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IMPLEMENTATION OF THE INTERNATIONAL COVENANT ON  
ECONOMIC, SOCIAL AND CULTURAL RIGHTS

Reports submitted in accordance with Council resolution 1988 (LX)  
by States parties to the Covenant, concerning rights covered by  
articles 13 to 15

SPAIN

[7 October 1982]

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## I. INTRODUCTION

This report, which was prepared by the Ministerial Departments of Education and Science, of Culture and of Labour and Social Security, describes the measures adopted and the progress achieved in Spain with a view to ensuring respect for the rights recognized in articles 13, 14 and 15 of the International Covenant on Economic, Social and Cultural Rights since its entry into force in Spain (30 April 1977).

The contribution of the Ministry of Education and Science consists of a systematic summary of the report presented at the thirty-eighth session of the International Conference on Education (Geneva, September 1981) and of other reports and documents. The summary deals with the most significant developments in the Spanish educational system, particularly for the school years 1979/80 and 1980/81.

The most important innovations were made during this period as a start was made on implementing the specific provisions on education set forth in the Constitution of 1978 and other provisions relating to the new territorial organization of the State which have a considerable impact on the educational system.

For example, with regard to non-university education the Educational Institutions Act of 19 June 1980 carried further the constitutional provisions governing freedom of education (in its three aspects: academic freedom, freedom to establish institutions and freedom to attend the institution of one's choice) and the participation of the educational community in school management. This Act also introduces a number of important changes, such as those relating to the selection and appointment of the head of an educational institution for which there is a widely publicized competitive procedure based on the principles of merit and ability.

As an integral part of the political system re-established throughout the country, the principle that education should be directed towards preparing people for life in a free and democratic society and, accordingly, that the school system should foster tolerance at the earliest possible age was also further developed in Spanish law during the same period.

To this end, rules have been issued to govern the inclusion of education designed to foster a community spirit in the curriculum of the second stage of basic general education (ages 11 to 14) and instruction on the constitutional laws and regulations, particularly with regard to individual rights and duties, in secondary education and vocational training.

As to religious freedom, which is also sanctioned by the Constitution, a series of provisions ensures that this principle is fully implemented in the educational system. According to these provisions, an individual may choose between instruction in his or her professed religion and ethical and moral instruction.

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In the field of higher education, the University Autonomy Act, which is being debated in Parliament also pursuant to a constitutional mandate, at the time this report is being prepared, will radically change the existing regulations governing universities. The purpose of the new Act is to bring the universities into closer conformity with "today's society".

These changes are indicative of a number of new trends in the Spanish educational system. In addition, another change may be expected with the reform of secondary education. The study phase of this reform, which will be followed by an extensive national debate, also began during the period under consideration. The ultimate aim of this reform is to bring the educational system more into line with life as it is by improving its response to the needs and demands of society.

#### 11. RIGHTS TO EDUCATION AND CULTURE IN THE 1978 CONSTITUTION

Article 27 of the Constitution adopted at the end of 1978 contains the following general principles concerning the educational system and process:

- (a) Everyone has the right to education. Freedom of education is recognized;
- (b) The aim of education shall be the full development of the human personality, with respect for the democratic principles of coexistence and for fundamental rights and freedoms;
- (c) The public authorities shall guarantee the right of parents to ensure that their children receive religious and moral instruction consistent with their own beliefs;
- (d) Basic education shall be compulsory and free of charge;
- (e) The public authorities shall guarantee the right of everyone to education through the overall organization of education, with the effective participation of all the sectors concerned and the setting up of educational institutions;
- (f) The freedom of individuals and legal entities to set up educational institutions is recognized, subject to compliance with constitutional principles;
- (g) Teachers, parents and, as appropriate, students shall participate in the supervision and management of all institutions maintained by the Administration with public funds, in the manner established by law;
- (h) The public authorities shall inspect and standardize the educational system in order to guarantee compliance with the law;
- (i) The public authorities shall assist those educational institutions which fulfil the requirements established by law;
- (j) The autonomy of universities is recognized, in the form prescribed by law.

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Article 20 of the Constitution guarantees the right to freedom of expression by recognizing explicitly in subparagraph (c) the right to academic freedom, and article 44 establishes the rights relating to culture and sciences:

(a) The public authorities shall promote and protect access to culture, to which everyone is entitled;

(b) The public authorities shall promote science and scientific and technical research in the general interest.

### III. ARTICLE 13: RIGHT TO EDUCATION

A. Measures taken to promote the full realization of the right of everyone to education with a view to achieving the full development of the human personality, respect for human rights and fundamental freedoms and the development of human rights teaching

The full development of the human personality, which is the aim of education, should be achieved subject to compliance with democratic principles and fundamental rights and freedoms (art. 27, para. 2, of the Constitution).

Accordingly, instruction on and the promotion of a community spirit and knowledge about the fundamental rights and freedoms of the individual should be part of education.

#### 1. Basic general education

As regards basic general education (BGE), education in ethics and civics has been included in the curriculum of the second stage in accordance with the Order of 6 October 1978 (Official Gazette of 13 October), which establishes the guidelines for education in ethics and civics at the second stage of BGE.

Until 1976 the problem of the study of civics by children and young people had not been seriously dealt with. However, in 1976, a subject entitled "Education to foster a community spirit" was introduced experimentally for a two-year period in the BGE curriculum.

Since the school year 1978/79, a series of subjects relating to ethics and civics have been a permanent part of the social studies courses offered during the second stage of BGE. The above-mentioned Ministerial Order of 6 October 1978 prescribes the following general objective in this connection:

"To prepare students for the exercise and respect of the rights and duties of citizenship, of democratic freedoms and fundamental human rights".

This general objective is then subdivided into 10 other objectives, only one of which concerns cognition, while the others refer to the acquisition of values, attitudes and behavioural patterns.

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Subjects are arranged in groups of three: in sixth grade, pupils study the general aspects of community living, and its moral and legal foundations, human communities (family, school, nation, etc.) and social conflicts; in seventh grade, they study democracy, human rights, the Spanish Constitution and international institutions; and, in eighth grade, self-fulfilment, work, ideology and political parties, world peace and solidarity among peoples.

A number of individual and group teaching methods have also been suggested with a view to enabling teachers to adapt this material to specific circumstances. However, particular emphasis has been placed on the need to ensure that it is the school environment itself which promotes attitudes of respect, tolerance, participation, responsibility and comradeship:

"The school should be organized as a community which encourages the inculcation of these positive attitudes and behavioural patterns. Success in this area will depend not so much on the acquisition of programmed knowledge as on the quality of the interpersonal relationships that characterize the institution, on the relationships that teachers establish with their students and seek to foster among students, both inside and outside the classroom, and on the school's openness towards the surrounding community."

All these guidelines are in the legislation, although it is still too early to determine to what extent they have been put into practice in schools. Since this material is not considered a subject in the curriculum, it is obviously difficult to apply, for its application involves the entire educational institution, its organization, its atmosphere and all its staff, and this is much less simple than introducing a new subject. The attainment of attitudinal and behavioural objectives also requires teaching methods and grading procedures that are different from those usually used in schools which are more accustomed to imparting and evaluating knowledge.

## 2. Secondary education

Teaching on constitutional laws and regulations has been introduced in secondary education - for the baccalaureate as a subject of philosophy and history and in vocational training as part of humanistic studies - in accordance with the following instruments:

(a) Circular No. 4, issued by the Department of Secondary Education on 20 September 1979, which governs teaching on constitutional laws and regulations in first-level vocational training institutions;

(b) Circular No. 5, issued by the Department of Secondary Education on 20 September 1979, which governs teaching on constitutional laws and regulations in baccalaureate institutions;

(c) Resolution, adopted by the Department of Secondary Education, which governs teaching on constitutional laws and regulations in baccalaureate and vocational training institutions for the academic year 1981/82;

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(d) Circular, issued by the Ministry of Education on 2 January 1982, concerning teaching on human rights and the Constitution.

Act No. 19/1979 of 3 October governs teaching on constitutional laws and regulations in baccalaureate and first-level vocational training institutions. Article 2 of the Act states that "such teaching shall be provided as part of the social studies for the baccalaureate and as part of the general studies in vocational training" and article 3 provides that it is to be directed primarily towards providing students with adequate information about the rights and freedoms embodied in the Spanish Constitution and in international treaties and agreements ratified by Spain and about the organization and territorial structure of jurisdiction in the Spanish State. The same Act (final provision) authorizes the Government to develop legislation in accordance with the criteria of educational and scientific rationality.

However, the Act stipulates only what the general content of such instruction should be and the fact that it should be part of social studies for the baccalaureate and of general studies in vocational training. It does not govern other aspects, such as the nature of the instruction provided (whether it is a separate subject or included in curricula encompassing other subjects), teachers' qualifications or the schedule of classes. The Government has the authority to develop these aspects in accordance with the above-mentioned criteria of educational and scientific rationality.

Elaborating on this Act, the circular issued by the Department of Secondary Education on 20 September 1979 stipulates that teaching on constitutional laws and regulations is to be provided during the third year for the baccalaureate but is not to constitute a separate subject on which the student may be graded. According to the circular, the Philosophy Seminar is to devote the necessary attention to the preliminary part and to part I, chapters I and II, of the Spanish Constitution. These topics are to be studied as part of the normal schedule of classes and closely linked with topic 14 (man's social dimension: social structures) and topic 17 (justice and law: human rights).

The Geography and History Seminar is to be responsible for the courses on the other topics dealt with in the Spanish Constitution. Particular attention is to be devoted to the constitutional organization and territorial structure of jurisdiction in the Spanish State, to the international treaties and agreements ratified by Spain and to any other aspects that may help to improve students' knowledge of the organization of Spanish society and the rights and duties on which the social order is based. (To fulfil this new function, the schedule for the third year of geography and history studies is to be extended to five hours per week.)

As in the case of the Unified and Polyvalent Baccalaureate (UPB) level described earlier, the Department of Secondary Education issued a circular (No. 4 of 20 September 1979) for supplementing the existing legislation on the basis of the same above-mentioned criteria. According to this circular, teaching on constitutional laws and regulations is to be provided during the second year of first-level vocational training, but not as a separate subject for grading

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purposes. It is to be included in humanistic studies and is basically identical to the subject-matter provided for the UPB. In order to cover this new material, the schedule for the second year of humanistic studies in first-level vocational training is to be extended to three hours a week.

B. Measures adopted to promote the effective participation of all persons in a free society

1. Participation in the organization and management of the school system

The purposes of education can be better and more readily adapted to the interests and needs of the population by establishing channels for participation in the organization and operation of the school system which allow such interests and needs to be expressed.

Article 27 of the Spanish Constitution, reproduced above, provides for effective participation by all sectors concerned in the overall organization of education.

Besides this participation in the overall organization, the Educational Institutions Act governs participation by the education community (teachers, parents, non-teaching staff of institutions and students) in the supervision and management of all public educational institutions and also in the private institutions subsidized by the Government. (At the BGE level, 30.6 per cent of schools are private of which 54.87 per cent are subsidized.)

In the case of State schools, the faculty is the body through which teachers participate actively in the schools. Thus the faculty, among its other functions, plans the school's educational activities and, together with the parents' association, draws up the regulations governing the internal life of each school.

Without prejudice to the specific mandate of the principal, the management of a school is the responsibility no longer of one person but of a group. In practice the board of management assumes primary responsibility for the operation of each school. This board, headed by the principal, is made up of representatives of the teaching staff, parents, non-teaching staff and pupils in the second stage of basic general education. In schools of this level and the pre-school level, in respect of which local authorities have certain obligations, the municipality is also represented on the board.

2. Educational Institutions Act

The Act was ratified by Organic Law 5/1980 of the Head of State on 19 June. It governs the legal régime and organization of public and private educational institutions and the rights and duties of students.

Pursuant to this law, the following decrees have been issued:

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(a) Royal Decree 1275/1981 of 19 June (Official Gazette of 29 June), which lays down the procedure for selecting and appointing the heads of institutions, in accordance with the criteria of merit, seniority and prior announcement of the respective vacancy;

(b) Royal Decree 2762/1980 of 4 December (Official Gazette of 24 December) which governs the procedure for electing representatives to the bodies administering educational institutions, and for the establishment and renewal of such bodies.

Furthermore, the Constitutional Tribunal's ruling of 13 February 1981 declares the above law to be unconstitutional and that the following articles are therefore null and void:

(a) Articles 34.2, and 34.3 (b), in respect of institutions maintained by the government with public funds;

(b) Article 18.1;

(c) Supplementary provision No. 3, with respect to articles 24.2 and 3, 25.3, 26, 27, 28.1 and 2, 30 and 31.

C. Statistical data on the implementation of the right to fundamental education

1. Statistical data on pre-school education

In the pre-school sector there are 35,610 institutions, of which 20,535 are public and 15,075 are private, i.e., 57.7 per cent and 42.3 per cent of the total respectively.

There are 1,309,174 school places, of which 738,179 are public and 571,005 private, representing 56 per cent and 44 per cent of the total respectively. The share of the public sector in this kind of education continues to increase. There are 35,588 teachers, of whom 57 per cent are in public and 43 per cent in private schools.

There are 1,182,425 pre-school pupils, of whom 123,913 (2 and 3 years of age) are in nursery school and 1,058,512 (4 or 5 years of age) are in kindergarten. They represent 10 per cent and 90 per cent respectively of the total. The public schools have 12,665 nursery school pupils (10 per cent of the total enrolment at that level) and private schools 111,248 pupils (the remaining 90 per cent). As regards the kindergarten level, the public schools predominate with 638,673 pupils, i.e. 60 per cent of the total, and there are 419,839 in private schools, i.e. 40 per cent.

There is a total enrolment of 651,338 pupils in public pre-school institutions and 531,087 in private institutions, i.e. 55 per cent and 45 per cent respectively.

In the public and private schools taken together there are 32.2 pupils per class; the ratio drops to 32 in the public schools and rises to 35.1 in the private schools.

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The pre-school enrolment rate is 45.2 per cent of the children aged 2 to 5. The enrolment rate for nursery schools is 9.75 per cent of the children aged 2 to 3. For those aged 4 to 5 in kindergarten, the rate is 79.8 per cent.

## 2. Statistical data on basic general education (BGE)

During the school year 1980/81 basic general education was provided in 176,573 schools, of which 119,573 are public (68 per cent) and 56,851 private (32 per cent). There were 6,528,572 school places, of which 4,305,510 were in public schools (66 per cent) and the remaining 34 per cent, i.e., 2,223,062 in the private sector.

BGE employed 187,945 teachers, of whom 121,658 worked in public (65 per cent) and 66,287 in private schools (35 per cent). The number of pupils enrolled was 5,606,452. Of those, 63 per cent attended public and the remaining 37 per cent private schools.

The number of pupils per class in BGE was 31.7 for the schools as a whole. The discrepancy between the public and private sectors should be noted. In the public sector there were 29.7 pupils per class as against over 36 in the private sector.

The gross enrolment rate was 107.46 per cent. It was over 100 per cent because it included among the pupils children aged 5 to over 13 (there were some repeaters), although the range covered was only those aged 6 to 13. This apparent anomaly generally occurs in the data of countries which have achieved full enrolment, as is clear from the UNESCO Statistical Yearbook.

Under the Ministerial Order of 25 April 1975, article 8.1, pupils in the second stage may repeat a year when "it is considered that the shortcomings noted are such as to hinder severely the pupil's normal progress", while in the first stage pupils are allowed to move up to the next year and supplementary remedial instruction is provided.

