

## **THEME 3**

# **Institutional framework in Spain – Provision of learning opportunities**

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#### **0301 - INSTITUTIONAL FRAMEWORK: BACKGROUND**

In Spain, Vocational Education and Training is developed in three ways: Vocational training within the scope of the Education Administration; Vocational Training for the unemployed, within the scope of the Labour Administration; and continuing training for currently employed workers.

With regard to vocational training under the responsibility of the education authorities of the Ministry of Education and Science, the institutions that offer this type of training are the departments of education in each Autonomous Community, through the secondary education schools (IES).

Vocational training for the unemployed is managed by the employment authority [SPEE-INEM \(National Public Employment Service\)](#) or, as appropriate, by the departments of employment in each Autonomous Community, subject, in any case, to the objectives set out in the Ministry of Labour and Social Affairs Plan. This training is provided by the

centres within the public system or through the corresponding contract-programme or collaboration agreement with the management organisations, which are integrated within the Plan.

Continuing training for the employed population is managed by the [Tripartite Foundation for Training in Employment](#), primarily through training programmes.

### **0302 - VET ADMINISTRATIVE FRAMEWORK**

Under the [Spanish Constitution of December 27 1978](#), the previous centralised regional structure was replaced by a new model of Comunidades Autónomas (Autonomous Regions), provinces (50 in all) and municipalities. The Autonomous Regions (17 plus the autonomous cities of Ceuta and Melilla) have their own legal identity. The regions considered distinctive for linguistic, cultural or historical reason have received a greater transfer of powers from central government.

However, the trend is now for greater uniformity of powers. In fact, the Autonomous Regions now have responsibilities for education and training, consisting of implementing and developing the national standards and regulating the non-essential aspects of the education and the vocational training system, as well as executive and administrative powers to manage the system in their own regions.

#### **030201 - ROLE OF EU IN VET INSTITUTIONAL, LEGAL AND ADMINISTRATIVE FRAMEWORK**

Since Spain's entrance into the European Union in 1986 the span of initiatives for educational co-operation carried out under the framework of the Union has progressively widened. This co-operation has been especially reinforced as from 1992, when the Maastricht Treaty broadened the role of the European Commission in education matters. The Treaty assigned the Commission the tasks of contributing to quality education, of fostering collaboration among the States, and in certain cases of supporting and completing the measures of the States, while at the same time maintaining full respect for each State's responsibilities (art. 126). From that moment on, the participation of Spanish students, teachers and specialists in the various European education programmes has increased significantly.

#### **SOCRATES AND LEONARDO PROGRAMMES**

The Socrates Programme, approved in 1995, has channelled the majority of educational co-operation with Europe. Nonetheless, the Leonardo da Vinci Programme, has likewise had a growing significance within the area of Vocational Training. The programme 'Youth with Europe', though not strictly devoted to educational aspects, is relevant insofar as it promotes exchanges among young people as well as other areas in the field of young people.

The Leonardo Programme, which was set up under European Commission Decision 9418/9/CE of 6 December 1994 and renewed for a six-year period by Council Decision of 16 April 1999, is the Action Programme for the development of a Vocational Training policy within the European Union. As in the case of the Socrates Programme, measures under Leonardo are designed to support and complete member States' initiatives, while fully respecting their responsibility as regards Vocational Training contents and organisation.

#### **ERO PROGRAMME**

In 2003, 21 pilot projects were approved through a Spanish promoter. These projects dealt with a variety of themes, some of which were very close to ERO (European Research Overview), such as:

- E-learning (2 projects).
- Qualification of disadvantaged or at-risk groups (3 projects).
- Professional qualification in the hotel and service industry (4 projects).
- Technological innovation (2 projects).
- Training and skills in occupations related to sustainable agriculture, and the environment (3 projects States' initiatives, while fully respecting their responsibility as regards Vocational Training contents and organisation).

#### **ESF (EUROPEAN SOCIAL FUND) AND THE VOCATIONAL AND CONTINUING TRAINING FOR UNEMPLOYED AND OCCUPIED**

As main function the ESF (European Social Fund) supports and complements the activities of the member states aimed at the development of the workplace and of human resources.

Within the framework of a policy of training on a life-long basis, the aim is to ease and improve the access and the integration in the workplace, improve and maintain the capacity to be able to work and encourage Professional mobility.

With regard to Vocational training for unemployed in Spain, the ESF provides funding support through [PLAN FIP](#) (National Plan for Training and Professional qualification). In the case of Continuing training for occupied the ESF provides to Public Foundation for Training at Work funding support through the top priority objectives 1 and 3.

#### **030202 - ROLE OF CENTRAL GOVERNMENT IN VET**

Responsibility for the basic legal frame in initial vocational training lies with the Central education authorities [Ministry of Education and Science \(MEC\)](#).

#### **RESPONSIBILITIES FOR EDUCATION AND INITIAL VOCATIONAL TRAINING (FORMACIÓN INICIAL):**

The enactment of basic standards which implement the constitutional right to education by establishing general rules for the educational system.

- Setting minimum standards for teaching centres. Establishing the overall education programme, setting the minimum contents of education programmes, and regulating the validity of academic and occupational qualifications across Spain.
- Guaranteeing the right and obligation to know the Spanish language, without impairing the right of those Autonomous Regions with languages of their own establish their own standards guaranteeing that individuals know and use their own linguistic heritage.

#### **RESPONSIBILITIES FOR VOCATIONAL TRAINING OF THE UNEMPLOYED (FORMACIÓN OCUPACIONAL):**

- Implementing the [Plan Nacional de Formación e Inserción Profesional FIP](#) (National Vocational Education and Training Plan);
- Implementing the National Plan for School-Workshops, Trade Learning Centres and Employment Workshops (programming, organisation and management, and the issue, accreditation or recognition of vocational certificates);
- Keeping national vocational training statistics (students, centres, resources, costs and documentation) for general use throughout Spain; Regulating the conditions for obtaining, issuing and recognising labour certificates as valid throughout Spain;
- Implementing the Plan Nacional de Prospección de Necesidades del Mercado de Trabajo (National Plan for the Investigation of Labour Market Needs), which sets up a jobseeker qualification programme and regulates the Observatorio Permanente (permanent monitoring system) of the labour market;
- Cooperating at an international bilateral and multilateral level in vocational training for the unemployed; Initiating high-level inspection procedures.

With reference to responsibilities for [Continuing Training \(Formación Continua\)](#) the social partners and the labour authority (Ministry of Labour and Social Affairs) share the powers and responsibilities for continuing vocational training through the Public Foundation for Training at Work.

#### **030203 - ROLE OF REGIONAL GOVERNMENT IN VET**

#### **RESPONSIBILITIES FOR EDUCATION AND INITIAL VOCATIONAL TRAINING (FORMACIÓN INICIAL):**

The Autonomous Regions are responsible for the regulatory development of the basic national standards and the regulation of the non-basic elements or aspects of the education system. They also have executive and administrative management authority over the education system in their own regions; a limited number of such powers only remain at the responsibility of central government.

#### **RESPONSIBILITIES FOR VOCATIONAL TRAINING FOR THE UNEMPLOYED (FORMACIÓN OCUPACIONAL)**

The labour councils or departments with devolved responsibilities for vocational training are responsible for:

- Programming, organising, managing, administrating and inspecting the provision of training, according to the [Plan FIP](#) (Training and Employment Plan);
- Drawing up operating contracts covering their regions;
- Authorising and validating the courses organised by collaborating centres within the regions.
- Selecting students in accordance with the priorities and preferences established in the Plan FIP (pre-selection is carried out in collaboration with the [SPEE-INEM](#));
- Running the vocational training centres which used to belong to the [SPEE-INEM](#) (fixed centres, action units and the mobile teams within the region at the time.
- Preparing, enacting and implementing investment programmes in line with national economic policy;
- Issuing vocational qualifications or certificates in line with generally accepted standards.
- Monitoring vocational training for the unemployed within their region.

#### **RESPONSIBILITIES FOR CONTINUING VOCATIONAL TRAINING FOR WORKERS (FORMACIÓN CONTINUA):**

The social partners and the labour authority ([Ministry of Labour and Social Affairs](#) and Regional Labour Departments) share the powers and responsibilities for continuing vocational training.

#### **030204 - ROLE OF LOCAL GOVERNMENT IN VET**

Municipalities cannot function as labour authorities. They can promote the setting up of School-Workshops, Trade Learning Centres or Employment Workshops. This involves applying for the corresponding grant, though apart from the subsidies received from the European Social Fund and the INEM, they have to offer some of their own material and economic resources to cover part of the costs. Local authorities can also promote Unidades de Promoción y Desarrollo (Promotion and Development Units) when they cover a comarca (a traditional geographical area made up of a number of towns or villages), or Centros de Iniciativa Empresarial (Entrepreneurship Centres).

#### **030205 - ROLE OF SOCIAL PARTNERS IN VET**

At a national level, the social partners are represented in the General Council for Vocational Training, which is a joint consultative body advising the government on vocational training.

The III National Agreements for Continuing Training (December 2000) for the period 2001-04 regulate the system of continuing training through social dialogue and collective bargaining. The responsibility for their development and administration reside with the social partners through a joint management model with central government represented by the Ministry of Labour and Social Affairs through the INEM-SPEE. The delivery of training is the responsibility of the Tripartite Foundation for Training and Employment.

	<b>RESPONSIBILITIES OF THE SOCIAL PARTNERS</b>	<b>TYPE OF INTERVENTION (CONSULTING/DECISION-MAKING, DIRECTLY/INDIRECTLY)</b>
At the national level	General Vocational Training Council	Advising the government on issues related to Vocational Training Drafting and presenting a National Vocational Training Plan to the Government for its approval.
	General Council, National Employment system General Council, National Public Employment Service, INEM	Proposing measures to better meet the objectives for which the institute was founded, such as vocational training management.
At the regional level	Autonomous Vocational Training Councils	Drafting Autonomous Vocational Training Programmes
At a sector level	Sectorial Peer Commissions for Continuing Training (FC).	Monitoring Continuing Training in their corresponding sector.
At company level	Collective agreements within the company	Drafting Training Programmes within the company.

#### **03020501 - ROLE OF ENTERPRISES AND EMPLOYERS' ORGANISATIONS**

Enterprise and employer's organisation training programmes are organised to a large extent through the Public Foundation for training at work.

However, enterprises also contribute exclusively for training initiatives related to specific workers' qualifications and skills. This contribution represents a "voluntary cost", using the terminology of Victor Perez Diaz, *La Educación Profesional en España*, (Vocational Training in Spain), 2002, and which includes all the expenditure and costs for this purpose.

Some studies on continuing training mention training activities of this type and estimate spending in this regard. Among these are the II Encuesta de Formación Continua, EEPC II, (II Study of Continuing Training" carried out in 1999 by the [Ministry of Labour and Social Affairs](#) on a sample of 72 000 companies and following on from one carried out in 1994 using data from 1993. The studies were carried out in accordance with the statistical framework of the European Union applying a common methodology developed by EUROSTAT.

The fundamental conclusion reached through the analysis of the data obtained in the survey of 1999 is that nearly 3 out of the 10 companies examined, provide some sort of training to their workers. One of them offers specialised training courses while 2 out of the 10 provide other types of training.

One third of the companies that do provide training, have a specific plan or programme. Only 4% of all companies have a specific training budget; while 3% have their own training centre with its own facilities and staff.

Compared to the survey conducted in 1993, we can observe that the number of companies providing training has been increased by 7%, which also led to 5% increase of the number of participants in training courses. However, in monetary terms, the average participant cost has gone down.

#### **03020502 - ROLE OF UNIONS**

At a national level, the Unions are represented in the General Council for Vocational Training, which is a joint consultative body advising the government on vocational training. The Autonomous Regions' vocational training

councils act in the same way at regional level. These councils, regardless of the geographical area they cover, are made up of representatives from the government, trade unions and employers' organisations.

As with employees' organisations, trade unions offer mainly training for vocational training of workers through the [Tripartite Foundation for Training in Employment](#).

They will also take part in the accreditation process for the skills acquired through work experience when this system is established under the new [Qualifications and Vocational Training Act](#).

#### 030206 - ROLE OF OTHER NON-GOVERNMENTAL BODIES IN VET

In Spain, voluntary organisations and NGOs play an important role as programme managers, mainly with public funding, although they also manage private funds and their own funds. When they manage public funds, they tend to act with the legal denomination of "centro colaborador" (collaborating centre) and their target group is usually the disadvantaged or socially excluded.

[CARITAS](#) (a non-profit organisation related with the Catholic Church) for instance is worthy of mention for its presence and tradition in social caring of underprivileged groups. This organisation develops training programs as the managing entity of public programs, as well as other programs of their own initiative.

Also relevant is [ONCE](#) (National Organisation for the Visually Impaired), which represents a historical reference in Spain regarding social care for visually impaired and handicapped individuals. [ONCE](#) is also involved in specific actions in the fields of Education and Vocational Training for these groups. As well as other non-governmental organisations, [ONCE](#) develops public training programs such as management and personal programs.

#### 0303 - VET LEGAL FRAMEWORK

##### THE 1978 CONSTITUTION

[The 1978 Constitution](#) establishes the basic legislation on education. Article 40.2 explicitly establishes the duty of public authorities to promote vocational retraining and training.

[La Ley Orgánica Reguladora del Derecho a la Educación LODE](#) (Right to Education Act) of 1985, and five years later the [LOGSE](#) were both laws which developed the Constitutional provisions. They were modified by two new laws: the [Ley de la Formación Profesional y de las Cualificaciones Profesionales](#) (Vocational Training and Qualifications Act) which affects the aspects mentioned in the title; and [Law 10/2002 Calidad de la Educación \(Educational Quality Act\)](#).

##### LEGAL DEVELOPMENT

The [LOGSE](#) marked the start of a process of comprehensive reform of vocational training including a renewal of its contents, with the collaboration of the [Ministry of Education and Science](#), the Autonomous Regions and labour market experts. The first step was the enactment of general basic guidelines of a common structure for vocational schooling, leading to the adoption of a system of vocational qualifications and their corresponding minimum educational content for the whole country.

The Autonomous Regions have completed work related to this basic guideline, establishing the curriculum of training courses for their region corresponding to each qualification. The education centres must develop this curriculum by preparing curriculum projects and the annual projects, whose objectives, content, evaluation criteria, follow-up and methodology must reflect the needs of the trainees involved and the training possibilities available to them.

[The Estatuto de los Trabajadores \(Workers' Statute\)](#) establishes that "in-company promotion and vocational training" is a basic workers' right. The Collective bargaining in order to arrange the working conditions also can arrange measures for carrying out professional promotion and to set vocational training actions for different categories in each productive sector.

[The 2002 Qualifications and Vocational Training Act](#) aims to consolidate the three vocational training subsystems into one. The Act states that vocational training includes all training actions that provide access to employment and active participation in social, cultural and economic life and allow workers to carry out their job with the necessary skills. It includes training at the level of initial vocational training, measures for the entry or re-entry of the unemployed into the labour market, and continuing in-company training enabling workers to acquire and continuously update their vocational skills.

The law has also created the National System of Qualifications and Vocational Training, with the following objectives:

- to train for the efficient performance of jobs, to promote the delivery of up-to-date quality training adapted to the needs of the labour market and workers' own vocational training;
- to provide suitable information and guidance on questions of vocational training and qualification for employment;
- to ensure that the training provided includes measures to help with business skills and self-employment, as well as to promote entrepreneurship;
- to officially evaluate and accredit vocational qualifications, however they have been acquired; and to promote public and private investment for training workers and optimising resources dedicated to vocational training.

The "National Catalogue of Vocational Qualifications" has been created at the institutional level to match training to labour market needs, and promote lifelong learning and the mobility of workers within a unified labour market. The catalogue covers the whole country and includes the qualifications identified as needed by the economy and their corresponding training, organised into training modules included in a modular catalogue of vocational training.

#### TRAINING OF WORKERS

[The III National Agreements for Continuing Training](#) (December 2000) for the period 2001-04 regulate the system of continuing training through social dialogue and collective bargaining. The responsibility for their development and administration reside with the social partners through a joint management model with central government represented by the Ministry of Labour and Social Affairs through the [SPEE-INEM](#). The delivery of training is the responsibility of the Tripartite Foundation for Training and Employment.

[The Constitutional Tribunal ruled on 25 April and 17 October 2002](#) that certain aspects of the regulations relating to continuing training in Spain were unconstitutional. As a result, the management model which will come into effect on 1 January 2004 has been modified, following a reasonable level of agreement from the social partners.

