarded is not always of an official nature.

Adult Education

The *LOGSE* recognises continuing education as a basic tool of the education system insofar as it expresses the demands for training pupils to learn on their own and for enabling adults to access the various types of education. The third title of this Act deals with Adult Education. This subject is therefore treated in a similar fashion to the remaining types of education into which the system is organised.

The **objectives** of Adult Education are: for adults to acquire and update their basic education and to enable them to enrol in the various levels of the education system; to enhance their professional qualification or acquire training for the exercise of other professions; and to develop their capacities to participate in social, cultural, political and economic life.

The Adult Education **offering** is plural and varied. It includes different training activities belonging to formal and informal education, training for taking specific or special examinations that lead to the awarding of academic and professional certificates as well as access to certain types of studies. *Formal education* for adults includes basic education as well as education at the non-compulsory levels of the system. *Informal education* for adults covers a series of programmes addressed to provide training for work, personal and cultural enhancement, Spanish for foreigners courses, etc.

The public offering by the Education Authorities is completed with that of the Labour Authorities, which includes Vocational Occupational Training, designed for entering and re-entering the job market, and Ongoing Training, aimed at enhancing skills.

Lastly, the Autonomous Communities hold *specific or special examinations* which lead to the certificates corresponding to the various education levels (School Graduate, Vocational Training Technician, Secondary Education, and *Bachillerato*) and University access for those over 25.

The education levels of Adult Education may be followed in different **modalities**: *classroom attendance*, *classroom semi-attendance*, and *distance*. All these modalities may be taught in specific establishments (public or private) or in classrooms for Adult Education within mainstream establishments. Within the Ministry of Education, Culture and Sport, the Centre for Distance Education Innovation and Development (*CIDEAD*), now a part of the National Centre for Education Information and Communication (*Centro Nacional de Información y Comunicación Educativa CNICE*), focuses on both the production and co-ordination of education resources as well as on the academic regulation of distance education. Over recent years the Autonomous Communities have regulated distance Adult Education within their respective areas of management and have set up the corresponding centres for distance Basic Education and distance *Bachillerato*. All these centres provide instruction corresponding to adult education and carry out support and resource management functions.

The following sections describe the types of education offered within Formal Education for Adults, that is to say, Basic Education, *Bachillerato* and Vocational Training for Adults.

1 BASIC EDUCATION FOR ADULTS

These forms of education are structured into one single stage and cover the educational process occurring from learning to read up to the awarding of the Secondary Education Certificate. Generally speaking, Basic Education for Adults is divided into three phases, the first two being grouped under Basic Education Initial training and the third comprising Secondary Education for Adults.

Basic Education Initial Training comprises two phases, both of which are preparatory for enrolling in the third phase of the programme. Phase I, or Alphabetisation, is equivalent to alphabetisation and new-reader education. Phase II, or Consolidation of Knowledge and Elementary Instrumental Techniques, is the equivalent of the 6th form of Primary Education. Phase I is only provided in the classroom presence modality, while Phase II may be taught in the classroom presence or distance modalities. This holds true for all centres, whether public, institutions, entities, private centres or other authorised centres.

Initial Training is addressed to those adults who do not yet master elementary instrumental techniques and its general objectives are hence focused on providing them with the knowledge, skills, abilities and basic techniques that will enhance their own personal, social and work progress as well as encourage their continuance in other training programmes.

The third phase of Basic Education, or level III, comprises **Adult Secondary Education**, the aim of which is to obtain the Secondary Education certificate.

These levels of education are carried out through a series of independent but co-ordinated modules. Contents are sequenced according to the level of complexity. The structure is in any case flexible and open with regards to ways of gaining access to the system, to the selection of the learning pace and the possibility of enrolling in certain modules or others. In all Autonomous Communities these levels draw to a close after two school years (to be taken either in the classroom presence or distance mode) with the awarding of the Secondary Education Certificate.

The objectives of Adult Secondary Education correspond to those established for Compulsory Secondary Education. The syllabuses are structured around areas or fields of knowledge. The majority of Autonomous Communities contemplate four such areas: Communication, Society, Nature, and Mathematics, each of them being in turn divided into four compulsory modules. Each pupil must likewise take four of the modules which are offered as optional subjects in the different areas.

2 BACHILLERATO FOR ADULTS

Respecting *Bachillerato*, the LOGSE recognises the right of adults to study this level in mainstream centres, provided that they have a Secondary Education Certificate. Nonetheless, in order to provide an education which is more suitable to the characteristic of adults, there is a wide range of distance and night school modalities.

In the majority of the Autonomous Communities the **night school *Bachillerato*** is provided within two organisational models. In model A the subjects of the two years of the *Bachillerato* are distributed and grouped for each modality into three blocks, each of which is taught in one academic year. Model B is offered under the same general organisation as the mainstream or daytime system, therefore lasting two academic years.

Thanks to this simultaneous availability of both models, the regulations calling for *Bachillerato* to be given in two years are adhered to, while at the same time recognising the need to adapt the realisation of the education process to the characteristics of the pupils expected to take part in the night-time system. Moreover, both organisational models maintain the same standards demanded by the daytime or mainstream system, thereby ensuring a night school *Bachillerato* of suitable quality.

Pupil promotion both for model A and model B is achieved upon passing all the subjects of a block or course, respectively. Those pupils with more than two *subjects pending passing, and who are therefore not eligible for promotion, will not have to retake the subjects they have already passed. Moreover, pupils*

are not subject to the time limit established for the mainstream *Bachillerato*.

Distance *Bachillerato* is valid to the same effects and purposes as the classroom modality and adapts its *curriculum to the special circumstances of the student body and of distance education. It presents some modifications regarding the organisation of the stage. That is to say, the distance teaching-learning processes are articulated around specific didactic material, as is the case with the entire series of counselling and educational activities entailed in tutorial support. This support is provided in distance mode (telematics and telephone) as well as in the classroom, on both an individual and a collective basis.*

As is the case in night school *Bachillerato*, pupils are not subject for promotion effects to the four-year time limit established in the mainstream system. Furthermore, they may freely enrol in the subjects they wish either in the first or second year. However, in the case of linked subjects under the same name, passing the first level is requisite for passing the *second one*.

3 VOCATIONAL TRAINING FOR ADULTS

Two categories co-exist under this category of education: training regulated by the *LGE*, under which Technical-Professional Training in Classroom-Workshops is to be found; and the forms of training set down under the *LOGSE*, comprised by intermediate and advanced Specific Vocational Training.