The total number of repeaters in the two stages was 457,841 (8 per cent of total enrolment), i.e., 261,670 boys (9 per cent) and 196,171 girls (7 per cent). They accounted for 11 per cent of the enrolment in public schools and 4 per cent in private schools; the latter figure may be due both to the better quality of private education and to the laxer entrance requirements.

The difference between the percentages of repeaters in the first and second stages is also significant (6.4 per cent in the first, and 11.3 per cent in the second stage).

Of all pupils finishing their studies in the academic year 1980/81, 405,677 were awarded diplomas and 244,416 attendance certificates, which means that only 62.4 per cent of those completing BGE did so successfully.

According to the analyses and evaluations carried out by the Department of Basic Education concerning the high number of pupils who failed to obtain the diploma on completing BGE there are two broad categories of reasons:

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(a) Circumstantial reasons which may be summed up simply as the inclusion over the last 10 years of a high percentage of pupils who previously had not even attended school; structural deficiencies (6 per cent of pupils enrolled at substandard schools, although there were some 5,000 boys' schools, girls' schools and co-educational schools in existence); the incomplete training and specialization of teachers; and the poor distributions of teaching posts;

(b) Failure of curricula and courses to meet the objectives and needs of basic education which must provide all Spaniards with a general education (see the basic document published on the BGE reserved programmes).

### 3. Statistical data on lifelong adult education

The lifelong adult education programme is equivalent to BGE: it encompasses 1,348 institutions, of which 825 are public (61 per cent) and 523 private (39 per cent), with 46,211 places, of which 28,462 are public and 17,749 private.

At this level there are 1,506 teachers, 824 in public and 782 in private institutions (55 per cent and 45 per cent respectively) and 66,530 students are enrolled, of whom 53,552 (80 per cent) are in public and 12,978 (20 per cent) in private institutions.

In adult education there are 49.4 students per class (65 in the public and 25 in the private sector).

### 4. Statistical data on special education

Special education is provided in national colleges which are separate from the other specific schools and comprise 3,271 classes, of which 2,900 are public and 371 private, i.e. 89 and 11 per cent of the total, respectively.

There are 50,101 places for special education in the regular schools, of which 45,069 are in public and 5,032 in private schools, i.e. 90 and 10 per cent of the total, respectively.

There are 3,268 teachers, 2,901 in public and 367 in private schools, i.e. 89 and 11 per cent of the total, respectively. A total of 40,245 pupils are enrolled in the special education sector, 36,258 in public and 3,987 in private schools, i.e. 90 and 10 per cent of the total, respectively.

Each special education class has, on the average, 12.3 pupils, which comes very close to the public school average of 12.5 and is higher than the private school average of 10.7.

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Table 1. School year 1980/81: pre-school education, basic general education, special education and lifelong adult education; national summary

Category	Type of school		
	Total	Public	Private
<b>I. Schools, classes, school places, teachers and other staff</b>			
Total schools	23 891	16 744	7 147
Of which pre-school	2 984	1 191	1 793
Number of subsidized private schools	4 182	-	4 182
Number of classes:			
Pre-school education	35 610	20 535	15 075
Basic general education	176 424	119 573	56 851
Special education	3 271	2 900	371
Lifelong adult education equivalent to BGE	1 348	825	523
Number of school places:			
Pre-school education	1 309 174	738 169	571 005
Basic general education	6 528 572	4 305 510	2 223 062
Special education	50 101	45 069	5 032
Lifelong adult education equivalent to BGE	46 211	28 462	17 749
Number of teachers and teaching principals in:			
Pre-school education	35 588	20 522	15 066
Basic general education			
First stage	112 879	77 306	35 573
Second stage	75 066	44 352	30 714
Total	187 945	121 658	66 287
Special education	3 268	2 901	367
Lifelong adult education equivalent to BGE	1 506	824	682

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Table 1 (continued)

Category	Type of school		
	Total	Public	Private
<b>General teaching staff assigned to schools</b>			
Non-teaching principals	2 781	1 247	1 534
Teaching principals	8 518	4 512	4 006
Principals of nursery schools and kindergartens	209	149	60
Teachers for recreational activities in nursery schools and kindergartens	1 243	986	257
Physical education teachers	4 342	734	3 608
Other teaching staff	6 036	1 668	4 368
<b>General staff assigned to schools</b>			
Non-teaching specialized staff	3 533	710	2 823
Administrative staff	6 374	256	6 118
Auxiliary staff	18 374	5 117	13 257
Other staff	5 223	1 716	3 507
<b>II. Auxiliary services</b>			
<b>Student residences</b>			
Number of places	112 341	40 424	71 917
Number of students	71 667	32 559	39 108
<b>School refectories</b>			
Number of places	888 404	496 456	391 948
Number of students	790 098	470 402	319 696
Daily average of students transported	676 149	382 611	293 538
<b>III. Pupils enrolled by level and year</b>			
<b>Pre-school education</b>			
<b>Nursery schools</b>			
Boys	61 022	6 614	54 408
Girls	62 891	6 051	56 840

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Table 1 (continued)

Category	Type of school		
	Total	Public	Private
<b>Kindergartens</b>			
Boys	528 373	337 612	190 761
Girls	530 139	301 061	229 078
Total pre-school education	1 182 425	651 338	531 087
<b>Basic general education</b>			
<b>Boys</b>			
First year	391 221	266 389	124 832
Second year	370 840	250 068	120 772
Third year	367 583	247 282	120 301
Fourth year	362 578	243 708	118 870
Fifth year	363 866	245 032	118 834
Sixth year	386 132	261 445	124 687
Seventh year	337 101	214 076	123 025
Eighth year	287 407	167 133	120 274
Total	2 866 728	1 895 133	971 595
<b>Girls</b>			
First year	364 467	225 880	138 587
Second year	350 409	215 617	134 792
Third year	348 043	212 340	135 703
Fourth year	344 380	208 980	135 400
Fifth year	346 236	211 569	134 667
Sixth year	361 502	223 486	138 016
Seventh year	330 248	194 451	135 797
Eighth year	294 439	162 380	132 059
Total	2 739 724	1 654 703	1 085 021
<b>Total</b>			
First year	755 688	492 269	263 419
Second year	721 249	465 685	255 564
Third year	715 626	459 622	256 004
Fourth year	706 958	452 688	254 270
Fifth year	710 102	456 601	253 501
Sixth year	747 634	484 931	262 703

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Table 1 (continued)

Category	Type of school		
	Total	Public	Private
Seventh year	667 349	408 527	258 822
Eighth year	581 846	329 513	252 333
Total pupils in BGE	5 606 452	3 549 836	2 056 616
Special education			
Boys	24 398	21 978	2 420
Girls	15 847	14 280	1 567
Total	40 245	36 258	3 987
Lifelong adult education			
First level (years 1 and 2 of BGE)	11 606	10 213	1 393
Second level (years 3, 4 and 5)	14 453	12 268	2 185
Third level (years 6, 7 and 8)	40 471	31 071	9 400
Total	66 530	53 552	12 978

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5. Statistical data on secondary education and the University Orientation Course

Enrolment in secondary education and the University Orientation (or pre-university) Course (UOC), which grew rapidly during the 1970s, reached a peak of 1,538,153 students during the school year 1970/71. Following that date there was a steady overall decline until 1974/75, when enrolment seemed to level out. Taking the Higher Baccalaureate and the Unified and Polyvalent Baccalaureate (UPB) together, almost without exception the increase from year to year grew steadily smaller as from 1971/72; by 1980/81 there was a definite decrease, since the figure was negative for the first time (-0.6).

During the school year 1980/81 teaching in secondary education and the UOC was spread over 2,445 institutions, of which 1,004 were public schools as defined by Organic Law 5/1980 governing the Educational Institutions Act. This Law defines public schools as "those governed by public authorities exercising full jurisdiction in educational administration and those other territorial authorities to which the aforesaid authorities transfer such jurisdiction" (44 per cent of the total). Of the 1,004 public schools, 968 were secondary and 36 extension schools. The remaining 70 comprised 48 accredited, 14 approved and 8 independent schools.

Some 1,371 schools, or 56 per cent of the total, were in the private sector; of these, 49 per cent were sponsored by the Catholic Church, 48 per cent by private enterprise and the remaining 3 per cent by other agencies. They can be classified as follows: 96 per cent were accredited, 3 per cent approved and the remaining 1 per cent independent.

There were 66,160 teachers at this level, of whom 41,454, or 62.6 per cent taught in public and 24,706, or 37.4 per cent in private schools. The student/teacher ratio was 18.5 to 1 in public and 19 to 1 in private schools.

With regard to the administrative status of teachers in public schools, institutes and extensions, 72 per cent were heads of department and other permanent teaching staff, 12 per cent were teachers of special subjects and the remaining 16 per cent were temporary and on contract. It should be pointed out that this latter group, which accounted for up to 33 per cent of all teachers, has levelled off since the school year 1979/80 at 15-16 per cent. Forty-nine per cent of all teachers in the public and 45 per cent in the private schools were women.

During the school year 1980/81, total enrolment in the UPB course and the UOC stood at 1,091,197 students (an increase of 3 per cent over the preceding year). The absolute and relative increases tended to grow smaller from the outset, which seems to confirm that in Spain the demand for the UPB had peaked or was peaking in the current social and economic situation.

Of the total enrolment mentioned above, 583,655 students, or 53 per cent, were women.

With regard to secondary-school enrolment, 43.2 per cent of the population aged 14 to 16 were enrolled in the UPB and 34.3 per cent of all those aged 17 were enrolled in the UOC. Total secondary-school enrolment was 41 per cent.

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According to the General Education Law, education is compulsory up to the age of 16, which means that all those aged 14 and 15 should be enrolled in the first two years of the UPB programme and the first level of vocational training if the law is to be enforced. In the first two years of the UPB there were 613,700 students, to which must be added those enrolled in first-level vocational training (396,261 students), for a total enrolment of 1,009,961 students; this implies that 76 per cent of all those aged 14 and 15 were meeting their legal obligation (or, in other words, that there was a group comprising 24 per cent of all 14- and 15-year-olds that remained outside the system and that in this respect the legislation was being disregarded).

On the other hand, if the students who, during the school years 1978/79 and 1979/80 had already begun their secondary education are compared with those who had already completed their studies, it will be found that somewhat more than 56 per cent had completed the UPB on schedule (which in turn means that 44 out of every 100 students enrolled in the first year dropped out of school or fell behind in their studies).

In 1980/81, 223,982 students (53 per cent of whom were women) were enrolled in the UOC, 73 per cent of all students having passed from the previous year (1979/80). Assuming a percentage of passes comparable to those of previous years, approximately 170,000 students would have completed the UOC in 1980/81, a figure significantly higher than the 19,383 who graduated in 1979/80 in vocational training (80 per cent in the first level, 15 per cent in the intermediate level and 5 per cent in the industrial diploma course). This suggests that the educational system sends twice as many graduates on to universities or higher education in general, than it prepares for mid-level careers or entry into the labour market.

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Table 2. Secondary education: comparative data for the school years 1980/81 and 1979/80

	1980/81	1979/80	Difference	Index number (1979/80 = 100)	
<b>Schools</b>					
Total .....	2 445	2 425	20	101	
Public .....	1 004	-	-	-	
State .....	-	956	-	-	
Private .....	1 441	-	-	-	
Non-State .....	-	1 469	-	-	
<b>School places</b>					
Total .....	1 234 737	1 197 986	36 751	103	
Public .....	766 043	-	-	-	
State .....	-	719 409	-	-	
Private .....	486 694	-	-	-	
Non-State .....	-	478 557	-	-	
<b>Teachers</b>					
Total .....	66 160	63 645	2 515	104	
(Total .....	41 454	-	-	-	
(Heads of department and other permanent staff .....	30 014	-	-	-	
(Special .....	5 000	-	-	-	
(Temporary and on contract ..	6 440	-	-	-	
(Total .....	-	38 137	-	-	
(Heads of department and other permanent staff .....	-	26 655	-	-	
(Special .....	-	4 795	-	-	
(Temporary and on contract ..	-	6 687	-	-	
Private .....	24 706	-	-	-	
Non-State .....	-	25 508	-	-	
<b>Students</b>					
<b>UPS</b>					
Total .....	(Total .....	867 215	872 887	(- 5 672)	99
(Male .....	402 879	409 547	(- 6 668)	98	
(Female .....	464 336	463 340	996	100	
Official ..	(Total .....	558 105	557 443	662	100
(Male .....	250 167	249 857	310	100	
(Female .....	307 938	307 586	352	100	

/...

Table 2 (continued)

		1980/81	1979/80	Difference	Index number (1979/80 = 100)
Private schools ...	(Total .....	309 110	315 444	(- 6 334)	98
	(Male .....	152 712	159 690	(- 6 978)	96
	(Female .....	156 398	155 754	644	100
UOC					
Total .....	(Total .....	223 982	182 901	41 081	122
	(Male .....	104 663	87 611	17 052	119
	(Female .....	119 319	95 290	24 029	125
Official ..	(Total .....	160 085	125 079	35 006	128
	(Male .....	70 144	55 051	15 093	127
	(Female .....	89 941	70 028	19 913	128
Private schools ...	(Total .....	63 897	57 822	6 075	111
	(Male .....	34 519	32 560	1 959	106
	(Female .....	29 378	25 262	4 116	115
Total enrolment - baccalaureate and UOC					
Total .....	(Total .....	1 091 197	1 055 788	35 409	103
	(Male .....	507 542	497 158	10 384	102
	(Female .....	583 655	558 630	25 025	104
Official ..	(Total .....	718 190	682 522	35 668	105
	(Male .....	320 311	304 908	15 403	105
	(Female .....	397 879	377 614	20 265	105
Private schools ...	(Total .....	373 007	373 266	(- 259)	100
	(Male .....	187 231	192 250	(- 5 019)	97
	(Female .....	185 776	181 016	4 760	103

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## 6. Statistical data on vocational training

There were 2,142 schools in existence during the school year 1980/81 of which 864, or 40.3 per cent, were public and 1,278, or 53.7 per cent private. These schools had a total of 36,556 teachers, of whom 19,653, or 53.8 per cent, were assigned to public and 16,903, or 46.2 per cent, to private schools. The overall student/teacher ratio was 25.5:1 in all schools, 23.3:1 in public and 28:1 in private schools, indicating that public schools are somewhat better staffed than private schools.

A classification of the teaching staff by sex shows that men are predominant: of 36,556 teachers, 11,114, or 30 per cent, were women and 25,442, or 70 per cent, were men.

During the school year 1980/81, 558,808 students were enrolled, of whom 346,896, or 62 per cent were male and 211,912, or 38 per cent were female. (Enrolment in the UPB, the UCC and the universities was more than three times higher than enrolment in the two levels of vocational education; consequently, there appears to be an imbalance in the enrolment relationship.) The enrolment figure for public schools was 301,673, or 54 per cent, and for private schools 257,135, or 36 per cent.

Enrolment in first-level vocational education comprised 30.24 per cent of the population aged 14 and 15 and in the intermediate-level, 8.2 per cent of the (inclusive) population aged 17 to 19; the combined figure for the two levels was 17.23 per cent. The enrolment co-efficient increased by 2.72 percentage points over that for the school year 1979/80 and was almost identical to the figure for the increase registered between 1978/79 and 1979/80; this suggests that first-level vocational training is becoming increasingly compulsory for students who do not opt for the BUP.