The new model ([Royal Decree 1046/2003 of 1 August](#)) establishes reductions in social security contributions for companies which train their employees, and gives small and medium-sized enterprises special treatment (the smaller the company, the greater the reductions). The companies will be able to deliver training themselves or through the employers' organizations, trade unions or specialist training bodies. The aim is to create a flexible, objective, efficient and transparent management model, which guarantees finance for companies with the minimum of red tape. The new model also applies strict control systems to the financing of continuing training in order to prevent fraud.

#### THE QUALITY OF EDUCATION ACT (LCE)

[The Quality of Education Act](#) establishes that the purpose of lifelong learning is to allow all individuals to receive education throughout their lives and so acquire, update, and broaden their skills and knowledge for their personal or occupational development. In order to achieve this objective, the educational authorities will collaborate with other public authorities with responsibilities for the training of adults and, in particular, with the labour authorities.

#### 0304 - INSTITUTIONAL STRUCTURE -IVET

Initial Vocational Training in the Spanish education system is part of secondary education. This, in turn, is divided into compulsory secondary education and higher secondary education.

The LOGSE defines the objectives of this stage as being to give students a basic grounding in culture, make them ready to exercise their rights and duties within society and to prepare them for entry into the labour market or access to middle-level Specific Vocational Schooling or the Bachillerato.

Specific Vocational Schooling is divided under the LOGSE into two educational levels, middle level and upper level (also called middle-level and upper-level "training cycles"), both of which lead to occupational qualifications. Middle-level Specific Vocational Schooling, which forms part of the secondary education system, is accessed after finishing ESO (compulsory secondary education); the upper level is accessed after the Bachillerato.

Training contracts have the aim of enabling the worker concerned to acquire the technical and practical training in order to be able to carry out a trade properly or for a work post, which requires a level of qualification, which must be formally recognised; or failing this, the level of basic qualification for each and every trade within the system of grading operated by the company.

Table 1: Institutional structure of IVET

IVET PATHWAYS	PROVIDER	GOVERNING/ ADMINISTRATIVE BODIES	GOVERNING LAWS/REGULATION
Lower Secondary	Secondary Education Institutes (IES)  Private centres accredited officially	<a href="#">Ministry of Education/Regional Education Department</a>	<a href="#">Education System Reform Act Organic Act nº 1/1990 (Ley Orgánica 1/1990, de 3 de octubre, de Ordenación General del Sistema Educativo).</a>  <a href="#">Minimum Subjects for Compulsory-Second Education. Royal Decree 10007/1991. (Real Decreto 1007/1991, de 14 de junio, por el que se establecen las enseñanzas mínimas correspondientes a la Educación Secundaria Obligatoria).</a>  <a href="#">Education Quality Act Organic Act 10/2002 (Ley Orgánica 10/2002, de 23 de diciembre, de Calidad de la Educación).</a>

			<a href="#">General rules for common subjects in Compulsory Secondary Education Royal Decree 831/2003. (Real Decreto 831/2003, de 27 de junio, por el que se establece la ordenación general y las enseñanzas comunes de la Educación Secundaria Obligatoria).</a>
Upper Secondary	Secondary Education Institutes (IES) Private centres accredited officially	<a href="#">Ministry of Education/Regional Education Department</a>	<a href="#">Education System Reform Act Organic Act nº. 1/1990 (Ley Orgánica 1/1990, de 3 de octubre, de Ordenación General del Sistema Educativo).</a> <a href="#">General rules for common subjects in Compulsory Secondary Education Royal Decree 831/2003 (Real Decreto 676/1993, de 7 de mayo, por el que se establecen directrices generales sobre los títulos y las correspondientes enseñanzas mínimas de Formación Profesional).</a> <a href="#">Qualifications and Vocational Training Act nº 5/2002. (Ley Orgánica 5/2002, de 19 de junio de las Cualificaciones y de la Formación Profesional).</a>
Apprenticeship	Public centres Social agents centres Private centres accredited officially	<a href="#">Ministry of Labour and Socials Affairs</a>	
Post-secondary	-----	-----	'In Spain there is no vocational educational and training programme at a level between middle-level Specific Vocational Schooling and non-university tertiary level vocational schooling'.
Tertiary	Secondary Education Institutes (IES) Private centres accredited officially	<a href="#">Ministry of Education/Regional Education Department</a>	<a href="#">Education System Reform Act Organic Act nº. 1/1990 (Ley Orgánica 1/1990, de 3 de octubre, de Ordenación General del Sistema Educativo).</a> <a href="#">Minimum Subjects for Compulsory-Second education. Royal Decree 676/1993. (Real Decreto 676/1993, de 7 de mayo, por el que se establecen directrices generales sobre los títulos y las correspondientes enseñanzas mínimas de Formación Profesional).</a> <a href="#">Qualifications and Vocational Training Act nº 5/2002 (Ley Orgánica 5/2002, de 19 de junio de las Cualificaciones y de la Formación Profesional).</a>

030401 - IVET AT LOWER SECONDARY LEVEL

Table 1:  
Institutional Structure of IVET at lower secondary level</CAPTION

IVET PATHWAYS	PROVIDER	GOVERING/ADMINISTRATIVES BODIES	GOVERING LAWS/REGULATIONS
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Lower Secondary  
Secondary Education Institutes (IES)  
Private centres accredited officially

[Ministry of Education/Regional Education Department](#)

[Education System Reform Act Organic Act nº 1/1990. \(Ley Orgánica 1/1990, de 3 de octubre, de Ordenación General del Sistema Educativo\).](#)

[Minimum Subjects for Compulsory-Second Education.- Royal Decree](#)

[1007/1991 \(Real Decreto 1007/1991, de 14 de junio, por el que se establecen las enseñanzas mínimas correspondientes a la Educación Secundaria Obligatoria\)](#)

[Modification of Minimum Subjects for Compulsory Secondary Education. Royal Decree 3473/2000 \(Real Decreto 3473/2000, de 29 de diciembre, por el que se modifica el Real decreto 1007/1991, de 14 de junio, por el que se establecen las enseñanzas mínimas correspondientes a la Educación Secundaria Obligatoria\)](#)

[Education Quality Act. Organic Act 10/2002 \(Ley Orgánica 10/2002, de 23 de diciembre, de Calidad de la Educación\)](#)

[General rules for common subjects in Compulsory Secondary Education. Royal Decree 831/2003. \(Real Decreto 831/2003, de 27 de junio, por el que se establece la ordenación general y las enseñanzas comunes de la Educación Secundaria Obligatoria\)](#)



Basic vocational teaching, as an integral part of ESO (compulsory secondary education) is offered in two ways: through a general technological education for all students as a specific subject (which must include not only training in different skills but also an understanding of the social and industrial environment); and in addition, through various optional curricular elements which include various kinds of work experience.

**030402 - IVET AT UPPER SECONDARY LEVEL: SCHOOL-BASED AND ALTERNANCE**

Table 1: Institutional structure of IVET at upper secondary level

IVET PATHWAYS	PROVIDER	GOVERING/ADMINISTRATIVES BODIES	GOVERING LAWS /REGULATIONS
Upper Secondary	<p>Secondary Education Institutes (IES)</p> <p>Private centres accredited officially</p>	<a href="#">Ministry of Education/Regional Education Department</a>	<p><a href="#">Education System Reform Act Organic Act nº. 1990 (Ley Orgánica 1/1990, de 3 de octubre, de Ordenación General del Sistema Educativo)</a></p> <p><a href="#">Guidelines for Vocational training certificates in minimum subjects Royal Decree nº 676/1993. (Real Decreto 676/1993, de 7 de mayo, por el que se establecen directrices generales sobre los títulos y las correspondientes enseñanzas mínimas de Formación Profesional).</a></p> <p><a href="#">Qualifications and Vocational Training Act nº 5/2002. (Ley Orgánica 5/2002, de 19 de junio de las Cualificaciones y de la Formación).</a></p>

In middle-level Specific Vocational Teaching, also known as Module II, the duration of the courses and the kind of pathways followed are not determined by the economic sectors or specialties involved. Students who successfully complete middle-level Specific Vocational Schooling obtain the qualification of Technician in the corresponding occupation.

In general, the duration of middle-level vocational schooling is between 1 300 and 2 000 hours (one and a half or two academic years). Training in the workplace consists of between 300 and 700 hours of combined training and work experience.

**03040201 - LEGISLATION AND REGULATION: BACKGROUND AND TRENDS.**

The LOGSE of 1990 marked the start of a comprehensive reform of vocational training, with a general updating of its content. This was a result of a process which saw collaboration between the [Ministry of Education and Science](#) the Autonomous Regions and experts on the labour market. The first step was to publish basic guidelines defining a common academic structure for vocational schooling. This has been the basis for the ongoing authorisation of new occupational qualifications and their corresponding core teaching contents for the whole of Spain.

- [Education System Reform Act Organic Act nº.-/1990.](#) (Ley Orgánica 1/1990, de 3 de octubre, de Ordenación General del Sistema Educativo).
- [Guidelines for Vocational training certificates in minimum subjects Royal Decree nº 676/1993.](#) (Real Decreto 676/1993, de 7 de mayo, por el que se establecen directrices generales sobre los títulos y las correspondientes enseñanzas mínimas de-Formación-Profesional).
- [Qualifications and Vocational Training Act nº 5/2002.](#) (Ley Orgánica 5/2002, de 19 de junio de las Cualificaciones y de la Formación Profesional).

#### **03040202 - ADMINISTRATIVE FRAMEWORK: BACKGROUND AND TRENDS.**

The State can transfer or delegate powers to the Autonomous Communities in those areas, which by their nature are transferable, while it has exclusive powers over others. Thus, for instance, the State Authorities are in charge of matters which affect all Spanish citizens as a whole or are related to international issues.

The decentralisation process under way has affected many Ministries, and among them the Ministry of Education and Science, has entailed a new organisation both in management of the education system and legislation, due to the fact that both have been decentralised and transferred to the Autonomous Communities, apart from the competences specifically reserved for the State.

In recent years the reform has entered a new process, with the enactment of three acts which are to alter the previous regulations. The first one, the [Organic Act on Universities \(LOU\)](#), which repeals the [University Reform Act \(LRU\)](#), was passed on December 21 2001 aimed at quality improvement and excellence in the performance of university activities. [The Organic Act on Qualifications and Vocational Training \(LOCFP\)](#) was passed in 2002. This law intends to carry out the regulation of a comprehensive system of vocational training, qualifications and credentials, in order to respond to social and economical demands through the various training modes: initial Vocational Training, in which Specific Vocational Training is included; on-the-job Training and Occupational Training aimed at achieving labour integration and reintegration of workers. Likewise, the [Organic Act on the Quality of Education \(LOCE\)](#) was passed on December 23 2002. It will be progressively implemented until the 2007/08 academic year. Presently, after the recent general elections, the Government has changed. The intention of this newly formed Government is to urge the Parliament to modify some of the contents of this Act during the following months.

#### **0304020201 - ROLE OF CENTRAL GOVERNMENT**

The powers ensuring the homogeneity and basic unity of the education system and guaranteeing conditions of equality of all Spaniards in the exercise of their basic educational rights as laid down in the Spanish Constitution of 1978 are reserved exclusively to the State. Essentially regulatory in nature, such powers are used to set out the basic features of the system, although the State also has executive powers in this regard. The [Ministry of Education and Science](#) in its capacity as a State central administrative body is in charge of exercising these powers.

The following powers are reserved to the State: promulgation of basic standards that particularise the constitutional right to education, through the general organisation of the education system; the laying down of minimum requirements for educational establishments; formulation of the nation-wide general plan for education; the establishment of common educational standards and the regulation of academic and professional diplomas and certificates valid nation-wide; and the basic education required to guarantee the right and duty to have a command of the Spanish Language, without prejudice to the powers of Autonomous Communities which enable them to lay down rules that guarantee the right of their citizens to convey and acquire a knowledge of their own linguistic heritage. General investment planning for education and specifically the policy of educational grants charged to the State Budget are also powers reserved to the State, as well as the tenure and administration of public schools abroad and the Centre for the Innovation and Development of Distance Education ([CI.DEAD](#)), the determination of the legal status of foreign educational establishments in Spain and the conducting of international co-operation in educational matters. With the purpose of exercising these powers, the Ministry of Education and Science 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 State has a Senior Inspection Service in each Autonomous Community to supervise and enforce compliance with this basic regulation.

#### **0304020202 - ROLE OF REGIONAL GOVERNMENT**

The Autonomous Communities have regulatory powers and are responsible for the implementation of basic State standards and regulation of non-basic aspects of the education system, as well as the executive and administrative duties involved in administering the education system in their respective regions, with the exception of the ones reserved to the State.

This section deals with Educational Authorities in the Autonomous Communities in a general way for all educational levels.

The Autonomous Communities have formulated their own Educational Administration, in some cases in the form of Departments, and in others as Councillorships ('Consejerías'), in response to the powers they have assumed and exercise pursuant to their respective Statutes. Such responsibilities do not consist merely of administering the education system in their respective regions, but of also exercising all the regulatory and executive educational powers that are not included in the group of powers reserved to the State.

Hence, the government of each Autonomous Community holds administrative title to the establishments in its region and the functions deriving from it and is empowered to create, authorise and operate public and private educational establishments and administer the personnel, construction, fitting out and reform of such establishments. Also, the services attending to pupil needs (academic counselling, multi-professional teams) are organised by each Community. They also enlarge on State provisions regarding educational curricula and the regulation of levels, modalities, grades

and specialities, carry out experimental and pedagogical research plans, process and grant subsidies for gratuity of private educational establishments, administer scholarships and study grants and regulate the composition and functions of the School Council existing on the regional level in each Autonomous Community.

There is a series of functions that call for agreement between the Ministry of Education and Science, and the different Education Authorities, such as decisions on educational policy that affect the system as a whole and educational planning in general; or specific aspects regarding the exchange of information for educational statistics; the carrying out of educational research; the general regulation and continuing education for teaching staff; the register of educational establishments and the authorisation for text books and other kinds of teaching materials.

#### 0304020203 - ROLE OF LOCAL GOVERNMENT

The responsibilities that legislation assigns to local corporations do not grant them 'Education Authority' status, but rather recognise their capacity to co-operate with the State and Autonomous Communities in the field of education. Such co-operation is governed by the [1985 Organic Act on the Right to Education \(LODE\)](#) and its subsequent modifications and the 1985 Act on the Fundamentals of Local Government.

#### 0304020204 - ROLE OF SOCIAL PARTNERS

The role of social partners at this stage is not based on any specific intervention. Their involvement is included within the areas defined by their participation in the General Vocational Training Council at national and regional levels.

Table 1: Role of social partners

	<b>RESPONSIBILITIES OF THE SOCIAL PARTNERS</b>	<b>TYPE OF INTERVENTION (CONSULTING/DECISION-MAKING, DIRECTLY/INDIRECTLY)</b>
<b>AT THE NATIONAL LEVEL</b>	General Vocational Training Council	Advising the government on issues related to Vocational Training  Drafting and presenting a National Vocational Training Plan to the Government for its approval.
	General Council, National Public Employment Service, INEM	Proposing measures to better meet the objectives for which the institute was founded, such as vocational training management.
<b>AT THE REGIONAL LEVEL</b>	Autonomous Vocational Training Councils	Drafting Autonomous Vocational Training Programmes

#### 0304020205 - ROLE OF IVET PROVIDERS

IVET is provided in Secondary Education establishments, which may be privately or publicly funded.

Intermediate Specific Vocational Training may be provided in establishments exclusively devoted to teaching Specific Vocational Training, or in establishments that teach other stages. The most frequent case is that this education is offered along with Educación Secundaria Obligatoria and the Baccalaureate in establishments that in the majority of Autonomous Communities are known as Institutes of Secondary Education.

As laid down by the 1985 [Organic Act on the Right to Education](#), the 1990 [Organic Act on the Organisation of the Education System](#) and the regulations established therein, rules the organisational, pedagogical and economic autonomy of public establishments that is carried out through a series of governing and educational coordination bodies.

The administration of public non-university schools is entrusted to the School Council and the Teachers' Assembly, as collegiate bodies, and the Head teacher, Head of Studies and Secretary or, as appropriate, the Administrator, as individual officers. In addition to these bodies, public schools can establish other governing bodies as stipulated in their respective by-laws.

In "centros concertados", (publicly funded) the [Organic Act 8/1985 on the Right to Education \(LODE\)](#) stipulates that the governing bodies must comprise at least the Head teacher, School Council and Teachers' Assembly. Private establishments enjoy autonomy to draw up their organisation and as such may establish the governing and participatory bodies which they deem fit.