Technical-Professional Training in Classroom-Workshops is addressed to workers who are either unemployed or wish to enhance their training and professional qualifications. To be eligible for this training the candidate must be at least 20 years old. Various specialities can be pursued, depending on the Autonomous Community: Construction, Graphic Arts and Design, Hostelry and Tourism, Woodwork, Metalwork, Video and Sound, Electricity, Electronics, Enology, Metal Carpentry, Plumbing and Heating, Industrial Refrigeration, Farming, etc.

Specific Vocational Training for Adults has the goal of training pupils for activity in a professional field. The present system enables access for adults to the intermediate level of these studies if they have a Secondary Education Certificate. To be eligible for the advanced level the candidate must have a *Bachillerato* certificate. However, the *LOGSE* does make a provision for those pupils who do not fulfil these academic requisites so that they may enter this training once they have successfully completed a test regulated by the Autonomous Communities.

The Training Cycles of Specific Vocational Training for Adults are organised into a modular structure with the aim of maintaining a close link with the productive system and fostering enhanced response capacity in the face of technological, economic and social changes. This modular organisation is conceived so that the education system may actively collaborate in adult ongoing training. Hence the modules of each Cycle are defined and organised in such a way as to achieve professional qualification by means of the corresponding "units of competence". These units allow for establishing the appropriate correspondences and convalidations with working experience and with training acquired outside the educational system. In this fashion, adults may make the most of their previous professional achievements with the goal of obtaining the corresponding certificate.

The professional families that have been regulated up to the present time are those listed under the general description of Specific Vocational Training. Provision is also made for offering Specific Vocational Training in the distance mode in those centres authorised to carry out these types of training.

Teaching staff and non-teaching personnel

Access to the profession and working conditions for teaching staffs vary depending on the educational level at which they work as well as the type of ownership of the establishment. The teaching staff at public educational establishments is largely comprised of public officials, while the teachers at private schools are hired employees at the service of a company. This situation gives rise to significant differences with regards to the rights and duties of each group of teachers.

Nevertheless, the initial training or the qualification for teaching is the same for both the public and the private sector. Furthermore, teachers in both public and private education continue training over the course of their career.

In addition to the corresponding teaching staff, non-teaching personnel performing various functions are also to be found at all educational levels.

1 TEACHING STAFF WORKING CONDITIONS

1.1. Public sector teaching staff

Working conditions for public official teachers are established on a general basis in the 1984 Act of Reform Measures for Public Service, which was altered 1988.

La LOGSE establishes the teaching corps for *pre-university levels* as well as their principal characteristics. *Teachers at non-university levels* basically belong to one of these three teaching corps:

- *Maestros Corps*, constituted by teachers carrying out their functions in Infant and Primary Education;
- *Secondary Education Teachers Corps*, who carry out their activity in Compulsory Secondary Education, *Bachillerato*, and Vocational Training; and
- *Vocational Training Technical Teachers Corps*, made up of those carrying out their functions in Specific Vocational Training, and under the conditions established to such effects, in Compulsory Secondary Education and *Bachillerato*.

Nonetheless, Specialised Education teachers may form part of other specific teaching corps, depending on the type of teaching they provide and other conditions (such as type of training, years of service or passing examinations). These corps are on equal footing to those of Secondary Education Teachers as regards training requisites and professional category.

Public university teaching staffs are made up of public official professors from the following corps: University Professors, Tenured University Lecturers, University School Professors, and Tenured University School Lecturers; and professors under contract.

The general system for **access to a position** as a public official teacher consists of the successful completion of a competitive examination/competition called for the public official teaching corps to which entrance is sought. The selective process is carried out over two phases. In the competitive examination phase the candidates' knowledge of the curricular contents to be taught is assessed, as well as mastery of teaching and pedagogical skills. The competitive phase considers the merits of the candidates, such as academic training and previous experience. Candidates must fulfil the following general conditions: Spanish nationality or that of another member State of the European Union; over the age of 18 and under the established retirement age; no diseases nor any type of physical or psychic handicap incompatible with teaching; not have been dismissed under disciplinary procedures from the Public Service of any Public Authorities; not barred from the exercise of public service; and not a career official in the corps for which the examination is held, except if competing for openings corresponding to specialities other than the one for which a public service position is already held, or for another university, in the case of higher education teachers.

For access to a public official teaching position at *non-university levels* candidates must beforehand fulfil the conditions common to the entire teaching staff, as well as others that are specific to the level to be accessed. Among these is the certification requisite in each case (see section 9.2.1.). Nonetheless, access to a public school position may also be obtained in certain cases through a temporary contract. The aim therein is usually to fill vacant positions or to substitute public official teachers. These contracts are usually filled by candidates who have taken part in the competitive examination/competition, but have not obtained a public official position.

At the *university level*, the LOU establishes that access to a vacant professorship position may be gained either as a public official or under contract. In either case the process is carried out by a competition called by each university and published in the Official Government Gazette.

To be eligible to take part in competitions for entering public officer university teaching corps, candidates must pass national qualification examinations regulated by the Government, subsequent to report from the Council for University Co-ordination.

Qualification examinations do not have to be passed in order to gain access to university teaching under contract, either on a full or a part-time basis, although it is considered a priority merit for access competitions. The LOU sets up the following figures of professors under contract: *Ayudante*, *Profesor Ayudante Doctor*, *Profesor Colaborador*, *Profesor Contratado Doctor*, *Profesor Asociado*, *Profesor Emérito* and *Profesor Visitante*.

With regard to **social and working conditions** it should be noted that teachers who work as public officials have in general the same duties and rights as the rest of public officials. Once they have entered the corresponding corps, they enjoy a life-time post. They may nonetheless be dismissed from public service by means of a disciplinary procedure and for very serious offences.

The weekly *work timetable* for public official teachers is 37.5 hours per week. In Infant and Primary Education, 30 of these hours must be spent on school premises. 25 hours are allocated to teaching activities and 5 for complementary activities. The remaining time is to be used, among other tasks, for lesson planning and professional training, which may be carried out at other venues. The compulsory time to be spent on school premises is also 30 hours for Secondary Education, although at this level 18 hours are to be spent teaching (this figure may reach up to 21 hours in certain cases for timetable purposes). Complementary time and non-compulsory on-the-premises time is devoted to activities similar to those mentioned under Infant and Primary Education.