Some 2.3 per cent of all students were enrolled in courses that will eventually enable them to work in the primary sector of the economy, farming and fishing; these students were enrolled primarily in the agricultural track which accounted for 1.9 per cent of all students. In the secondary or industrial sector 44.7 per cent of all students were enrolled. With regard to this sector, mention should be made of the electricity (14.8 per cent), metalworking (11.8 per cent) and automotive (7.2 per cent) tracks. In the tertiary or services sector 50.5 per cent of all students were enrolled; the health professions accounted for 3.8 per cent, followed by hairdressing, with 1.8 per cent. Attention is drawn to the small proportion of students (only 0.4 per cent) enrolled in the hotel-management track in a country with a large tourist industry.

Special mention should be made of administration and draughtmanship; these tracks accounted for 35.4 and 7.3 per cent, respectively, of all students, an enrolment comparable to that of the industrial tracks.

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The most recent figure showing the number of graduates is for the school year 1979/80, namely, 90,383. Of this total 80 per cent were in the first level, 15 per cent in the intermediate level and the remaining 5 per cent continued to come from the former industrial diploma course. The drop in the number of first-level graduates (1,879 fewer than in 1978/79) is significant since the total number of students has continued to increase. This clearly indicates a decrease in the system's output.

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Table 3. Vocational training: comparative data,  
 school years 1980/81 and 1979/80

	1980/81	1979/80	Difference	Index number (1979/80 = 100)
<b>Number of schools</b>	<u>2 142</u>	<u>2 037</u>	<u>105</u>	<u>105</u>
Public .....	864	-	-	-
State .....	-	722	-	-
Private .....	1 278	-	-	-
Non-State .....	-	1 315	-	-
<b>Number of school places</b>	<u>932 341</u>	<u>862 861</u>	<u>69 480</u>	<u>108</u>
<b>Total</b>				
(In classroom .....	580 347	521 683	58 664	111
(In laboratories .....	70 313	67 465	2 848	104
(In workshops .....	191 683	174 269	17 414	110
(In special classrooms .....	89 998	99 444	(- 9 446)	91
<b>Public</b>				
(In classrooms .....	289 942	-	-	-
(In laboratories .....	27 400	-	-	-
(In workshops .....	105 012	-	-	-
(In special classrooms .....	36 218	-	-	-
<b>State</b>				
(In classrooms .....	-	222 211	-	-
(In laboratories .....	-	21 189	-	-
(In workshops .....	-	79 020	-	-
(In special classrooms .....	-	34 519	-	-
<b>Private</b>				
(In classrooms .....	290 405	-	-	-
(In laboratories .....	42 913	-	-	-
(In workshops .....	86 671	-	-	-
(In special classrooms .....	53 780	-	-	-
<b>Non-State</b>				
(In classrooms .....	-	299 472	-	-
(In laboratories .....	-	46 276	-	-
(In workshops .....	-	95 249	-	-
(In special classrooms .....	-	64 925	-	-
<b>Number of teachers</b>	<u>36 556</u>	<u>33 583</u>	<u>2 973</u>	<u>109</u>
Public .....	19 653	-	-	-
State .....	-	15 677	-	-
Private .....	16 903	-	-	-
Non-State .....	-	17 906	-	-

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Table 3 (continued)

	1980/81	1979/80	Difference	Index number (1979/80 = 100)
<b>Students</b>				
Grand total, public .....	301 673	-	-	-
Grand total, State .....	-	253 302	-	-
Grand total, private .....	257 135	-	-	-
Grand total, non-State .....	-	261 817	-	-
Grand total, male .....	346 896	325 508	21 388	106
Grand total, female .....	211 912	189 611	22 301	111
<b>Total number of students</b>	<b>558 808</b>	<b>515 119</b>	<b>43 689</b>	<b>108</b>
<b>Transition course</b>				
Public	(Total .....	1 934	-	-
	(Male .....	1 503	-	-
	(Female .....	431	-	-
State	(Total .....	-	1 983	-
	(Male .....	-	1 481	-
	(Female .....	-	502	-
Private	(Total .....	777	-	-
	(Male .....	462	-	-
	(Female .....	315	-	-
Non-State	(Total .....	-	2 350	-
	(Male .....	-	-1 413	-
	(Female .....	-	-937	-
Total	(Total .....	2 711	4 333 (- 1 622)	62
	(Male .....	1 965	2 894 - 929	68
	(Female .....	746	1 439 - 693	52
<b>First level</b>				
Public	(Total .....	199 200	-	-
	(Male .....	141 592	-	-
	(Female .....	57 608	-	-
State	(Total .....	-	167 444	-
	(Male .....	-	119 392	-
	(Female .....	-	48 052	-
Private	(Total .....	197 061	-	-
	(Male .....	98 998	-	-
	(Female .....	98 063	-	-

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Table 3 (continued)

		1980/81	1979/80	Difference	Index number (1979/80 = 100)
Non-State	(Total .....	-	200 042	-	-
	(Male .....	-	106 272	-	-
	(Female .....	-	93 770	-	-
Total	(Total .....	396 261	367 486	28 775	108
	(Male .....	240 590	225 664	14 926	107
	(Female .....	155 671	141 822	13 849	110
Additional courses for admission to intermediate level					
Public	(Total .....	1 717	-	-	-
	(Male .....	593	-	-	-
	(Female .....	1 124	-	-	-
State	(Total .....	-	1 388	-	-
	(Male .....	-	458	-	-
	(Female .....	-	930	-	-
Private	(Total .....	1 198	-	-	-
	(Male .....	459	-	-	-
	(Female .....	739	-	-	-
Non-State	(Total .....	-	935	-	-
	(Male .....	-	374	-	-
	(Female .....	-	561	-	-
Total	(Total .....	2 915	2 323	592	125
	(Male .....	1 052	832	220	126
	(Female .....	1 863	1 491	372	125
Intermediate level					
Public	(Total .....	98 721	-	-	-
	(Male .....	65 357	-	-	-
	(Female .....	33 364	-	-	-
State	(Total .....	-	82 289	-	-
	(Male .....	-	55 214	-	-
	(Female .....	-	27 075	-	-
Private	(Total .....	58 099	-	-	-
	(Male .....	37 831	-	-	-
	(Female .....	20 268	-	-	-

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Table 3 (continued)

		1980/81	1979/80	Difference	Index number (1979/80 = 100)
Non-State	(Total .....	-	58 242	-	-
	(Male .....	-	40 484	-	-
	(Female .....	-	17 758	-	-
Total	(Total .....	156 820	140 531	16 289	112
	(Male .....	103 188	95 698	7 490	108
	(Female .....	53 632	44 833	8 799	120
Preparation for admission to COU					
Public	(Total .....	101	-	-	-
	(Male .....	101	-	-	-
	(Female .....	-	-	-	-
State	(Total .....	-	198	-	-
	(Male .....	-	172	-	-
	(Female .....	-	26	-	-
Private	(Total .....	-	-	-	-
	(Male .....	-	-	-	-
	(Female .....	-	-	-	-
Non-State	(Total .....	-	248	-	-
	(Male .....	-	248	-	-
	(Female .....	-	-	-	-
Total	(Total .....	101	446	- 345	23
	(Male .....	101	420	- 319	24
	(Female .....	-	26	- 26	-

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Table 4. Vocational training, school year 1979/80: enrolment by area of specialization

Specialization	State schools		Non-State schools		School not specified		Total	
	Number of students	Per-centage	Number of students	Per-centage	Number of students	Per-centage	Number of students	Per-centage
Administration	76 535	32.8	82 018	41.4	21 514	27.8	180 067	35.4
Agriculture	4 673	2.0	2 795	1.4	1 964	2.5	9 432	1.9
Graphic arts	682	0.3	1 189	0.6	648	0.8	2 519	0.5
Automotive	22 529	9.7	10 328	5.3	3 902	5.0	36 759	7.2
Draughtmanship	17 800	7.7	12 840	6.5	6 154	7.9	36 882	7.3
Electricity	41 656	17.9	22 791	11.5	10 656	13.8	75 103	14.8
Electronics	19 259	8.3	12 535	6.3	5 956	7.7	37 750	7.4
Hotel management	953	0.4	343	0.2	961	1.2	2 257	0.4
Woodworking	1 440	0.6	1 185	0.6	1 134	1.5	3 759	0.7
Shipping-fishing	847	0.4	524	0.3	534	0.7	1 905	0.4
Metalworking	28 912	12.4	20 264	10.2	10 905	14.1	60 081	11.8
Fashion and tailoring	412	0.2	1 035	0.5	362	0.5	1 809	0.4
Mining	11	-	82	0.04	-	-	93	0.02
Hairdressing and beauty culture	1 847	0.8	5 164	2.6	2 258	2.9	9 269	1.8
Hides and skins	527	0.2	78	0.03	336	0.4	941	0.2
Chemistry	4 283	1.8	3 069	1.6	1 194	1.6	8 546	1.7
Textiles	278	0.1	47	0.02	19	-	344	0.06
Health services	5 272	2.3	11 035	5.6	3 028	3.9	19 335	3.8
Audio-visual	135	0.05	664	0.3	137	0.2	936	0.2
Homecrafts (child care)	131	0.04	4 856	2.5	1 022	1.3	6 009	1.2
Construction	850	0.4	10	-	364	0.5	1 224	0.2
Optical work	58	0.01	-	-	-	-	58	0.02
Glass and ceramics	-	-	123	0.06	248	0.3	371	0.1
Other	784	0.3	844	0.4	623	0.8	2 251	0.4
Not specified	<u>2 987</u>	1.3	4 125	2.1	3 533	4.6	10 645	<u>2.1</u>
<b>Total</b>	<b>232 949</b>	<b>100.0</b>	<b>197 944</b>	<b>100.0</b>	<b>77 452</b>	<b>100.0</b>	<b>508 345</b>	<b>100.0</b>

/...

Table 5. State expenditures on education in relation to other macroeconomic data  
 (Millions of pesetas)

	1970	1972	1974	1976	1978	1979	1980 <sup>a/</sup>
1. Population (millions of inhabitants)	33.90	34.50	35.10	35.90	36.00	37.10	37.40
2. Net national disposable income at market prices	2 371 133.00	3 184 734.00	4 735 636.80	6 637 009.70	10 363 594.30	12 072 985.40	13 815 600.00
3. Net national per capita income at market prices (pesetas)	69 993.50	92 316.80	134 737.70	184 684.50	281 791.70	325 149.60	369 400.00
4. Total State expenditures	309 757.70	419 290.00	551 698.00	785 000.00	1 433 000.00	1 732 000.00	2 204 456.00
5. State expenditures on education	45 770.00	65 717.00	87 252.00	142 172.00	262 800.00	350 216.00	400 823.00
5.1 Ministry of Education and Science	42 447.00	59 273.00	81 097.00	132 003.00	233 845.00	316 385.30	331 615.40
5.2 All other central administration authorities	3 323.00	6 444.00	6 155.00	10 169.00	28 955.00	33 830.70	69 207.60
6. State expenditures on education as a percentage of national income	1.93	2.06	1.84	2.14	2.54	2.90	2.90
7. State expenditures on education as a percentage of all public expenditures	14.77	15.67	15.81	18.11	18.34	20.20	17.50
8. Ministry of Education and Science expenditures as a percentage of State expenditures on education	92.73	90.19	92.94	92.60	88.98	90.30	82.70
9. Per capita State expenditures on education (pesetas)	1 354.14	1 904.84	2 485.81	5 000.96	7 141.30	9 439.80	10 717.20

Source: National Accounts, National Statistical Office and Ministry of Finance. Compiled by the Statistical Office, Ministry of Education and Science.

<sup>a/</sup> Provisional.

Table 6. Financing of education: total budgetary allocations in 1979/80 and 1980/81, expressed as a percentage of the national budget

Year <sup>a/</sup>	Amount allocated for education in State general budgets (millions of pesetas)	Percentage of total State general budgets	Percentage increase over the preceding year
1979	350 216	18.6	-
1980	400 823	17.5	14.5
1981	457 838	16.2	14.2

Source: Ministry of Finance, Budget Report.

<sup>a/</sup> As State budgets correspond to the calendar year and not to the academic year, these figures refer to the years 1979, 1980 and 1981.

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Table 7. Enrolment trends in the educational system, by level

	1978/79	1979/80	1980/81 a/
Grand total	8 922 570	9 185 087	...
State schools	5 549 629	5 818 160	...
Non-State schools	3 372 941	3 366 927	...
Pre-school education	1 077 652	1 159 854	1 182 784
State schools	521 928	611 496	643 040
Non-State schools	555 724	548 358	539 744
Basic general education	5 590 414	5 606 850	5 600 281
State schools	3 491 195	3 528 243	3 502 206
Non-State schools	2 099 219	2 078 607	2 098 075
Specialized education	42 797	45 057	47 619
State schools	17 440	16 329	...
Non-State schools	25 357	28 728	...
UPB and UOC	999 479	1 055 788	1 091 197
State schools	615 138	682 522	718 190
Non-State schools	384 341	373 266	373 007
Vocational training	455 943	515 119	558 808
First level	326 410	367 486	396 261
State schools	139 861	167 444	199 200
Non-State schools	186 549	200 042	197 061
Intermediate level	116 009	140 531	156 820
State schools	64 149	82 289	98 721
Non-State schools	51 860	58 242	58 099
Additional courses	13 524	7 102	5 727
State schools	7 719	3 569	3 752
Non-State schools	5 805	3 533	1 975
Other secondary courses	135 127	164 743	...
State	128 972	157 239	...
Non-State	6 155	7 504	...
University	621 158	637 676	...
State	563 227	569 029	...
Non-State	57 931	68 647	...
Faculties and university colleges	406 485	414 080	...
State	374 384	380 265	...
Non-State	32 101	33 815	...

/...



Table 7 (continued)

	1978/79	1979/80	1980/81 <sup>a/</sup>
Higher technical schools	43 408	45 362	...
State	42 208	44 144	...
Non-State	1 200	1 218	...
University BGE teacher-training centres	93 830	89 791	...
State	81 672	73 778	...
Non-State	12 158	16 013	...
University schools of architecture and technical engineering	49 047	53 478	...
State	40 833	43 758	...
Non-State	8 214	9 720	...
Other university schools	28 388	34 965	...
State	24 130	27 084	...
Non-State	4 258	7 881	...

Source: Statistical Office, Ministry of Education and Science.

<sup>a/</sup> During the school year 1980/81 schools were classified as "public" or "private", terms which do not coincide exactly with the concept of "State" and "non-State" schools. Data pertaining to universities are being compiled.

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Table 8. Changes in the number of teachers in the educational system,  
 by level

	1978/79	1979/80	1980/81 <sup>a/</sup>
Grand total	345 897	360 162	...
State schools	215 576	226 904	...
Non-State schools	130 321	133 258	...
Pre-school education	31 338	34 188	35 435
State schools	15 907	18 653	19 973
Non-State schools	15 431	15 535	15 462
Basic general education	182 048	184 081	185 853
State schools	17 138	119 485	120 108
Non-State schools	64 910	64 596	65 745
Specialized education	3 592	4 576	4 942
State schools	1 506	1 617	...
Non-State schools	2 086	2 959	...
UPB and UOC	59 375	63 645	66 160
State schools	34 374	38 137	41 454
Non-State schools	25 001	25 508	24 706
Vocational training	30 762	33 583	36 556
State schools	13 374	15 677	19 653
Non-State schools	17 388	17 906	16 903
Other secondary education	2 120	1 939	...
State schools	1 136	1 039	...
Non-State schools	984	900	...

Source: Statistical Office, Ministry of Education and Science.