#### 0304020206 - ROLE OF OTHER NON-GOVERNMENTAL BODIES

At this stage of vocational training within the Spanish education and vocational training system, NGOs neither participate nor have any special functions.

Table 1: Institutional structure of apprenticeship training

IVET PATHWAY	PROVIDER	GOVERNING/ADMINISTRATIVE BODIES
APPRENTICESHIP	Public centres Social agents centres Private centres accredited officially	<a href="#">Ministry of Labour and Social Affairs/Regional Labour Department</a>

The Apprenticeship contract is currently known as the Training contract, a name coined early in our legislation in the [Workers' Statute of Rights of 1980](#). The goal has always been the same, with some differences in the nuance of the content. It is currently regulated under article 11 of Legislative [Royal Decree 1/1995, dated 24th March](#), which approves the revised text of the Workers' Statute of Rights Act.

There are two programmes which alternate training and employment:

Training contracts and workshop schools, apprenticeship training centres and employment workshops programmes.

#### 03040301 - LEGISLATION AND REGULATION: BACKGROUND AND TRENDS

In Spain, the training contract regulations were not developed until the 1990s. In Spanish legislation, this contract is used to encourage employment for young people and also it serves as a legal guideline in labour practice for certain employment training programmes, such as Workshop Schools, Apprenticeship Training Centres or Employment Workshops.

This is a mixed work/training contract for theoretical and practical preparation for a trade. Its purpose is to deliver the theoretical and practical training needed for a trade or job requiring a level of qualification subject to formal accreditation. If there is no such formal accreditation, the reference used is the basic level of qualification for each occupation in the given company's own system of classification.

The laws developed in this field include:

[Royal Decree 1593/1994](#), dated 15 July, which rewrites certain provisions of [Royal Decree 631/1993](#), dated 3 May. [Royal Decree 2317/1993](#), dated 29 December, related to Workshop Schools and Apprenticeship Training Centres. ([Official State Gazette \(BOE\) published 30 July 1994](#)).

[Decision of 7 July 1995](#), from the National Employment Institute, in application and development of the Ministerial Order on Labour and Social Security, dated 3 August 1994. This regulates the Workshop Schools and Apprenticeship Training Centres programmes, the Promotion and Development Units and the Business Initiative Centres, and sets the regulating bases for granting public subsidies to those programmes. ([BOE published 28 July 1995](#)).

Royal Decree 282/1999, of 22 February, which specifies the Employment Workshop programme ([BOE Official State Gazette February 23, 1999](#)).

Decision of 31 March 31, 1999 by the National Employment Institute, on the application and development of the Order of 9 March, 1999, that develops Royal Decree 282/1999, of 22 February, which specifies the Employment Workshop programme. ([BOE \[Official State Gazette\] April 12, 1999](#)).

Order dated 14 November 2001, in development of Royal Decree 282/1999, dated 22 February, which establishes the Employment Workshops Programme and sets the regulating bases for granting public subsidies to that programme. ([BOE no. 279, published 21 November 2001](#)).

Order dated 14 November 2001, which regulates the Workshop Schools and Apprenticeship Training Centres Programme and the Promotion and Development Units and establishes the regulating bases for granting public subsidies to those programmes. ([BOE no. 279, published 21 November 2001](#)).

#### 03040302 - ADMINISTRATIVE FRAMEWORK: BACKGROUND AND TRENDS

The alternation programmes of Training Contract and Workshop Schools, Apprenticeship Training Centres and Employment Workshops Programmes, are regulated under training contract legislation.

Responsibility for apprenticeship training, like all vocational training associated with the Labour Administration, has been transferred to all Autonomous Communities except the cities Ceuta and Melilla.

The transfer of responsibilities to the Autonomous Communities was executed through different laws throughout the 1990s. This meant that vocational training management responsibilities were taken over by the regional authorities. Therefore, the people responsible in each competent regional organisation carry out the functions of implementation, management and follow-up for the programmes.

The central labour administration maintains responsibility for, among other things, implementing the National Plan for School-Workshops, Trade Learning Centres and Employment Workshops (programming, organisation and management, and the issue, accreditation or recognition of vocational certificates).

The following is a list of the legislative provisions related to the transfer of responsibilities to the Autonomous Communities:

[ROYAL DECREE 427/1993, dated 26 March \(Official State Gazette \(BOE\) no. 91 published 16/04/1993\)](#), transferring the management functions and services for vocational training to the Autonomous Community of Andalusia.

[ROYAL DECREE 300/1998, dated 27 February \(Official State Gazette \(BOE\) no. 64 published 16/03/1998\)](#), transferring the central government's management functions and services for vocational training to the Autonomous Community of Aragon.

[ROYAL DECREE 2088/1999, dated 30 December \(Official State Gazette \(BOE\) no. 30 published 4/02/2000\)](#), transferring the central government's management functions and services for vocational training to the Principality of Asturias.

[ROYAL DECREE 621/1998, dated 17 April \(Official State Gazette \(BOE\) no. 102 published 29/04/1998\)](#), transferring the central government's management functions and services for vocational training to the Autonomous Community of the Balearic Islands.

[ROYAL DECREE 447/1994, dated 11 March \(Official State Gazette \(BOE\) no. 88 published 13/04/1994\)](#), transferring the management functions and services for vocational training to the Autonomous Community of the Canary Islands.

[ROYAL DECREE 2672/1998, dated 11 December \(Official State Gazette \(BOE\) no. 17 published 20/01/1999\)](#), transferring the central government's management functions and services for vocational training to the Autonomous Community of Cantabria.

[ROYAL DECREE 1661/1998, dated 24 July \(Official State Gazette \(BOE\) no. 194 published 14/08/1998\)](#), transferring the central government's management functions and services for vocational training to the Autonomous Community of Castilla-La Mancha.

[ROYAL DECREE 148/1999, dated 29 January \(Official State Gazette \(BOE\) no. 40 published 16/02/1999\)](#), transferring the central government's management functions and services for vocational training to the Autonomous Community of Castilla-Leon.

[ROYAL DECREE 1577/1991, dated 18 October \(Official State Gazette \(BOE\) no. 268 published 8/11/1991\)](#), transferring the management functions and services for vocational training to the Government of Catalonia.

[ROYAL DECREE 2024/1997, dated 26 December \(Official State Gazette \(BOE\) no. 19 published 22/01/1998\)](#), transferring the central government's management functions and services for vocational training to the Autonomous Community of Extremadura.

[ROYAL DECREE 146/1993, dated 29 January \(Official State Gazette \(BOE\) no. 54 published 4/03/1993\)](#), transferring the management functions and services for vocational training to the Autonomous Community of Galicia.

[ROYAL DECREE 2534/1998, dated 27 November \(Official State Gazette \(BOE\) no. 299 published 15/12/1998\)](#), transferring the central government's management functions and services for vocational training to the Community of Madrid.

[ROYAL DECREE 522/1999, dated 26 March \(Official State Gazette \(BOE\) no. 95 published 21/04/1999\)](#), transferring the central government's management functions and services for vocational training to the Region of Murcia.

[ROYAL DECREE 1319/1997, dated 1 August \(Official State Gazette \(BOE\) no. 235 published 1/10/1997\)](#), transferring the central government's management functions and services for vocational training to the Autonomous Community of Navarre.

[ROYAL DECREE 41/1999, dated 15 January \(Official State Gazette \(BOE\) no. 26 published 30/01/1999\)](#), transferring the central government's management functions and services for vocational training to the Autonomous Community of La Rioja.

[ROYAL DECREE 1371/1992, dated 13 November \(Official State Gazette \(BOE\) no. 306 published 22/12/1992\)](#), transferring the management functions and services for vocational training to the Government of Valencia.

#### **03040303 - INSTITUTIONAL STRUCTURE FOR SCHOOL-BASED PART OF APPRENTICESHIP TRAINING.**

The supply for training purposes of teaching centres is formed within a network of public run centres: the network of centres of social agents and private centres is accredited officially.

The following may promote the Workshop Schools and Apprenticeship Training Centre Programmes:

- Organisations, autonomous organisations and other public bodies of the General State Administration and of the Autonomous Communities.
- Local entities, along with their autonomous entities officially recognised for promoting employment, which are dependant on or assimilated to the same official name corresponding entirely to the said local entities.
- Associations, foundations and another non profit making organisations.

The selection of student workers in the Workshop Schools and Apprenticeship Training Centres, of the director, teachers and support staff, is carried out by a mixed working group constituted for that purpose by the promoting entity and the Provincial Office of the National Public Employment Service, or the corresponding Autonomous Community body.

For the selection of the management, teaching and support staff, the mixed group establishes a selection procedure, using when possible an employment offer processed by the Employment Office, public calling or both. Individuals included previously in expert files at the Provincial Offices of the National or Autonomous Community Public Employment Service may also be considered.

Upon the conclusion of their participation, the student workers receive a certificate issued by the promoting entity, indicating the duration in hours of their participation in the programme, the theoretical and practical training level obtained and the training modules studied. This certificate contains, in whole or in part, the requirements established for recognition of the Professionals Certificate included in the National Vocational Training and Placing Programme.

The following participants are involved in the contracts: the Company in which the student worker receives the training and performs the work. The Training Centre responsible for the theoretical training and the distribution of the learning material. The labour administration, which certifies and finances the theoretical training, registers the employment contract in which the training is included, and has inspection authority in the training process.

During the period of development of the workshop for employment or workshop school, the participants who take part will receive vocational training adjusted to the occupation to be performed in accordance with the training plan set out in the description of the project.

#### **03040304 - INSTITUTIONAL STRUCTURE FOR WORK-BASED PART OF APPRENTICESHIP TRAINING.**

On-the-job training in Spain is conducted through Training contracts. The purpose of these contracts is job placement.

These have the aim of enabling the worker concerned to acquire the technical and practical training in order to be able to carry out a trade properly or for a work post, which requires a level of qualification which must be formally recognised; or failing this, the level of basic qualification for each and every trade within the system of grading operated by the company.

The following participants are involved in the contracts: the Company in which the student worker receives the training and performs the work; the Training Centre responsible for the theoretical training and the distribution of the learning material. Finally, is involved the labour administration, which certifies and finances the theoretical training, registers the employment contract in which the training is included, and has inspection authority in the training process.

#### **030404 - OTHER YOUTH PROGRAMMES**

The Spanish programmes for the training or integration of young people are into the frame of Labour Administration measures and they are included under points 030401, 030402 and 030403.

There are also other programmes designed for young people and adults, which are not the responsibility of the labour administration and are also known as Social Guarantee Programmes.

These programmes are an alternative means of enabling young men or adults who have left the education system with no qualifications to become reintegrated into society and education. These programmes are financed and regulated by the [Ministry of Education and Science](#) or the Autonomous Communities responsible for education. Sometimes the local administration takes some responsibility for these programmes.

The objective of these programmes is to provide basic and vocational education for pupils between 16 and 21 years of age who left the education system with no qualifications, so they can be integrated into education or the world of work.

There are different kinds of programmes, and, although they vary in the different Autonomous Communities, in most of them they consist of the following: vocational initiation, training employment, vocational workshops and programmes for pupils with special educational needs. In addition, there are social guarantee programmes targeted at specific groups, such as the Armed Forces, people in prison and young people from disadvantaged ethnic and cultural minorities.

The [LOCE](#) of 2002 replaced the social guarantee programmes with the vocational initiation programmes, which, like the previous programmes, will offer a vocational qualification and develop basic general skills. Pupils from 15 years of age are eligible for these programmes, and those who successfully complete them receive the secondary school leaving certificate.

**030405 - POST SECONDARY (NON-TERTIARY) VET**

In Spain there is no vocational educational and training programme at a level between middle-level Specific Vocational Schooling and non-university tertiary level vocational schooling (also called Higher-level Specific Vocational Schooling).

**030406 - TERTIARY LEVEL VET**

Higher level Specific Vocational Schooling in Spain includes a set of modular training courses of variable length within theoretical and practical knowledge areas based on the different occupational fields.

The teaching centres may be public or private. Some Autonomous Regions are setting up special Higher Level Specific Vocational Schooling Institutes.

Table 1: Institutional structure of IVET at tertiary level

VET PATHWAY	PROVIDER	GOVERNING/ADMINISTRATIVE BODIES	GOVERNING LAWS/ REGULATION
Tertiary	Secondary Education Institutes (IES) Private centres accredited officially	<a href="#">Ministry of Education/ Regional Education Department.</a>	<a href="#">Education System Reform Act Organic Act n° 1/1990. (Ley Orgánica 1/1990, de 3 de octubre, de Ordenación General del Sistema Educativo).</a>  <a href="#">Guidelines for Vocational training certificates in minimum subjects Royal Decree n° 676/1993. (Real Decreto 676/1993, de 7 de mayo, por el que se establecen directrices generales sobre los títulos y las correspondientes enseñanzas mínimas de Formación Profesional).</a>  <a href="#">Qualifications-and- Vocational Training Act n° 5/2002. (Ley Orgánica 5/2002, de 19 de junio de las Cualificaciones y de la Formación Profesional).</a>

**0305 - INSTITUTIONAL FRAMEWORK :CVET**

There are three pathways within this section: adult education, run by the educational authorities; vocational training for the unemployed, run by the labour authorities; and continuing training for workers.

Adult education is included in section III of the [Ley Orgánica de Ordenación General del Sistema Educativo LOGSE](#) (Educational System Reform Act) and its regulation is developed by the Autonomous Regions. Adult education is offered to all individuals over the age of 18 so that they can acquire and update basic training and gain access to other educational and occupational opportunities.

The administration of [vocational training for the unemployed](#) under the Plan Nacional de Formación e Inserción Profesional Plan FIP (National Training and Employment Plan) is the responsibility of the [SPPE- INEM](#) (Employment Institute) or to the particular Autonomous Regions to which responsibilities for managing the Plan FIP have been transferred. The aim of this Plan is to train unemployed people, giving them the skills which the economy needs and which they need to enter the labour market.

Continuing Vocational Training for employed population is managed by the [Fundación Tripartita para la Formación en el Empleo](#) (Tripartite Foundation for Training and Employment), basically through the training plans. The social partners and the labour authority (Ministry of Labour and Social Affairs) share the powers and responsibilities for Continuing Vocational Training.

[The 2002 Qualifications and Vocational Training Act](#) aims to consolidate the three vocational training subsystems into one. The Act states that vocational training includes all training actions that provide access to employment and active participation in social, cultural and economic life and allow workers to carry out their job with the necessary skills. It includes training at the level of initial vocational training, measures for the entry or re-entry of the unemployed into the labour market, and continuing in-company training enabling workers to acquire and continuously update their vocational skills.