The weekly timetable of full-time professors at the university level comprises 8 hours of classes and 6 hours of tutorials (12 and 6 for Tenured University School Lecturers). The remainder of the timetable is devoted to research activities and management and administration tasks pertaining to the Department, centre or university. The timetable for part-time professors is comprised by their teaching duties and assistance to students, with a maximum and minimum of 6 and 3 teaching hours, respectively, with the same number of hours for tutorials.

Retirement at non-university levels takes place at age 65 although it may be voluntarily requested as from age 60, provided a minimum of 15 years of effective services can be accredited. Retirement owing to permanent disability may take place when public officials suffer an injury or pathological, somatic, or psychological process which makes work impossible. At the university level compulsory retirement of public officials of the teaching corps takes place at age 70, the voluntary age being set at 65. Retirement of university professors under contract takes place when the professor reaches age 65.

The **emoluments** of public official teachers are set according to a structure which is basically the same for the remainder of public officials. There are nonetheless some differences in the bonuses they receive, given the specific nature of their work positions. The basic *emoluments* are common to all public official and may vary depending on the group they belong to based on the required qualification, category and seniority. They comprise: base salary, which is the same amount for all public officials belonging to the same group; seniority bonuses, determined by the number of years of service and the corps; bonus salaries, two per year, each totalling at least the basic monthly salary and the corresponding number of three-year seniority bonuses. The *Complementary emoluments* include in turn two features: a post complement, which corresponds to the level of the position occupied; and a specific complement, which is intended to compensate the particular conditions of the position and comprises different elements, some of which may vary depending on the Public Authority in question.

The specific complement at non-university level has three components in the majority of Autonomous Communities: a common amount for each group; an amount linked to occupying an individual governance office in the centre as well as other unique positions; and an amount allocated after six years of teaching practice, which is linked to in-service training. Requisite for this latter component is the accreditation of between 60 and 100 hours of on-going training for each period of six years.

At university level the Government establishes the emolument scheme of public official teaching staff, which is the same for all the universities and results from items common to public officials in general. Autonomous Communities set up the emolument scheme of teachers under contract. In addition to the basic emoluments, university teachers receive additional emoluments linked to individual teaching, research and management merits. The allocation of the additional emoluments, which are established by the Government and by every Autonomous Community, is subject to the evaluation of merits by the National Agency of Quality Evaluation and Prospects and by the external evaluation body that the Autonomous Communities determine.

Generally speaking, the criteria for **professional promotion** of all public officials combine ability, merits, seniority and choices made by the officials themselves. Teachers at *non-university* levels may opt for vacancies within the corps of which they form a part, provided that they have the corresponding specialisation. It is likewise possible for them to acquire new specialities. Furthermore, public official teachers may carry out other functions. Among these are managerial posts in the establishments, inspection duties or tasks within the Education Authority.

Legislation establishes a system of access to a higher corps for Infant and Primary Education teachers, provided they have the required qualification, have eight years seniority in the corps and successfully complete the examinations determined by the Education Authorities. Secondary Education teachers have promotion possibilities within the centres themselves, by attaining *principal teacher status*, as well as by obtaining teaching positions in the University.

Public officials providing *university instruction* may ascend from one corps to the one immediately above it by means of the competitive procedures called for by the various universities.

1.2. Private sector teaching staff

The teaching staff of private education are subject to the 1980 Workers' By-Laws Act and to the collective bargaining agreements of the sector, as well as to the conditions set down in each employment contract. Collective bargaining agreements will vary between the educational sectors with and without agreements, as well as depending on the educational levels taught at the establishment. The Collective Bargaining Agreements for Education in the sector with educational agreements is applied in the entire State although the Autonomous Communities may negotiate collective bargaining agreements to cover their respective territory. Collective bargaining agreements for the educational sector without agreements are applicable in the entire national territory.

Access to teaching positions at all educational levels of private education is obtained through an employment contract drawn up with the owner of the establishment. The selection of teaching staff personnel at the *non-university* level in *subsidized private schools* is to be of a public nature and comply with the selection criteria agreed upon among the School Council, the head teacher and the owner of the establishment. The following categories are established: for second cycle of Infant, Primary and first cycle of Compulsory Secondary Education – Teacher; for second cycle Compulsory Secondary Education, *Bachillerato*, and Vocational Training – Tenured Teacher, Associate Teacher, Senior Teacher and Assistant Teacher.

The contracting process in establishments without educational agreements must comply with the conditions established by the Workers' By-Laws, whereby four categories of teaching personnel are recognised: Tenured Teacher, Associate Teacher, Assistant, and Instructor.

Vacant positions at the *university* level are covered through contracts. Professors at private universities may not actively occupy a position in a public university as a public official of a university teaching corps. The corresponding collective bargaining agreement establishes the following categories, among others: *Profesor Titular*, *Profesor Agregado*, *Profesor Adjunto* and *Profesor Auxiliar* or *Ayudante*.

With respect to **social and working conditions** in *establishments with educational agreements*, the maximum teaching timetable for teachers is 25 hours classroom teaching per week, with an annual total of 1180 hours, out of which a maximum of 850 are classroom teaching hours and the rest are complementary hours. Retirement age is set at 65.

The work day in *establishments without educational agreements* depends on the collective bargaining agreement subscribed. The Agreement for Infant Education establishments contemplates 32 weekly hours, all of which are to be spent on school grounds, amounting to 1,398 hours per year. At the remaining levels the Agreement sets 27 hours per week, amounting to an annual total of 1,089 hours. 237 complementary hours are to be added to these and may be distributed throughout the course of the year, without exceeding an 8-hour workday. 50 annual hours are additionally considered for training, recycling and updating activities.

Compulsory *retirement* is to take place when the teacher reaches 65. Nonetheless, those workers who have not covered the minimum period of official fund contributions that will entitle them to a pension may continue in the establishment until they have covered it, providing they do not go on past the maximum age of 70.

At the *university level* the total number of weekly working hours depends on whether the professor has full or part-time status. Full-time professors with exclusivity status must spend 37.5 hours per week at the establishment, of which a maximum of 15 hours are to be spent on formal teaching activities and seminars. The remaining time is to be spent on lesson planning, tutorial sessions, research, and further university activities. This time scheme entails the incompatibility to hold any other work position outside the establishment except with its express authorisation. Full-time professors are to remain at the establishment for 30 weekly hours, of which 13 are dedicated to teaching activities. Part-time *professors' schedules* are agreed upon between the employee and the establishment.