<sup>a/</sup> During the school year 1980/81 schools were classified as "public" or "private", terms which do not coincide exactly with the concept of "State" and "non-State" schools. Data pertaining to universities are being compiled.

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D. Measures taken to achieve the full realization of the right of everyone to receive compulsory and free primary education

One of the priorities of Spain's present educational policy is to extend the school attendance of pupils in the 4- to 16-year-old age group in two directions: below the BGE level (ages 4 and 5) and above that level (ages 15 and 16) and to implement a compensatory education policy for the disadvantaged. By way of compensation or equalization, greater care must be taken of those who come into the school system from less fortunate economic and social, and hence educational backgrounds.

The following are specific examples of this compensatory education policy:

(a) Channelling more funds under school enrolment plans to economically, socially and culturally disadvantaged regions. (Special school construction programmes have been carried out since 1980 in Andalusia, Extremadura, Galicia and the Canary Islands);

(b) Encouraging school attendance by 4- and 5-year-olds, both because there is a growing appreciation of the influence of education at these ages and because this is a way of making BGE equally accessible to all. In the school year 1979, a rise in the rate of school attendance at this pre-school level to 80.88 per cent was achieved;

(c) Halting the closing down of small rural schools; this action should be brought into line with the ongoing policy of constructing district schools (school concentration);

(d) Giving greater attention to physically or mentally handicapped children by planning their complete schooling;

(e) Laying greater stress on improving the quality of teaching for the benefit primarily of those who enter the educational system at a disadvantage.

1. Pre-school education

Pre-school education, while not compulsory, deserves special attention since this is the stage where the first signs appear of physical, mental and educational disabilities which at later stages of personal development are often insuperable. Priority should therefore be given to compensatory assistance at the pre-school level. It does not, however, seem advisable to make schooling compulsory at this level, since it is taken to be only a substitute for early upbringing by the family.

Thus, the intention is to continue increasing the intake capacity of the school system, preferably at ages 4 and 5, so as to achieve a potential attendance rate of 100 per cent for that age group within a few years.

(a) General trends in pre-school education

Pre-school education, not only in Spain but generally everywhere, has been the slowest level to develop. This has been due partly to the centuries-old tradition

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of not separating a child too early from his family environment and partly to certain theories that six years is the earliest possible age at which a child can begin the process of learning.

Table 9. Progress in pre-school education

School year	Public	Increase	Private	Increase	Total
1973/74	322 697	-	506 458	-	829 155
1974/75	322 685	(-12)	530 637	24 179	853 322
1975/76	347 026	24 341	573 320	42 683	920 346
1976/77	389 026	42 000	567 158	(-6 162)	956 184
1977/78	455 594	66 568	553 202	(-13 956)	1 008 798
1978/79	521 928	66 334	555 724	2 522	1 077 652
1979/80	611 496	89 568	548 358	(-7 366)	1 159 854

Pre-school education has nevertheless expanded very rapidly despite the arguments against it and established itself *de facto* even before the public authorities had time to give it adequate consideration. Various sociological factors favoured the process, such as the integration of women into the work force, the trend towards urbanization and the emergence of the nuclear family. Concurrently, the position gained ground in educational circles that this level of education must be defended as a fundamental method of breaking down the barriers to achieving one of today's basic objectives: equality of opportunity. According to this thinking, only if children are incorporated early into the educational environment will it be possible to counterbalance the real discrepancies in terms of opportunity for success that derive from their social origins.

(b) Present situation

As defined by the General Education Law, pre-school education comprises two stages up to the age of six: nursery schools for those aged 2 and 3 and kindergartens for those aged 4 and 5. This is an optional level of education and it is not free of charge except in public schools and non-public schools receiving subsidies.

The situation in the school year 1979/80 was as follows:

(a) A 10.3 per cent national average rate of enrolment for children aged 2 and 3 and 78.1 per cent for those aged 4 and 5;

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(b) Significant differences in the enrolment rates of the various provinces, ranging from 47.6 per cent in Las Palmas to 100 per cent in Gerona. There are as a rule three basic reasons for these tremendous differences: the size of the private sector; the types of population settlement; and the availability of teachers in the last few years. The rate is usually higher in provinces where there are more private schools, where there are densely populated settlements and where there is an abundance of teachers;

(c) A very high percentage of private schools, which amounted to 41.8 per cent in that year.

From these data it can be concluded that in the 4- to 5-year age group the enrolment percentage was high, although the discrepancies between provinces are a problem to be borne in mind in future years.

(c) Objectives

The objectives for this level are based on four ideas:

(a) It is particularly important to develop pre-school education in view of its positive results in remedying inequalities deriving from the different social and economic backgrounds of children. Some arguments in its favour are the advantages of such early school attendance for the pupils' later educational advancement and the special needs created by the pattern of urban life;

(b) Despite these advantages, to impose pre-school education - i.e. to make it compulsory - could jeopardize a family's right and duty to bring up its children, which is especially important at this age;

(c) The benefits of this type of education are greater the closer the child is to school age;

(d) As its name indicates, pre-school education must not be considered simply as a downward extension of the school system. On the contrary, it is in essence a particular type of preliminary formative and corrective activity that differs from schooling proper and therefore uses methods different from those of conventional schooling.

Combining these four criteria, the principles underlying pre-school education policy are the following:

(a) Gradually increasing the intake capacity of the school system to the point where it can offer a place in school to every child aged 4 and 5 and, to a lesser degree, to younger children so far as possible in response to the demand;

(b) The particular features of this level and of the age group for which it is intended are such that drastic types of schooling (boarding schools, centralized schools, etc.) are to be avoided. Alongside the conventional schooling appropriate for urban areas, special programmes must be developed that are adapted to the special characteristics of non-urban areas, for instance, itinerant teachers, mobile schools and seasonal educational programmes.

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## 2. Basic general education

The Constitution declares that basic education is compulsory and free of charge. The content and level of basic education must be relevant to a society's degree of development and complexity at a given time. If basic education is taken to mean the irreducible minimum of education needed to exercise in full freedom the rights of a citizen and to fulfil oneself socially through work, then the higher the degree of complexity of the society the higher the level of education that will have to be set. Consequently, basic education is not a concept that can be equated with primary education. Under the present legislation basic education is coupled with the so-called BGE within the educational system, i.e. at a level that comprises "eight years of study, normally completed between 6 and 13 years of age" (General Education Law, art. 15.2).

For some years now the enrolment rate at this level has been 100 per cent and there is therefore enough space in the schools. None the less, both the natural growth of the population and the movement of families from one area to another make it necessary each year to build some additional schools. From the point of view of investment policy, the goals in respect of pre-school education are to guarantee that the new places needed at the beginning of each school year are available and to make replacements as necessary.

This subject will be dealt with at greater length in the context of the measures taken to guarantee the principle of compulsory education free of charge for all, recognized in article 14 of the Covenant on Economic, Social and Cultural Rights.

### E. Measures aimed at making secondary education in its different forms generally available and accessible to everyone

#### 1. Present situation of secondary education and general criteria for implementation

The present situation in Spain is characterized by a persistent and marked dichotomy: there is one general academic track comprising the UPO and the UOC, leading to entry into the university, and there is a second technical and vocational track (Vocational Training) leading to entry into the labour market.

Theoretically, the UOC is for those aged 14 to 17 (although there is a high percentage of students of 18 and over because of the usual falling behind that occurs during the period of compulsory schooling); it is a four-year course, the curriculum is highly academic and it is socially very attractive.

Vocational training, in two levels, is theoretically for students aged 14 to 19, although the ages of those enrolled, especially in the second level, vary enormously. The course consists of two years for the first level, one transitional year, and two, three or four years (depending on the type) for the second level. It does not have much appeal, except in certain tracks (preparation for careers in the services sector and some parts of the industrial sector). Even

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though it was presented in the General Education Law as the final stage in the educational hierarchy before entering active life, it is actually more like a parallel track.

Gross enrolment rates <sup>1/</sup> for the school year 1979/80 were 40.2 per cent for the baccalaureate, 28.3 per cent for the first level and 7.4 per cent for the second level of vocational training. There is, however, very little correlation between the theoretical age for the study courses and the actual situation.

The gross rates just mentioned may be broken down by age (net enrolment rates) as follows (in percentages):

(a) Baccalaureate:

13 years	3.0
14 "	32.3
15 "	35.7
16 "	36.9
17 "	24.2
18 "	15.1
19 "	8.4
20 years and over	10.4

(b) Vocational training, 1st level:

14 years	18.1
15 "	20.7
16 "	10.4
17 "	4.7
18 "	1.9
19 "	0.9
20 years and over	1.2

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(c) Vocational training, 2nd level:

16 years and under	4.1
17 " " "	5.3
18 " " "	7.1
19 " " "	3.6
20 years and over	2.8

From a comparison of the features outlined above with the changing trends in these courses of study the following quantitative objectives can be deduced:

Table 10. Population aged 14 and 15 enrolled or at work  
 (estimated for 1979/80)

Age	BGE	UPB	Vocational training	Other secondary levels	Total enrolment	Estimated population	Difference
14	220 000	206 879	17 116	-	543 995	640 542	96 547
15	48 000	235 235	138 354	-	421 589	658 618	237 029
Total	268 000	442 114	255 470	-	965 584	1 299 160	333 576

Sources: For population: National Statistical Institute, Population Statistics Service; for enrolment: estimate made by the Planning Division based on enrolment for the 1977/78 school year provided by the Statistical Section.

Increasing the enrolment of the population aged 14 and 15

The extension of compulsory schooling is a priority for improving the skills of trainees and easing the pressure on the job market. Table 10, which gives a breakdown of school enrolment by type of education, shows that 333,576 of those aged 14 and 15 had left the educational system and were looking for work. It also shows that another 268,000 in this age group were enrolled at the BGE level.

From these data it is apparent that there are too many 14- and 15-year-olds outside the educational system.

It should be noted that, as pointed out earlier, the great majority of the developed countries have already included this age group in the period of compulsory schooling (see table 11).

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Table 11. Age at which compulsory schooling ends

Country	Age group	Country	Age group
Australia	15 to 16	Italy	14
Austria	15	Japan	15
Belgium	14	Netherlands	15
Canada	15 to 16	Norway	16
Denmark	15 to 16	Portugal	14
Finland	16	Sweden	16
France	16	Switzerland	14 to 16
Germany, F.R.	15	Turkey	12
Greece	12	United Kingdom	16
Ireland	15	United States	16
		Yugoslavia	15

Source: OECD, Statistical Yearbook on Education, 1974.

In quantitative terms, there is an obvious need to increase the supply of places in order to provide schooling for the entire population aged 14 and 15. As long as no move is made to change the educational structure, increased enrolment can best be achieved by providing places at the vocational training level.

Raising the enrolment rates of the population aged 16 to 19

For the same reasons as are given in the preceding paragraph, there should be a gradual increase in the rates for the group aged 16 to 19. 2/ Extending schooling up to the age of 16 will also have the side-effect of increasing the demand for that age group.

Replacement of defective buildings

As in the case of basic general education, it is essential to replace a number of buildings each year in order to maintain school property in good condition.

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## 2. Reform of secondary education

With a view to achieving the objectives discussed, studies preparing the way for a radical reform of secondary education have been carried out in the last few months. The primary aim of the reform is to bring the objectives of secondary education into line with the interests and needs of the population.

As has been said, secondary education in Spain consists basically of the baccalaureate and vocational training.

The baccalaureate actually includes some elements that are unduly academic and theoretical, despite the fact that the curriculum established by the General Education Law included technical and vocational courses "from which the student is required to choose one so that he can apply his theoretical knowledge and facilitate his vocational orientation".

On the other hand, the first level of vocational training (from 14 to 16 years of age) is compulsory for students who, upon completion of the eight years of basic general education, have not obtained the Elementary School Diploma that qualifies them for the baccalaureate course.

Consequently, vocational training does not seem to have the social cachet of some courses of study that are chosen on the basis of the individual's preference and talents, although this does happen in many cases; rather it is a device for making the worst students remain two more years in the system.

In order to change this situation by combining, so to speak, the baccalaureate and vocational training, the projected reform envisages a form of secondary education that is divided into two cycles. The first, a two-year course to be taught in the present baccalaureate or vocational training schools, will lead to the award of a general or a technical baccalaureate certificate, either being legally valid for pursuing studies in the second cycle, regardless of the course chosen.

The first cycle mentioned, in spite of having a common nucleus, would actually be a much more diversified baccalaureate than the present one, offering the initial possibility of a choice among several subjects. At all events, specific weight will be given to technical courses alongside the humanistic courses, so that a student who will not be continuing his studies can to a certain extent prepare himself for his first job.

The planned second cycle will consist of two courses of study: a higher baccalaureate course leading to university studies, which will be of two-years' duration; and a technical and vocational course of varying duration depending on the type of studies chosen.

The scheme just outlined is the one described in the first draft prepared by a team of specialists in the Ministry of Education and Science.

This document will now be submitted for nationwide consultation, the intention being to ensure that all the sectors directly involved as well as the public at large take part in preparing the reform.

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F. General measures taken to make higher education equally accessible to all on the basis of capacity

The universities are in a period of transition. The political and social events of recent years have necessitated a reassessment of the function of this institution.

A change in direction has become necessary mainly owing to the phenomenon of overcrowding which has afflicted the universities over the last two decades. From 1963 onwards, as a result of economic development and of the status and social standing acquired by university studies, there has been a process of overcrowding in the university classes. The rate of increase in university admissions between 1960 and 1973 in Spain has no parallel in any other European country: during this period the increase was 426.9 per cent, compared with 243.3 per cent in France, 298.2 per cent in the United Kingdom, and 215.8 per cent in Italy.

The consequences of this situation soon became apparent: a marked deterioration in the quality of education and a growing increase in the number of unemployed university graduates.

The first of these two problems has structural roots: Spanish society and the Spanish Administration do not have sufficient resources to match the increase in the number of students with an increase in material facilities and teaching staff for the universities, and this situation has direct repercussions on the services rendered to students. As to the second problem, it may be said that overcrowding has turned the universities into degree factories and placement offices since degrees are almost tickets of admission to a career. Today, however, although the rate of unemployment among young men with higher degrees is considerably lower than the national average, things have changed as a result of the general economic crisis and the shortage of jobs. This situation suggests that in the near future some sort of balance will be achieved in the matter of access to the universities through a shift to other professional categories.

The other side of the coin is more encouraging. The avalanche that had built up in the universities has shown that the barriers of elitism have been broken down and that a giant step has been taken towards greater equality of opportunities. The universities have also been obliged to open their doors, to take a closer look at society and to try to ensure that their teaching and research functions are compatible with the new social currents and needs.

1. Legal framework

The legal instrument governing the operation and structure of the Spanish universities is the General Education Law and the Financing of Educational Reform of 4 August 1970, already referred to, an omnibus law the purpose of which was to cover all sectors of educational activity, thus including all matters relating to university education.

Spanish universities are established and closed down by law and the law determines their jurisdiction. They are bodies with legal personality and their

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own property and they enjoy autonomy which is defined and specified by the statutes which are granted to each university under the General Education Law and must be approved by the Administration. The supreme body which co-ordinates the activities of all the universities is the National University Board.

The University Autonomy Act, 4/ a new legal instrument specifically for universities, goes further, since it is designed not simply to create an infrastructure, which to a large extent already exists, but to serve two main purposes: to ensure that the universities actually achieve what they set out to do and that they constitute a real public service in line with the general interests of the entire national community. Thus the Act seeks to ensure full use of the available resources and infrastructure and, above all, perfect harmony between the objectives of the universities themselves and their social function so as to produce citizens who have more knowledge and culture and therefore enjoy more freedom and a better quality of life.