Table 1: Institutional framework of CVET

PATHWAYS	PROVIDER	GOVERNING /ADMINISTRATIVE BODIES	GOVERNING LAWS/REGULATION	GOVERNING LAWS/REGULATION (IN SPANISH)
<b>CONTINUING TRAINING FOR CURRENTLY EMPLOYED WORKERS</b>	Social Agents Training Centres  Private centres accredited officially	<a href="#">Ministry of Labour and Social Affairs</a>  <a href="#">Tripartite Foundation for training and employment</a>	<p>MINISTRY OF LABOUR AND SOCIAL AFFAIRS, <a href="#">Legislative Royal Decree 5/2000, dated 4 August, Official State Gazette (BOE) published 8/8/2000, no. 189</a>. This approves the Adapted Text of the Law on Social Order Infractions and Sanctions.</p> <p>MINISTRY OF LABOUR AND SOCIAL AFFAIRS, <a href="#">Order dated 10 October 2001, Official State Gazette (BOE) published 17 October 2001, no. 249/2001</a>. This modifies the Order dated 26/6/2001, which establishes the regulating bases for granting continuing training aids charged to the financing outlined in the 3rd Tripartite Agreement on Continuing Training.</p> <p>MINISTRY OF LABOUR AND SOCIAL AFFAIRS, <a href="#">Royal Decree 1046/2003, dated 1 August, Official State Gazette (BOE): 12 September 2003, no. 219</a>. Regulates the Continuing Vocational Training subsystem.</p> <p>MINISTRY OF LABOUR AND SOCIAL AFFAIRS, <a href="#">LSA Order/500/2004</a>, dated 13 February. Official State Gazette (BOE) published 1 March 2004, no. 52. This regulates financing for continuing training actions in companies, including individual training leave, in development of Royal Decree 1046/2003, dated 1 August 2003, which regulates the Continuing Vocational Training Subsystem.</p>	<p><a href="#">MINISTERIO TRABAJO Y ASUNTOS SOCIALES, Real Decreto Legislativo 5/2000, de 4 de agosto, BOE 8-8-2000, núm. 189. Aprueba el Texto Refundido de la Ley sobre Infracciones y Sanciones en el Orden Social.</a></p> <p><a href="#">MINISTERIO TRABAJO Y ASUNTOS SOCIALES, Orden de 10 de Octubre de 2001, BOE 17 octubre 2001, núm. 249/2001. Modifica la Orden de 26-6-2001, que establece las bases reguladoras para la concesión de ayudas de formación continua con cargo a la financiación prevista en el III Acuerdo Tripartito de Formación Continua.</a></p> <p><a href="#">MINISTERIO DE TRABAJO Y ASUNTOS SOCIALES, Real Decreto 1046/2003, de 1 de agosto, BOE: 12 de septiembre de 2003, núm. 219. Regula el subsistema de formación profesional continua.</a></p> <p><a href="#">MINISTERIO TRABAJO Y ASUNTOS SOCIALES, Orden TAS/500/2004, de 13 de febrero, BOE 1 marzo 2004, núm. 52. Regula la financiación de las acciones de formación continua en las empresas, incluidos los permisos individuales de formación, en desarrollo del Real Decreto 1046/2003, de 1 de agosto de 2003, que regula el Subsistema de Formación Profesional Continua.</a></p>
<b>EDUCATION OF ADULTS WITHIN THE SCOPE OF THE EDUCATIVE</b>	Primary and Secondary Education Institutes (IES)	<a href="#">Ministry of Education/ Regional Education Department</a>	<a href="#">Law 14/1970, dated 4 August, on General Education and Financing of the Education Reform.</a>	Ley 14/1970, de 4 de agosto, General de Educación y Financiamiento de la

<p><b>ADMINISTRATION</b></p>	<p>Private centres accredited officially</p> <p>Local Administration training Centres</p> <p>Social Agents training centres</p>	<p>Local Administration</p>	<p>Order dated 26 July 1973, on the creation of the Continuing Adult Education Programme and the provisional development of that education.</p> <p><a href="#">Organic Law 1/1990, dated 3 October, on General Planning of the Education System.</a></p> <p><a href="#">Organic Law 10/2002, dated 23 December, on Education Quality.</a></p> <p><a href="#">Law 3/1991, dated 18 March, on Adult Education in Catalonia.</a></p> <p><a href="#">Order dated 10 July 1998, from the Minister of Education, Universities and Research, which implements basic education for adults in the Autonomous Community of the Basque Country. Official Basque Country Gazette (BOPV) no. 146, published 4 August 1998, page 14463.</a></p> <p><a href="#">Decree 128/2001, dated 2 August, which establishes the action guidelines for adult education in the Community of Madrid. Official Gazette for the Community of Madrid (BOCM) no. 198 published 21.</a></p> <p><a href="#">Law 3/2002, dated 9 April, on Adult Education in Castilla - Leon. Official State Gazette (BOE) no. 116, published 15 May 2002, page 17583. Official Gazette of Castilla-Leon (BOCyL) no. 76, published 22 April 2002, page 8.</a></p> <p><a href="#">Decision of 15 May 2002, by the Department of Education and Culture of the Principality of Asturias, approving the rules for requesting and granting subsidies for Local Governments to carry out activities related to adult education for the 2002-2003 school year. Official Gazette for the Principality of Asturias (BOPA) published 28 May 2002, page 6741.</a></p> <p><a href="#">Regional Law of Navarre 19/2002, dated 21 June, regulating adult education. Official Gazette of Navarre (BON) no. 78, published 28 June 2002.</a></p> <p><a href="#">Law 16/2002, dated 28</a></p>	<p>Reforma Educativa.</p> <p>Orden de 26 de julio de 1973, sobre creación del Programa de Educación Permanente de Adultos y regulación, con carácter provisional, del desarrollo de estas enseñanzas.</p> <p>Ley Orgánica 1/1990, de 3 de octubre, de Ordenación General del Sistema Educativo.</p> <p>Ley Orgánica 10/2002, de 23 de diciembre, de Calidad de la Educación.</p> <p>Ley 3/1991, de 18 de marzo, de Formación de Adultos en Cataluña.</p> <p>Orden de 10 de julio de 1998, del Consejero de Educación, Universidades e Investigación, por la que se implanta las enseñanzas de formación básica para las personas adultas en la Comunidad Autónoma del País Vasco. BOPV núm. 146, 4 agosto de 1998 Pág. 14463.</p> <p>August 2001, page 4 Decreto 128/2001, de 2 de agosto, por el que se establece el marco de actuación para la educación de personas adultas en la Comunidad de Madrid BOCM núm. 198 de 21 de agosto de 2001 Pág. 4.</p> <p>Ley 3/2002, de 9 de abril, de Educación de Personas Adultas de Castilla y León. BOE núm. 116 de 15 de mayo de 2002 Pág. 17583. BOCyL núm. 76 de 22 de abril de 2002 Pág. 8.</p> <p>Resolución de 15 de mayo de 2002, de la Consejería de Educación y Cultura del Principado de Asturias, por la que se aprueban las normas de solicitud y concesión de subvenciones con destino a Corporaciones Locales para realización de actividades en el marco de la educación de personas adultas para el curso 2002-2003. BOPA de 28</p>
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			<p><a href="#">June, for continuing education in Aragon. Official Gazette of Aragon (BOA) no. 79, published 8 July 2002.</a></p> <p><a href="#">Decree 96/2002, dated 22 August, establishing the guidelines for adult education actions in the Autonomous Community of Cantabria. Official Gazette of Cantabria (BOC) no. 169, published 3 September 2002, page 7622.</a></p> <p><a href="#">Law 23/2002, dated 21/11/2002, on Adult Education in Castilla-La Mancha. Official Gazette of Castilla-La Mancha (DOCM) no. 151, published 4 December 2002, page 17627.</a></p> <p><a href="#">Law 13/2003, dated 4 April, on Adult Education and Continuing Training in the Canary Islands. Official Gazette of the Canary Islands (BOCAN) no. 79, published 25 April 2003.</a></p> <p><a href="#">Order of 21 May, from the Department of Education and Culture, approving the offer of certain subjects in Continuing Adult Education at Specific, Ordinary and Special Scheme Public Centres in the territory of the Autonomous Community of Murcia. Official Gazette of Murcia (BORM) no. 133, published 12 June 2003, page 11764.</a></p>	<p>de mayo de 2002 Pág. 6741.</p> <p>Ley Foral de Navarra 19/2002, de 21 de junio, reguladora de la educación de personas adultas. BON núm. 78 de 28 de junio de 2002.</p> <p>Ley 16/2002, de 28 de junio, de educación permanente de Aragón. BOA núm. 79 de 8 de julio de 2002.</p> <p>Decreto 96/2002, de 22 de agosto, por el que se establece el marco de actuación para la educación de personas adultas en la Comunidad Autónoma de Cantabria. BOC núm. 169 de 3 septiembre de 2002 Pág. 7622.</p> <p>Ley 23/2002, de 21-11-2002, de Educación de Personas Adultas de Castilla-La Mancha. DOCM núm. 151 de 4 de diciembre de 2002 Pág. 17627.</p> <p>Ley 13/2003, de 4 de abril, de Educación y Formación Permanente de Personas Adultas de Canarias. BOCAN núm. 79 de 25 de abril de 2003.</p> <p>Orden de 21 de mayo, de la Consejería de Educación y Cultura, por la que se arpeuba la oferta de determinadas enseñanzas correspondientes a la Educación Permanente de Adultos, en los Centros Educativos Públicos específicos, ordinarios y de Régimen Especial, del ámbito territorial de la Comunidad Autónoma de Murcia. BORM núm. 133 de 12 de junio de 2003 Pág. 11764.</p>
<b>VOCATIONAL</b>	Public	<a href="#">Ministry of Labour</a>	<b>MINISTRY OF LABOUR</b>	<b>MINISTERIO TRABAJO Y</b>

<p><b>TRAINING FOR UNEMPLOYED</b></p>	<p>Vocational Training Centres(SPEE-INEM- Ministry of Labour and Autonomous Communities)</p> <p>Collaborating learning centres</p>	<p><a href="#">and Social Affairs and Regional Labour Departments</a></p>	<p><a href="#">AND SOCIAL AFFAIRS ROYAL DECREE 631/1993, dated 3 May (Official State Gazette (BOE) published 4-/05-/1993), regulating the National Vocational Training and Placing Programme.</a></p> <p><a href="#">HEAD OF STATE, Organic Law 5/2002, dated 19 June (Official State Gazette (BOE) published 20 June 2002, no. 147), Organic Law on Qualifications and Vocational Training.</a></p> <p><a href="#">MINISTRY OF LABOUR AND SOCIAL AFFAIRS, LSA Order 1495/2003, dated 31 March. Official State Gazette (BOE) published 7 June 2003, no. 136 , modifying the Order of 13 April 1994, which dictates the regulations developing Royal Decree 631/1993, dated 3 May 1993, which regulates the National Vocational Training and Placing Programme.</a></p> <p><a href="#">MINISTRY OF LABOUR AND SOCIAL AFFAIRS, Resolution of 3 October 2003. Official State Gazette (BOE) published 13 November 2003, no. 272. From the National Employment Institute, calling for the participation of the Institutes entities and collaborating centres in the annual scheduling of courses in the National Training and Job Placement Plan for 2004.</a></p> <p><a href="#">MINISTRY OF LABOUR AND SOCIAL AFFAIRS, Royal Decree 1506/2003, dated 26 December Official State Gazette (BOE) published 18 December 2003, no. 302 This establishes the guidelines for the certificates of professionalism.</a></p> <p><a href="#">ROYAL DECREE 427/1993, dated 26 March (Official State Gazette (BOE) no. 91 published 16/04/1993), transferring the management functions and services for vocational training to the Autonomous Community of Andalusia.</a></p> <p><a href="#">ROYAL DECREE 300/1998, dated 27 February (Official State Gazette (BOE) no. 64 published 16/03/1998), transferring the central government's</a></p>	<p>ASUNTOS SOCIALES REAL DECRETO 631/1993, de 3 mayo ( BOE 4-05-1993), por el que se regula el Plan Nacional de Formación e Inserción Profesional.</p> <p>JEFATURA DEL ESTADO,Ley Orgánica 5/2002, de 19 de junio BOE 20 junio 2002, núm. 147. Ley Orgánica de las Cualificaciones y de la Formación Profesional.</p> <p>MINISTERIO TRABAJO Y ASUNTOS SOCIALES, Orden TAS/1495/2003, de 31 de marzo. BOE 7 junio 2003, núm. 136 Modifica la Orden de 13 de abril de 1994, que dicta normas de desarrollo del Real Decreto 631/1993, de 3 de mayo de 1993, por el que se regula el Plan Nacional de Formación e Inserción Profesional.</p> <p>MINISTERIO DE TRABAJO Y ASUNTOS SOCIALES, Resolución de 3 de octubre de 2003. BOE de 13 de noviembre de 2003, núm. 272. Del Instituto Nacional de Empleo, por la que se convoca la participación de entidades y centros colaboradores de dicho Instituto en la programación anual de cursos del Plan Nacional de Formación e Inserción Profesional correspondiente al año 2004.</p> <p>MINISTERIO TRABAJO Y ASUNTOS SOCIALES, Real Decreto 1506/2003, de 26 de diciembre BOE 18 diciembre 2003, núm. 302 Establece las directrices de los certificados de profesionalidad.</p> <p>REAL DECRETO 427/1993, de 26 de marzo</p>
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		<p>management functions and services for vocational training to the Autonomous Community of Aragon.</p> <p><a href="#">ROYAL DECREE 2088/1999, dated 30 December (Official State Gazette (BOE) no. 30 published 4/02/2000)</a>, transferring the central government's management functions and services for vocational training to the Principality of Asturias.</p> <p><a href="#">ROYAL DECREE 621/1998, dated 17 April (Official State Gazette (BOE) no. 102 published 29/04/1998)</a>, transferring the central government's management functions and services for vocational training to the Autonomous Community of the Balearic Islands.</p> <p><a href="#">ROYAL DECREE 447/1994, dated 11 March (Official State Gazette (BOE) no. 88 published 13/04/1994)</a>, transferring the management functions and services for vocational training to the Autonomous Community of the Canary Islands.</p> <p><a href="#">ROYAL DECREE 2672/1998, dated 11 December (Official State Gazette (BOE) no. 17 published 20/01/1999)</a>, transferring the central government's management functions and services for vocational training to the Autonomous Community of Cantabria.</p> <p><a href="#">ROYAL DECREE 1661/1998, dated 24 July (Official State Gazette (BOE) no. 194 published 14/08/1998)</a>, transferring the central government's management functions and services for vocational training to the Autonomous Community of Castilla-La Mancha.</p> <p><a href="#">ROYAL DECREE 148/1999, dated 29 January (Official State Gazette (BOE) no. 40 published 16/02/1999)</a>, transferring the central government's management functions and services for vocational training to the Autonomous Community of Castilla-Leon.</p> <p><a href="#">ROYAL DECREE</a></p>	<p>(B.O.E. núm. 91 de 16-04-1993), de traspaso de funciones y servicios de la gestión de la formación profesional ocupacional a la Comunidad Autónoma de Andalucía.</p> <p>REAL DECRETO 300/1998, de 27 de febrero (B.O.E. núm. 64 de 16-03-1998), sobre traspaso de funciones y servicios de la Administración del Estado a la Comunidad Autónoma de Aragón, en materia de gestión de la formación profesional ocupacional.</p> <p>REAL DECRETO 2088/1999, de 30 de diciembre (B.O.E. núm. 30 de 4-02-2000), sobre traspaso de funciones y servicios de la Administración del Estado al Principado de Asturias, en materia de gestión de la formación profesional ocupacional.</p> <p>REAL DECRETO 621/1998, de 17 de abril (B.O.E. núm. 102 de 29-04-1998), sobre traspaso de funciones y servicios de la Administración del Estado a la Comunidad Autónoma de las Islas Baleares, en materia de gestión de la formación profesional ocupacional.</p> <p>REAL DECRETO 447/1994, de 11 de marzo (B.O.E. núm. 88 de 13-04-1994), sobre traspaso de funciones y servicios en materia de gestión de la formación profesional ocupacional a la Comunidad Autónoma de Canarias.</p> <p>REAL DECRETO 2672/1998, de 11 de diciembre (B.O.E. núm. 17 de 20-01-1999), sobre traspaso de funciones y servicios de la Administración del Estado a la Comunidad Autónoma de Cantabria en materia de gestión de la formación profesional ocupacional.</p>
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			<p><a href="#">1577/1991, dated 18 October (Official State Gazette (BOE) no. 268 published 8/11/1991)</a>, transferring the management functions and services for vocational training to the Government of Catalonia.</p> <p><a href="#">ROYAL DECREE 2024/1997, dated 26 December (Official State Gazette (BOE) no. 19 published 22/01/1998)</a>, transferring the central government's management functions and services for vocational training to the Autonomous Community of Extremadura.</p> <p><a href="#">ROYAL DECREE 146/1993, dated 29 January (Official State Gazette (BOE) no. 54 published 4/03/1993)</a>, transferring the management functions and services for vocational training to the Autonomous Community of Galicia.</p> <p><a href="#">ROYAL DECREE 2534/1998, dated 27 November (Official State Gazette (BOE) no. 299 published 15/12/1998)</a>, transferring the central government's management functions and services for vocational training to the Community of Madrid.</p> <p><a href="#">ROYAL DECREE 522/1999, dated 26 March (Official State Gazette (BOE) no. 95 published 21/04/1999)</a>, transferring the central government's management functions and services for vocational training to the Region of Murcia.</p> <p><a href="#">ROYAL DECREE 1319/1997, dated 1 August (Official State Gazette (BOE) no. 235 published 1/10/1997)</a>, transferring the central government's management functions and services for vocational training to the Autonomous Community of Navarre.</p> <p><a href="#">ROYAL DECREE 41/1999, dated 15 January (Official State Gazette (BOE) no. 26 published 30/01/1999)</a>, transferring the central government's management functions and services for vocational</p>	<p>REAL DECRETO 1661/1998, de 24 de julio (B.O.E. núm. 194 de 14-08-1998), sobre traspaso de funciones y servicios de la Administración del Estado a la Comunidad Autónoma de Castilla-La Mancha, en materia de gestión de la formación profesional ocupacional.</p> <p>REAL DECRETO 148/1999, de 29 de enero (B.O.E. núm. 40 de 16-02-1999), sobre traspaso de funciones y servicios de la Administración del Estado a la Comunidad Autónoma de Castilla y León en materia de gestión de la formación profesional ocupacional.</p> <p>REAL DECRETO 1577/1991, de 18 de octubre (B.O.E. núm. 268 de 8-11-1991), de traspaso de la gestión de la formación profesional ocupacional a la Generalidad de Cataluña.</p> <p>REAL DECRETO 2024/1997, de 26 de diciembre (B.O.E. núm. 19 de 22-01-1998), sobre traspaso de funciones y servicios de la Administración del Estado a la Comunidad Autónoma de Extremadura, en materia de gestión de la formación profesional ocupacional.</p> <p>REAL DECRETO 146/1993, de 29 de enero (B.O.E. núm. 54 de 4-03-1993), de Traspaso de Funciones y Servicios de la Gestión de la Formación Profesional Ocupacional a la Comunidad Autónoma de Galicia.</p> <p>REAL DECRETO 2534/1998, de 27 de noviembre (B.O.E. núm. 299 de 15-12-1998), sobre traspaso de funciones y servicios de la Administración del Estado a la Comunidad de Madrid, en materia de gestión de la formación</p>
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			<p>training to the Autonomous Community of La Rioja.</p> <p><a href="#">ROYAL DECREE 1371/1992, dated 13 November (Official State Gazette (BOE) no. 306 published 22/12/1992)</a>, transferring the management functions and services for vocational training to the Government of Valencia.</p>	<p>profesional ocupacional.</p> <p>REAL DECRETO 522/1999, de 26 de marzo (B.O.E. núm. 95 de 21-04-1999), sobre traspaso de funciones y servicios de la Administración del Estado a la Comunidad Autónoma de la Región de Murcia, en materia de gestión de la formación profesional ocupacional</p> <p>REAL DECRETO 1319/1997, de 1 de agosto (B.O.E. núm. 235 de 1-10-1997), sobre traspaso de funciones y servicios de la Administración del Estado a la Comunidad Foral de Navarra en materia de gestión de la formación profesional ocupacional.</p> <p>REAL DECRETO 41/1999, de 15 de enero (B.O.E. núm. 26 de 30-01-1999), sobre traspaso de funciones y servicios de la Administración del Estado a la Comunidad Autónoma de La Rioja en materia de gestión de la formación profesional ocupacional.</p> <p>REAL DECRETO 1371/1992, de 13 de noviembre (B.O.E. núm. 306 de 22-12-1992) sobre traspaso de funciones y servicios de la gestión de la Formación Profesional Ocupacional a la Generalidad Valenciana.</p>
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030501 - PUBLICLY-PROMOTED CVET FOR ALL