Private university teaching staff have one month's holiday, preferably in summer, in addition to students' holiday periods at Christmas and Easter. Establishments may also grant paid or unpaid leaves for attending training activities.

Compulsory retirement for private university professors takes place at age 70, with a mutually agreed upon extension possible up to age 73. Those professors of recognised prestige who retire upon reaching the age of 65 may continue their collaboration in academic activities in a similar fashion to that established in public universities in the capacity of "Professor Emeritus", maintaining the corresponding titles and honours until their retirement.

Emoluments for teachers in private education at the non-university level are regulated by various collective bargaining and employment agreements which affect both establishments with education agreements as well as those without them. *In subsidized private schools* the minimum salaries for personnel are established in the salary charts in the corresponding Collective Bargaining Agreement. These salaries comprise basic salary, complementary payments, three-year seniority bonuses, and two extra salaries. *In establishments without educational agreements* emoluments for teachers are stipulated under the Collective Bargaining Agreement for General Education Establishments and include basic salary, three-year seniority bonuses, as well as a productivity complement and a transportation bonus, both of which are paid over eleven months. Professors' emoluments in private universities are set in the respective employment contracts, with the limits and amounts established by legislation in effect. The Collective Bargaining Agreement for this sector establishes that emoluments are to comprise the salary, consolidatable complements, seniority, extra salaries and other possible complements and bonuses.

The respective Collective Bargaining Agreements regulate the **professional promotion** of teachers in private establishments. According to the Agreements, vacancies in higher categories of the group of personnel are to be preferably covered by personnel from lower categories of the same group, taking into account ability and aptitude as well as seniority in the establishment.

2 TEACHER TRAINING

2.1. Initial training

The LOGSE establishes the qualification necessary for teaching at **non-university levels**. For teaching at the **Infant Education and Primary Education** level the **Maestro** degree is requisite. Training leading to this certificate is provided at the university schools, education faculties, and university teacher training centres. They are first cycle (*diplomado*) studies, lasting for three years (180 credits or more) and include theoretical and practical training. Studies for this certificate may be taken in seven different specialities: Infant Education, Primary Education, Foreign Language, Physical Education, Musical Education, Special Education, and Speech Therapy.

Likewise allowed to participate in the first cycle of Infant Education, in addition to **Maestro** degree holders, are other professionals trained in the Nursery School or the Infant Education specialities of Vocational Training.

For teaching in **Secondary Education** the requisites are a *Licenciado*, *Ingeniero* or *Arquitecto* degree or equivalent, as well as the successful completion of a teaching qualification course, which awards a professional certificate of didactic specialisation. A *Diplomado*, *Ingeniero Técnico* or *Arquitecto Técnico* diploma will also be considered as equivalent for teaching effects in some areas or subject matters, given their special relation with Vocational Training.

The teaching qualification course is organised into 16 specialities, corresponding to the different areas taught in Secondary Education. The total course load

may not be less than 60 credits nor exceed 75. The course is to last for at least one academic year and to include both *technical-practical* subject matters as well as professional teaching practice.

Regulations for the **university teaching staff** are established by the Organic Act on Universities (*LOU*), which sets down different training requisites according to the status of public official or teacher under contract and the corps to which they belong. Thus, *University Professors and Tenured Lecturers* and *University School Professors* must hold a Doctor's degree. *University School Tenured Lecturers* are to hold a *Licenciado*, *Arquitecto* or *Ingeniero* degree, or in some specific areas of knowledge determined by the Government, subsequent to report from the Council for University Co-ordination, a *Diplomado*, *Arquitecto Técnico* or *Ingeniero Técnico* diploma. A *Profesor Ayudante Doctor* and a *Profesor Contratado Doctor* must obviously have a Doctor's degree. *Ayudantes* must pass the subjects pertaining to the third university cycle. *Profesores Colaboradores* are to hold a *Licenciado*, *Arquitecto* or *Ingeniero* degree, or a *Diplomado*, *Arquitecto Técnico* or *Ingeniero Técnico* diploma. There are no established requirements for the remaining contractual figures. In the case of private universities the total proportion of teaching staff with a Doctor's degree may not be less than 25% of the teaching staff. Although there is no compulsory specific teaching training programme at this level, the majority of universities organise teacher training programmes of a voluntary nature for their professors.

Specialised Education teachers, just as in the case of secondary education teachers, must have a *Licenciado*, *Ingéniero* or *Arquitecto* degree. However, for teaching as a Workshop Master in Plastic Arts and Design, a *Diplomado*, *Arquitecto Técnico* or *Ingeniero Técnico* diploma suffices.

2.2. In service training

Both the Autonomous Communities and the universities themselves offer methods for perfecting the skills of their teaching staffs. Such methods include certain approaches and different types of organisation and institutions for university and non-university training programmes. This activity also has its effects over the teacher's professional career in some instances insofar as participation of non-university teaching staff in in-service training activities is considered a merit in competitive exams and personnel selection competitions as well as a requisite in some Autonomous Communities for receiving the salary bonus linked to training. In the case of university professors, in-service training is one of the merits taken into account when assessing teaching and research activity.

La LOGSE establishes that in-service training for **non-university level teaching staff** constitutes both a right and an obligation of all teachers and that they are to periodically carry out activities addressed to scientific, didactic and professional updating. The Act holds the Education Authorities responsible for planning the appropriate activities for such training and for guaranteeing a diversified and cost-free offering of activities. This responsibility is to be fulfilled out by fostering in-service training programmes and by setting up centres for in-service teacher training.

The year 2000 marked the establishment of the Higher Institute for Teacher Training as an organ of the Ministry of Education, Culture and Sport with the aim of organising programmes and activities for qualifying professional teachers in the entire State. The Autonomous Communities likewise draw up in-service training plans, which are given different names, involve different institutions, and offer a diverse response to the training needs of the teaching staff in their territory. In the same fashion, the majority of them grant aids and individual leaves so as to encourage their teachers to update and perfect their skills and knowledge.

Teachers' in-service training centres receive different names according to the Education Authority under which they operate. They perform their functions on a district basis, and attend all the public establishments as well as the subsidized private schools belonging to their geographical area. Their area of influence is determined by the corresponding Education Authority (regional, sub-regional, local, etc.).