The future Spanish universities will have real freedom and will combine academic freedom or freedom of research with general autonomy vis-à-vis the public authorities. This autonomy does not mean the institutionalization of privileges; it will enhance the capacity of the universities to familiarize themselves with and penetrate the social and cultural environment and this is reflected, for example, in the establishment of the University Social Council which will bring to the attention of the universities the demands and concerns of their environment.

## 2. Academic staff and students

As already noted, over the past few years there has been a continuous increase in the number of students in the universities, as is shown by the tables of the numbers of students and academic staff. This situation has been particularly evident in the university faculties as the number of students in the technical schools has remained constant.

This situation may be explained by the professional prestige acquired by careers such as medicine and by the emergence of a number of new faculties which have attracted the attention of a large sector of the student population. Thus, while in the academic year 1969/70 there were 30,318 admissions to the faculties of medicine, in the academic year 1977/78 there were 81,709 such admissions. The situation in the information science faculties set up in 1971 is also particularly significant. The number of students in these faculties increased from 3,503 in the academic year 1972/73 to 10,215 in 1977/78.

This rapid increase in admissions, together with the existence of an enormous discrepancy between the number of students entering the universities and the number who complete their studies, has led the academic authorities and the Administration to establish screening tests for admission to the universities, which are held on completion of the University Orientation Course, in order to balance the number of students who begin their university studies with the number who complete their studies.

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The "numerus clausus" system was applied only in the faculties of medicine, by agreement with the Ministry, in 1977, but under the new University Autonomy Act the Parliament may extend this measure to those faculties where it is required.

To keep pace with the increase in the student body, the universities have had to increase their academic staff. For the appointment of permanent academic staff the system of public competitive examinations is used in Spanish universities, both for professors and for lecturers and assistant lecturers. In recent years, however, the State has been forced to hire non-permanent staff on a massive scale, i.e. staff who have not passed a competitive examination, under a system of temporary assignment. This is one of the main challenges facing the universities: how to regularize the situation of these staff without lowering the quality of education.

### 3. Women in the university

Spanish women have the same opportunities to enter the universities as men since there is no discrimination of any kind under the law in respect of admission. Between 1965 and 1976 the percentage of women in the universities in relation to the total number of students increased from 26.1 per cent to 37.7 per cent, thus maintaining a level similar to that in the rest of the developed countries. The careers which attract the largest percentage of the female student population are those in the social sciences and the humanities, while the careers attracting the lowest numbers of female students are in the various branches of engineering.

In the academic year 1977/78, 36 per cent of Spanish university students were women. This figure changed in 1979/80; 52 per cent of those matriculating that year were women.

### 4. Financing of universities

The academic fees paid by students at Spanish universities are intended to help finance the costs of the universities. The amount of these fees was frozen from the academic years 1963/64 to 1976/77 at 3,000 pesetas per complete course for the faculties of medicine, pharmacy, veterinary science, sciences, fine arts and the higher technical and technical engineering schools and 2,000 pesetas for the other faculties and university schools.

Fluctuations in recent years due to rising costs have made it necessary to bring the level of fees closer into line with the real cost of university places. Thus in the academic year 1976/77 the rate was 9,000 pesetas for the first group and 6,000 pesetas for the second group, and in 1979/80 the figures rose to 16,780 pesetas and 11,250 pesetas respectively.

The University Autonomy Act lays down the general objective of ensuring that students with higher income levels pay fees which are brought increasingly more closely into line with the real cost of university places.

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5. Private universities

The Constitution, in article 27.6, guarantees the right to establish educational institutions, a right which is fully applicable to university institutions. The private universities which have survived in the Spain of 1980 are all linked in one way or another to the Catholic Church. Thus the University of Deusto, founded in 1886, is run by the Society of Jesus, the Universities of Comillas and Salamanca, founded in 1904 and 1940 respectively, are so-called "pontifical universities" and are to some extent linked by nationality with the Papal States, and the University of Navarre, since its establishment in 1951, has been controlled under the direction and guidance of the Opus Dei.

6. Co-operation between universities and commercial enterprises

Royal Decree 1494/81 of 19 June (Official Gazette of 23 July) provides that universities may establish programmes of educational co-operation with commercial enterprises for the practical and specialized training of students in the last two years of any university course and governs the organization and operation of these programmes.

G. Measures taken to encourage and intensify fundamental education for persons who have not received or completed the whole period of their primary education

1. Lifelong adult education

Lifelong adult education is not only a principle that underlies the entire educational system but also a specific level of studies, the purpose of which is to offer adults who are past school age the possibility of pursuing studies at the various educational levels and to update their skills or retrain them and ensure their refresher training, advanced training or reorientation.

The main educational opportunities now available to adults under this policy of lifelong education are the following:

(a) Basic general education. Persons over 14 years of age, even if they have no primary education, may obtain an Elementary School Diploma or Certificate of Attendance by following appropriate courses equivalent to basic general education, or by passing a proficiency test;

(b) Vocational training. Courses equivalent to the first level of vocational training are open to persons over 18 years of age who have been working for a minimum of one year or who meet some of the specific conditions laid down in the Ministerial Order of 8 March 1977 (Official Gazette of 12 March) and they may obtain an auxiliary specialist's certificate in their respective fields.

(c) Access to universities. A person over 25 years of age who does not have the qualifications necessary for entering a university may be admitted by passing the university admission tests once his maturity and suitability for successfully pursuing university studies has been established on the basis of curriculum vitae.

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Those who pass the tests register with the university institution in which they intend to pursue their studies for an initiation and orientation course. During the academic year 1978/79, 50,251 students availed themselves of this form of education and they were taught by 2,298 teachers.

In the context of adult education, particular mention must be made of the work carried out by the National Employment Institute mainly for the purpose of striking a balance between supply and demand in the labour market both at the sectoral and regional levels and at the level of commercial enterprises through accelerated training courses which have a long tradition in our country.

The report on this subject has been divided into two parts. Part (a), primarily concerned with normative instruments, will describe the regulation of vocational training, and part (b) will deal with its content and achievements.

(a) Legal regulation of vocational training

Vocational training is a type of training for employment; it does not follow any general curricula; it is specific, flexible and fully adaptable to employment policy. At the outset some less precise terms were used to describe it, referring to a type of training which was to some extent similar, namely, "intensive training", "accelerated occupational training", "occupational training for adults", etc.

As a general observation, it may be said that there is no body of law which uniformly and systematically analyses the problems of the training now referred to as "vocational training" and lays down appropriate regulations.

Having said this, we must draw attention to three sources of legal instruments which refer to vocational training, even though they do so only indirectly:

(a) documents on education and vocational training emanating from the Ministry of Education;

(b) documents specifying the functions, financing and structure of the bodies responsible for such training;

(c) documents governing the rights and duties of workers.

The basic reference documents are:

(a) The General Education Law (4 August 1970). Title I, chapter IV, of that Law (lifelong adult education) provides in article 45.2 that it is the responsibility of the Ministry of Education and Science to promote, plan and supervise adult education, without prejudice to the competence of the Ministry of Labour, in respect of functional training and re-adaptation activities for workers, deriving from the immediate requirements of the employment and social welfare policy, or to the competence of the Ministry of Agriculture in respect of agricultural extension activities;

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(b) Decree 707/1976 on the organization of vocational training. The parts of this Decree which make vocational training more flexible are of interest. Essentially the following provisions are worthy of note:

- (i) Chapter 7 relating to the standardization and equivalency of courses and diplomas and certificates provides that courses which do not lead to the award of an academically recognized diploma or certificate may be freely established, the sole requirement being that the Ministry of Education and Science are to be notified;
- (ii) Similarly, article 15 provides that the training establishments may propose specific programmes for each occupation with an appropriate content based on the characteristics of the field concerned, including programmes for occupations not regulated by the Ministry of Education.

It is possible to follow the different stages of legislation from the establishment of the Workers' Vocational Advancement Programme, under the Department of Social Welfare, to the establishment of the National Employment Institute (INEM), an autonomous body attached to the Ministry of Labour.

An analysis of the relevant legal instruments shows the various stages through which the vocational training we now describe as "occupational" training has passed. These texts are essentially:

- (a) the Ministry of Labour Order of 18 April 1964 setting up the Administration of the Workers' Vocational Advancement Programme (PPO);
- (b) Decree 3206/1973 of 21 December setting up the Training Activities Service (SEAF) pursuant to the Social Security Law under which such training is regarded as a benefit;
- (c) Royal Decree-Law 36/1978 of 16 November, setting up the National Employment Institute (INEM) as an autonomous administrative body attached to the Ministry of Labour and incorporating SEAF-PPO.

In this section we shall consider:

- (a) The Workers' Statute (Law of 10 March 1980). This Statute provides for training in:
  - (i) article 11, paragraph 5, which refers to training in commercial enterprises and on the job-training;
  - (ii) article 17, paragraph 4, which covers occupational qualifications;
  - (iii) article 22 of section 3 which refers to study leave to enable workers to obtain academic or vocational certificates, to attend training courses or to participate in refresher courses in their own fields;
  - (iv) article 52, paragraph (b), makes provision for changes of occupation and advanced courses;

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(b) The Basic Employment Law (51/1980 of 8 October) establishes in article 14.1, with reference to the employment promotion programme, that the National Employment Institute shall establish an annual vocational training programme to ensure adequate training, free of charge, for those who wish to enter the labour market or for those who wish to change their jobs or become more specialized. Article 43, establishing the functions of the Institute, lays down in part C that the purpose of the Institute is to promote training for workers in close co-ordination with employment policy through updating and advanced courses and, where appropriate, changes of occupation.

Summary of the mandates of ministerial departments in respect of vocational training

General Education Law 14/1970, article 135, provides that it is the function of the Ministry of Education, as a State body, to inspect and co-ordinate all State and non-State educational institutions, and to award or authorize the award of diplomas and certificates attesting to academic knowledge at any level or in any cycle of education.

Similarly, article 136, provides that educational institutions attached to other ministries or other public bodies shall be self-managing and self-administering but that, with respect to such institutions, the Ministry of Education shall determine the level, cycle or grade to which the studies or practical activities carried out in each institution correspond; prescribe the diplomas or certificates required by teachers; approve curricula; and propose to the Government the adoption of the necessary measures to ensure co-ordination and co-operation with the activities of other ministries and public bodies, especially in respect of vocational training and adult education. These provisions do not apply to the academies of the land, sea and air forces or to civil service training services.

In accordance with the foregoing, other ministries and public and private bodies are participating in vocational training, notably:

(a) the Ministry of Labour which, through INEM, incorporated the institutions of the former trade-union organization (AISS) and also took over most of the vocational training previously provided by SEAF-PPO;

(b) the Ministry of Agriculture which, through the Agricultural Training Department, provides vocational training and a broad range of occupational courses;

(c) the Ministry of Transport and Communications, which provides nautical and fisheries training;

(d) the Ministry of Defence, which provides organized and experimental vocational training courses for its own specialists; thus its certificates are valid for both military and civil careers;

(e) the Ministries of Industry and Trade which, through IMPI and IRESCO bodies, provide various forms of vocational training for small and medium businesses.

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The Vocational Training Co-ordinating Board was established under the General Education Law (article 43); it is an advisory body whose operations were laid down by the Decrees of 13 September 1974 and 15 July 1978. This Board consists of representatives of various ministerial departments; its chairman is the Minister of Education.

The Board for the Promotion of Vocational Training is an autonomous body whose main function is to administer its part of the vocational training funds and such other resources as are allocated to it by the State for its purposes. It is also concerned with subsidies for private education, operating costs of institutions and other activities for the advancement of vocational training.

(b) Vocational training: content and activities

As stated above, vocational training or adult education is generally designed for workers who lack the necessary occupational skills. The INEM courses are a way of providing workers with the knowledge they need for improving their skills, for fitting them better for their jobs or for retraining.

Classification of centres

Vocational training centres are classified as follows:

(a) Permanent centres. These centres offer training courses and perform definite functions within INEM with regard to the financing of construction, administrative structure and curricula. In addition to the 44 such centres now operating (including the 13 accelerated vocational training centres), 14 are under construction and 34 are planned;

(b) Mobile centres. These centres do not have their own buildings; premises are allocated to them by the community in which the course is given solely for the duration of the course. Their work is variable and, although their structure remains stable, their facilities and funds are liable to be changed at any time in order to adopt the content of the teaching to the occupational and employment needs of their areas of influence.

(c) Modular centres. These are midway between the mobile and the permanent centres. They have their own premises built of modules made of lightweight materials and can be taken down and reassembled. INEM sets up these centres in communities where it expects to offer training for a period of two or more years; at the end of this period the centre is transferred to another community where training is needed. These centres consist of one or more modules measuring approximately 200 square metres each.

Level of training

INEM provides the following courses:

(a) Initial courses. These are intended for unskilled and semi-skilled workers, the aim being to provide them with a basic skill;

/...

(b) Advanced courses. These are designed to update and improve the capacity of skilled workers and to pave the way for their promotion to higher levels;

(c) Retraining courses. As the name indicates, these are intended for workers who need to be trained for a new career, occupation or job;

(d) Adaptation courses. These are designed to facilitate the adaptation to work of students who already have a diploma of formal education, either general or vocational;

(e) First-level vocational training equivalency courses. Pursuant to Decree 222/1973 of 15 February, the purpose of these courses is to provide education that can be certified equivalent to a diploma of first-level vocational training which has both academic and labour-market implications;

(f) Advanced training in specific technical areas. According to the document authorizing the courses this covers all courses that involve any kind or level of training which does not fit into the above-mentioned categories.

Number of students trained and nature of the activities

(i) Activities of INEM from 1974 to 1980

The number of students who underwent training in Spain in 1980 was 55,502.

Since 1976 there has been a sharp decrease in the number of students enrolled in all training activities owing, *inter alia*, to the overall decline in the programming of the participating centres; in the past year these centres have been inactive.

The record of PPT, which used to train approximately 120,000 students each year with no appreciable fluctuations, shows that since 1976 the number of students has fallen off. The number of students continued to decrease in 1977 and fell more sharply in 1978 and 1979. By 1980 PPT had ceased to operate.

The activities of PPE in 1978 were down 65 per cent from the 1977 level (11,481 students were trained). As of 1979 it, too, had ceased its operations.

For the last three years the Agricultural Extension Service (SEA) has not provided any training.

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Table 12. Activities of INEM from 1974 to 1980

Institution	1974	1975	1976	1977	1978	1979	1980
INEM	86 104	88 633	80 063	65 846	69 576	59 024	55 502
Permanent Centres a/	(8 406)	(12 897)	(13 246)	(14 184)	(15 135)	(14 716)	(14 544)
PPO-E	16 006	15 472	14 876	17 793	11 481	-	-
PPT	121 791	123 185	103 949	54 776	5 140	2 969	-
SEA				29 370	-	-	-
Total	223 901	227 290	198 888	167 785	86 197	61 993	55 502

a/ The figures for the permanent centres are included in the totals of INEM.

(ii) Breakdown by production sector

The sectoral breakdown of activities for the year 1980 is as follows: 21 per cent in the primary sector, 37 per cent in the secondary sector and 42 per cent in the tertiary sector.

There was greater concentration than in 1979 on activities relating to specialties in the tertiary sector. These accounted for 42 per cent as compared with 38 per cent in 1979.

