



THEME 5:

Continuing education and training for adults in Spain

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05 - CONTINUING EDUCATION AND TRAINING FOR ADULTS

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

0501 - INTRODUCTION TO CONTINUING VOCATIONAL EDUCATION AND TRAINING (INCL. STATISTICS)

Education of adults within the scope of the Education Administration

The Education Administration in Spain is regulated by Article 3 of the Organic Law 1/1990, from 3 October, for General Enforcement in the Education System and is 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.

The education of adults within the scope of the Education Administration incorporates different training activities: a curricular option that allows all adults to receive training in all levels and programmes of the education system; an extracurricular option of great scope that comprises a heterogeneous series of training programmes; and lastly, a series of specific or extraordinary exams that allow adults to obtain academic and professional degrees, gaining them access to certain training programmes.

The basic level is structured in a single step, comprising the entire learning process from learning how to read and write to obtaining a Secondary Education diploma. In most Autonomous Communities, Basic Education for Adults is configured in three stages. The first two provide Initial Education, and the third one (Level III) is specially geared to obtaining the Secondary Education Diploma.

The strong points of this system include the great variety of programmes and the flexibility of their time schedule provided by the existing learning centres.

However, despite the large number of learning centres available in the country, the participation rates remain low while there are also participation inequalities among different social groups. As of the latest available source, in 2001-2002, there were 1,873 Learning Centres with a total of 10,223 teaching staff. In total, 367,066 students have participated in adult education courses in all levels. From those 4.3% were over the age of 20 (See table 1).

Learning Centres	1.873
Teaching staff	10.223
Students	367.066

Table 1. Number of learning centres, teaching staff, and student body. 2001/02 Academic Year. Data in advance

Vocational Training for the unemployed, within the scope of the Labour Administration

Vocational training for the unemployed is regulated by the Qualification Law, and Vocational Training laws.

The National Employment Institute (INEM), in collaboration with the Spanish Autonomous Communities have created the National Vocational Training and Placing Programme (FIP Programme). This is regulated by both the Royal Decree 631/1993, from 3 May which has been published on the BOE (Official State Gazette) on the 4th of May, and a Ministry Order from 13 April 1994, published on the BOE on the 28th of April. This programme was developed along with a series of amendments that partially modify this Order.

The above-mentioned Programme comprises a series of training actions geared to provide unemployed workers with the necessary qualifications required by the production system, in order to insert them in the work force.

The participation rates in these training courses have been increased significantly during the last 10 years. While in 1995 a total of only 76,710 people have been enrolled, in 2001 this figure has been multiplied and reached a total of 390, 563 people. It is worth to note as well that women participation has been increased progressively while every time less men attend these courses (See table 2).

The National Qualification and Vocational Training System aims at integrating the Vocational Training Offer of the FIP Programme with other training programmes. In this way the transparency of the assessment would be facilitated and it would be ensured the development of lifelong skills of the participants.

The above-mentioned offer currently consists of 28 Professional Families, which have been restructured and adapted to the jobs that presently exist in the labour market according to different methodological and organisational approaches.

Due to the transfer of vocational training for the unemployed to the Autonomous Communities, training opportunities are now more readily available to citizens. Despite this strong point, the lack of unity and standardisation of the training in offer leaves gaps in the quality insurance of their content and effectiveness.

National Training Programme and Vocational Placing						
Number of Students Enrolled in Courses of the FIP Programme by Sex						
	YEAR 1995 Participants and Rates		YEAR 2000 Participants and Rates		YEAR 2001 Participants and Rates	
Men	41.973	54,70 %	153.689	40,00 %	150.254	38,50 %
Women	34.737	45,30 %	230.415	60,00 %	240.309	61,50 %
TOTAL	76.710	100,00 %	384.104	100,00 %	390.563	100,00 %

Table 2. NUMBER OF STUDENTS ENROLLED IN COURSES OF THE FIP PROGRAMME BY SEX AND BY REFERENCE YEAR, 1995, 2000, 2001

Continuing Training for currently-employed workers

Continuing Training programmes for currently-employed workers share a common reference framework with initial and curricular Vocational Training programmes and Job Training programmes in the Education and Training System in Spain.

For the last ten years, the policy of the Spanish government on Continuing Training gave rise to the creation of the Continuing Training Foundation (FORCEM) in 1993.

This Foundation kept its original name until the Third National Agreement on Continuing Training (2000-2004), after which its name was changed to Tripartite Foundation for Training in Employment. Currently, it is managed by the most representative business and union organisations and by the Public Administration, represented by the Ministry of Labour and Social Affairs.

The continuing-training initiatives that are provided according to the 3rd Agreements are: Training Programmes, Complementary Actions to the Training, and Individual Training Leave.

A strong point of the current system of the continuing training for the employed workers is that training infrastructures have consolidated throughout the region, however the lack of standardisation of the courses consists a weak point of this system.

TRAINING INDICATORS ACCORDING TO PROGRAMME TYPE. 2001 ACADEMIC YEAR			
Programme Type	Training activities carried out	Trained participants	Hours spent training
Group Programme	11.488	498.002	17.504.574
Social Economy Programme	140	3.874	168.768
Enterprise Programme	14.004	449.078	12.051.045
Enterprise Group Programme	7.170	251.101	6.978.918
Course Offer Plan (except Intersect.)	8.805	387.067	16.167.279
Intersectoral Programme	2.155	174.447	9.391.867
TOTAL	43.762	1.763.569	62.262.451

Table 3. TRAINING INDICATORS FOR CURRENTLY EMPLOYED WORKERS ACCORDING TO PROGRAMME TYPE. 2001 ACADEMIC YEAR

Source: Tripartite Foundation database (2001 Call)

050101 - NATIONAL DEFINITIONS AND BOUNDARIES

In the face of the relative homogeneity of the content and length of the courses offered by Initial Vocational Training in Spain, the Adult Vocational Training offer of the Ministry of Education, Culture and Sports, in addition to being geared to adult groups, integrates different training activities: a curricular option that allows all adults to receive training in all levels and programmes of the education system; an extracurricular option of great scope that comprises a heterogeneous series of training programmes; and lastly, a series of specific or extraordinary exams that allow adults to obtain academic and professional degrees, gaining them access to certain training programmes.

The starting age for adult education in the Spanish education system is 16 years, the age at which compulsory education ends

As for Vocational Training (VT) for the unemployed, this group constitutes the first difference against Initial Vocational Training. Besides, the learning environment of VT, immersed in a work setting, is characterised by working with small groups, using active-participative methods, and keeping in mind the need for personalised attention to the students.

The age for accessing this type of training is determined by the authorised working age: 18 years old, or 16 with parental permission

Continuing Training for currently-employed workers is different from Initial VT and VT for the unemployed in that it is mandatory for anyone applying for this type of training to meet the condition of being currently employed.

As for teaching methodology, it is similar to the one used in Vocational Training for the unemployed.