One of the *functions* of the centres for in-service teacher training is to develop programmes for improving teaching skills. The various activities comprising these programmes may be carried out in different ways with regards to methodology as well as to contents and duration: working groups, permanent seminars, courses for educational and scientific updating, in-school training projects, mini-courses, day sessions, exhibitions, round tables, lectures, etc.

Given their special significance, in-school training programmes may be considered as a specific category of training activities. These projects are the instrument for attending the training needs of a team or a group of teachers teaching in a non-university level establishment, with the objective of enhancing education quality in the establishment. The projects offer theoretical and practical training in aspects relating to operation, management and organisation of educational establishments, curricular projects and their development, etc.

Teachers at private educational establishments receive in-service training through the training plans drawn up in the establishments themselves or in professional schools, corporate or trade union organisations, and other institutions. Collective bargaining agreements offer teachers certain aids and leaves for their training.

In-service training for **University Education teaching staff** is not carried out within a general planning framework, as is the case of the teaching staff of other educational levels. The universities themselves, as well as various institutions, are responsible for ensuring the updating of their teaching personnel. The Departments, and when such is the case, the teaching support services, are in charge of encouraging the renewal of teachers' and researchers' knowledge. Various public and private institutions (foundations, associations, professional associations, etc) may likewise offer training activities for university teaching staff. The University also supports the updating of its teaching staff. It grants study leaves to its professors for them to perform teaching or research activities linked to a university, institution or centre, either national or international, in accordance with the requisites and time lengths established in its by-laws.

3 NON-TEACHING STAFF

In addition to teaching tasks carried out by the teaching staff at the various levels, the educational endeavour involves other activities of varied nature that are performed by the non-teaching-staff. These professionals may be grouped under different categories, depending on the type of studies required and the functions to be performed. The categories are listed in the Collective Bargaining Agreements for personnel of the various Education Authorities and in the Private Education Labour Agreement.

Public establishments may have public officials or contracted individuals, who form part of different corps or levels according to the certificate entrance requisites. Private establishments have personnel under contract adhering to one of the contracting modes set up by legislation in effect.

Depending on their characteristics, educational establishments may receive support from a wide range of **educational and health support personnel**. Generally speaking, these are professionals who are specifically trained for the function they are to carry out. The most frequent positions of this type are Registered Nurses, Practical Nurses, Speech Therapists, Physical Therapists, Teaching Fellows and Occupational Therapists.

Also to be found working in educational establishments are people without specific qualifications who collaborate in care taking, organisation, feeding, grooming and personal attention to children, as is the case with Child Care Assistants. There may also be Technical Educational Aids or Monitors, who provide complementary services for attending to and training pupils with disabilities.

Yet a further type of professionals to be found working in educational establishments is made up of the **administration and services personnel** (*personal de administración y servicios PAS*). This division includes all those professionals providing general services to the centre, among which are: those of an *administrative* nature, who carry out administration operative tasks; the service personnel, such as janitors, watchmen, dining room workers, cleaners, kitchen workers, drivers, gardeners, etc.; and *computer services personnel* and *library personnel*.

One final group of people providing services in educational establishments are volunteers. According to regulations, pupils' and parents' associations, ex-alumni associations, and any other public or private non-profit associations engaging in volunteer activities or contributing to them are to enjoy volunteer status. Hence, senior citizens are considered as volunteers when they altruistically devote part of their time through a volunteer organisation to collaborating in educational establishments. They receive no compensation of an *economic or any other nature for these services*. Likewise considered as volunteers are those individuals under the age of 16 who, subject to parental or guardian authorisation, may carry out volunteer work, provided this is done outside of regular school hours.

The principal aim of **volunteers** is to increase and enhance the possibilities to be offered by extracurricular and complementary activities for all pupils, and to contribute to compensating for inequities that may arise as a result of social, personal or economic differences.

Educational inspection, evaluation, research and innovation

1 EDUCATION INSPECTION

The Spanish Constitution vests responsibility for inspection of the education system on public authorities and entrusts to the State competence for the Senior Inspection Service in order to guarantee compliance with the rules laid down by the State for the general regulation of the education system, as well as with legislation in general.

1.1. Senior Inspection Service

The State Senior Inspection Services for Education are incorporated within the corresponding Government Delegation in each Community and are attached to the Directorate General for Co-ordination and Senior Inspection Service of the Ministry of Education, Culture and Sport. Among its functions are: on one hand, to monitor that the syllabuses, curricula and pedagogical approaches, as well as textbooks and teaching material comply with the core curricula and that these core curricula are taught according to state regulations regarding compulsory basic subject matters; and on the other hand, to ensure fulfilment of the requisites established in the general education system regulations regarding levels, modalities, stages, cycles, and specialities. Likewise to be monitored are the number of school grades or forms, duration of compulsory education, requisites for advancing from one level to another of the education system, conditions for certificate awarding as well as their academic and professional effects. Further duties of the Inspection Service are to

certify that studies pursued comply with State legislation for the effects of issuing academic and professional certificates which are to be valid in the entire Spanish State; to certify compliance with regulations established regarding the basic features of the School Record or the administrative documentation for each level of education; to ensure the fulfilment of the basic conditions for guaranteeing equity for all Spanish citizens in the exercise of their educational rights and duties, as well as for their linguistic rights and the right to receive education in the official language of the State. The Inspection Service is lastly responsible for: verifying that subsidies and grants are awarded in compliance with State regulations; for presenting reports to the competent bodies with respect to investments and construction, installations, school equipment and expenses, staff numbers and personnel emoluments; for gathering information for drawing up education statistics for state purposes; and to present an *annual report to State authorities regarding education* in the respective Autonomous Communities.

1.2. Education Inspection at non-university levels

Technical Inspection of Education Services are accountable to the Autonomous Communities, with organisational differences to be found depending on the Community in question.

The functions of the Technical Inspection of Education Services, which were laid down for the entire State in the *LOPEG*, are: to monitor and supervise from an educational and organisational point of view the operation of public as well as private educational establishments; to co-operate in the improvement of teaching quality and school operation, as well as in educational reform and pedagogical renovation processes; to participate in the evaluation of the education system, and with particular regards to schools, of their managerial and teaching functions. Such evaluation is to be performed through the analysis of schools' organisation, operation and outcomes. Further duties of the Education Inspection are: to ensure that the laws, regulations and other provisions in effect applying to the education system are enforced in schools; to provide counselling, guidance and information to the various sectors of the educational community on the exercise of their rights and compliance with their obligations; and lastly, to report on educational programmes and activities sponsored or authorised by Autonomous Communities. These functions, which are established on a general basis for the entire State, are expanded upon by each Autonomous Community.