Table 13. Breakdown by production sector, 1980 (percentage)

Sector	1979	1980
Primary	23	21
Secondary	39	37
Tertiary	38	42
Total	100	100

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If we look at the breakdown of activities by province, we see that the leading provinces in the primary sector, that is to say those which devoted most attention to specialties in agriculture, were Pontevedra, Badajoz, Ciudad Real, Navarre, Seville and Lérida.

The following provinces concentrated on specialties in the industrial sector: Madrid, Barcelona, La Coruña, Jaén, Saragossa and Valencia.

Lastly, the provinces which focused on the tertiary sector were Madrid, Saragossa and Seville.

(iii) Activities in permanent centres

In 1980, the activities of the permanent centres involved a total of 14.544 students and accounted for 26.2 per cent of all INEM's activities; the activities of the mobile and modular centres accounted for the remaining 73.8 per cent.

Table 14. Activities in centres, 1980

<u>Centre</u>	<u>Course</u>	<u>Students</u>	
		No.	Per cent
Permanent	1 020	14 544	26.2
Mobile and Modular	3 078	40 958	73.8
<b>Total</b>	<b>4 098</b>	<b>55 502</b>	<b>100.0</b>

If we compare the activities of the permanent centres with those of INEM as a whole we see that the activities of the former are on the increase (see table 15)

Table 15

	1976	1977	1978	1979	1980
Total students in permanent centres	13 246	14 184	15 135	14 716	14 544
Total students trained	75 740	61 631	65 051	59 024	55 502
Students in permanent centres as a percentage of total	17.5	23.0	23.3	24.9	26.2

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(iv) Procedure for conducting courses

This procedure varies according to whether or not the centre conducting the course and the employers agree beforehand to place the students upon completion of the course.

If such prior agreement has been reached, the course is said to be held "by agreement." Otherwise it is called "direct". Naturally, the fact that prior agreement has not been reached does not rule out the possibility for students to be placed at a later date.

Attention should be drawn to the impetus which this co-operation with enterprises provides for they account for 22.63 per cent of all training activities.

Eight such agreements have been concluded at the national and 60 at the provincial level. In 1980 such agreements were entered into between INEM and the following firms: Crista Pería Española S.A., Celulosa del Nervión S.A., Centro para el Desarrollo Tecnológico Industrial, ICE of the Polytechnical University of Madrid, Compañía Arrendataria del Monopolio de Petróleos S.A. (CAMPESA), Junta de Canarias, Federación Nacional de Transportes de Mercancia and General Motors Corporation.

Vocational training facilities

The following is an account of the principal facilities through which vocational training is provided by INEM, namely, the training centres (including their equipment and premises); special mention is made of the facilities used for the teaching of special or high technologies.

As of 31 December 1980, there were 82 modular centres with a total of 115 modules. No new centre of any kind was added during that year; three centres consisting of eight modules were moved. At present, the tendency is not to increase the total number of such centres but to build up the so-called training units which, unlike the modular centres, consist of small, permanent facilities situated in regional capitals or in the municipalities of non-urban areas. All 23 such units were built in 1980 but not a single one had been inaugurated or had started operating by the end of that year.

As of 31 December 1980, there were 53 permanent centres, 13 of which were centres of formal training which come under the Institutional Administration of Social and Professional Services (AISS) and 9 were completed during the year. The centres at Montilla, Leganés, Don Benito and Lasarte have also started operating.

Technical assistance in vocational training

Technical assistance is provided as follows:

(a) Occupational research and analysis: analysis of specific jobs, studies of related occupations (mechanization of agriculture and stockraising), studies of occupations (radiological, electromedical and entrepreneurial techniques),

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formulation of training plans (four designs for four major firms), occupational briefs (for five branches) and occupational monographs (for four branches);

(b) Vocational selection and guidance activities: preparation of 25 qualifying tests for different jobs;

(c) Preparation of teaching materials: 4 teaching programmes, 38 teaching manuals, 14 textbooks. Updating and preparation of 35 lists of equipment and materials and preparation, design and completion of audio-visual aids (slides) for 4 textbooks.

#### New equipment for centres

In the course of 1980, 35 allocations of equipment were made for 7 new centres and one allocation for one centre which is already operating. Chief among them are those relating to the teaching of particularly advanced techniques: for instance, microprocessors in the area of information science; and magnetic particles, penetrating liquids, ultrasound, and industrial radiology in the area of non-destructive testing.

#### Specific reference to 1981

In 1981, the activities carried out in the area of vocational training or adult education can be summarized as follows:

##### (a) Programme of vocational training activities

(i) Training programme for unemployed workers comprising two subprogrammes: one for young people and the other for unemployed workers. The former comprises basic training, training leading to a certificate and training leading to an advanced certificate. The latter programme comprises pre-training activities, vocational training and vocational specialization.

(ii) Training programme for workers currently employed.

##### (b) Planning of training programmes in 1981

In 1981, the breakdown of training in terms of targets and actual performance was as follows: projected courses, 4,975; courses actually given, 3,931; programme execution, 77 per cent; projected enrolment, 69,495; number of students trained, 60,837; programme execution, 87.5 per cent.

The reasons for the disparity between targets and performance can be summarized as follows:

(a) Programming delays - the reasons for which will be given below - which mean that the programming will not end until 1982;

(b) Failure to recruit 500 teachers as had been planned in 1980;

/...

- (c) Delay in negotiating the experts' contracts;
- (d) Decrease in the number of teachers owing to transfers and/or illness;
- (e) Shortage of funds for materials and equipment;
- (f) Inadequate contributions.

(c) Vocational training centres

INEM has several types of establishment in which training is provided.

(a) There are 51 permanent centres in operation (including the 13 for accelerated vocational training). A further 16 are under construction and another 27 are planned;

(b) In addition there are 30 training units (UAF) under construction and another one is planned;

(c) There are 81 semi-permanent centres consisting of 115 modular units staffed by mobile teams to meet the training requirements of small and medium-sized firms. They are situated in areas where there is a demand for training of two or more years' duration.

(d) Number of students trained and nature of the activities: achievements of INEM in 1981

Vocational training requirements were determined in the light of employment policy, pursuant to an annual plan executed in six-month periods.

In 1981, INEM provided training for 60,837 students and a total of 3,931 courses were given.

A comparison of these figures with those of 1980 shows that the number of students rose in 1981 (see table 16).

Table 16. Number of courses given and of students trained in six-month periods

Programming	1980		1981		Percentage change	
	Courses	Students	Courses	Students		
First semester	2 177	29 269	2 145	32 076	(- 2)	8
Second semester	1 921	26 233	1 786	28 761	(- 8)	9
Total	4 098	55 502	3 931	60 837	(- 5)	7.5

/...



A comparison of the training activities by type of centre shows that the training provided by the permanent centres accounted for 35.4 per cent of all the training carried out by INEM in 1981.

Of the 60,837 students trained, 35 per cent were trained in permanent centres. This reflects an increase in the training activities of that type of centre in relation to 1980.

Table 17. Number of courses held and of students trained by type of centre

Centre	1980		1981	
	Courses	Students	Courses	Students
Permanent	1 020	14 544	1 392	21 277
Modular and mobile	3 078	40 958	2 539	39 560
Total	4 098	55 502	3 931	60 837

The procedure for conducting the courses varies according to whether or not the centre conducting the course and the employers agree beforehand to place the students upon completion of the course.

The training activities completed in 1981 pursuant to agreements with firms or entities, both public and private, accounted for 37.6 per cent of all courses and for 41.6 per cent of all students trained.

Table 18. Number of courses held and of students trained by type of procedure, 1981

<u>Type of procedure</u>	<u>Number of courses</u>	<u>Number of students</u>
Direct	2 757	37 704
By agreement	1 483	23 856
In co-operation	140	2 347
Total	4 380	63 907

A breakdown of the INEM training by economic sector shows that, in 1981, 14.9 per cent of the students trained were in the agricultural sector, 48.2 per cent in the industrial sector and 36.9 per cent in the services sector.

/...

Training activities in the agricultural and service sectors declined in 1981 as compared with the previous year, while those in the industrial sector increased.

Table 19. Number of course held and of students trained by economic sector

Sector	1980		1981	
	Courses	Students	Courses	Students
Agriculture	849	11 334	702	9 058
Industry	1 836	21 070	1 992	29 325
Services	1 413	23 098	1 237	22 454
Total	4 098	55 502	3 931	60 837

As is apparent from the following breakdown of the number of courses completed and students trained by province, Madrid, Barcelona, Valencia, La Coruña and Saragossa topped the list with the largest number of students trained (see table 20).

With a view to completing the picture of INEM's operating capacity as regards vocational training, a brief account of the "by agreement" courses held during 1981 is given below.

The number of training courses conducted on the basis of agreements with co-operating firms or entities that students who completed the courses would be placed was 602; the number of students trained was 10,264.

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Table 20. Total number of courses and of students by province

PROVINCE	COURSES						STUDENTS				
	Operating last month	Begun	Completed	Operating this month	Enrolled last month	New	Dropped out	Completed	Enrolled this month		
1. Alava	20	6	3	23	287	77	-	34	330		
2. Albacete	16	2	8	10	281	50	22	194	115		
3. Alicante	34	39	12	61	528	831	10	263	1 086		
4. Almería	30	3	14	19	462	44	-	192	314		
5. Avila	7	3	5	5	135	71	2	103	101		
6. Badajoz	40	15	11	44	450	367	-	183	634		
7. Balearic Isles	19	5	10	14	376	92	10	156	302		
8. Barcelona	118	14	54	78	1 854	187	9	675	1 357		
9. Burgos	42	12	6	48	585	215	17	110	673		
10. Cáceres	15	3	11	7	295	48	27	195	121		
11. Cádiz	47	26	17	56	681	430	10	232	869		
12. Castellon	13	7	3	17	172	143	4	36	275		
13. Ciudad Real	23	9	12	20	289	110	-	152	247		
14. Córdoba	20	10	2	28	247	199	-	31	415		
15. Coruña (La)	66	25	13	78	1 127	441	-	171	1 397		
16. Cuenca	7	-	3	4	101	-	3	38	60		
17. Girona	2	-	-	2	30	-	-	-	30		
18. Granada	41	17	17	41	627	501	19	375	734		
19. Guadalajara	15	1	6	10	255	40	3	98	194		
20. Guipuzcoa	35	5	4	36	447	67	15	44	455		

...

Table 20 (continued)

PROVINCE	COURSES				STUDENTS				
	Operating last month	Begun	Completed	Operating this month	Enrolled last month	New	Dropped out	Completed this month	Enrolled this month
21. Huelva	24	5	5	24	295	56	-	68	283
22. Huesca	16	2	8	10	161	102	-	120	143
23. Jaén	52	11	16	47	660	173	124	190	519
24. León	9	2	5	6	121	26	-	65	82
25. Llérida	19	14	10	23	280	304	-	175	409
26. Lugo	22	6	6	22	376	98	15	119	340
27. Madrid	183	92	75	200	3 076	1 705	56	1 113	3 612
28. Málaga	71	11	33	49	985	129	13	441	660
29. Murcia	39	6	15	30	582	81	32	168	463
30. Navarre	21	19	3	37	351	282	-	46	587
31. Orense	25	1	5	21	394	21	24	85	306
32. Oviedo	50	8	18	40	722	111	24	321	488
33. Palencia	14	10	13	11	153	111	-	144	120
34. Palmas (Las)	41	3	10	34	652	45	-	212	485
35. Pontevedra	60	4	32	32	777	104	-	446	435
36. Rioja (La)	6	5	6	7	69	58	-	63	64
37. Salamanca	33	7	7	33	450	86	2	91	443
38. S.C. Tenerife	26	3	11	18	332	26	5	132	221
39. Santander	29	8	15	22	393	124	4	183	330
40. Segovia	13	1	8	6	188	11	12	114	73

...

Table 20 (continued)

PROVINCE	COURSES				STUDENTS				
	Operating last month	Begun	Completed	Operating this month	Enrolled last month	New	Dropped out	Completed	Enrolled this month
41. Seville	44	13	13	44	793	195	-	166	822
42. Soria	9	-	-	9	97	-	2	-	95
43. Tarragona	22	3	16	9	330	67	25	244	128
44. Teruel	7	8	3	12	81	177	2	34	222
45. Toledo	20	2	8	14	323	37	-	143	217
46. Valencia	87	24	34	7	1 380	602	-	613	1 369
47. Valladolid	39	-	5	34	613	-	16	80	517
48. Vizcaya	36	13	11	38	542	204	29	146	571
49. Zamora	13	-	3	10	177	1	-	55	123
50. Zaragoza	77	18	36	59	1 306	438	10	710	1 024
51. Ceuta	-	-	-	-	-	-	-	-	-
52. Melilla	2	-	2	-	23	-	2	21	-
Foreign Missions	15	-	15	-	189	-	-	189	-
Central Services	-	-	-	-	-	-	-	-	-
Total	1 736	501	658	1 579	26 100	9 287	548	9 979	24 860

This type of training was most common in the services, entrepreneurial and engineering branches and Barcelona, Saragossa and Madrid, were the provinces in which the largest number of students were trained.

Following is a list of the courses completed in 1981 which had been undertaken under appropriate agreements with firms or entities, the terms of which fully satisfied the requirements for placing them in the category of agreed activities. Courses which did not satisfy some of these requirements were not included.

Table 21. Breakdown of courses and students, by branch

Course	Total	Percentage
Courses with INEM teachers	252	42
Courses with experts	350	58
Courses according to branch		
Agriculture	7	1
Construction	30	5
Engineering	106	17
Electricity	44	7
Textiles	20	3
Chemicals	19	3
Services	214	27
Miscellaneous	<u>6</u>	<u>1</u>
Total	602	100
Students according to branch		
Agriculture	119	1
Construction	449	5
Engineering	2,293	22
Electricity	539	5
Textiles	334	3
Chemicals	225	2
Services	3,963	39
Enterprises	2,259	22
Miscellaneous	<u>83</u>	<u>1</u>
Total	10,264	100

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## 2. Extramural education

Extramural education plays a fundamental role in the education of those who have not had, or have not completed, the full cycle of primary education. Attention should be drawn to the establishment of the National Centre for Extramural Basic General Education (Royal Decree 546/1979 of 20 February, Official Gazette of 23 March, established this Centre - CENEBADE).

With the establishment of CENEBADE, there are now extramural teaching centres for all levels, because the National University for Extramural Education (UNED) and the National Institute for the Extramural Baccalaureate (INBAD) were already in existence.

### H. Principal laws, administrative regulations and agreements designed to promote the development of a system of schools at all levels

#### 1. New structure of basic general education and establishment of core curricula for the first two years of that level

Royal Decree 69/1981 of 9 January (Official Gazette of 17 January) divides basic general education (BGE) into three cycles (initial, intermediate and advanced) and establishes the core curricula to be taught throughout the country in the first two years of the initial cycle.

The Order of 17 January 1981 (Official Gazette of 21 January) establishes the syllabi for these curricula in every part of the country except for Catalonia and the Basque provinces, whose Autonomous Communities have the authority to draw up their own curricula. This Order also sets the basic reference levels for pre-school education and for the initial cycle of basic general education.

Those basic reference levels will be the yardstick for pupil ratings or evaluations.

#### (a) Structures

The BGE level, normally for pupils of 6 to 14 years of age, has been divided, for the purposes of programming and rating, into three cycles: initial (first and second grades), intermediate (third, fourth and fifth grades) and advanced (sixth, seventh and eighth grades). The first two cycles constitute the first stage of BGE and the third (advanced) cycle corresponds to the second stage.