050102 - DEVELOPMENT OF ADULT LEARNING

Education of adults within the scope of the Education Administration

From a historical perspective it can be said that in general, adult education in Spain was closely related to the fight against illiteracy practically up to the 70s. In 1950, the National Council Against Illiteracy was created, and four years later the adult education was organised into several different categories: literacy campaigns, supplemental education for people who have already acquired basic skills, cultural expansion and vocational education. In the 60s, the new necessities that derived from the economic development of the country led to an increased demand for training of workers. As a result, the Workers' Vocational Training Programme was created in 1964, which despite the fact did not secure great success, it remained operational for 10 years.

1970-1980

The General Education Law (LGE) of 1970 meant an important head start for Adult Education.. It formally regulated this type of education, establishing that in ordinary or specific Adult Education centres, adults could be enrolled in further training such as, improvement courses, qualification courses for promotion, updating knowledge and skills vocational re-adaptation, as well as cultural expansion.

In order to meet the forecasts of this Law, in 1973 the Continuing Adult Education Programme was created for the design of learning programmes and the development of activities in this field. The teaching guidelines for Continuing Adult Education at the General Basic Education level (EGB) established three reference stages, equivalent in both knowledge and use of instrumental techniques to the three stages that made up the old education level of the same name. Considering the characteristics of the student body, these stages were not distributed in regular courses of a set duration, but rather the learning centres should adapt the course contents and their delivery to the specific needs of the students.

Another characteristic of the 1970-80 decade was the boost of distance learning. Two institutions were created: the National Centre for Basic Distance Education (CENEBAD) and the National Institute for Secondary Distance Education (INBAD); these would be replaced in the following decade by a number of independent centres under the auspices of the different Education Administrations in the exercise of their authority.

1980-1990

During the 1980-90 decade there was a qualitative and quantitative expansion of the Adult Education offer, which derived from a growing demand for such courses. On the one hand, the Vocational Training offer was expanded, as well as the Technical-Vocational Training courses at Educational Workshops, etc. On the other hand, there was an increase in formal-education courses, geared to obtaining the basic diplomas that allowed students to continue their education. Likewise, the model for the General Education Law (LGE) was revised so as Adult Education centres would cease to be exclusively providers of curricular courses, and would become the driving forces and invigorators of a broader educational offer.

With the enactment in 1990 of the Law on General Ordering of the Education System (LOGSE), a new legal framework was created for Adult Education in Spain.

LOGSE developed a new education concept based on the idea of lifelong learning, recognising continuing education as the basic principle of the education system. This law proposed that students should acquire the necessary skills in order to be able to learn on their own and facilitated the access of adults to a number of education programmes. The Third Article of this Law is devoted to Adult Education giving it equal treatment as the other types of learning of the education system.

Taking the general framework established by LOGSE as a model, the different Education Administrations regulated Adult Education within their jurisdiction.

1990-currently

In the year 2002, the Organic Law for Quality Education (LOCE) was approved. Its third article is devoted to Adult Education within the framework of continuing education.

At the present Autonomous and Central Educational Administrations try together to establish guidelines to launch the Law for Quality Education (LOCE).

Vocational Training for Unemployed and Currently-Employed Workers

In Spain, up to the 1990s, there was no terminological distinction between training for currently-employed workers and unemployed workers, since both were comprised into vocational training. Public programmes that promoted workers' training were subject to the actions of the same institutions. Although these two categories were separated during the 1990s, the one that would later be called "vocational training" was closer related to the public policies of the 1980s, which in turn inherited the institutions of the 1960s.

What was known as Adult Professional Training emerged at the end of the 1950s, influenced by the French institution ANIFRMO; it provided six-month-long job-training courses. However, the great socio-economic transformations of the 1960s and the big movement of the rural population towards the cities seeking work at factories and services, emerged the need for a more permanent infrastructure that would take care of the qualification needs of the rural population. This gave rise to the creation in 1964 of the Workers' Professional Promotion Programme (PPO).

In 1973, responding to the close links between employment and vocational training, the SEAF-PPO (Employment and Vocational Training Service - Workers' Professional Promotion) was created, which was incorporated as a new institution to the National Employment Institute (1978).

Vocational Training (for unemployed and currently-employed workers) experienced a new boost in 1985 with the creation of the National Vocational Training and Placing Programme (FIP Programme). This was developed by the National Employment Institute (INEM) and financed by the National Budget and the European Social Fund. This brought along a considerable increase in the number of course participants, reaching a maximum of 350,000 successful students in 1988.

In 1993, a new FIP Programme (National Vocational Training and Placing Programme) devoted exclusively to the unemployed was approved. The training of currently-employed workers from that year on was taken over by the Foundation for Continuing Training (FORCEM), which was created at the request of the General Council of Professional Training through the Tripartite Agreement on Continuing Training. This Foundation kept its original name until the Third National Agreement on Continuing Training [BOE (Official State Gazette) February 2001], after which its name was changed to Tripartite Foundation for Training in Employment.

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

Unemployed workers continued to be trained by the National Employment Institute (INEM). Although, a gradual process of decentralisation took place throughout the 1990s, in which the Autonomous Communities took over the management and implementation of Vocational Training for this group.

050103 - EVALUATION

Education and vocational training of adults within the scope of the Education Administration

Vocational training of adults in the Education Administration

The Article 105 of the 2002 Organic Law for Quality Education (LOCE) deals with the control of the Education System in order to ensure that the objectives of the latter are properly fulfilled

Vocational Training for Unemployed and Currently-Employed Workers

As regards programme assessment, special attention is paid to the following: on the one hand, a general assessment measured by the fulfilment of the set objectives, and their coherence with the results; on the other, and based on the participants of the training course, a measure of their satisfaction, acquired skills, and transfer possibilities.

In the case of training for the unemployed, assessment criteria includes monitoring of job placing and return to the workforce of the students who participated in the programme.

Lastly, and in the case of training for currently-employed workers, the impact of the training on the organisation is measured (production increase, improvement on the quality of the processes, etc.).

050104 - PLANNING AND FORECASTING

Detecting training needs has always been, and still is, one of the most common tools used in Vocational Training for the Unemployed, as well as in Continuing Vocational Training for currently-employed workers, to design, plan, and determine the contents of the different training activities.

Aiming at the detection of emerging training needs in the labour market that may serve as a reference during the inclusion of material in the courses' syllabi, the 18th Additional Provision, (LOGSE - Official State Gazette 4 October 1990) states that the Government would approve a National Programme for Labour Market Needs Research that would include a qualification programme for job seekers (to verify the applicant's professional skills), and a Permanent Monitoring Programme (Observatorio Permanente de las Ocupaciones) to keep track of job evolution (to determine qualitative and quantitative training needs).

In the elaboration and execution of the above-mentioned National Programme, a number of education and labour administrations would collaborate.

Since the labour market is complex and has multiple levels of analysis, the Permanent Monitoring Programme (Observatorio Permanente de las Ocupaciones) focused its attention on both qualitative and quantitative research, taking into account the territorial and sectorial dispersion where the data is obtained.

Basic functions of Permanent Monitoring Programme are as follows:

To get to know the labour market, its evolution, and the factors that determine its behaviour.