The Corps of Inspectors of Education (*Cuerpo de Inspectores de Educación CIE*) performs the Inspection functions. Requisites for entering the corps are belonging to one of the public official teachers corps and a minimum teaching experience of ten years. Further requisites are a Doctor's, *Licenciado*, *Ingeniero* or *Arquitecto* degree, and accreditation, when such is the case, of the mastery required by each Autonomous Community Education Authority of the official language other than Spanish in their respective territorial areas. Access is by means of a competition – competitive examination procedure.

In order to carry out their duties, education inspectors are to have access to educational establishments, whether public or private, as well as to the services and installations in which educational activities promoted or authorised by the various Education Authorities are carried out. Inspectors are to be treated as public authorities, and as such, the various members of the educational community, as well as the remaining authorities and public officials are to provide them any assistance and collaboration which may be necessary for the exercise of their functions.

Furthermore, each educational establishment is assigned a specialist education inspector, named as such in consonance with the inspector's previous teaching experience in the establishment's academic level. In the case where an establishment provides various levels of education, the inspector may be a specialist with previous teaching experience in any one of the levels.

1.3. Inspection at the University Level

Specific inspection tasks within the university area are incumbent upon the Inspection Services. The body of rules regulating the *Inspection Services* calls for an Inspection Service to be constituted in each university, with the purpose of monitoring the operations of its services and of collaborating in preliminary investigation of all disciplinary proceedings, and following up on and generally monitoring academic discipline. The Vice Chancellor determines its structure and organisation and also designates and dismisses the Chief Inspector (the figure of highest authority) and the service inspectors. Teaching personnel may be named service inspectors, which partially exempts them from their teaching load.

The functions of university inspection are: monitor the operation of all university services; follow and up on and generally supervise academic discipline; carry out preliminary investigation of all disciplinary proceedings; provide advice to all centres, departments, units and offices upon request of the individuals responsible for them or upon the Vice Chancellor's request regarding any matter of the inspection's competence; and to draw up the necessary reports. Further functions are: process requests for reports and inspection with the goal of monitoring and evaluating the performance of teaching services; to annually present a report on activities to the Vice Chancellor; and to present an annual report to the Governing Council as well as to any other bodies which the Vice Chancellor may indicate.

2 EVALUATION OF THE EDUCATION SYSTEM AND ITS COMPONENTS

2.1. Evaluation at non-university education levels

The National Institute for Quality and Evaluation (*Instituto Nacional de Calidad y Evaluación INCE*) is the state entity responsible for **general evaluation of the education system** at the non-university level education. Its fundamental purpose is to provide relevant information to the Education Authorities and to citizens as to the degree to which the education system reaches stated goals at a specific moment of its endeavour.

The duties of this body are: evaluate the degree to which the core curricula are mastered at the various levels, cycles and grades of the education system; carry out research, studies and evaluations regarding the system; evaluate the general reforms of the system, as well as the structure, effectiveness and results of innovations introduced in the system; draw up a state system of indicators which will allow for evaluating the degree of effectiveness and efficiency of the system; draw up evaluation systems for the different types of education and their corresponding establishments; provide and interchange information with the Education Authorities to facilitate decision-making; inform the various sectors of society as to the functioning and outcomes of the education system; and publish and disseminate the results of evaluations carried out, as well as of innovations occurring in the field of evaluation. The *INCE* is likewise responsible for proposing initiatives and suggestions that may contribute to quality improvement in education and state co-ordination in international studies.

The evaluation units of the various Autonomous Communities collaborate with the *INCE* in the different evaluation activities of the education system, and are responsible for carrying out evaluation of the education system within their territory.

Evaluation of educational establishments is of a dual nature: internal evaluation carried out by the education community itself; and external evaluation, which is carried out by specialists in evaluation, normally by the Education Technical Inspection. In any case, the Autonomous Communities are responsible for drawing up and implementing evaluation plans in territories under their management. All of these plans are found to have the same objectives and basic characteristics.

The LOPEG established that Education Authorities are to draw up plans for **evaluation of the public official teaching function, the managerial function, and the education Inspection**. However, no Authority has of yet expanded on specific plans to this end. The only attempts on the part of Education Authorities toward evaluating the teaching staff are linked to the granting of study leaves and of access to managerial functions. Both of these constitute an "experiment" on the part of the Administration in the search for an enhanced evaluation method, as well as an attempt to instil the teaching staff with a culture of evaluating their function. With respect to evaluation of the managerial function, the only attempt made along these lines has been linked, as in the case of the teaching function, to managerial accreditation.

Despite the growing interest in **evaluation of the Education Authority**, and the initiatives carried out in this sense, data is not available as to its impact on the improvement of services provided.

2.2. Evaluation at University Level

The *National Plan for Evaluation of University Quality* was implemented in 1995 upon the initiative of the Universities Council. Its objectives are: to foster **institutional evaluation** of quality in the areas of education, research and university organisation-management; to draw up standardised methodologies and basic common criteria for quality evaluation compatible with practices in effect in the European Union; and to provide objective information to society, as well as to the Education Authorities and the Universities Council. Such information is to serve for decision-making. The six-year duration Plan for University Quality II, approved in 2001, is executed through annual calls for evaluation projects for institutional evaluation. The Plan conforms a mixed model of evaluation comparable to that used in international university systems insofar as it has both a process of internal revision (self-evaluation) and an external revision process (evaluation by peers). The Council of Universities draws up an annual report which globally gathers the results obtained by the Plan.

Some Autonomous Communities have set up University Evaluation Agencies co-ordinated with the National Plan for Evaluation. Such is the case in Andalusia, with its Unit for Quality in Andalusian Universities (*Unidad para la Calidad de las Universidades Andaluzas UCUA*), and Catalonia, with the Agency for the Quality of the University System (*Agencia para la Calidad del Sistema Universitario AQ*).

A further aspect for consideration is the **evaluation of university teaching staffs**, under which the distinction must be made between evaluation of teaching activity and evaluation of research activity. The former is carried out using certain general criteria established by the Universities Council as a point of departure. Its results are taken into account for granting the specific complement included in professors' emoluments. Evaluation of research activity has in turn a dual purpose: on one hand, receipt of the productivity complement granted for stages of research through the National Commission for Evaluation of Research Activity; and on the other, the carrying out of research projects under the calls issued by the National Plan for R+D, in which the National Agency of Evaluation and Prospects (*Agencia Nacional de Evaluación y Prospectiva ANEP*) takes part.