The purpose of this change is to make the system more flexible in view of developments since the General Education Law established compulsory and free basic general education 10 years ago. That Law also set up a system of automatic promotion whereby all pupils, on completing a grade, moved on to the next higher grade. Pupils lagging behind were to receive special help to enable them to make up the lag.

The high rate of failures for this level <sup>4</sup>/ suggested that the system of promotion should be made more flexible, and the rigid grouping of pupils by grade has now been replaced, for promotion purposes, by grouping according to cycle.

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The objectives of BGE have been expanded in response to new social needs.

In order to make the general objectives of education correspond to new social needs, the following objectives have been introduced for BGE:

- (a) Education to foster community spirit, which was discussed earlier;
- (b) Road-safety education;
- (c) Consumer training;
- (d) Education for the protection and improvement of the natural and social environment;
- (e) Health education;
- (f) Practical introduction to basic technology.

(b) Content

The content of pre-school and basic general education is being radically revised. The new curricula for pre-school education and the initial cycle of BGE have already been issued and will enter into force as of the 1981/82 school year. Great headway has been made in the study of the new curricula for the intermediate and advanced cycles.

In vocational training, the teaching of 15 new specialized subjects has begun on an experimental basis.

The administrative branch has been reorganized, also on an experimental basis, in response to the serious unemployment problem in this area, and now consists of two general and four specialized courses.

Some programmes specifically designed for the handicapped and covering BGE in its entirety have been drawn up. The activities to be developed and the equipment and materials to be used in conjunction with these programmes have been determined.

(c) Methods

In pre-school and basic general education, the guidelines laid down in 1970 with the adoption of the General Education Law have begun to be replaced by the basic reference levels. The reason is that the objectives set by the guidelines were too broad and general. Now the objectives are better defined in terms of the basic levels which pupils must reach before admission to the next cycle. It becomes easier to evaluate what pupils have learned when those basic levels are taken as a yardstick.

The use of materials has been made more flexible and varied by a decision that Spanish, mathematics and social and natural phenomena will be taught by means of exercise books, textbooks and group materials.

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As regards the education of mentally handicapped children, the programme for each pupil is developed by setting up sufficient multidisciplinary teams of specialists in medicine, psychology, teaching techniques and social work, all of whom must contribute to the preparation of individualized programmes. The hope is that the 11 teams which were already functioning on an experimental basis in 1980 will be increased to 40 in 1981. It is estimated that 150 multidisciplinary teams are needed for the entire country.

## 2. Decentralization of the school system

If the school system is decentralized, the goals of education can be better related to the interests and needs of the population.

The school system in Spain is undergoing a thorough process of decentralization which has developed as follows.

For one thing, it was necessitated by the new territorial organization of the State pursuant to the present Constitution; this involves a transition from a highly centralized political and administrative structure to the so-called State of Autonomies.

Once the Statutes of Autonomy for Catalonia, the Basque provinces and Galicia were adopted and entered into force, action was immediately taken to transfer educational services and institutions to the Autonomous Communities of the first two of those regions. The State, however, reserved the authority needed to ensure the basic unity of the educational system, as concerns both the content of education and the avoidance of any imbalances in educational returns that would be detrimental to the less prosperous regions. 5/

The High State Inspectorate was set up to ensure implementation of the provisions regarding this division of authority between the central Government and the Autonomous Communities. At the same time efforts are being made to further administrative decentralization by assigning more functions to the Ministerial Offices in provinces which have not yet been set up as Autonomous Communities. For example, the offices have been authorized to issue contracts for construction work up to 50 million pesetas. Building construction for any new BGE schools has thus been decentralized.

Concurrently with this delegation of authority to regional and provincial political and administrative authorities, there is also a trend towards making schools more self-governing. The aim is to encourage them to be more creative in developing their own activities and projects and to allow them to respond appropriately to the specific needs and demands of their surrounding communities.

According to the Educational Institutions Act (Art. 14), educational institutions have autonomy to:

- (a) determine optional subjects;
- (b) adapt programmes to the characteristics of the surrounding community;

/...

- (c) adapt teaching methods;
- (d) organize cultural and extracurricula activities.

They also have autonomy to administer their own funds, as provided by the General Budget Act.

The provisions regulating this process of decentralization are the following:

(a) Article 149.1.30 of the Constitution, which gives the State exclusive jurisdiction over the "regulation of the conditions relative to the obtaining, issuing and standardization of academic degrees and professional qualifications and basic rules for the development of article 27 of the Constitution, in order to guarantee the fulfilment of the obligations of the public authorities in this matter";

(b) Additional Provision, point 2, of the Educational Institutions Act, adopted by Organic Law 5/1980 of 19 June (Official Gazette of 27 June), which states that "In all cases and ex officio, the State shall:

- " (i) organize the educational system;
- " (ii) establish core curricula and prescribe other conditions in respect of the acquisition award and standardization of academic degrees and professional qualifications valid throughout Spanish territory;
- " (iii) ensure inspection at the highest level and exercise the other powers which it has been given in accordance with article 149.1.30 of the Constitution, in order to guarantee fulfilment of the obligations of the public authorities";

(c) Article 16 of the Statute of Autonomy for the Basque provinces, adopted by Organic Law 3/1979 of 18 December (Official Gazette of 22 December), article 15 of the Statute of Autonomy for Catalonia, adopted by Organic Law 4/1979 of 18 December (Official Gazette of 22 December), and article 31 of the Statute of Autonomy for Galicia, adopted by Organic Law 1/1981 of 6 April (Official Gazette of 28 April), which establish that the respective Autonomous Communities have full authority to regulate education in all matters relating to its extent, levels, grades and forms, within the framework of the Constitution and without prejudice to the powers of the State. Educational services have already been transferred to the Autonomous Community of the Basque provinces by virtue of Royal Decrees 2808/1980 of 26 September (Official Gazette of 31 December, 8 January 1981 and 9 January 1981) and 3195/1980 of 30 December (Official Gazette of 15 April 1981); and to the Autonomous Community of Catalonia, by virtue of Royal Decree 2809/1980 of 3 October (Official Gazette of 31 December, 8 January 1981 and 9 January 1981);

(d) Royal Decree 480/1981 of 6 March (Official Gazette of 21 March), which establishes the regulations governing the High State Inspectorate;

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(e) Royal Decree 69/1981 of 9 January (Official Gazette of 17 January), which lays down initial rules for the core curriculum to be taught throughout the country at the BGE level. This instrument establishes the core curriculum for the first and second years. The Autonomous Communities of Catalonia and the Basque provinces will be able to establish in their respective territories the content of courses that supplement the core curriculum;

(f) Royal Decree 3186/1978 of 1 December (Official Gazette of 20 January 1979), which transfers to the Provincial Offices of the Ministry of Education and Science responsibility for many matters pertaining to personnel, educational institutions, textbooks and teaching materials, study aids, educational services and construction.

### 3. Reform of secondary education

As explained earlier, the reform of secondary education has begun. This reform will be radical, because it will profoundly change the present structure of intermediate-level education. It proposes to integrate different types of institution: those concerned up to the present with the baccalaureate and those concerned with vocational training. According to the draft of the reform prepared so far, not only will secondary education be accessible to all but the first two years of secondary education will be compulsory. Likewise, the draft of the secondary education reform provides for broad participation by all sectors involved in education, employment and social and economic development. A period of consultation and debate has therefore begun, during which conferences, interdisciplinary meetings and round-tables will be held.

### 4. Educational and vocational guidance

Educational and vocational guidance has been given new impetus by the adoption of Royal Decree 2689/1980 of 21 November (Official Gazette of 16 December), which converted the former Institutes of Applied Psychology and Psychotechnics into Educational and Vocational Guidance Institutes. The new institutes, of which there is one in each province, will work in collaboration with the teaching staff of the baccalaureate and vocational training institutions.

With this step, the provincial structure of educational guidance services is now complete, since guidance services already existed for BGE pupils pursuant to a provision of 30 April 1977, whereby these pupils have the benefit of a so-called vocational guidance service. It operates in the Provincial Offices of the Ministry of Education and Science and is provided by members of the technical inspection corps.

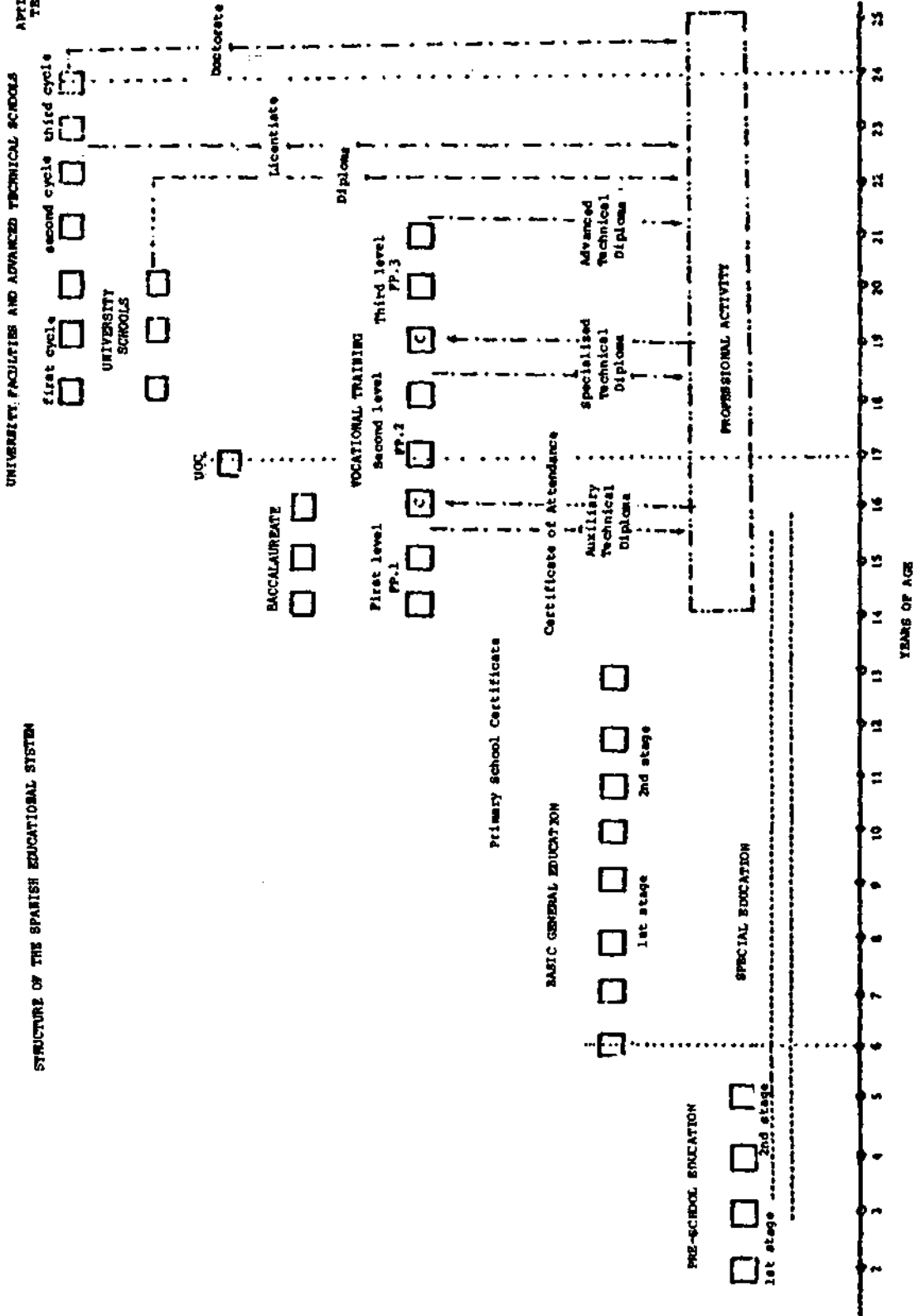
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OVER 25



APPRITISE TEST

STRUCTURE OF THE SPANISH EDUCATIONAL SYSTEM



**I. Measures for establishing an adequate fellowship system**

The National Institute for Student Assistance and Advancement (INAPE) is the autonomous State agency under the Ministry of Education and the Ministry of Universities and Research through which the State enables students to exercise the right of equal opportunity, i.e. the right not to be discriminated against for lack of financial resources in the matter of access to education at all levels, as intended by the Constitution.

Some of the Institute's main functions are: to initiate and direct all forms of student assistance and advancement and to draft and propose programmes for action in this area; to organize the system of publicizing and awarding fellowships and grants and to administer the funds allocated for these purposes; to act on behalf of the State in the administration of educational insurance, the promotion of student co-operation and mutual benefit societies and, lastly, the promotion of cultural activities, study trips, recreational activities and residence halls for students.

The activities of this autonomous agency are governed by the principles of flexible and efficient administration and functional co-ordination and decentralization.

The Institute's budget is adopted in the form of an investment plan for each school year. In the school year 1961/62 the budget was 600 million pesetas, while in the school year 1979/80 the 19th investment plan came to 19.7 billion pesetas.

The main budget items are as follows: pre-school - 368 million pesetas; BGE school transport - 4.3 billion pesetas; BGE school lunches - 2.9 billion pesetas; nursery schools and kindergarten - 1.635 billion pesetas; universities - 3.228 billion pesetas; and individual assistance at the BGE, UPB and vocational training levels - 7.269 billion pesetas.

The number of fellowships for the school year 1979/80 was 172,000 at the BGE and UPB levels; 75,600 at the vocational training level; and 63,636 at the university level.

Applications for fellowships from the various provinces are processed through the Ministerial Office in each province, to which students who consider themselves entitled must apply.

The criteria for granting financial assistance or fellowships are aptitude - especially as shown in academic records - and family income, in accordance with the principle of equality of opportunity.

**J. Measures adopted for improving the material conditions of teaching staff**

Throughout the past two years and especially last year, the Ministry has been intensifying its efforts to bring about a substantial improvement in the conditions of the teaching staff as regards:

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- (a) participation in the programming and development of the school system;
- (b) improving working and retirement conditions.

With regard to the first point, the Educational Institutions Act governs the active participation of teaching staff in the operation of their schools.

With regard to the improvement of working conditions, studies conducted in the last three months on improving salaries and other working conditions will be put into effect as of 1 January 1981, when the new State budgets will be in force.

The new conditions of work negotiated with teachers' associations and unions will leave more time than in the past for teaching-related activities such as programming and evaluation. Schedules will be altered to allow time for such activities and the present salary system will be simplified and streamlined. It is also expected that the retirement age for teachers will gradually be lowered.

K. Measures taken to promote the right of parents and legal guardians to choose for their children schools other than those established by the public authorities and to ensure the religious and moral education of their children in conformity with their own convictions, including the opportunity to receive instruction in their native language

1. Freedom to choose educational institutions

For the purpose of bringing education into line with the new stage of democracy, the Organic Law relating to the Educational Institutions Act 6/ was adopted in March 1980. It ensures freedom of education in Spain and recognizes the right of all parents to choose for their children the type of education that accords most closely with their own beliefs. Educational institutions may develop their own ideas as regards determining the type of education to be provided;

"Article 5

"1. Parents and guardians have the right to choose the type of education they wish for their children or wards and to ensure that the education and instruction which the latter receive within the educational system conform to their own philosophical and religious beliefs, and for this purpose they may choose the educational institution most suitable in terms of these convictions.

"2. The State, under the relevant Law on the Financing of Compulsory Education, guarantees the fundamental freedom of choice of educational institution at the levels of education established as compulsory and hence free of charge."