To study aspects that greatly influence employment, such as: capital investment, infrastructure and communications projects, types of enterprises being established, etc. This way, it is possible to detect new job sources.

To monitor job placing and return to the workforce of students who participated in vocational training courses.

To provide information about any changes in job descriptions, and to detect how these changes affect job offers, both in professional requirements and professional profiles included in the new recruiting criteria.

To analyse the unique characteristics of each territory and establish basic profiles for recruitment, job seekers, jobs and activities, vocational training, etc. These profiles, along with other relevant information, help to configure a regional economy profile.

To periodically analyse the training and employment needs that result from social change, technological innovation, or the development of new ways of working, organising, and managing.

In addition, and due to the changing nature of the subjects taught by Vocational Training programmes, it becomes necessary to find a need-detecting methodology that takes into account the situation of the production sector in question, its transformations and their extent, as well as its trends and compatibility with other sectors.

To that effect, the first actions are geared towards obtaining updated information about any changes in the production sectors, in order to adapt the training courses offered to those changes.

050105 - ALTERNATIVES MODES OF DELIVERY

Education of adults within the scope of general education

Education that focuses on personal development

Its most defining characteristics are: flexibility in order to the organisation of learning time ; the integrating nature of the training offer (aimed at improving the quality of life of the participants and their personal development), and a more group-related conception of the learning process.

Educational Workshops

The Educational Workshops aim at teaching adults a profession, and then finding them a job in that profession. They are defined as providing technical-professional education in Educational Workshops. The courses they offer depend on the demands of professional skills in the regional settings in which these centres are located, as well as on the relationships established between these centres and other entities in the area, such as the city hall, business organisations, etc.

Vocational Training for unemployed and currently-employed workers

Experimental programme on training, orientation, and technological support for obtaining professional certifications

This Programme consists of a computer application that is set up online in a "Virtual Classroom" learning environment, which allows participants (usually unemployed workers) to use distance-learning resources, find information, and communicate with one another.

Complementary measures for the training programmes

These are research projects financed by the Tripartite Foundation for Training in Employment, which consist of pilot programmes that use innovative pedagogy; surveys that detect training needs, and the creation of tools and/or methodology that can be applied to Continuing Training.

A public announcement is made annually to determine the training and methodological needs whose study and implementation are considered necessary to improve the operation and effectiveness of Continuing Training for currently-employed workers.

05010501 - OPEN AND DISTANCE LEARNING

Mentor Classroom (www.mentor.mecd.es) is an initiative of the Ministry of Education, Culture and Sports that offers open and distance-learning via the Internet, with more than 70 courses to choose from, all of them within the scope of lifelong learning. They are directed to adults outside of the Education System, and aim at updating their skills in a number of professional fields, with an emphasis on Information and Communications Technology (TIC) and its application within the labour market. The students that have participated so far (more than 57,000) are quite homogeneously distributed as regards their previous education experience: university graduates (33 %), vocational training (21 %), secondary-school education (22 %) and primary education (24 %).

The Courses that are currently being offered, with permanently-open registration, are:

- Introduction to Computers
- Office computerisation
- Networks and equipment
- Internet
- Programming
- Design and desktop publishing
- Web design
- Natural Environment
- Audio-visual Communication
- Education
- Health Education
- SMEs (Small and Medium-Sized Enterprises)
- Electronics

Students attending these courses will not obtain a degree or diploma, but a certificate, since these are non-credit courses.

05010502 - E-LEARNING

Education of adults within the scope of general education

When it comes to Adult Education, the Mentor Classroom initiative is mainly distributed online. It can be defined as a resource centre, equipped with computers, connection to the Internet, computer programs, material and tutoring by an administrator.

The Educative Administration requires only an attendance session to participants to pass a level test.

The courses offered, and the target groups are:

- Introduction to Computers
- Office computerisation
- Networks and equipment
- Internet
- Programming
- Design and desktop publishing
- Web design
- Natural Environment
- Audio-visual Communication
- Education
- Health Education
- SMEs (Small and Medium-Sized Enterprises)
- Electronics

Vocational Training for the unemployed

As regards vocational training on electronics for the unemployed, we must point out the initiatives of the INFO 21 Programme, by which the National Employment Institute (INEM), through a series of agreements signed with collaborating entities, promotes Vocational Training in the field of Information and Communications Technology (ICT).

The National Employment Institute (INEM) has proceeded to pay for the training courses and practical classes that correspond to the programmes. Also, employment contracts between participating enterprises and students that have passed the training courses are being monitored.

Also arranged by the National Employment Institute (INEM) through the General Department of Vocational Training Management, and/in relation to the Experimental programme on training, orientation, and telematic support for vocational certificates the Examinations board for vocational certificates approved the computerised use of test materials for the different Vocational Field Profiles, as well as a Programme for generating, applying, grading the tests, and generating reports on the tested subjects and groups.

05010503 - NEW LEARNING ENVIRONMENTS (INCL. LEARNING ORGANISATIONS)

For Adult Education, Mentor Classroom programme creates learning centres, always in collaboration with other institutions, to bring training opportunities closer to citizens, ensuring that this public service reaches people who do not have regular access to a computer, or do not have the necessary basic skills to take advantage of the courses. To this end, a collaboration agreement was established among 11 Autonomous Communities (1 more is still in the process of signing), 40 city halls, and 3 non-profit organisations, as well as 4 Latin American Ministries of Education.

The classrooms (some 270) are located in adult centres, city halls, the offices of non-profit organisations, prisons, and in the administrative offices of the Ministries, in order to train their personnel. There is even a mobile classroom that takes care of students that live in small towns.

The Alba Project: Improvement on women's hirability linked to basic (curricular) and vocational training. This project is part of the Leonardo Da Vinci Community Programme for the encouragement of Vocational Training. It aims at improving the hirability of adult women without a degree, and promotes the co-ordination between Basic Education and Vocational Training.

This project is promoted by the Women's Institute, in collaboration with the Ministry of Education, Culture and Sports; the National Employment Institute (INEM), and the National Qualification Institute.

In Spain, the term Training Organisation is not used to refer to enterprises.

Individual Training Leaves (PIF) are an initiative of Continuing Training for currently-employed workers 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.

05010504 - FLEXIBILISATION AND DIFFERENTIATION

Education of adults within the scope of general education

In adult education, the nature itself of the material being taught –basic education, technical-vocational, open education – greatly define the methodology that should be used. From conventional classrooms with small student-teacher ratios in the case of remedial education, to vocational workshops in the case of technical-vocational training and practical modules.

Unforeseen changes and events get a response in the form of new syllabi for upcoming courses, if the situation in question persists.

Vocational Training for unemployed and currently-employed workers

Vocational Training for the unemployed and Continuing Training for currently-employed workers are unconventional training methods that work with small groups, using active-participative methods and keeping in mind the need for personalised attention to the students: training is carried out at workplaces, homes, and enterprises.

The annual vocational training calendar depends on the evolution of the labour market in terms of job supply and demand. The calendar for continuing training for currently-employed workers follows the same criteria and is prepared by the Tripartite Commissions.