The Act on Universities establishes the National Agency for Evaluation and Accreditation, which is to serve as an external mechanism for evaluating quality in the university system. The Agency will evaluate studies as well as research, teaching and managerial activities, in addition to university services and programmes.

3 EDUCATIONAL RESEARCH AND INNOVATION

The present organisation of educational research and innovation is basically defined by the sharing of competence in these matters between the State and the Autonomous Communities. The Spanish Constitution vests the State with exclusive competence regarding the promotion and general co-ordination of scientific and technical research (art. 149.1.15), and establishes that the Autonomous Communities may take onto themselves competence in matters concerning the fostering of research (art. 148.1.17). Educational innovation is the exclusive competence of the Autonomous Communities.

At the **State** level the Interministerial Commission on Science and Technology (*Comisión Interministerial de Ciencia y Tecnología CICYT*) programmes the research activities of the entities under State Authority through the *National Plan for Scientific Research and Technological Development* (R + D). The Plan focuses on reaching objectives of general interest. The Office of Science and Technology was established in 1998 as a support entity for the CICYT. The Office assumes responsibility for planning, co-ordination, follow-up and evaluation of scientific and technological activities in the various ministerial Departments, as well as co-ordination with the Autonomous Communities.

Within the domain of competence vested upon the Ministry of Education, the **Centre for Educational Research and Documentation** (*Centro de Investigación y Documentación Educativa CIDE*) carries out the specific educational research and innovation functions. More specifically, its competence ranges over three areas: carrying out of studies and reports regarding the education system,

as well as programming, co-ordination, evaluation and performing of education research, and dissemination of the results of such research; education curricular innovation, experimentation and expansion, as well as drawing up and dissemination of curricular materials and other support documents to aid the teaching staff in their work; and organisation and operation of the library and records of the Ministry of Education. The CIDE likewise embodies the Spanish Unit of Eurydice (Information Network on Education in Europe) and participates in various programmes and activities carried out by international agencies.

Two pathways for the promotion of educational research are to be found within the **Autonomous Communities**: one of a general nature, through the Regional Plans which finance research activities in all areas of knowledge; and another specifically addressed to educational research and innovation, through the Councillorships or Departments of Education.

The majority of the Communities have Plans or Regional Plans, through which investigation and innovation programmes are financed and aids granted for the training, perfecting of skills and mobility of researchers, as well as for infrastructure and the organisation of congresses and scientific meetings for researchers. Some of the Communities have set up specialised agencies, co-ordination commissions or foundations for the realisation of these Plans or Programmes.

With the goal of promoting specific educational research and innovation activities, almost all Councillorships or Departments of Education make public calls for grants for carrying out educational research and/or innovation. Some of these grants are preferably or exclusively addressed to the non-university level teaching staff. Generally speaking, the teachers' centres, under the various names they receive in each Autonomous Community, play a basic role in procuring educational innovation and pedagogical renewal for the non-university level teaching staff. ▸

The **University** is the area in which the majority of educational research projects are performed, and as such is the main beneficiary of financing from District Plans, from educational research actions carried out by the Centre for Educational Research and Documentation, and of the Autonomous Communities' Regional Plans. The University Departments are the basic entities responsible for organising and carrying out research pertaining to their field of knowledge. The University Institutes for Education Sciences (*Institutos Universitarios de Ciencias de la Educación ICEs*) likewise carry out and promote educational research and innovation activities, in addition to being responsible for teacher training.

Research constitutes one of the primordial functions of the University, the fundamental objectives thereof to be seen as the creation and transmission of knowledge and the training of researchers. The University carries out a series of basic actions in this field: performance of research and dissemination of results; promotion of research through financing of projects and research grants; and researcher training.

Finally, under the auspices of the **National Centre for Education Information and Communication** (*Centro Nacional de Información y Comunicación Educativa CNICE*), the Ministry of Education makes known and fosters the new information and communication technologies to be applied to education as well as the development of other forms of tele-education. In addition to co-ordinating some of the activities carried out by Autonomous Communities with regards to New Information and Communication Technologies, the *CNICE* also carries out a series of activities articulated around the following programmes: *Digital Village, Networks*, production of educational materials, teaching training via Internet, set-up of an Internet educational and cultural portal, Internet access and e-mail for teachers and educational establishments, *Hospital Classrooms* and *Mentor Classrooms*.

General data on the education system

The global outlook of the education system presented in this report is now to be completed with the presentation of general statistical data regarding pupils, teaching staff and educational establishments. Figures are presented on an overall scale as well as broken down by education level. Information is likewise provided regarding education expenditure. All data have been provided by the Office of Statistics of the Ministry of Education, Culture and Sport.

1 PUPILS

TABLE 11.1. NUMBER OF PUPILS PER EDUCATIONAL LEVEL AND ESTABLISHMENT OWNERSHIP. SCHOOL YEAR 2001/02. ESTIMATED FIGURES

	Total	Public Education		Private Establishments and Subsidized private schools		
		Absol. Figure	%	Absol. Figure	%	
Infant Ed		1,188,734	786,704	66.2	402,030	33.8
Primary Ed.		2,471,161	1,647,758	66.7	823,403	33.3
Special Ed.		26,923	13,153	48.9	13,770	51.1
Compulsory Sec. Ed.		1,906,226	1,254,362	65.8	651,864	34.2
<i>Bachillerato</i> ⁽¹⁾		720,415	545,930	75.8	174,485	24.2
Vocational Training ⁽²⁾		491,767	358,522	72.9	133,245	27.1
University Ed. ⁽³⁾		1,499,000	1,369,000	91.3	130,000	8.7
Total		8,304,226	5,975,429		2,328,797	

(1) Includes remaining pupils from the last year of Secondary Education of the former education system.

(2) Comprises pupils of Intermediate and Advanced Training Cycles, Vocational Training II (FP II), and Social Guarantee Programmes.

(3) Includes neither doctoral students nor those following establishments' non-official programmes.

Source: Office of Statistics
(Ministerio de Educación, Cultura y Deporte MECD).