Table 1: Publicly promoted CVET for all

<b>PATHWAYS</b>	<b>PROVIDER</b>	<b>GOVERNING/ADMINISTRATIVE BODIES</b>	<b>GOVERNING LAWS/REGULATION</b>	<b>GOVERNING LAWS/REGULATION (IN SPANISH)</b>
<p>Education of adults within scope Educative Administration</p>	<p>Primary and Secondary Education Institutes(IES)</p> <p>Private centres accredited officially</p> <p>Local governments training centres</p>	<p><a href="#">Ministry of Education/Regional Education Department</a></p> <p>Local governments</p>	<p><a href="#">Law 14/1970, dated 4 August, on General Education and Financing of the Education Reform.</a></p> <p>Order dated 26 July 1973, on the creation of the Continuing Adult Education Programme and the provisional development of that education.</p>	<p>Ley 14/1970, de 4 de agosto, General de Educación y Financiamiento de la Reforma Educativa.</p> <p>Orden de 26 de julio de 1973, sobre creación del Programa de Educación Permanente de Adultos y regulación, con carácter provisional, del desarrollo de estas enseñanzas.</p>

	<p>Non Governmental Organizations</p>		<p><a href="#">Organic Law 1/1990, dated 3 October, on General Planning of the Education System</a></p> <p><a href="#">Organic Law 10/2002, dated 23 December, on Education Quality.</a></p> <p><a href="#">Law 3/1991, dated 18 March, on Adult Education in Catalonia.</a></p> <p><a href="#">Order dated 10 July 1998, from the Minister of Education, Universities and Research, which implements basic education for adults in the Autonomous Community of the Basque Country. Official Basque Country Gazette (BOPV) no. 146, published 4 August 1998, page 14463.</a></p> <p><a href="#">Decree 128/2001, dated 2 August, which establishes the action guidelines for adult education in the Community of Madrid. Official Gazette for the Community of Madrid (BOCM) no. 198 published 21 August 2001, page 4.</a></p> <p><a href="#">Law 3/2002, dated 9 April, on Adult Education in Castilla - Leon. Official State Gazette (BOE) no. 116, published 15 May 2002, page 17583. Official Gazette of Castilla-Leon (BOCyL) no. 76, published 22 April 2002, page 8.</a></p> <p><a href="#">Decision of 15 May 2002, by the Department of Education and Culture of the Principality of Asturias, approving the rules for requesting and granting subsidies for Local Governments to carry out activities related to adult education for the 2002-2003 school year. Official Gazette for the Principality of Asturias (BOPA) published 28 May 2002, page 6741.</a></p> <p><a href="#">Regional Law of Navarre 19/2002, dated 21 June, regulating</a></p>	<p>Ley Orgánica 1/1990, de 3 de octubre, de Ordenación General del Sistema Educativo.</p> <p>Ley Orgánica 10/2002, de 23 de diciembre, de Calidad de la Educación.</p> <p>Ley 3/1991, de 18 de marzo, de Formación de Adultos en Cataluña.</p> <p>Orden de 10 de julio de 1998, del Consejero de Educación, Universidades e Investigación, por la que se implanta las enseñanzas de formación básica para las personas adultas en la Comunidad Autónoma del País Vasco. BOPV núm. 146 4 agosto de 1998 Pág. 14463.</p> <p>Decreto 128/2001, de 2 de agosto, por el que se establece el marco de actuación para la educación de personas adultas en la Comunidad de Madrid BOCM núm. 198 de 21 de agosto de 2001 Pág. 4</p> <p>Ley 3/2002, de 9 de abril, de Educación de Personas Adultas de Castilla y León. BOE núm. 116 de 15 de mayo de 2002 Pág. 17583. BOCyL núm. 76 de 22 de abril de 2002 Pág. 8.</p> <p>Resolución de 15 de mayo de 2002, de la Consejería de Educación y Cultura del Principado de Asturias, por la que se aprueban las normas de solicitud y concesión de subvenciones con destino a Corporaciones Locales para realización de actividades en el marco de la educación de personas adultas para el curso 2002-2003. BOPA de 28 de</p>
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			<p><a href="#">adult education. Official Gazette of Navarre (BON) no. 78, published 28 June 2002.</a></p> <p><a href="#">Law 16/2002, dated 28 June, for continuing education in Aragon. Official Gazette of Aragon (BOA) no. 79, published 8 July 2002.</a></p> <p><a href="#">Decree 96/2002, dated 22 August, establishing the guidelines for adult education actions in the Autonomous Community of Cantabria. Official Gazette of Cantabria (BOC) no. 169, published 3 September 2002, page 7622.</a></p> <p><a href="#">Law 23/2002, dated 21/11/2002, on Adult Education in Castilla-La Mancha. Official Gazette of Castilla-La Mancha (DOCM) no. 151, published 4 December 2002, page 17627.</a></p> <p><a href="#">Law 13/2003, dated 4 April, on Adult Education and Continuing Training in the Canary Islands. Official Gazette of the Canary Islands (BOCAN) no. 79, published 25 April 2003.</a></p> <p><a href="#">Order of 21 May, from the Department of Education and Culture, approving the offer of certain subjects in Continuing Adult Education at Specific, Ordinary and Special Scheme Public Centres in the territory of the Autonomous Community of Murcia. Official Gazette of Murcia (BORM) no. 133, published 12 June 2003, page 11764.</a></p>	<p>mayo de 2002 Pág. 6741.</p> <p>Ley Foral de Navarra 19/2002, de 21 de junio, reguladora de la educación de personas adultas. BON núm. 78 de 28 de junio de 2002</p> <p>Ley 16/2002, de 28 de junio, de educación permanente de Aragón. BOA núm. 79 de 8 de julio de 2002</p> <p>Decreto 96/2002, de 22 de agosto, por el que se establece el marco de actuación para la educación de personas adultas en la Comunidad Autónoma de Cantabria. BOC núm. 169 de 3 septiembre de 2002 Pág. 7622</p> <p>Ley 23/2002, de 21-11-2002, de Educación de Personas Adultas de Castilla-La Mancha. DOCM núm. 151 de 4 de diciembre de 2002 Pág. 17627.</p> <p>Ley 13/2003, de 4 de abril, de Educación y Formación Permanente de Personas Adultas de Canarias. BOCAN núm. 79 de 25 de abril de 2003.</p> <p>Orden de 21 de mayo, de la Consejería de Educación y Cultura, por la que se arpeuba la oferta de determinadas enseñanzas correspondientes a la Educación Permanente de Adultos, en los Centros Educativos Públicos específicos, ordinarios y de Régimen Especial, del ámbito territorial de la Comunidad Autónoma de Murcia. BORM núm. 133 de 12 de junio de 2003 Pág. 11764.</p>
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**03050101 - LEGISLATION AND REGULATION: BACKGROUND AND TRENDS.**

Education of adults within the scope of the Education Administration in Spain is regulated by Article 3 of the [Organic Law 1/1990 \(LOGSE\)](#), from 3 October, for General Enforcement in the Education System and developed for the different Autonomous Communities. It offers a series of educational actions to all citizens who are legally of age, with a view to acquiring and updating basic training, and providing access to all educational and professional levels.

Likewise, the [Organic Act on the Quality of Education \(LOCE\)](#), passed on December 2002, mentions the previous objectives and establishes, in its Title III, the key aspects on which the model of Adult Education lies.

Organic Law 5/2002, dated 19 June, on Qualifications and Vocational Training. Official State Gazette (BOE) no. 147, published 20 June 2002, page 22437. [Ley Orgánica 5/2002, de 19 de junio, de las Cualificaciones y de Formación Profesional](#). BOE núm. 147 de 20 de junio de 2002 Pág. 22437.

Decision of 26 July 2002, from the Office of the National Employment Institute (INEM), which approves the notice for subsidies to develop complementary and accompanying training actions for 2002. Official State Gazette (BOE) no. 197, published 17 August 2002, page 30713. [Resolución de 26 de julio de 2002](#), de la Dirección General del Instituto Nacional de Empleo, por la que se aprueba la convocatoria de ayudas para el desarrollo de acciones complementarias y de acompañamiento a la formación, correspondiente al ejercicio 2002. BOE núm. 197 de 17 de agosto de 2002 Pág. 30713.

Decision of 25 July of 2003, from the Office of the National Employment Institute (INEM), extending the notice for subsidies for continuing training programmes, demand and offer, published in 2002, for continuing training in 2003. Official State Gazette (BOE) no. 181, published 30 July 2003, page 29613. [Resolución de 25 de julio de 2003, de la Dirección General del Instituto Nacional de Empleo](#), por la que se prorrogan las convocatorias de ayudas para planes de formación continua de demanda y de oferta, publicadas en el ejercicio 2002, para la formación continua correspondiente al ejercicio 2003. BOE núm. 181 de 30 de Julio de 2003 Pág. 29613.

Royal Decree 1046/2003, of 1 September, which regulates the Continuing Vocational Training subsystem. Official State Gazette (BOE) no. 219, published 12 September 2003, page 33943. [Real Decreto 1046/2003, de 1 de agosto de 2003, por el que se regula el subsistema de formación profesional continua](#). BOE núm. 219 de 12 de septiembre de 2003 Pág. 33943.

Royal Decree 1128/2003, of 5 September, whereby the National Catalogue of Professional Qualifications is regulated. Official State Gazette (BOE) no. 223, published 17 September 2003, page 34293. [Real Decreto 1128/2003, de 5 de septiembre, por el que se regula el Catálogo Nacional de Cualificaciones Profesionales](#). BOE núm. 223 de 17 de septiembre de 2003 Pág. 34293.

Employment Act 56/2003, of 16 December., Official State Gazette (BOE) no. 301, published 17 December 2003, page 44763 [Ley 56/2003, de 16 de diciembre, de Empleo](#). BOE núm. 301 de 17 diciembre 2003 Pág. 44763.

Royal Decree 1506/2003, dated 28 November 2003. This establishes the guidelines for the certificates of professionalism. Official State Gazette (BOE) no. 302, published 18 December 2003, page 45072. [Real Decreto 1506/2003, de 28 de noviembre de 2003. Establece las directrices de los certificados de profesionalidad](#). BOE núm. 302 de 18 de diciembre de 2003 Pág. 45072.

LSA Order 470/2004, dated 19 February 2004. This develops Royal Decree 1506/2003, dated 28/11/2003, establishing the guidelines for the certificates of professionalism. Official State Gazette (BOE) no. 50, published 27 February 2004, page 9223. [Orden TAS 470/2004, de 19 de febrero de 2004. Desarrolla el Real Decreto 1506/2003 de 28-11-2003, que establece las directrices sobre los certificados de profesionalidad](#). BOE núm. 50 de 27 de febrero de 2004 Pág. 9223 .

LSA Order 500/2004, dated 13 February. This regulates financing for continuing training actions in companies, including individual training leave, in development of Royal Decree 1046/2003, dated 1 August, which regulates the Continuing Vocational Training Subsystem. Official State Gazette (BOE) no. 52, published 1 March 2004, page 9411 [Orden TAS/500/2004, de 13 de febrero, por la que se regula la financiación de las acciones de formación continua en las empresas, incluidos los permisos individuales de formación, en desarrollo del Real Decreto 1046/2003, de 1 de agosto, por el que se regula el Subsistema de Formación Profesional Continua](#). BOE núm. 52 de 1 de marzo de 2004 Pág. 9411.

#### **03050102 - ADMINISTRATIVE FRAMEWORK: BACKGROUND AND TRENDS.**

Since the Constitution of 1978, adult education in Spain, as part of the general education system, has undergone a transformation in which the Central Government of the nation has progressively transferred functions, services and resources to the different Autonomous Communities. Today, these responsibilities have been transferred to all of the Autonomous Communities.

Based on the general framework of the 1990 [Law on General Organisation of the Education System \(LOGSE\)](#), the different Education Administrations have regulated adult education in their areas of management.

The Autonomous Communities are responsible for developing State and regulatory legislation for non-basic educational aspects, as well as the executive and administrative responsibilities of managing the education system within their territory, except for those subject to State reserve.

The duties recognised and entrusted by law to the Local Governments do not confer the latter with the character of 'Education Administration', rather they recognise only the Local Government's capacity to co-operate with the State and Autonomous Communities in the development of education. This co-operation is regulated by the 1985 [Organic Law Regulating the Right to Education \(LODE\)](#) and its subsequent modifications and by the 1985 Law on the Framework for Local Government.

The Central Government reserves the exclusive right to exercise responsibility for the consistency and cohesion in substance of the education system to guarantee basic conditions of equality for all Spanish citizens. These responsibilities are mainly related to regulating the basic aspects of the system, although it also holds an executive responsibility as Inspectorate General in each Autonomous Community.

#### 0305010201 - ROLE OF CENTRAL GOVERNMENT

The Central Education Authority ([Ministry of Education and Science](#)) ensures the homogeneity and basic unity of the education system. Also it guarantees conditions of equality of all Spaniards in the exercise of their basic educational rights. These basic educational rights as laid down in the Spanish Constitution of 1978 are reserved exclusively to the State. Essentially regulatory in nature, such powers are used to set out the basic features of the system, although the State also has executive powers in this regard. The Ministry of Education and Science, in its capacity as a State central administrative body, is in charge of exercising these powers.

To exercise these functions, the [Ministry of Education and Science](#) is organised into central services, which make up the basic structure of the Ministry, and peripheral services, through which the duties at the regional and provincial levels are managed.

#### 0305010202 - ROLE OF REGIONAL GOVERNMENT

The Autonomous Communities have formulated their own Educational Administration, in some cases in the form of Departments, and in others as Councillorships ('Consejerías'), in response to the powers they have assumed and exercise pursuant to their respective Statutes. Such responsibilities do not consist merely of administering the education system in their respective regions, but of also exercising all the regulatory and executive educational powers that are not included in the group of powers reserved to the State.