In the case of Vocational Training for the unemployed, a permanent monitoring programme is implemented to watch job evolution at the national level, and in the different Autonomous Communities, which carry out surveys before the process of detecting training needs.

O502 - PUBLICLY PROMOTED CVET FOR ALL (INCL. STATISTICS)

The offer of Adult Education courses integrates different training activities: a curricular option that allows all adults to receive training in all levels and programmes of the education system; an extracurricular option of great scope that comprises a heterogeneous series of training programmes; and lastly, a series of specific or extraordinary exams that allow adults to obtain academic and professional degrees, gaining them access to certain training programmes.

1999-2000 Schoolyear (*)

	Number of Students
Initial Education - Basic Education	136.319
Training to obtain a Primary School Diploma	110.117
Secondary Education for Adults	45.060
Preparation for non-credit examinations. Vocational Training.I	44.428
Spanish as a second language	13.739
Educational Workshop Training	6.650
Other Programmes	80.291
TOTAL	437.234

Source: Statistics Office (MECD)

CLASSIFICATION BY AGE AND GENDER			
	Women	Men	Both sexes
16-19	19.185	26.153	45.338
20-24	27.339	20.644	47.983
25-34	26.592	14.041	40.633
35-44	47.779	17.503	65.282
45-54	17.637	3.455	21.092
55-64	55.611	6.204	61.815
65 and older	9.620	1.411	11.301
Not distributed	82.178	61.882	144.000
TOTAL	285.941	151.293	437.234

TOTAL TEACHERS	9.774
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(*) Canary Islands not included
Source: Statistics Office (MECD).

2001-2002 Schoolyear (**)

	Number of Students
Initial Education - Basic Education	193.707

Training to obtain a Primary School Diploma	44.050
Secondary Education for Adults	56.146
University Access for people older than 25	4.953
Spanish as a second language	20.368
Technical-Vocational Education	47.842
TOTAL	367.066

TOTAL TEACHERS	10.223
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(**) Information related to Catalonia not included. Does not include the students attending non-credit courses taught within this training offer. For the Autonomous Community of Valencia, the data used is from the 2000/01 academic year.

Source: Statistics Office (MECD).

050201 - TARGET GROUPS AND PROVISION

Basic Education for adults

Basic adult education aims at providing basic cultural elements to the students, so they can improve their chances of personal success, and find a way to insert themselves in different social environments. The training itinerary of these programmes is not meant to be followed in its entirety by every participant, but rather it is a flexible system that the student can join at any of its levels, depending on individual skills and experience.

The implementation process of these training programmes varies greatly from one Autonomous Community to the next, both in their timetables and in their organisation. Keep in mind that this process, which runs parallel to the rest of the Spanish Education System, turned the former School Graduate diploma that was taught by regular school teachers into a Secondary Education Diploma, taught by Secondary Education professors. This meant an increase in the price of these public programmes, since more qualified professionals had to be hired. As a result, different policies have been enforced in different Autonomous Communities, going from a gradual expansion of the new course offer to the entire network of adult education centres – like it is the case in Madrid – to the withdrawal of the offer from those centres, leaving it only at Secondary Education Institutes – like it is the case in Andalusia.

The curricular contents of Initial Schoolings of Basic Education for Adults respond to the general objectives established for each level into which they are divided.

Level I studies are provided exclusively in the class attendance mode and their duration may vary according to the student's needs. The time is structured into 12 weekly periods. Level II studies may involve class attendance or distance education. They may be studied in one or two school years, in 16 weekly periods, according to students' needs. The shortest class period is 45 minutes long. Every week a period is devoted to counselling and tutorial activities.

Higher Secondary Education

In the Spanish education system, higher secondary education plays a triple role: to improve general education; to provide academic counselling, and to prepare students for higher education, both college careers and vocational degrees. At present, two organizational models are provided: in model A the subjects of the two years of Baccalaureate are distributed and grouped for each modality into three blocks, each of which is taught in one academic year. Model B is offered under the same general organisation as the mainstream or daytime system, therefore lasting two academic years.

Higher Secondary Education Night School

Higher Secondary Night Schools offered at Secondary Education Institutes (IES). The offer of this initiative is practically nominal, available at major cities only.

In addition to the admission requisites established for Higher Secondary night school, for Distance Higher Secondary Education participants must also be Spanish citizens residing abroad. Distance Higher Secondary Ed. is also available at certain authorised Secondary Education Institutes.

Entrance examinations prep courses for different education levels

Public adult education centres managed by the Education Administration, as well as some private centres, are beginning to offer entrance exams prep courses for Regular and Higher Education programmes of Vocational Training.

University entrance examinations for people older than 25

People who pass these exams should register at the university of their choice. The university itself organises a series of Initiation and Orientation Courses to provide the skills needed for success at the university level. These courses have a minimum length of six weeks, and should end before the beginning of the following academic year. They are organised in such a way that attendance is compatible with regular work hours, in order to make it easier for

participating working adults to carry out both their work and their education simultaneously. Attendance to these courses is mandatory, and the certificate it grants is required when registering at the university.

Royal Decree 704/1999 limits university access to people older than 25 to a 3% of the total student body. It must be pointed out that with this limit, access is no longer direct, but conditioned. This way, once the entrance exams have been passed, entrance to the university depends on the percentage of applicants that request entrance to the same career. If applicants exceed the 3% of the quota for that career, passing applicant with the lower marks will be eliminated.

Language courses

Official Language Courses classify under Special Education. Students taking these courses may be teenagers, young adults, or adults, although most of them belong to the latter group. Language courses are taught at the Official Language Schools (EOI).

These Official Language Courses are divided into two levels that last for five years and are, in turn, divided into two cycles (elementary and advanced).

Official Language Schools promote the study of European languages and of the official languages of Spain.

Non-credit education

Education that focuses on personal development

In order to enforce the Organic Law for Quality Education (LOCE), public adult learning centres offer a variety of courses that aim at improving personal development; providing the capacity to participate in different aspects of social, cultural, and political life within society; teach a better use of leisure time; immerse the student in the world of Information and Communications Technology, and provide extracurricular study of foreign languages. This type of education is usually organised depending on the characteristics of the student body and its demands.

Contents vary: music, theatre, cinema, health care, computer technology, foreign languages, natural environment, visual arts, etc. Its most defining characteristics are: flexibility; the integrating nature of the training offer (aimed at improving the quality of life of the participants and their personal development), and a more group-related conception of the learning process. The most frequent participants are housewives.

Mentor Project

Flexibility is a characteristic of this project, students begin classes when they wish, set up the duration of the course depending on the difficulty, and take the exams whenever they deem it appropriate. Likewise, the courses can be interrupted at any time (temporary employment), to be resumed later. This guarantees a high level of efficiency in students from all kinds of different cultural backgrounds, with a strong set of previously-learned skills.