TABLE 11.2. EVOLUTION OF PUPILS ENROLLED IN INFANT EDUCATION, PRIMARY EDUCATION, COMPULSORY SECONDARY EDUCATION, BACHILLERATO, VOCATIONAL TRAINING AND UNIVERSITY EDUCATION

	1991/92	School Years 1996/97	2001/02 ⁽¹⁾
Infant Education/Pre-School	1,027,597	1,115,244	1,188,734
Primary Education / EGB	4,649,439	3,137,278	2,471,161
Compulsory Secondary Education	–	1,181,466	1,906,226
BUP and COU	1,633,432	1,108,041	22,000
<i>Bachillerato</i>	–	153,836	698,415
Lower Grade Vocational Training	474,156	232,113	0
Upper Grade Vocational Training	401,645	369,369	32,000
Int. Spec. Voc. Training./ Modules II	5,188	48,609	210,693
Ad. Spec. Voc. Tr. /Modules III	8,605	54,465	208,074
Social Guarantee Programmes	–	17,229	41,000
Univ. Ed. short cycle	377,492	524,418	576,000
Univ. Ed. long cycle	830,877	1,019,744	923,000
Total	9,408,431	8,961,812	8,277,303

(1) Estimated figures.

Source: Office of Statistics (MECD).

TABLE 11.3. EVOLUTION OF EDUCATIONAL PROVISION RATES PER AGE ⁽¹⁾

	1991/92	School Year 1996/97	2000/01 ⁽²⁾
3 years	36.6	66.5	93.9
4 - 5 years	96.6	99.8	100.0
6 - 11 years	100.0	100.0	100.0
12 - 15 years	98.5	99.9	100.0
16 - 17 years	70.3	79.2	85.4
18 - 20 years	45.9	56.2	60.9
21 - 24 years	23.1	30.4	32.9
25 - 29 years	5.7	7.0	7.5

(1) Rates calculated using *INE (Instituto Nacional de Estadística)* population projections (based on 1991 Official Census), with the exception of the (3 - 5) age group, in which rates have been calculated based on birth figures from Natural Movement of Population Statistics.

(2) Estimated figures.

Source: Office of Statistics (*MECD*).

2 TEACHING STAFF

TABLE 11. 4. EVOLUTION OF NUMBER OF TEACHERS PER EDUCATION LEVEL AND OWNERSHIP

	1991/92	School Year 1996/97	2000/01
Non-university Education	460,893	488,407	526,848
• Public education staff	334,174	361,374	389,850
- <i>Maestros</i>	209,859	214,002	221,215
- Secondary Ed. teachers	107,324	127,865	148,769
- Technical teachers of Voc. Training	16,991	19,507	19,866
• Private school and educ. arrang. schools	126,719	127,033	136,998
University Education	67,841	86,362	94,344⁽¹⁾
• Public universities	64,196	80,425	85,921 ⁽¹⁾
- Own centres	58,461	73,302	79,702 ⁽¹⁾
- Public assigned	2,114	2,877	2,305 ⁽¹⁾
- Private assigned	3,621	4,246	3,914 ⁽¹⁾
• Private universities	3,645	5,937	8,423 ⁽¹⁾
Total	528,734	574,769	

(1) Statistics from 1998/99 school year, most recent consolidated figures available.

Source: Office of Statistics (MECD).

3 CENTROS

TABLE 11.5. NUMBER OF EDUCATIONAL ESTABLISHMENTS CLASSIFIED BY TEACHING PROVIDED AND OWNERSHIP. SCHOOL YEAR 2001/02

	Total	Public Education	Private and Ed. Agreement Education
Infant Ed. Establishments	2,633	1,286	1,347
Primary Ed. Establishments ⁽¹⁾	8,557	8,106	451
Prim. and Comp. Sec. Ed. (ESO) Est ⁽¹⁾	3,895	2,186	1,709
ESO/Bachillerato/Voc. Training Est.	4,417	3,654	763
Prim. Ed., ESO and Bach./Voc. Tr. ⁽¹⁾	1,279	10	1,269
Specific centres for Special Ed.	487	192	295
University Ed. ⁽²⁾	67	48	19

(1) May also provide Infant Education

(2) Refers to number of universities.

Source: Office of Statistics (MECD).

4 EDUCATION EXPENDITURE

TABLE 11.6. EXPENDITURE ON EDUCATION IN RELATION TO GDP

Years	Total Expenditure ⁽¹⁾			Public Expenditure ⁽²⁾			Family Expenditure ⁽³⁾		
	Thousand million Pesetas	Euros	% GDP ⁽⁴⁾	Thousand million Pesetas	Euros	% GDP ⁽⁴⁾	Thousand million Pesetas	Euros	% GDP ⁽⁴⁾
1992	3,590.2	21.6	5.8	2,946.6	17.7	4.8	700.5	4.2	1.1
1993	3,842.4	23.1	6.0	3,129.8	18.8	4.9	787.7	4.7	1.2
1994	4,002.4	24.1	5.9	3,210.0	19.3	4.8	866.6	5.2	1.3
1995	4,295.9	25.8	5.9	3,429.0	20.6	4.7	947.9	5.7	1.3
1996	4,552.9	27.4	5.9	3,647.9	21.9	4.7	1,004.5	6.0	1.3
1997	4,781.6	28.7	5.8	3,791.2	22.8	4.6	1,071.2	6.4	1.3
1998	5,033.7	30.3	5.7	3,993.0	24.0	4.6	1,130.1	6.8	1.3
1999	5,398.4	32.4	5.8	4,272.4 ⁽⁵⁾	25.7	4.6	1,210.3	7.3	1.3
2000	5,734.1	34.5	5.7	4,556.0 ⁽⁶⁾	27.4	4.5	1,270.9	7.6	1.3
2001	6,086.5	36.6	5.6	4,847.1 ⁽⁶⁾	29.1	4.5	1,334.4	8.0	1.2

(1) Total consolidated expenditure (eliminating transfers between the Public Sector and families).

Source: Office of Statistics (MECD).

(2) Refers to education expenditure (Liquidated Budgets) among all the Education Authorities, including universities. Includes estimate of social contributions ascribed to education. The 1997 to 1999 figures include the most recent updates of Statistics on Public Expenditure on Education.

(3) Source: INE up to 1999. Estimated figures for years 2000 and 2001.

(4) GDP base 1995 and European Accounting System methodology. Source: INE.

(5) Provisional figure.

(6) Estimated figure based on initial Budgets.

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