Hence, the government of each Autonomous Community holds administrative title to the establishments in its region and the functions deriving from it and is empowered to create, authorise and operate public and private educational establishments and administer the personnel, construction, fitting out and reform of such establishments. Also, the services attending to pupil needs (academic counselling, multi-professional teams) are organised by each Community. They also enlarge on State provisions regarding educational curricula and regulate the composition and functions of the School Council existing on the regional level in each Autonomous Community.

#### 0305010203 - ROLE OF LOCAL GOVERNMENT

The Central Government and the Autonomous Communities may delegate to the municipal authorities the execution of responsibilities that affect their interests directly. There is no structure common to all local governments entrusted with these functions, although most of them have an education department and some have created municipal education institutions.

Many local governments take the initiative in the field of adult education. Rural towns tend to provide basic adult education, while cities and larger towns, in addition to this basic education, provide informal training offered through "popular" universities.

#### 0305010204 - ROLE OF SOCIAL PARTNERS

In adult education, in the scope of the education administration, involvement by social partners includes providing their facilities as authorised adult education centres.

There is also a vast network of facilities and establishments used as classrooms for both polyvalent basic training and specialised training for adults. They cover Spain almost entirely through the network of provincial and regional federations, which makes it possible to take this type of training to those who need it, wherever they may be.

#### 0305010205 - ROLE OF CVET PROVIDERS

The main training providers are central government at a national level through the relevant ministerial bodies, and the Autonomous Regions at the regional level with their respective departments. The training is also provided by centros concertados (private state-subsidised centres, Trade Unions centres), or by entirely private centres. In addition, some local councils offer continuing training for adults.

Table 1: CVET providers

<b>ADULT EDUCATION CENTRES WITHIN THE SCOPE OF EDUCATIVE ADMINISTRATION</b>	<b>PROVIDER</b>	<b>GOVERNING / ADMINISTRATIVE BODIES</b>
Primary and Secondary Education Institutes (IES)  Private centres accredited officially	<a href="#">Ministry of Education/Regional Education Department</a>  Local governments  Non Governmental Organizations	<a href="#">Ministry of Education/ Regional Education Department</a>  Local governments

### 0305010206 - ROLE OF OTHER NON-GOVERNMENTAL BODIES

In adult education, involvement by non-governmental organisations involves providing their facilities and offices as providers of the Educational administrations corresponding to their territory. As most representative NGOs in Spain we can mention Cruz Roja Española, [ONCE](#) (Organización Nacional de Ciegos –National Blind people Organization) or [CARITAS](#) (linked to Catholic Church).

### 030502 - TRAINING FOR UNEMPLOYED PEOPLE AND OTHERS VULNERABLE TO EXCLUSION

The vocational training provided under the [Plan FIP](#), now divided into 28 occupational groups, has been restructured and made more responsive to labour market needs using a number of different methodological and organisational approaches. At the same time it has been made more compatible with existing forms of training, the qualifications available have been made more transparent, and lifelong learning has been promoted in line with the National System of Qualifications and Vocational Training.

The training is at present modular in structure, both at the level of studies and in programme management. There are various types of courses available:

Occupational courses for the unemployed, consisting of training for an occupation and for entry into the labour market;

Specific courses, which retrain workers, and update or adapt occupational skills to real labour market needs;

Complementary training courses to improve employability. They are programmed as a complement to vocational training either at a school level or for the unemployed.

Table 1: Institutional framework for training for unemployed people and others vulnerable to exclusion

	PROVIDER	GOVERNING /ADMINISTRATIVE BODIES	GOVERNING LAWS /REGULATION	GOVERNING LAWS /REGULATION (IN SPANISH)
<b>VOCATIONAL TRAINING FOR UNEMPLOYED</b>	Public Vocational Training Centres (SPEE-INEM- Ministry of Labour and Autonomous Communities)  Collaborating learning centres	<a href="#">Ministry of Labour and Social Affairs and Regional Labour Departments</a>	<a href="#">MINISTRY OF LABOUR AND SOCIAL AFFAIRS ROYAL DECREE 631/1993, dated 3 May (Official State Gazette (BOE) published 4-05-1993), regulating the National Vocational Training and Placing Programme; <a href="#">www.boe.es</a>.</a>  <a href="#">HEAD OF STATE, Organic Law 5/2002, dated 19 June (Official State Gazette (BOE) published 20 June 2002, no. 147), Organic Law on Qualifications and Vocational Training</a>  <a href="#">MINISTRY OF LABOUR AND SOCIAL AFFAIRS, Resolution of 3 October 2003, Official State Gazette (BOE) published 13 November 2003, no. 272. From the National Employment Institute, calling for the participation of the Institutes entities and collaborating centres in the annual scheduling of courses in the National Training and Job Placement Plan for 2004.</a>  <a href="#">MINISTRY OF LABOUR AND SOCIAL AFFAIRS, Royal Decree 1506/2003, dated 26 December Official State Gazette (BOE) published 18 December</a>	<a href="#">MINISTERIO TRABAJO Y ASUNTOS SOCIALES REAL DECRETO 631/1993, de 3 mayo ( BOE 4-05-1993), por el que se regula el Plan Nacional de Formación e Inserción Profesional.</a>  JEFATURA DEL ESTADO, Ley Orgánica 5/2002, de 19 de junio BOE 20 junio 2002, núm. <a href="#">Ley Orgánica de las Cualificaciones y de la Formación Profesional</a>  MINISTERIO DE TRABAJO Y ASUNTOS SOCIALES, Resolución de 3 de octubre de 2003. BOE de 13 de noviembre de 2003, núm. 272. Del Instituto Nacional de Empleo, por la que se convoca la participación de entidades y centros colaboradores de dicho Instituto en la programación anual de cursos del Plan Nacional de Formación e Inserción Profesional correspondiente al año 2004.  MINISTERIO TRABAJO Y

			<p><a href="#">2003, no. 302 This establishes the guidelines for the certificates of professionalism.</a></p> <p><a href="#">ROYAL DECREE 427/1993, dated 26 March (Official State Gazette (BOE) no. 91 published 16/04/1993),</a> transferring the management functions and services for vocational training to the Autonomous Community of <b>Andalusia</b>.</p> <p><a href="#">ROYAL DECREE 300/1998, dated 27 February (Official State Gazette (BOE) no. 64 published 16/03/1998),</a> transferring the central government's management functions and services for vocational training to the Autonomous Community of <b>Aragon</b>.</p> <p><a href="#">ROYAL DECREE 2088/1999, dated 30 December (Official State Gazette (BOE) no. 30 published 4/02/2000),</a> transferring the central government's management functions and services for vocational training to the Principality of <b>Asturias</b>.</p> <p><a href="#">ROYAL DECREE 621/1998, dated 17 April (Official State Gazette (BOE) no. 102 published 29/04/1998),</a> transferring the central government's management functions and services for vocational training to the Autonomous Community of the <b>Balearic Islands</b>.</p> <p><a href="#">ROYAL DECREE 447/1994, dated 11 March (Official State Gazette (BOE) no. 88 published 13/04/1994),</a> transferring the management functions and services for vocational training to the Autonomous Community of the <b>Canary Islands</b>.</p> <p><a href="#">ROYAL DECREE 2672/1998, dated 11 December (Official State Gazette (BOE) no. 17 published 20/01/1999),</a> transferring the central government's management functions and services for vocational training to the</p>	<p>ASUNTOS SOCIALES, <a href="#">Real Decreto 1506/2003, de 26 de diciembre BOE 18 diciembre 2003, núm. 302 Establece las directrices de los certificados de profesionalidad.</a></p> <p>REAL DECRETO 427/1993, de 26 de marzo (B.O.E. núm. 91 de 16-04-1993), de traspaso de funciones y servicios de la gestión de la formación profesional ocupacional a la Comunidad Autónoma de Andalucía.</p> <p>REAL DECRETO 300/1998, de 27 de febrero (B.O.E. núm. 64 de 16-03-1998), sobre traspaso de funciones y servicios de la Administración del Estado a la Comunidad Autónoma de Aragón, en materia de gestión de la formación profesional ocupacional.</p> <p>REAL DECRETO 2088/1999, de 30 de diciembre (B.O.E. núm. 30 de 4-02-2000), sobre traspaso de funciones y servicios de la Administración del Estado al Principado de Asturias, en materia de gestión de la formación profesional ocupacional.</p> <p>REAL DECRETO 621/1998, de 17 de abril (B.O.E. núm. 102 de 29-04-1998), sobre traspaso de funciones y servicios de la Administración del Estado a la Comunidad Autónoma de las Islas Baleares, en materia de gestión de la formación profesional ocupacional.</p> <p>REAL DECRETO 447/1994, de 11 de marzo (B.O.E. núm. 88 de 13-04-1994), sobre traspaso de funciones y servicios en materia de gestión de la formación profesional ocupacional a la Comunidad Autónoma de Canarias.</p>
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			<p>Autonomous Community of <b>Cantabria.</b></p> <p><a href="#">ROYAL DECREE 1661/1998, dated 24 July (Official State Gazette (BOE) no. 194 published 14/08/1998)</a>, transferring the central government's management functions and services for vocational training to the Autonomous Community of <b>Castilla-La Mancha.</b></p> <p><a href="#">ROYAL DECREE 148/1999, dated 29 January (Official State Gazette (BOE) no. 40 published 16/02/1999)</a>, transferring the central government's management functions and services for vocational training to the Autonomous Community of <b>Castilla-Leon.</b></p> <p><a href="#">ROYAL DECREE 1577/1991, dated 18 October (Official State Gazette (BOE) no. 268 published 8/11/1991)</a>, transferring the management functions and services for vocational training to the <b>Government of Catalonia.</b></p> <p><a href="#">ROYAL DECREE 2024/1997, dated 26 December (Official State Gazette (BOE) no. 19 published 22/01/1998)</a>, transferring the central government's management functions and services for vocational training to the <b>Autonomous Community of Extremadura.</b></p> <p><a href="#">ROYAL DECREE 146/1993, dated 29 January (Official State Gazette (BOE) no. 54 published 4/03/1993)</a>, transferring the management functions and services for vocational training to the <b>Autonomous Community of Galicia.</b></p> <p><a href="#">ROYAL DECREE 2534/1998, dated 27 November (Official State Gazette (BOE) no. 299 published 15/12/1998)</a>, transferring the central government's management functions and services for vocational training to the <b>Community of Madrid.</b></p>	<p>REAL DECRETO 2672/1998, de 11 de diciembre (B.O.E. núm. 17 de 20-01-1999), sobre traspaso de funciones y servicios de la Administración del Estado a la Comunidad Autónoma de Cantabria en materia de gestión de la formación profesional ocupacional.</p> <p>REAL DECRETO 1661/1998, de 24 de julio (B.O.E. núm. 194 de 14-08-1998), sobre traspaso de funciones y servicios de la Administración del Estado a la Comunidad Autónoma de Castilla-La Mancha, en materia de gestión de la formación profesional ocupacional.</p> <p>REAL DECRETO 148/1999, de 29 de enero (B.O.E. núm. 40 de 16-02-1999), sobre traspaso de funciones y servicios de la Administración del Estado a la Comunidad Autónoma de Castilla y León en materia de gestión de la formación profesional ocupacional.</p> <p>REAL DECRETO 1577/1991, de 18 de octubre (B.O.E. núm. 268 de 8-11-1991), de traspaso de la gestión de la formación profesional ocupacional a la Generalidad de Cataluña.</p> <p>REAL DECRETO 2024/1997, de 26 de diciembre (B.O.E. núm. 19 de 22-01-1998), sobre traspaso de funciones y servicios de la Administración del Estado a la Comunidad Autónoma de Extremadura, en materia de gestión de la formación profesional ocupacional.</p> <p>REAL DECRETO 146/1993, de 29 de enero (B.O.E. núm. 54 de 4-03-1993), de Traspaso de Funciones y Servicios de la Gestión de la Formación Profesional Ocupacional a la Comunidad Autónoma de Galicia.</p>
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			<p><a href="#"><u>ROYAL DECREE 522/1999, dated 26 March (Official State Gazette (BOE) no. 95 published 21/04/1999)</u></a>, transferring the central government's management functions and services for vocational training to the <b>Region of Murcia</b>.</p> <p><a href="#"><u>ROYAL DECREE 1319/1997, dated 1 August (Official State Gazette (BOE) no. 235 published 1/10/1997)</u></a>, transferring the central government's management functions and services for vocational training to the <b>Autonomous Community of Navarre</b>.</p> <p><a href="#"><u>ROYAL DECREE 41/1999, dated 15 January (Official State Gazette (BOE) no. 26 published 30/01/1999)</u></a>, transferring the central government's management functions and services for vocational training to the <b>Autonomous Community of La Rioja</b>.</p> <p><a href="#"><u>ROYAL DECREE 1371/1992, dated 13 November (Official State Gazette (BOE) no. 306 published 22/12/1992)</u></a>, transferring the management functions and services for vocational training to the <b>Government of Valencia</b>.</p>	<p>REAL DECRETO 2534/1998, de 27 de noviembre (B.O.E. núm. 299 de 15-12-1998), sobre traspaso de funciones y servicios de la Administración del Estado a la Comunidad de Madrid, en materia de gestión de la formación profesional ocupacional.</p> <p>REAL DECRETO 522/1999, de 26 de marzo (B.O.E. núm. 95 de 21-04-1999), sobre traspaso de funciones y servicios de la Administración del Estado a la Comunidad Autónoma de la Región de Murcia, en materia de gestión de la formación profesional ocupacional.</p> <p>REAL DECRETO 1319/1997, de 1 de agosto (B.O.E. núm. 235 de 1-10-1997), sobre traspaso de funciones y servicios de la Administración del Estado a la Comunidad Foral de Navarra en materia de gestión de la formación profesional ocupacional.</p> <p>REAL DECRETO 41/1999, de 15 de enero (B.O.E. núm. 26 de 30-01-1999), sobre traspaso de funciones y servicios de la Administración del Estado a la Comunidad Autónoma de La Rioja en materia de gestión de la formación profesional ocupacional.</p> <p>REAL DECRETO 1371/1992, de 13 de noviembre (B.O.E. núm. 306 de 22-12-1992) sobre traspaso de funciones y servicios de la gestión de la Formación Profesional Ocupacional a la Generalidad Valenciana.</p>
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**03050201 - LEGISLATION AND REGULATION: BACKGROUND AND TRENDS.**

Within the framework of the vocational training offer established by Ministry of Labour and Social Affairs and regulated by the Law of Qualifications and Vocational Training, the Public Employment Service ([SPEE-INEM](#)), in co-operation with the Autonomous Communities, manages the National Vocational Training and Placing Programme (Plan FIP), regulated by Royal Decree 631/1993, from 3 May, on the Official State Gazette on 4 May, and the Ministry Order of 13 April 1994, on the Official State Gazette on 28 April, which expanded on it along with a series of subsequent regulations that modify partial aspects of this Order.

Please find the most relevant legislative frame attached: [Legislative frame](#).

### 03050202 - ADMINISTRATIVE FRAMEWORK: BACKGROUND AND TRENDS.

Vocational and occupational training for unemployed is developed through the National Plan for Vocational Training and Insertion into the Labour Market.

Every year, the Public Employment Service, or where relevant the Autonomous Communities charged with this commitment (Andalucía, Aragón, Asturias, Canarias, Cantabria, Castilla La Mancha, Castilla y León, Cataluña, Extremadura, Galicia, Illes Balears, La Rioja, Madrid, Murcia, Navarra and Comunidad Valenciana), draw up the programmes for these courses in accordance with the aims laid down in the policies of the Ministry of Labour and Social Affairs with respect to the training needs in the different regions and sectors of production, identified by the Occupational Observatory of the SPEE-INEM, specially with respect to contracts signed during the previous 3 years, as well as to the entry into the labour market of former trainees, who have completed their training.

### 030502021 - ROLE OF CENTRAL GOVERNMENT

Central Government (the Ministry of Labour and Social Affairs) is responsible for:

- Implementing the Plan Nacional de Formación e Inserción Profesional [FIP](#) (National Vocational Education and Training Plan);
- Implementing the National Plan for School-Workshops, Trade Learning Centres and Employment Workshops (programming, organisation and management, and the issue, accreditation or recognition of vocational certificates);
- Running the National Census of vocational training centres and collaborating agencies, in which the centres and collaborating agencies administered by the Autonomous Regions will be included;
- Keeping national vocational training statistics (students, centres, resources, costs and documentation) for general use throughout Spain;
- In exceptional cases, owning and administering of one or various National Vocational Training Centres located in Autonomous Region with devolved powers in this respect;
- Regulating the conditions for obtaining, issuing and recognising labour certificates as valid throughout Spain;
- Implementing the Plan Nacional de Prospección de Necesidades del Mercado de Trabajo (National Plan for the Investigation of Labour Market Needs), which sets up a jobseeker qualification programme and regulates the Observatorio Permanente (permanent monitoring system) of the labour market;
- Cooperating at an international bilateral and multilateral level in vocational training for the unemployed;
- Initiating high-level inspection procedures.
- Representation on the Economic and Social Council, the General Council for Vocational Training (in which the social partners have input) and the sectorial conferences on labour and social affairs.