Spanish as a second language

The accelerating immigrant influx in Spain has a growing repercussion on adult education programmes. One of the first needs of immigrants in Spain is to learn Spanish. Initially, this need was covered by non-profit organisations directed to immigration. At present, due to the growing demand, these non-profit organisations have found it impossible to take care of everyone; for this reason, public adult education centres have incorporated this offer. Coverage is largely unequal from one region to the next; even the tradition and duration of this type of offer vary greatly. In fact, these programmes depend on the socio-economic characteristics of the region in question.

Educational Workshops

The Educational Workshops aim at teaching adults a profession, and then finding them a job in that profession. They are defined as providing technical-professional education in Educational Workshops. The courses they offer depend on the demands that exist for certain types of professional skills in the regional settings in which these centres are located, as well as on the relationships established between these centres and other entities in the area, such as the city hall, business organisations.

At present there are nearly 55 Educational Workshops distributed across Spain, where a number of training programmes are carried out, including Graphic Arts and Design, Hotel Management, Enology, Health Care Studies, Image and Sound, etc.

050202 - PROVIDERS

In the Law on General Ordering of the Education System (LOGSE) of 1990, and in its subsequent legislative development, it is established that Vocational Education for Adults may be taught at ordinary or specific learning centres, both public and private, either in classrooms or through distance learning.

The public provision of the class attendance mode is fulfilled in both ordinary establishments and specific Adult Education establishments. In the case of the former, courses are given in the so-called Adult Education classrooms, usually in public Primary Education schools and in Secondary Education establishments. Nonetheless, other establishments, property of the Town or Municipal Council, etc. may also be used. These courses are part-time and usually are run in the evening.

The semi-attendance mode combines in-classroom and distance learning, and is geared to those who, for a variety of circumstances, are not able to make it regularly to the centre. It uses a many different means of communications for the distance portion of the course, combined with in-classroom orientation activities, tutoring, and practical exercises.

Some Autonomous Communities have established, in addition, a semi-attendance mode of teaching; this is the case of Galicia, Andalusia, Valencia and the Canary Islands.

Distance Education Schools:

Centro Gallego De Educación Básica A Distancia (Epa)
www.xunta.es/galicia2004/gl/14_01_01.htm

Centro De Educación Permanente De Adultos (Epa)
Instituto Vasco De Bachillerato A Distancia (Ubei-Ivbad)
www.hezkuntza.ejgv.euskadi.net/r43-573/es/contenidos/informacion/dic11/es_2051/c11_c.html

Centro De Educación Básica A Distancia (Cebad)
www.hezkuntza.ejgv.euskadi.net/r43-573/es/contenidos/informacion/dic1/es_2041/c1_c.html

Instituto De Bachillerato A Distancia De La Comunidad Valenciana
www.gva.es/cidaj/cas/c-normas/reglamentos/d105-2001.htm

Centro Especifico De Educación A Distancia-Ceed
www.cult.gva.es

Centro De Educación A Distancia Las Palmas
www.educa.rcanaria.es/General/Legislacion/scripts/Resolucion.asp?Id=2025

Tenerife Centro De Educación A Distancia Cead
www.educa.rcanaria.es/General/Legislacion/scripts/Resolucion.asp?Id=2157

Universidad De Educación A Distancia (Uned)
www.uned.es/webuned/home.htm

Instituto Provincial De Formación De Adultos De Cádiz (Ipfa)
www.juntadeandalucia.es/averroes/ipfacadiz/ipfa.htm

Instituto Provincial De Formación De Adultos De Córdoba (Ipfa)
www.juntadeandalucia.es/averroes/

Instituto Provincial De Formación De Adultos De Granada (Ipfa)
www.juntadeandalucia.es/averroes/~18111111/index2.htm

Instituto Provincial De Formación De Adultos De Jaén (Ipfa)
<http://www.juntadeandalucia.es/averroes/ipfajaen/index2.htm>

Instituto Provincial De Formación De Adultos De Sevilla (Ipfa)
www.juntadeandalucia.es/averroes/concurso2002/index02_presentados.php3

Instituto Provincial De Formación De Adultos De Huelva (IPFA)
www.ipfahuelva.com

Instituto Catalán De Enseñanza Secundaria A Distancia
www.xtec.es/centres/a8045203/icesd0.htm

Instituto De Bachillerato A Distancia De Navarra-Inabad
www.pnte.cfnavarra.es/eus/ikastetxeak/inabad.pamplona.htm

050203 - ACCESS

Basic Education for Adults

Initial training for Basic Education for Adults is directed to people older than 18 who do not have elementary instrumental skills. Nonetheless, some Autonomous Communities have established that their Provincial Delegation (with a previous report from Education Inspectors) may authorise access to this type of distance programme to those older than 16 and under 18 who, due to exceptional circumstances, may not attend regular classes.

Level I, or Literacy Programme, is destined to those people who need to acquire basic skills in reading, writing, and arithmetic. Level II, or Consolidation of Technical and Instrumental Skills, is directed to people with no previous degrees or diplomas (whose education level is inferior to what is obtained after passing the 6th grade of primary ed. or equivalent) who wish to access Secondary Education for Adults, or be successful in their Vocational Training.

Secondary Education for Adults

Distance Higher Secondary Education and Night School.

Night School, like Distance Higher Secondary Ed., is meant for those people who, while having a Secondary Education Diploma, may not attend regular classes. Specifically, this choice is open to people who are older than 18, and for those over 16 who can demonstrate to the learning centre's principal that they have exceptional circumstances that keep them from attending regular classes.

050204 - QUALITY ASSURANCE

The Organic Law for the Participation, Assessment, and Management of Learning Centres (LOPEG) of 1995 provides for education inspections, and establishes that Autonomous Communities must carry out inspections in all of their centres, services, programmes and activities, both public and private. Each Autonomous Community is responsible for organising and implementing its own technical inspection system.

Title III of the Organic Law for Quality Education (LOCE) of 2002 is devoted to Adult Education, treating it similarly than the rest of education programmes in the system. It thus establishes that education inspections should be carried out by Public Administration powers, within their territorial scope, and in compliance with the basic policies that regulate this issue.

Article 105 of the above-mentioned law (LOCE) states the functions of education inspections, which are carried out on all elements and aspects of the Education System.

The functions that are trusted to the Technical Inspection team reveal a double purpose:

To advise and support the teaching community and the Administrative Institutions about aspects that improve the quality of the system, collaborating in need detection and encouraging pedagogic innovation, teachers' improvement, and the implementation of reforms.

To control and assess the education system, in order to ensure the fulfilment of its objectives.

0503 - TRAINING FOR UNEMPLOYED PEOPLE AND OTHERS VULNERABLE TO EXCLUSION IN THE LABOUR MARKET (INCL. STAT. GFGF)

Within the framework of the vocational training offer regulated by the Law of Qualifications and Vocational Training, the National Employment Institute (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.

The National Vocational Training and Placing Programme comprises a set of Vocational Training activities directed to unemployed workers, to provide them with the necessary skills required by the labour market and to find them employment, when they lack specific Vocational Training, or their qualifications are insufficient or inadequate. The following groups will have preferential access to National Vocational Training and Placing Programme activities:

1. Unemployed workers who draw unemployment benefits.
2. Unemployed workers older than 25 years of age, specially those who have been in unemployment for more than a year.
3. Unemployed workers under 25 years of age, who lost a previous job in which they worked for at least 6 months.
4. Unemployed workers who find it specially difficult to enter the labour market, in particular women who wish to return to an active life, disabled people, and immigrants.
5. First-job seekers when a given enterprise makes a commitment to hire a minimum of 70% of successfully trained students.

Access to training activities under the National Vocational Training and Placing Programme are guaranteed by the above-mentioned selection priorities and by subsequent regulation modifications that introduce new priorities (see the objectives of the National Employment Action Programme), always respecting those preferences listed on the Royal Decree 631/1993.

The National Employment Action Programme 2002 states the active policies of the labour market through a series of specific measures that will be implemented in Spain, including those regarding Vocational Training and continuing education.

The Programme has four horizontal objectives:

- A. Global and coherent strategies for education and lifelong learning.
- B. Development of a global collaboration between Member States and social partners.
- C. Policy administration.
- D. Development of common indicators.

Its structure is based on four pillars:

1. Hirability
2. Business spirit
3. Versatility
4. Equal opportunity

Vocational Training measures are contained mainly in Pillar I and Horizontal Objective A.

050301 - TARGET GROUPS AND PROVISION

In the scope of vocational training for the unemployed, we can point out specific measures directed to target groups for whom it is specially hard to find a job:

Young unemployed people:

Training and enterprise-promotion courses

Objective: To train participants on how to start their own business

Programme "European Union Youth" (2002-2006)

Objective: To improve the quality of training for young adults, in order to increase their chances of finding a job, and their active participation in society.

Forum Injuve

Objective: To analyse specific areas that are interesting to young people, proposing specific actions on the part of the public administration.

Co-operating Youth Programme

Objective: To transmit young people the aims and purposes of co-operation, offering them practical training opportunities and professional experience.

Young People's Cyberspace

Objective: To provide Internet access in places that promote learning and getting together.

Long-term unemployed workers:

Their training is the same as that of regular unemployed workers, but they have preferential access to the programmes.

Disabled workers:

Vocational training at Special Centres, and Social Integration programmes.

Objective: To train disabled workers so that they are able to secure a position in the labour market and integrate them back into society.

Ethnic or linguistic minorities:

Access to courses for the unemployed, with access privileges and financial aid.

Objective: To train them for a job in an equal opportunity environment, encouraging their adaptation to our country through complementary language and culture education.

Old workers:

They may access the general course offer for the unemployed and are considered a priority group.

Women that return to the workforce:

Technical Pre-Training Activities

C-Test Project: Virtual Centre for TeleServices, whose main objective is to promote female employment through training in new technologies, telework, and teletraining.

Training for the creation and consolidation of enterprises, whose objective is to train businesswomen, or future businesswomen.

Innovative training courses for unemployed women, whose objective is to promote job placing for unemployed women in different sectors of the labour market.

Teletraining in New Technologies, whose objective is to train unemployed women in different computer-related professions, with different levels of complexity.

Active Policies of Employment in Spain do have a training component. This kind of Training is provided on three levels: National, Autonomous, and Municipal.

050302 – PROVIDERS

Vocational training courses that are included in the National Vocational Training and Placing Programme (FIP Plan) are arranged by this programme's own management; in other words, the National Employment Institute (INEM) and the Autonomous Communities have delegated the management of this activity. The courses are taught at learning centres owned by the National Employment Institute (INEM) or by the corresponding Autonomous Community, with their own learning materials and a teaching staff.

Collaborating learning centres can also carry out training activities included in the National Vocational Training and Placing Programme. A collaborating learning centre is any training facility whose capacity to provide vocational training is recognised by the National Employment Institute (INEM), or by the corresponding Autonomous Community.

Both public and private facilities can be collaborating learning centres for vocational training, including enterprises, institutions, organisations, business associations, trade union organisations, etc., as long as they are able to teach vocational training courses on officially approved specialities.

Courses carried out by different mentioned providers and covered by the FIP Plan fall under one of the programme headings listed below:

Vocational training for the unemployed:

Training for the under-25s

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

Training for the over-25s

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

Vocational training for other groups

- training for disabled people;

- training for migrants;
- training for members of the armed forces;
- training for persons in custody;
- training for other groups.
- Training for trainers

050303 - ACCESS

The following groups will have preferential access to National Vocational Training and Placing Programme activities:

1. Unemployed workers who draw unemployment benefits.
2. Unemployed workers older than 25 years of age, specially those who have been in unemployment for more than a year.
3. Unemployed workers under 25 years of age, who lost a previous job in which they worked for at least 6 months.
4. Unemployed workers who find it specially difficult to enter the labour market, in particular women who wish to return to an active life, disabled people, and immigrants.
5. First-job seekers when a given enterprise makes a commitment to hire a minimum of 70% of successfully trained students.

National Vocational Training and Placing Programme participants enjoy free tuition, as well as risk insurance in the case of any accidents that may result from attending the courses. They will also be eligible for the following aid:

Transport, board and lodging

Scholarships, in the case of disabled unemployed workers

Vocational Training courses of the National Vocational Training and Placing Programme may be in-classroom or distance learning.

Admission criteria varies according to the course's objective and its admission profile. Participants must be people that are registered in the public employment service, or who wish to find a better job. Technical and professional skills may also be required.

050304 - QUALITY ASSURANCE

Due to Spain's socio-political organisation, which was previously discussed, Quality Control for vocational training varies from one Autonomous Community to the next.

Basically, the most frequently-used resources for quality control are:

ISO Regulations adapted to vocational training

EFQM Excellence Model adapted to vocational training

Student Satisfaction Surveys

According to the technical characteristics of the desired quality channels, control may be self-assessed, aiming at a continuous improvement. It may be carried out by an external entity, for diagnosis and readjustment. It may also be a quality control process to improve particular elements of the training activities.

0504 - CVET AT THE INITIATIVE OF ENTERPRISES OR SOCIAL PARTNERS (INCL. STATISTICS)

Tripartite Foundation for Training in Employment

For the last ten years, the policy of the Spanish government on Continuing Training gave rise to the creation of the Continuing Training Foundation (FORCEM) in 1993. This foundation was created to manage vocational training for currently-employed workers, which until then was part of the National Vocational Training and Placing Programme (FIP Programme) that also included unemployed workers. From this time on (1993) and as a consequence of the First National Agreement on Continuing Training (1993-1996) the management of continuing training was in the hands of the FORCEM Foundation, whose board of directors was bipartite (enterprises and trade unions).

This Foundation kept its original name until the Third National Agreement on Continuing Training (2000-2004), after which its name was changed to Tripartite Foundation for Training in Employment, managed by the most representative business and union organisations, and by the Public Administration, represented by the Ministry of Labour and Social Affairs.

In the Third Agreements mentioned above, the general principle is to consider Continuing Training as an essential instrument to guarantee lifelong training, the adaptation of workers and enterprises to a new society based on skills, and the maintenance of hirability in the face of changes and mutations of traditional production processes.