The process of transferring responsibilities for implementing labour standards and the regulating the employment policies from the central government to the Autonomous Regions has been completed in all regions except the Basque Country and the cities of Ceuta and Melilla.

### 030502022 - ROLE OF REGIONAL GOVERNMENT

The Labour Councils or Departments of Regional Governments with devolved responsibilities for vocational training are responsible for:

- Programming, organising, managing, administrating and inspecting the provision of training, according to the [Plan FIP](#) (Training and Employment Plan);
- Drawing up operating contracts covering their regions;
- Authorising and validating the courses organised by collaborating centres within the regions;
- Selecting students in accordance with the priorities and preferences established in the Plan FIP (pre-selection is carried out in collaboration with the [SPEE-INEM](#));
- Running the vocational training centres which used to belong to the [SPEE-INEM](#) (fixed centres, action units and the mobile teams within the region at the time);
- Preparing, enacting and implementing investment programmes in line with national economic policy;
- Recording the centres and collaborating agencies within their region, in partnership with the General Register of the [SPEE-INEM](#);
- Issuing vocational qualifications or certificates in line with generally accepted standards;
- Monitoring vocational training for the unemployed within their region.

### 030502023 - ROLE OF LOCAL GOVERNMENT

Municipalities cannot function as labour authorities. They can promote the setting up of School-Workshops, Trade Learning Centres or Employment Workshops. This involves applying for the corresponding grant, though apart from

the subsidies received from the European Social Fund and the [SPEE-INEM](#), they have to offer some of their own material and economic resources to cover part of the costs. Local authorities can also promote Unidades de Promoción y Desarrollo (Promotion and Development Units) when they cover a comarca (a traditional geographical area made up of a number of towns or villages), or Centros de Iniciativa Empresarial (Entrepreneurship Centres).

#### 0305020204 - ROLE OF SOCIAL PARTNERS

The social partners participated in the technical support groups preparing the sectoral studies used as references to establish the [Plan FIP](#).

They will also take part in the accreditation process for the skills acquired through work experience when this system is established under the new Qualifications and Vocational Training Act.

#### 0305020205 - ROLE OF CVET PROVIDERS

Vocational training courses will be carried out by the managerial entities belonging to the «[PLAN FIP](#)». Also, the bodies set out below may collaborate in carrying out these courses of vocational and professional training, through being included in the programmes, through the corresponding contract of programmes or agreement for collaborating with the managerial entities concerned:

- The Collaboration Centres for teaching specialist matters which have been officially approved.
- Company or Trade Union Organisations, the peer-group organisms of training in the area of the state sector and representative organisations of the Social Economy, having previously signed up to a contract programme on a three-yearly repetitive basis; always provided the tasks to be performed, are carried out by their own authorised collaborative centres.

The Public and Private Educational Entities, or the companies with which an agreement has been signed for collaboration; always provided the activities are developed in their own authorised centres of collaboration.

#### 0305020206 - ROLE OF OTHER NON-GOVERNMENTAL BODIES

In vocational training for the unemployed, involvement by non-governmental organisations consists in offering their facilities and offices as providers of the Labour administrations corresponding to their territory space. As most representative NGOs in Spain we can mention [Cruz Roja Española](#) mainly for unemployed immigrants, [ONCE](#) (Organización Nacional de Ciegos –National Blind people Organization) for unemployed disabled people or [CARITAS](#) (linked to Catholic Church).

#### 030503 - CVET AT PRIVATE ENTERPRISE INITIATIVE OR PROMOTED BY SOCIAL PARTNERS

Table 1: Institutional framework of CVET at private enterprise initiative or promoted by social partners

	PROVIDER	GOVERNING /ADMINISTRATIVE BODIES	GOVERNING LAWS/REGULATION	GOVERNING LAWS/REGULATION (IN SPANISH)
Continuing training for currently employed workers	Social Agents Training Centres  Private centres accredited officially	<a href="#">Ministry of Labour and Social Affairs Tripartite Foundation for training and employment</a> Labour Regional Departments	MINISTRY OF LABOUR AND SOCIAL AFFAIRS, Order dated 10 October 2001. <a href="#">Official State Gazette (BOE) published 17 October 2001, no. 249/2001</a> . This modifies the Order dated 26/6/2001, which establishes the regulating bases for granting continuing training aids charged to the financing outlined in the 3rd Tripartite Agreement on Continuing Training.  MINISTRY OF LABOUR AND SOCIAL AFFAIRS, Royal Decree 1046/2003, dated 1 August. <a href="#">Official State Gazette (BOE): 12 September 2003, no. 219</a> . Regulates the Continuing Vocational Training subsystem.  MINISTRY OF LABOUR AND SOCIAL AFFAIRS, <a href="#">LSA Order/500/2004, dated 13 February</a> . <a href="#">Official State Gazette (BOE) published 1 March 2004, no. 52</a> . This regulates financing	MINISTERIO TRABAJO Y ASUNTOS SOCIALES, Orden de 10 de Octubre de 2001. <a href="#">BOE 17 octubre 2001, núm. 249/2001</a> . Modifica la Orden de 26-6-2001, que establece las bases reguladoras para la concesión de ayudas de formación continua con cargo a la financiación prevista en el III Acuerdo Tripartito de Formación Continua.  MINISTERIO DE TRABAJO Y ASUNTOS SOCIALES, Real Decreto 1046/2003, de 1 de agosto. <a href="#">BOE: 12 de septiembre de 2003, núm. 219</a> . Regula el subsistema de formación profesional continua.  MINISTERIO TRABAJO Y ASUNTOS SOCIALES, <a href="#">Orden TAS/500/2004, de 13 de febrero</a> . <a href="#">BOE 1 marzo 2004, núm. 52</a> . Regula la financiación de las

			for continuing training actions in companies, including individual training leave, in development of Royal Decree 1046/2003, dated 1 August 2003, which regulates the Continuing Vocational Training Subsystem	acciones de formación continua en las empresas, incluidos los permisos individuales de formación, en desarrollo del Real Decreto 1046/2003, de 1 de agosto de 2003, que regula el Subsistema de Formación Profesional Continua
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#### 03050301 - LEGAL/REGULATORY FRAMEWORK

The [III National Agreements for Continuing Training](#) (December 2000) for the period 2001-04 regulate the system of continuing training through social dialogue and collective bargaining. The responsibility for their development and administration reside with the social partners through a joint management model with central government represented by the Ministry of Labour and Social Affairs through the [SPEE-INEM](#). The delivery of training is the responsibility of the Tripartite Foundation for Training and Employment.

The Constitutional Tribunal ruled on 25 April and 17 October 2002 that certain aspects of the regulations relating to continuing training in Spain were unconstitutional. As a result, the management model which will come into effect on 1 January 2004 has been modified, transferring powers to labour regional administration ([Royal Decree 1046/2003 of 1 August](#)), and following a reasonable level of agreement from the social partners.

In the new model, each company will have at its disposition a credit for training that it will receive by applying rebates on Social Security payments, once the training measure has been carried out. The amount for this credit will be the result of applying the percentage of rebate established by the Act on General Budget of the year according to the size of the company, in such a way that the mentioned percentage will be higher the smaller is the size of the company, to the amount paid by the company for vocational training the previous year. For companies with 1 to 5 workers, a rebate credit per company is guaranteed instead of a percentage.

Please find the most relevant legislative frame attached: [Legislative frame](#)

#### 03050302 - ADMINISTRATIVE FRAMEWORK AND INSTITUTIONAL STRUCTURE

As one of the three vocational training subsystems in Spain, together with Formación Vocacional Inicial (initial vocational training) and Formación Ocupacional (vocational training for the unemployed), Formación Continua (continuing training) is part of a single regulatory framework for training and education in Spain.

In the last ten years, one of the most important measures in the government's strategy for continuing training has been the creation of the Fundación para la Formación Continua FORCEM (Foundation for Continuing Training) in 1993. This foundation was created to administer training for workers, which before this date was included in the Plan FIP, together with training for the unemployed. Since 1993, as a result of the I Acuerdo Nacional de Formación Continua 1993-96 (I National Continuing Training Agreement), management of continuing training has been the responsibility of the FORCEM Foundation, with bipartite management bodies made up of employers and trade union representatives.

The foundation maintained the name of FORCEM until the III National Continuing Training Agreements (2000-04), when its name was changed to the [Tripartite Foundation for Training and Employment](#). It has its management shared between central government (Ministry of Labour and Social Affairs) and the social partners.

After the Constitutional Tribunal decision ruled on 25 April and 17 October 2002, a new model (Royal Decree 1046/2003 of 1 August) establishes reductions in social security contributions for companies which train their employees, and gives small and medium-sized enterprises special treatment (the smaller the company, the greater the reductions).

The companies will be able to deliver training themselves or through the employers' organizations, trade unions or specialist training bodies. The aim is to create a flexible, objective, efficient and transparent management model, which guarantees finance for companies with the minimum of red tape. The new model also applies strict control systems to the financing of continuing training in order to prevent fraud.

#### 030504 - CVET AT INDIVIDUAL INITIATIVE

Individual Training Leaves (PIF) are an initiative of Continuing Training for currently-employed workers within the scope of III Agreements that aims at providing personalised training to those in the workforce. With previous authorisation from their employer, this initiative aims at helping participants obtain an official degree or diploma, with a maximum of 200 hours of financed training.

Each company will have at its disposition a credit for training that it will receive by applying rebates on Social Security payments, once the training measure has been carried out. The amount for this credit will be the result of applying the percentage of rebate established by the Act on General Budget of the year according to the size of the company, in such a way that the mentioned percentage will be higher the smaller is the size of the company, to the amount paid by the company for vocational training the previous year.

#### 0306 - TRAINING VET TEACHERS AND TRAINERS EDUCATIVE ADMINISTRATION

The [Ley de Calidad \(Quality Act\)](#) includes various measures related to teacher training, both initial and continuing. In terms of general education, great importance is attached to initial teacher training, and the Título de Especialización

Didáctica (teaching certificate), needed to teach secondary education, is to be revised. This training will be for a minimum of one academic year, with both a theoretical and a practical phase. The theoretical phase may be taken simultaneously with university studies, and students may choose optional study subjects through the so-called free credit system. In this way, students who wish to become teachers can choose between taking these subjects which count towards their teaching certificate at this time, and taking them after they have completed their university course.

Indeed, the teaching certificate can only be taken by students with a university degree.

#### LABOUR ADMINISTRATION

Training courses for instructors in the vocational training system for the unemployed are taught either directly through the [SPEE-INEM](#) or through the competent authority in the Autonomous Region or recognised and accredited collaborating centres.

This training is of two types:

Initial training or teaching methodology, to “to learn how to teach”. The trainer learns to plan and programme the provision of training, develops communicative teaching skills and learns to assess the learning and training delivered, in order to improve.

Updating and technical improvement, which, as its name indicates, aims to update the trainer’s technical and professional knowledge (this varies due to changes in the occupational profile, the influence of IT, and the acquisition of new capital equipment). The choice of which trainers participate in updating and technical improvement courses is made according to the technical demands of each course. Absolute priority is given to those trainers whose professional activity is running vocational training courses for the unemployed.

Table 1: Institutional framework for training VET teachers and trainers

	PRE-SERVICE TRAINING	IN-SERVICE TRAINING
<b>TEACHERS/TRAINERS OF GENERAL EDUCATION SUBJECTS</b>	<p>Prerequisite: graduate, engineering or architectural degree at university level</p> <p>Trained in Special teacher training courses, divided into specialisation and (60 to 76 credits lasting minimum one year)</p> <p>Assistance of a teacher-tutor in each area of knowledge</p>	<p>The Ministry of Education and Science, in collaboration with the Autonomous Regions, establish general continuing teacher training plans to which the all levels teachers of all centres financed with public funds have access. They promote continuing training and educational innovation and research.</p> <p>Teacher training may be supplemented with the following:</p> <ul style="list-style-type: none"> <li>• Linguistic research and training programmes in collaboration with the Escuelas Oficiales de Idiomas (Official Language Schools);EU programmes;</li> <li>• Programmes updating competences specifically ICT;</li> <li>• In-company training programmes for trainers in the vocational training system;</li> <li>• Courses for teachers in Educación Secundaria Obligatoria (compulsory secondary education)</li> <li>• Courses to update scientific and pedagogical knowledge;</li> <li>• Training programmes for teachers of students with special educational needs;</li> </ul>

		Periodic and voluntary assessment of the teaching staff.
<b>TEACHERS/TRAINERS OF VOCATIONAL SUBJECTS (THEORY)</b>	<p>Prerequisite:</p> <p>Certificate of Diplomado (less than a full graduate degree), technical engineer or draughtsman.</p> <p>Trained in Special teacher training courses</p>	<p>Programmes updating competences specifically ICT;</p> <p>In-company training programmes for trainers in the vocational training system;</p> <p>Courses to update scientific and pedagogical knowledge</p>
<b>TEACHERS/TRAINERS IN VOCATIONAL SUBJECTS (PRACTICE IN SCHOOL-BASED WORKSHOPS)</b>	<p>Prerequisite:</p> <p>Certificate of Diplomado (less than a full graduate degree), technical engineer or draughtsman.</p> <p>In some vocational branches is only required the certificate of Higher Technician</p> <p>Trained in Special teacher training courses</p>	<p>Programmes updating competences specifically ICT;</p> <p>In-company training programmes for trainers in the vocational training system;</p> <p>Courses to update scientific and pedagogical knowledge</p>

#### 0307 - SKILLS AND COMPETENCE DEVELOPMENT: CURRICULA

In Secondary Education, the stage where is included VET, Curricula are organised into two course components: theoretical-practical studies and professional teaching practice or Practicum, guaranteeing a suitable proportion between each of them. The theoretical-practical component consists of general compulsory subjects for all pupils, specific subject matters related to the speciality chosen, and elective subjects.

For specialities related to Specific Vocational Training, the Practicum must address on-the-job training.

#### VOCATIONAL TRAINING FOR JOB SEEKERS

With regard to Vocational Training for job seekers, every year, the Public Employment Service, or where relevant the Autonomous Communities charged with this commitment (Andalucía, Aragón, Asturias, Canarias, Cantabria, Castilla La Mancha, Castilla y León, Cataluña, Extremadura, Galicia, Illes Balears, La Rioja, Madrid, Murcia, Navarra and Comunidad Valenciana), draw up the programmes for these courses in accordance with the aims laid down in the policies of the Ministry of Labour and Social Affairs with respect to the training needs in the different regions and sectors of production, identified by the Occupational Observatory of the Public Employment Service, specially with respect to contracts signed during the previous 3 years, as well as to the entry into the labour market of former trainees, who have completed their training.

We must mention the [Certificate of Professional Competence](#) that was created with a view to improving the transparency of the labour market and to promote the free movement of workers in the Community area, the training courses will be officially laid down, together with the minimum level of knowledge in each speciality, which permits the Certificate of Professional Competence to be awarded. This will be officially recognised and will be valid throughout Spanish Territory, and will be issued by the Labour Administrations and awarded to the trainees, who have passed the relevant exams, with respect to the level of Professional-knowledge-laid-down.

Without prejudicing the recognition of professional skills through the educational system; the Certificate of Professional Competence, has the aim of accrediting the professional skills acquired through the activities carried out in occupational professional training, programmes of workshops and centres teaching trades, programmes of teaching workshops, activities of continuous training or work experience and the relevant grading with respect to the level of skill-and-knowledge-achieved.

The Ministry of Labour and Social Affairs is compiling a national list of Professional Certificates awarded, in coordination with the Catalogue of Professional Diplomas of the Ministry of Education and Science; with a view to establishing the corresponding system of recognition between the performance of occupational professional training, which is regulated and the skills acquired in occupational professional training and work experience.