The first article of the above-mentioned agreement defines Continuing Training as a set of Training Activities developed by enterprises, workers, or trade unions through mechanisms outlined in the agreement. These activities aim at the improvement of skills and qualifications of currently-employed workers, making it compatible for enterprises to become more competitive, while at the same time providing individual training to employees.

Hobetuz

The signing of the Inter-professional Tripartite Agreements on Continuing Training in the Autonomous Community of the Basque Country in September, 1995, between the Basque Enterprise Confederation Confebask, the trade unions Centrales Sindicales E.L.A., CC.OO., U.G.T., L.A.B. and the Basque Government lead to the creation of Hobetuz - Basque Foundation for Continuing Vocational Training - Langileen Prestakuntzarako Euskal Fundazioa.

There have been several official calls for training courses, corresponding to the last academic years.

Statistics of the Tripartite Foundation for Training in Employment

2001 ACADEMIC YEAR. TRAINED PARTICIPANTS, BY AGE GROUP				
	Men	%	Women	%
16 to 19 years of age	10.674	1,04	11.997	1,62
20 to 24 years of age	78.402	7,66	97.383	13,16
25 to 54 years of age	87.3 816	85,37	607.794	82,14
55 and older	60.692	5,93	22.811	3,08
TOTAL	1.023.584	100,00	739.985	100,00

Source: Tripartite Foundation database (data until 28/8/03)

2001 PUBLIC ANNOUNCEMENT FOR PUBLIC SECTOR EMPLOYMENT		
	Men	Women
Public Administration	5.577	5.398

Source: Tripartite Foundation database (data until 28/8/03)

TRAINING INDICATORS ACCORDING TO PROGRAMME TYPE. 2001 ACADEMIC YEAR			
Programme Type	Training activities carried out	Trained participants	Hours spent training
Group Programme	11.488	498.002	17.504.574
Social Economy Programme	140	3.874	168.768
Enterprise Programme	14.004	449.078	12.051.045
Enterprise Group Programme	7.170	251.101	6.978.918
Course Offer Plan (except Intersectoral)	8.805	387.067	16.167.279
Intersectoral Programme	2.155	174.447	9.391.867
TOTAL	43.762	1.763.569	62.262.451

Source: Tripartite Foundation database (data 28/8/03)

Hobetuz Statistics

YEAR 2001		
	Number of Participants HOBETUZ	% against total adult population CAPV
15-24	7.417	2,70
15-64	62.639	4,27
25-34	22.683	6,56
25-64	55.222	4,63
35-49	23.983	5,02
50-64 years	8.556	2,33

Source: Foundation HOBETUZ

TOTAL	% MEN	% WOMEN
	64.84	35.16

Source: Foundation HOBETUZ

DEGREE LEVEL	% OF PARTICIPANTS
1: School dropout	3,23
2: Primary Education	11,07
3: School graduate	11,43

4: V.T. I	11,02
5: V.T. II	19,26
6: BUP-COU	10,23
7: Diploma	13,88
8: University Degree	19,88

Source: Foundation HOBETUZ

CATEGORIES	% OF PARTICIPANTS
Private sector employees	85,54
Public sector employees	4,04
Self-employed workers	10,42

Source: Foundation HOBETUZ

050401 - MEASURES TO GUARANTEE PROVISION IN ENTERPRISES

Starting in the year 2001 with the signing of the Third National Agreement on Continuing Training, and the Third Tripartite Agreement that finances the system, a new tripartite management period began for Continuing Training, shared by Business Organisations, Trade Unions, and the Public Administration, in order to promote lifelong learning in production sectors as an active employment measure.

This strategy, in addition to considering the current situation of the Spanish labour market, is structured on the basis of the advice of the European Union and the International Agreements of the ILO endorsed by Spain.

During this period, a series of initiatives are carried out, very similar in nature to those from the 1993-2000 period, to promote vocational training for currently-employed workers in enterprises. There were, however, some differences in both nature and content.

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).

Under the new system, companies planning to provide continuing training automatically receive a credit to finance it, and may then begin training actions. They must report on their actions at the beginning and end of training courses, though are not required (as previously) to draw up a training plan to justify their actions. They must obtain a favourable opinion on their training activities from workers' representatives. If companies fail to meet the legal requirements for the training provided, or to obtain a favourable opinion from their workers' representatives, they must return the credit.

In short, the new configuration of the initiatives is as follows:

ANNOUNCEMENT OF DEMAND

Clearly directed to promoting training initiatives of the enterprise networks, in order to improve workers' skills and qualifications, making it compatible for enterprises to become more competitive, while at the same time providing individual training to employees.

It comprises the following initiatives:

Enterprise Programmes Directed to enterprises with 100 employees or more. Applicants are usually enterprises that make their own programme, and those that, while not reaching 100 employees, do demonstrate their disadvantage when applying for a Group Programme.

Enterprise Group Programmes Directed to enterprises with 100 employees or more than can demonstrate the following conditions: that they consolidate their balances; that they are formed by affiliated enterprises of the same parent organisation, or that they share a common board of directors.

The applicant must be the parent enterprise.

Group Programmes Directed to sectors, for two enterprises or more of the same sector that provide employment to a minimum of 40 participating workers.

May be requested by: enterprises that apply on their own or representing others from the same sector; the most representative business associations and trade unions, as well as those that are representative in territories or sectors that are equal or superior to the ones enrolled in the programme; bipartite state foundations that are created or protected by sectorial group negotiations; Co-operatives or Labour Organisations with major sectorial presence that is equal or greater than those of the enterprises and groups that participate in the programme.

Specific Social Economy Programmes. Directed to Co-operatives and/or Labour Societies that, with out belonging to the same sector, respond to training needs that derive from the same legal nature, or have common needs.

May be applied for by Co-operative Federations and Confederations, as well as Labour Societies of major presence in the social economy, within the national or regional framework in which the programme is conceived.

Public Announcement

Directed to public employment, the contents of vocational training activities under General Offer and Intersectoral Programmes should be aimed at the improvement of workers' skills and qualifications that can be transferred horizontally and transversally to different sectors of activity. They include two types of initiative:

General Offer Programmes. They are presented by the following institutions, in order to train workers on the above-mentioned aspects: the Business Organisations and/or Trade Unions with the most representation in the

corresponding territorial setting; bipartite foundations that are created or protected by sectorial group negotiations at the national level; Co-operative Federations, Confederations, and Organisations, as well as Labour Societies with major sectorial presence that is equal or greater than those of workers that participate in the programme; non-profit organisations that aim at training target groups that find it specially difficult to keep a job: women, the disabled, and workers over 45 years of age.

Intersectoral Programmes Presented by those Business Organisations and/or Trade Unions with the most representation in the corresponding territorial setting.

We must point out that in the Autonomous Community of the Basque Country, a number of mechanisms were established since the mid 1990s to manage vocational training for currently-employed workers, and to prepare the necessary conditions for this training to be as extended and effective as possible.

HOBETUZ has been making annual Financial Aid Announcements for Continuing Training. Through this mechanism, financial aid is distributed for the implementation of Training Programmes that relate to a particular enterprise, or group of enterprises.