[http://www.mec.es/univ/html/normativa/alumnos/titulaciones/directrices\\_generales/rd1497-87.pdf](http://www.mec.es/univ/html/normativa/alumnos/titulaciones/directrices_generales/rd1497-87.pdf)

[Real Decreto 1497/1987, de 27 de noviembre, por el que se establecen directrices generales comunes de los planes de estudios de los títulos universitarios de carácter oficial y validez en todo el territorio nacional Royal Decree](#)

[1497/1987, November 27th that establishes general guidelines common to the syllabus of the official university degrees and useful throughout Spain.](#)

ROYAL DECREE 631/1993, dated 3 May (Official State Gazette (BOE) published 4/-05/-1993), regulating the National Vocational Training and Placing Programme [Real Decreto 631/1993, de 3 de mayo, por el que se regula el Plan Nacional de Formación e Inserción profesional.](#)

General Educational System Reform Act [Ley Orgánica 1/1990, de 3 de octubre, de Ordenación General del Sistema Educativo.](#)

Royal Decree 1440/1991, dated August 30th [.Real Decreto 1440/1991, de 30 de agosto, por el que se establece el título universitario oficial de Maestro, en sus diversas especialidades, y las directrices generales propias de los planes de estudios conducentes a su obtención .](#)

Royal Decree 797/1995, dated 19 May, which establishes the guidelines for the certificates of professionalism and the corresponding minimum content for vocational training. Official State Gazette (BOE) published 10 June 1995. [REAL DECRETO 797/1995 de 19 de mayo, por el que se establece directrices sobre los certificados de profesionalidad y los correspondientes contenidos mínimos de formación profesional ocupacional.](#) BOE núm. 138 de 10 de junio.

### **0308 - VALIDATION OF LEARNING**

The qualifications needed for employment are acquired and maintained by individuals throughout their lives using various training pathways. Work experience can be seen as one of these pathways, but up to now it is usually the training systems which organise and regulate the qualifications, curricula, certificates, and in general, accredited qualifications and the corresponding level of skills.

Official accreditations are those issued by the competent authorities whether for training (education authorities) or for occupational regulation.

Qualifications within the education system are established by the government following consultation with the Autonomous Regions. The Royal Decree establishing any particular qualification also lays down the necessary skills characteristic of the qualification. These vocational skills are expressed in terms of the occupational profile required for the competent performance of the corresponding occupation.

In terms of the curriculum, the education authorities of the Autonomous Regions must complement the basic curriculum for each qualification. The curricula take into account the economic, social, and human resource development needs and the economic structure of each area, and encourage the participation of the social partners.

#### **030801 - ASSESSMENT AND VALIDATION OF FORMAL LEARNING**

##### **LEGAL FRAME OF OFFICIAL ACCREDITATIONS**

In terms of the curriculum, the education authorities of the Autonomous Regions must complement the basic curriculum for each qualification. The curricula take into account the economic, social, and human resource development needs and the economic structure of each area, and encourage the participation of the social partners.

[Law 1/1990, the Ley Orgánica de Ordenación General del Sistema Educativo LOGSE \(General Educational System Reform Act\)](#) establishes educational goals for each level and the subjects to be taught in the whole of the schooling system: both the general system, including middle and upper level vocational schooling, and the special streams, including Arts, Languages and Sports, as well as university education.

[The Organic Law 5/2002 of June 19 on Qualifications and Vocational Training](#) establishes the creation of a National Qualification and Vocational Training System and indicates that one of its purposes is to evaluate and officially accredit vocational qualification; however this may have been acquired.

The students participating in a Social Guarantee Program receive a certificate in which the total number of hours studied and the qualifications obtained in the specific vocational training, labour guidance and training and basic training areas are recorded. The worker participating in a Workshop School or Apprenticeship Centre receives a certificate issued by the promotive body in which the length in hours of his/her participation in the program, the acquired qualification and the training modules studied are recorded. This certificate may be duly ratified according to the requirements established by the professionalism certificate indicated in [article 18 of Royal Decree 631/1993](#). It can also serve for ratification by the corresponding professional modules of the specific vocational training.

#### **030802 - ASSESSMENT AND VALIDATION OF NON-FORMAL/INFORMAL/PRIOR LEARNING**

##### **THE ORGANIC LAW 5/2002 OF JUNE 19 ON QUALIFICATIONS AND VOCATIONAL TRAINING.**

[The Organic Law 5/2002 of June 19 on Qualifications and Vocational Training](#) establishes the creation of a National Qualification and Vocational Training System and indicates that one of its purposes is to evaluate and officially accredit vocational qualification; however this may have been acquired.

In relation to the acknowledgment, evaluation and accreditation of the qualifications, it indicates the vocational training degrees and vocational certificates accredit the corresponding vocational qualifications to whoever has obtained them. The General State Administration will determine the degrees and certificates that will constitute the vocational training

offers referred to in the National Vocational Qualification Catalogue. Evaluation and accreditation of the vocational competences acquired through work experience of non-formal training pathways will have said Catalogue as a reference and will be developed following criteria that guarantee reliability, objectivity and technical precision of the evaluation.

The Government, prior advice from the General Vocational Training Board, will establish the requirements and procedures to evaluate and accredit the competences.

#### THE WORK EXPERIENCE AND THE OCCUPATIONAL APTITUDE CERTIFICATE

The guidelines for the Occupational aptitude certificate was published in the Official State Bulletin on 18 December 2003 .

The Occupational aptitude certificates provide accreditation for vocational skills acquired in the course of occupational and continuing vocational training programmes, training and employment schemes, apprenticeship and training contracts, work experience and other non-formal training routes. This, however, has no bearing on the regulation of vocational activity.

#### THE NATIONAL VOCATIONAL TRAINING PROGRAM

Likewise, the National Vocational Training Program , approved by the Government for 1998-2002, indicates amongst its objectives as regards Vocational Training the performance of experimental actions to introduce the Vocational Certificates and the adoption of measures to increase the power of the accreditation mechanisms of the different ways of acquiring competences, including work experience. The design of tests or other continuing evaluation methods of the competence acquired through training and/or work experience were included among these measures, as well as their periodic supervision and convening by the corresponding Evaluation Committee, in accordance with legislation in force.

The tests are based on vocational performances and execution criteria of the reference vocational profile and are structured so that it is possible to verify the knowledge of the complete vocational profile or isolated competence units. The data bases relating to the tests are found in the specialized National Centres of the different vocational families.

#### 030803 - QUALITY CONTROL AND INSPECTORATES

Table 1: Quality Control and Inspectorates

VET PATHWAYS	RESPONSIBILITIES / ACCREDITATION OF PROVIDERS	QUALITY CONTROL / INSPECTIONS AND FOLLOW UP	QUALITY CONTROL / INSPECTIONS AND FOLLOW UP (IN SPANISH)
<b>CONTINUING TRAINING FOR CURRENTLY EMPLOYED WORKER</b>	Public Foundation for Training at Work	<a href="#">MINISTRY OF LABOUR AND SOCIAL AFFAIRS, LSA Order/500/2004, dated 13 February, Official State Gazette (BOE) published 1 March 2004, no. 52. This regulates financing for continuing training actions in companies, including individual training leave, in development of Royal Decree 1046/2003, dated 1 August 2003, which regulates the Continuing Vocational Training Subsystem</a>	MINISTERIO DE TRABAJO Y ASUNTOS SOCIALES, Orden TAS/500/2004, de 13 de febrero. BOE 1 marzo 2004, núm. 52. Regula la financiación de las acciones de Formación Continua en las empresas, incluidos los permisos individuales de formación, en desarrollo del Real Decreto 1046/2003, de 1 de agosto de 2003, que regula el Subsistema de Formación Profesional Continua.
<b>VOCATIONAL AND OCCUPATIONAL TRAINING FOR JOB SEEKERS</b>	SPEE-INEM / Ministry Of Labour and Social Affairs  Regional Labour Departments	SPEE-INEM / Ministry of Labour and Social Affairs and Regional Labour Departments <a href="#">Art. 7 Real Decreto 631/1993, de 3 de mayo, BOE: 4 mayo 1993</a>	MINISTERIO TRABAJO Y ASUNTOS SOCIALES. Real Decreto 631/1993, de 3 mayo (BOE 4-05-1993), por el que se regula el Plan Nacional de Formación e Inserción Profesional.
<b>EDUCATION OF ADULTS WITHIN SCOPE EDUCATIVE ADMINISTRATION</b>	<a href="#">Ministry of Education /Regional Education Departments/Regional Education Departments</a>	<a href="#">Ministry of Education /Regional Education Departments National Agency for the Evaluation/Inspection of Quality and Accreditation).</a>	MINISTERIO DE EDUCACIÓN Departamentos Regionales de Educación. (Agencia Nacional para la Evaluación/Inspección de la Calidad y Acreditación) <a href="#">Art. 105, 106 ley orgánica Calidad de la Educación 10/2002, de 23 de</a>

			<a href="#">diciembre</a>
<b>IVET AT UPPER SECONDARY LEVEL: SCHOOL-BASED AND ALTERNANCE</b>	<a href="#">Ministry of Education/Regional Education Departments</a>	<a href="#">Ministry of Education/Regional Education Departments</a>	MINISTERIO DE EDUCACIÓN Departamentos Regionales de Educación. (Agencia Nacional para la Evaluación/Inspección de la Calidad y Acreditación) <a href="#">Art. 105, 106 Quality Education Law. ley orgánica Calidad de la Educación 10/2002, de 23 de diciembre</a>
<b>APPRENTICESHIP</b>	<a href="#">Ministry of Labour and Social Affairs /Regional Labour Departments</a>	<a href="#">SPEE-INEM / Ministry of Labour and Social Affairs Labour /Regional Departments</a>	SPEE-INEM. MINISTERIO TRABAJO Y ASUNTOS SOCIALES Departamentos Regionales. <a href="#">Art. 25. Orden de 14 de noviembre de 2001 (BOE 21 noviembre, núm. 279)</a>

### 0309 - GUIDANCE

#### GUIDANCE WITHIN THE EDUCATION AND TRAINING SYSTEM

[The Ley Orgánica de Ordenación General del Sistema Educativo LOGSE](#) (General Educational System Reform Act) of 1990 includes educational and vocational guidance amongst the factors which improve the quality of education and stipulates that the Autonomous Regions must create specialised services for educational, learning and career guidance within the teaching centres of the Régimen General (general system). According to the law, guidance is a student's right and requires specialized services.

Support services and educational and learning guidance teams have been created throughout Spain within the general system of education and regulated vocational schooling . They are organised by sectors and receive different denominations in each Autonomous Region. Most Autonomous Regions have also created other specialised teams with a different geographical target area to offer educational care and guidance for disabled students or those with special problems.

#### GUIDANCE IN THE LABOUR ADMINISTRATION

The guidance and counselling for vocational training linked to the labour authorities is offered in employment offices and labour departments in each region and province.

Beside Individual tutoring plans with unemployed people and some group actions in order to increase motivation and support job search. The labour administration is responsible for the quality control of the vocational guidance process and for managing agreements with the non-profit companies involved in vocational guidance activities, (incl. supervising the methodological guidelines and grants).

Guidance and self-employment measures. [ORDEN de 20 de enero de 1998 \(B.O.E. 23-01-1998\), por la que se establecen las bases reguladoras para la concesión de subvenciones para la realización de acciones de orientación profesional para el empleo y asistencia para el autoempleo.](#)

Guidance and self-employment measures. [Orden 4 de febrero de 2000. BOE 11 febrero 2000, núm. 36. Modifica la Orden 20-1-1998, de bases reguladoras para la concesión de subvenciones para la realización de acciones de orientación profesional para el empleo y asistencia para el autoempleo.](#)

### 0310 - FINANCING VET

The public funds for financing vocational training and continuing training in Spain (unemployed and employed, respectively) are provided in the majority by the Ministry for Labour and Social Affairs and the European structural funds.

As regards financing of the vocational training, this is regulated by the FIP Plan (Vocational Training and Insertion Plan) and the National Public Employment-Training Program of Workshop schools and Apprenticeship Centres, coming from two main sources: the vocational training dues and the European Social Fund through the Employment Promotion multi-regional operative program.

The initial vocational training and education are financed both with public funds and contributions from private institutes and citizens. The total expenditure on education is defined as the set of funds intended for teaching (public and private) coming from public or private sources. The nature of the original financing agent is what determines the public or private character of expenditure on education and not the receiver at destiny.

Financing of vocational and continuing training refers us to the I National Continuing Training Agreement (1993-1996), with its two subsequent modifications, and to the Employment Plan that dedicates more than 75% of its budget to vocational training.

The new model of Continuing Training for employed (Royal Decree 1046/2003 of 1 August) established reductions in social security contributions for companies which train their employees, and gave small and medium-sized enterprises special treatment (the smaller the company, the greater the reductions).

The treasury, whether the educational administrations or others, provides the greater part of the total expenditure on education, which has undergone a large increase in the last two decades.

#### **0311 - EUROPEAN AND INTERNATIONAL DIMENSIONS**

The [Administrative Unit of the European Social Fund \(UAFSE\)](#) is the national authority, dependent on the Ministry of Labour and Social Affairs, in charge of the administration in Spain of the resources coming from the European Social Fund (ESF).

The Unit manages the distribution of ESF funds for the period 2000-2006 amongst the management bodies of the Autonomous Regions and the General Central Administration.

It channels ESF funds to Operational Programmes (OP), Single Programming Documents (SPD) and to Community Initiatives (CIP).

#### **EUROPEAN PROGRAMMES FOR EDUCATION AND TRAINING**

Although according to the Spanish Constitution of 1978 international co-operation is a power reserved to the State, the Autonomous Communities collaborate in the management of those announcements for aid addressed to certain decentralised actions. The general rules for these announcements, as well as the allocation of vacancies and the financial aid between Education Administrations, passed by the European Commission and other international institutions, are regulated by the [Ministry of Education and Science](#). The implementation of the [15 April Royal Decree 564/1987](#), which organised Spanish educational action overseas, laid the foundations of a new model aimed at increasing the possibilities of action of the Education Administration.

The Socrates Programme was approved by European Parliament Decision 819/95/CE in 1995 for a five-year period, and a second phase for the years 2000-2006 was established by Decision 253/2000 of the European Parliament and Council.

Within Spain the Socrates Agency (Agencia Sócrates) is entrusted with managing Spanish participation in this programme, along with other units of the Ministry of Education. The General Sub-directorate for European Programmes, in turn, is responsible for directing the National Socrates Agency, while at the same time fostering and developing European programmes regarding education.

It is worth noting the way the so-called Decentralised Actions, within the Comenius initiative, are managed, given the high level of decentralisation in Spain. The Autonomous Communities are responsible for announcing the aids and administering the applications, both from the establishments and teaching personnel. Once these steps are taken, the Spanish Socrates National Agency ratifies the applicants' participation, passes the submitted projects and establishes the financial contracts.

The Spanish Agency for the Leonardo Programme (the Action Programme for the development of a Vocational Training policy within the European Union.), attached to the Ministry of Education and Science, is responsible for the management of the Spanish participation in this programme. Measures under Leonardo are designed to support and complete member States' initiatives, while fully respecting their responsibility as regards Vocational Training contents and organisation.

Likewise, apart from the programmes mentioned above, the Ministry of Labour and Social Affairs and the [Ministry of Education and Science](#) co-operate with the following international organisations: [ILO](#), [OECD](#), Latin American Summits and [UNESCO](#).

#### **0312 - SOURCES AND REFERENCES**

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## GLOSSARY

BOE: Boletín Oficial del Estado  
Official state bulletin

CA/CC.AA. Comunidad Autónoma / Comunidades Autónomas  
Autonomous region / autonomous regions

CAP: Curso de Aptitud Pedagógica  
*Pedagogical Aptitude Course*

CCOO: Federación de Enseñanza de Comisiones Obreras  
*Federation of Teaching "Comisiones Obreras" Union*

CE:*European comisión*

ERO:*European Research Overview*

ESO: Enseñanza Secundaria Obligatoria  
*Compulsory Secondary Education*

FSE ESF: Fondo Social Europeo  
*Social European Fund*

ICE: Instituto de Ciencias de la Educación  
*Institute of Sciences of Education*

IES: Instituto de Enseñanza Secundaria  
*Institute of Secondary Education*

INCUAL: Instituto Nacional de Cualificaciones  
*National Institute of Qualifications*

MEC: Ministry of Education and Science

MTAS: Ministry of Labour and Social Affairs

NGO: Non Governmental Organisation

PLAN FIP: (National Plan for Training and Professional qualification).

PIF: Permisos individuales de Formación Individual Permits leaves

SNCP: Sistema Nacional de Cualificaciones Profesionales  
*National System of Profesional Qualifications.*

SPEE-INEM: (National Public Employment Service).

UE: Unión Europea  
*European Union*

UGT: Unión General de Trabajadores  
*General Union of Workers*