Financial aid is granted to highly effective Training Programmes that produce a major impact in the improvement of workers' skills in areas that are relevant to the organisations that device such programs, and given that they are conceived as a series of training activities based on a previous assessment process, which determined training necessities in the labour market. In addition, the following factors are considered: the size of the group to which training is directed; the amount of training hours planned; the financial effort of the applicant, etc.

Special support is given to Training Needs Diagnostics, which make an integral analysis of any current imbalance between skills, knowledge, and attitude of the members of an organisation, and what is actually needed in order to guarantee the future of the organisation.

050402 - MEASURES TO SUPPORT TRAINING IN SMEs

Initiatives linked to Course Supply and Demand plans support vocational training at Small and Medium Enterprises SMEs. In particular, Group Programmes and Social Economy Programmes are the ones that have among their objectives, contents, and training priorities the specific mission of promoting access to continuing training to employees of small enterprises.

The nature of these initiatives makes it easier for small enterprises to access the Continuing Training Subsystem. To this end, the parameters of the Offer allow those organisations and entities that plan and design Training Programmes to consider, include and give special attention to training activities for employees of small enterprises

Royal Decree 1406/2003, approved on 1 August, regulates a new arrangement of the Continuing Training model. Some of the measures that it includes are specially geared to try to favour greater unity and access for SMEs, an effort that was drawn from the Continuing Training Subsystem through Group Programmes.

The new legislation guarantees the inclusion in continuing training of priority groups as identified by the European Social Fund- such as workers in SMEs, women, people with disabilities, people over the age of 45 and unskilled workers.

The measures outlined in the text that can favour SMEs the most are those that aim at maintaining and reinforcing business associations to organise training programmes. To this end, article 11 provides a new framework of information, consulting, and technical support to aid these programmes, organised by the new National Foundation for Vocational Training at the Workplace (which was especially created for this purpose), with the collaboration of other business organisations and trade unions, as well as vocational learning centres that will try to spread knowledge about these aids, as well as favour the creation of small business associations.

The implementation of Programme Contracts and of bonuses to increase vocational training at the workplace are measures that, favour the granting of financial aid to smaller enterprises.

The Financial Aid Announcements for Continuing Training managed by Hobetuz in the Autonomous Community of the Basque Country includes as an objective to promote vocational training in this type of enterprise, which means: the consideration of their applications as priority; positive discrimination when it comes to the formula for determining the amount of financial aid to be granted; the establishment of lower "investing effort" (financial contribution of the enterprise to the Training Programme, not covered by the financial aid) than that of bigger enterprises.

As a strong point, we must point out that the existing model for Continuing Training has generated a dynamics that brings information about financial aid to the production lines. Through grouping vocational training plans for small enterprises, the administration has been successful in reducing access obstacles.

As weak points, we will point out two elements. Access on one hand; while efforts have been made to that end, according to available data we still are not able to establish access rates at those strata where there is sufficient training coverage. On the other hand, training time on work hours is a factor that makes it difficult to carry out vocational training programmes, since at many times it is not easily available. In SMEs, this problem is even greater.

050403 - MEASURES TO SUPPORT TRAINING FOR ENTERPRISES IN SPECIFIC ECONOMIC SECTORS

The work of Sectorial Peer Commissions (SPC from now on) as monitoring entities outlined on the Third National As strong points we should mention that social dialogue about vocational training within sectors has resulted in vocational training in those sectors becoming a subject of great projection in Labour Relations.

In addition, a series of subsequent agreements have created new agreements in specific sectors, leading to the creation of new entities, organisms, and foundations that dedicate human and material resources to developing vocational training within their sectors. In this line we must mention sectors of great tradition in the Spanish economy such as the Metal Industry and the Construction Industry, as well as the Social Economy sector, since the Third National Agreement on Continuing Training.

As a weak point, we must mention the existence of sub-sectorial activities and new production environments that have not yet accessed the system, and therefore their needs have not been assessed.

050404 - SOCIAL PARTNER BASED SCHEMES TO SUPPORT NON-JOB RELATED TRAINING

Education plans that are unrelated to employment still constitute a minor activity, in relation to the total vocational training activities carried out by the social partners' vocational organisations.

Said activities do not have public financial support, as do other types of projects related to job placing and adaptation to the workplace. However, we must remember that this is an emerging field of training, focused on personal growth, and of great demand in Spain.

0505 - CVET AT THE INITIATIVE OF THE INDIVIDUAL (STATISTICS)

Individual Training Leaves (PIF) are an initiative of Continuing Training for currently-employed workers 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.

INDIVIDUAL TRAINING LEAVES (PIF) APPLIED FOR AND APPROVED, HOURS ASKED FOR AND APPROVED, ACCORDING TO THE DIPLOMA OR DEGREE IN QUESTION 2001 ACADEMIC YEAR						
DEGREE OR DIPLOMA IN QUESTION	NUMBER OF PIFS REQUESTED	%	HOURS ASKED FOR	NUMBER OF PIFS REQUESTED	%	HOURS APPROVED
Doctoral Thesis	11	0,8	1.978	11	1,0	1.978
Doctorate Courses	27	1,9	3.656	24	2,1	3.137
Postgraduate courses / Masters	324	22,8	41.641	270	23,4	35.013
University degree / Advanced Engineering	448	31,5	63.588	391	33,8	54.365
Diploma / Technical Engineering	301	21,2	42.342	262	22,7	38.297
University access for people older than 25	10	0,7	1.333	5	0,4	727
COU	2	0,1	430	2	0,2	400
Higher Secondary Education	2	0,1	400	2	0,2	400
Vocational Training	72	5,1	10.250	62	5,4	8.631
ESO	1	0,1	200	0	0,0	0
Primary Ed / School Graduate	-	-	-	-	-	-
Official Language School	91	6,4	11.172	84	7,3	10.656
Official Certifications	30	2,1	4.603	26	2,2	4.115
Other degrees	74	5,2	7.995	17	1,5	2.323
To be determined	27	1,9	3.126	0	0,0	0
TOTAL	1.420	100,0	192.714	1.156	100,0	160.041

Source: Tripartite Foundation database (data until 28/8/03)

The following data corresponds to training programmes that were financed by HOBETUZ, regarding currently-employed workers in the Autonomous Community of the Basque Country (CAPV). These Training Programmes are directed to workers in a personal basis.

YEAR 2001		
	Number of participants HOBETUZ	% against total adult population CAPV
15-24	2.296	0,84
15-64	11.801	0,80
25-34	5.386	1,56
25-64	9.505	0,78
35-49	3.536	0,74
50-64 years	583	0,16

TOTAL	% MEN	% WOMEN
	63,93	36,07

DEGREE LEVEL	% OF PARTICIPANTS
1: School dropout	1,62
2: Primary Education	7,21
3: School graduate	11,75
4: V.T. I	13,14
5: V.T. II	31,20
6: BUP-COU	10,10
7: Diploma	12,21
8: University Degree	12,78

Source: Foundation HOBETUZ

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