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2. Application of the principle of religious freedom to the education system

The principle of religious freedom, upheld by the Constitution, has been applied to the educational system through the adoption of a series of provisions making the teaching of a religion or of ethics or morals optional.

Curricula for the teaching of the Catholic religion and morality and those of other churches, denominations and communities have been approved.

This regulation of religious, ethical and moral instruction applies to pre-school education, basic general education, secondary education and vocational training.

A number of provisions have been adopted, including the Order of 28 July 1979 (Official Gazette of 2 August) authorizing the option of choosing between religious instruction and instruction in ethics and morals.

Other provisions have led to the incorporation in study plans for pre-school education, basic general education and vocational training of new curricula for the teaching of the Catholic religion and morality, and those of other churches, denominations or communities.

3. Teaching of native languages

The recognition in the constitution of the identity of nationalities and regions, within the indissoluble unity of the nation, has led to the gradual incorporation of the teaching of native languages in the educational system. Thus the objectives of education are being adapted to the social and cultural interests of major groups of the Spanish population.

For this purpose new provisions have been adopted in recent years for the progressive introduction of teaching in the appropriate native language in Catalonia, the Basque provinces, the Balearic Islands and Galicia. These provisions ensure teaching in Spanish as the official language of the State and of the individual languages of the regions concerned and safeguard the right of Spanish-speakers to receive education in Spanish:

(a) Catalan language. Royal Decree 2092/1978, of 23 June (Official Gazette of 2 September) and Orders of 14 September 1978 (Official Gazette of 18 September) and 20 September 1979 (Official Gazette of 24 September);

(b) Basque language. Royal Decree 1049/1979, of 20 April (Official Gazette of 20 May), and Order of 3 August 1979 (Official Gazette of 22 September);

(c) Galician language. Royal Decree 1981/1979, of 20 July, and Order of 1 August 1979 (Official Gazette of 21 September);

(d) Valencian language. Royal Decree 2003/1979 of 3 August (Official Gazette of 23 August), and Order of 7 July 1980 (Official Gazette of 14 July);

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(e) Balearic variants of the Catalan language. Royal Decree 2193/1979, of 7 September (Official Gazette of 19 September) and Order of 25 October 1979 (Official Gazette of 8 November).

L. Measures taken to guarantee the freedom to establish and direct educational institutions

The Organic Law relating to the Educational Institutions Act which is concerned with developing article 27 of the Constitution in respect of educational institutions other than universities provides that any natural or legal person may establish and direct educational institutions subject to maintaining the quality of teaching, which is monitored by the State, and respect for the Constitution and democratic values:

"Article 7

"1. Any natural or legal person, whether public or private, of Spanish nationality, has the freedom to establish and direct educational institutions, provided that the Constitution and laws are respected.

"2. Natural or legal persons, whether public or private, of foreign nationality, shall comply with the provisions of international agreements or, in the absence thereof, with the principle of reciprocity."

IV. ARTICLE 14: PRINCIPLE THAT EDUCATION SHALL BE COMPULSORY AND FREE OF CHARGE FOR ALL

A. Period of compulsory schooling

1. Background

Since the beginning of the nineteenth century, the goal of establishing a period of compulsory schooling and, subsequently, of progressively increasing it to a growing number of years has been common to all countries.

For almost two centuries while this right of citizens and obligation of States were being progressively consolidated, there were persistent discrepancies between their legal recognition and the inadequacy of the resources which society was prepared to allocate for their implementation, especially where the goals were consistently ahead of achievements.

In Spain the establishment and extension of compulsory schooling have followed the appointed course. The Moyano Law (1857) established for the first time a period of compulsory schooling of three years (ages 6 to 9), which was extended in 1902 (Royal Decree of 20 October) to six years (6 to 12). After the Civil War, the Primary Education Act of 1945 confirmed the period of compulsory education up to the age of 12, and the Act of 1964 raised the age to 14. The General Education Law (1970) made compulsory the period of basic general education (6 to 13) as well as two more years of vocational training for those who do not take the UPB. The most

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significant innovation of this Law, however, is that it consolidates the educational coverage for the 6 to 13 age group thus abolishing the elementary baccalaureate and, with it, the former splitting up of the educational system.

Nevertheless, the real situation has never kept pace with the legislation. Thus in 1930, 32.4 per cent of the population was illiterate; in 1932, 2,155,638 students were not receiving any type of education and, in 1951, the proportion of the school-going population aged 6 to 13 was only 50 per cent.

Disregarding some earlier sporadic efforts, the first efforts to bring about an effective extension of school enrolment began in the second half of the 1950s. In 1956 a plan for the financing of school construction, which aimed at providing a million school places within five years, was approved by law.

The great economic development of the 1960s led to important changes in the Spanish economy. First, a great upsurge in industrial production and services led to a large-scale movement of labour from the agricultural sector to other sectors. Whereas in 1940 the primary sector accounted for 50 per cent of the economically active population, it accounted for only 20 per cent in 1970. The share of the industrial sector, however, rose from 22 per cent to 37 per cent in the same period. Secondly, there was a technological boom (in agriculture, industry and services) which generated a demand for new specialists at all levels. Another important result of this development was the greater buying power of households and, thus, a greater demand for education.

The educational system of those years was patently unsuited to the new economic situation. The development plans were the first attempts to meet the requirements for school places at the various educational levels, but the proposed objectives were inadequate and the results achieved were unsuccessful. Full enrolment in compulsory education was not achieved until 1974, and even then the conditions were not ideal.

## 2. Present situation: evaluation

As already noted, the General Education Law includes a period of compulsory education <sup>7/</sup> known as basic general education (BGE). This level comprises eight school years which must normally be completed between the ages of 6 and 13. Some subsequent provisions, however, allowed for the possibility of repeating school years, in recognition of a traditional feature of the Spanish educational system which is evident even at this early level, namely, the high incidence of failures. In the school year 1979/80, 272,000 pupils over 13 years of age received basic general education.

Under the Constitution and the above-mentioned law this level has been declared free of charge. Because it is free of charge and compulsory, BGE is the corner-stone of the educational system and problems relating to it must at all times be given top priority in educational policy.

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At the beginning of the school year 1979/80, the school situation was as follows:

(a) No deficit in terms of numbers: thus, actual enrolment was 100 per cent of the age group;

(b) A certain percentage of places had to be filled again each year; 8/

(c) The private sector accounted for as much as 37.1 per cent of the total; there has been a slight decline in its share in recent years.

Table 5 shows the number of pupils in BGE and their distribution between the State and non-State sectors. However, the increases in BGE enrolment in the State sector each year certainly do not reflect requirements for new places, since these increases are national figures and do not reflect the additional requirements created by movements of the school population at the inter-provincial or intraprovincial levels. It is for that reason that provinces which are losing pupils each year need new schools to provide for the intake in provincial capitals or major population centres which are steadily growing.

Table 22. Enrolment in BGE by sector

School year	State	Increase	Private	Increase	Total
1973/74	3 061 178	-	1 884 596	-	4 945 774
1974/75	3 229 863	168 685	2 131 908	307 312	5 361 771
1975/76	3 311 493	81 630	2 161 975	29 333	5 473 468
1976/77	3 399 311	87 818	2 145 328	(-16 647)	6 544 639
1977/78	3 460 267	60 956	2 119 395	(-25 933)	5 579 662
1978/79	3 491 195	30 928	2 099 219	(-20 176)	5 590 414
1979/80	3 523 243	37 048	2 078 607	(-20 612)	5 606 850

**B. Overview**

At the State level, the educational situation during the academic year 1979/80 is shown in table 23. In pre-school education, high enrolment has been achieved in the 4-5 year age group.

BGE enrolment is complete, but there is a net annual growth in admissions, particularly in the State sector, because of demographic factors. 9/ The UPB rates are also high, particularly when compared with those for vocational training. At the vocational training level, enrolment is lower than in similar countries.

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Table 23. Students and average rates of enrolment: academic year 1979/80, State and non-State education a/

	Pre-school	BGE	UPB	Vocational training
Students	1 023 871	5 606 850	1 055 788	515 119
Enrolment (percentage)	78.1	100	40.2	28.3 (1st level) 7.4 (2nd level)

a/ Excluding Ceuta and Melilla.

Table 24 provides an overview of the same figures broken down at the regional and provincial levels; some discrepancies may be noticed between different regions and, even between different provinces within regions. Historical, social and economic factors account for these differences.

Table 25 is of particular interest. The rates previously mentioned are gross rates referring to the age group which, in each case, should theoretically be enrolled at the various levels. This table, instead, clarifies the previous figures and shows the true situation of the population at different ages.

Table 26 shows the distribution of students between the State and non-State sectors by level and year.

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Table 24. Rates of enrolment (percentage), academic year 1979/80 a/

Regions/provinces	Pre-school		Bacca- laureate	Vocational training		
	2-3 years	4-5 years	(BUP)	1st level	2nd level	total
Almeria	4.9	74.4	33.4	18.4	6.0	11.1
Cádiz	5.0	65.0	27.5	25.7	6.9	14.6
Córdoba	6.1	76.6	34.2	23.4	7.7	14.1
Granada	4.8	62.3	37.8	33.6	8.3	18.5
Huelva	9.1	60.2	27.3	22.1	6.5	12.9
Jaén	3.1	74.2	28.5	21.7	6.7	13.0
Málaga	4.5	70.9	37.0	24.9	5.2	13.1
Seville	5.2	67.4	34.8	23.7	4.4	12.3
Andalusia	5.2	68.5	33.0	24.7	6.3	13.8
Huesca	21.5	98.6	49.9	22.4	6.9	12.9
Zaragossa	20.6	89.1	46.0	28.0	10.0	17.1
Teruel	12.7	97.2	35.2	20.6	6.8	12.5
Aragón	20.0	91.4	45.4	26.1	9.1	15.8
Asturias	4.9	65.7	46.7	28.1	10.0	17.2
Balearic Islands	23.1	77.9	41.3	24.5	4.0	12.6
Las Palmas	4.4	47.6	37.0	22.1	5.0	12.4
Tenerife	4.3	57.3	36.9	19.9	5.3	11.4
Canary Islands	4.3	52.1	36.9	21.0	5.1	11.9
Avila	8.2	78.0	35.4	16.9	3.0	8.6
Burgos	11.4	94.5	39.1	46.2	14.1	26.7
León	11.3	80.7	45.1	25.7	9.4	15.9
Palencia	14.2	95.2	42.3	31.8	7.4	17.0
Salamanca	6.3	81.6	51.8	20.8	8.4	13.4
Segovia	9.4	98.2	46.7	22.0	8.7	14.1
Soria	7.3	85.6	48.4	19.6	4.5	10.5
Valladolid	8.8	73.4	45.7	33.0	10.2	19.6
Zamora	7.8	68.5	40.2	21.8	8.2	13.8
Castille-León	9.6	81.9	44.2	28.3	9.2	16.8
Albacete	7.7	87.5	30.6	18.4	5.2	10.6
Ciudad Real	4.7	86.6	27.7	26.0	8.6	15.8
Cuenca	6.2	91.2	31.2	15.4	3.1	8.0
Guadalajara	12.5	94.0	48.1	31.2	7.0	16.7
Toledo	8.1	93.6	29.3	18.1	5.9	10.9
Castille-La Mancha	7.1	89.9	30.8	21.2	6.3	12.4

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Table 24 (continued)

Regions/provinces	Pre-school		Bacca- laureate	Vocational training		
	2-3 years	4-5 years	(BUP)	1st level	2nd level	total
Barcelona	16.9	88.3	43.1	39.9	8.1	20.9
Gerona	29.2	101.8	36.3	28.2	5.6	14.6
Lérida	20.7	101.4	43.2	37.5	8.6	20.1
Tarragona	13.5	99.5	32.6	36.1	9.1	19.5
Catalonia	17.7	90.8	41.7	38.4	8.0	20.2
Badajóz	5.8	79.4	32.2	17.7	4.9	10.2
Cáceres	5.8	75.3	31.6	19.4	4.9	10.8
Extremadura	5.8	77.8	31.9	18.4	4.9	10.4
La Coruña	5.1	69.8	39.6	22.5	7.6	13.4
Lugo	5.5	83.2	35.9	20.9	6.1	11.8
Orense	5.3	58.7	34.9	18.6	6.6	11.4
Pontevedra	5.4	63.6	30.3	21.3	5.3	11.8
Galicia	5.3	67.6	35.3	21.3	6.5	12.4
Navarre	14.4	89.9	41.0	38.4	8.5	20.5
Alava	7.6	83.6	40.4	44.1	16.8	27.8
Guipúzcoa	21.7	94.0	43.2	44.9	15.6	27.5
Vizcaya	10.4	90.4	46.5	35.3	10.4	20.4
Basque provinces	13.9	90.7	44.7	39.5	12.8	23.6
Alicante	6.2	76.5	32.3	25.0	5.1	13.1
Castellón	19.7	94.4	33.4	25.0	4.2	12.6
Valencia	16.4	92.7	38.1	27.4	5.3	14.3
Valencia	13.3	87.4	35.7	26.4	5.1	13.7
La Rioja	12.6	101.5	43.5	53.6	18.3	32.1
Madrid	9.2	70.5	55.6	26.0	7.1	14.7
Murcia	8.3	86.0	37.8	35.2	7.2	18.4
Cantabria	7.3	74.7	39.6	36.5	9.7	20.1
Ceuta	6.4	88.6	41.3	16.1	4.2	9.2
Melilla	6.4	78.2	39.1	12.1	2.0	6.2
Total	10.3	78.1	40.2	28.3	7.4	15.8

a/ BGE is not included because the rates for it are 100 per cent in all areas.

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Table 25. Enrolment by age and level, academic year 1979/80

Age	Pre-school	Net rate	BGE	Net rate	UPB	Vocational		Vocational		Total	Population		School-age population
						Net rate (1st level)	Net rate (2nd level)	Net rate	Net rate		not at school	school	
4	485 268	74.0								485 268	170 510	655 778	
5	535 598	80.2	106 557	15.9						642 155	25 344	667 999	
6			656 552	100.						656 552	-	651 399	
7			663 839	100.						663 839	-	650 981	
8			666 081	100.						666 081	-	649 190	
9			670 005	100.						670 005	-	643 592	
10			672 248	100.						672 248	-	643 217	
11			663 278	100.						663 278	-	642 309	
12			658 233	100.						658 233	-	651 746	
13			576 936	90.4	19 371	3.0				596 307	41 669	637 976	
14			220 000	34.3	206 879	32.3	116 008	18.1	1 108	543 995	96 547	640 542	
15			48 000	7.3	235 235	35.7	136 316	20.7	2 038	421 589	237 029	658 618	
16			4 000	0.6	233 512	36.9	65 714	10.4	23 664	326 890		633 584	
17					150 720	24.2	29 124	4.7	32 835	212 679		621 967	
18					93 636	15.1	11 726	1.9	43 695	149 057		618 540	
19					52 371	8.4	5 364	0.9	22 335	80 070		626 409	
20	1 020 866		5 605 729		64 064	10.4	7 567	1.2	17 179	88 810		616 979	
					1 055 788		371 819		142 854				

Note: The university level is not shown. Thus the column for the population not attending school is blank for years 16 and above.

Table 26. Distribution of students by course and sector of education,  
 academic year 1979/80

	Total	State	Percentage	Non-State	Percentage
<b>Pre-school</b>					
Nursery school	135 737	15 163	11.1	120 574	88.9
Kindergarten	1 023 817	596 033	58.2	427 784	41.8
Total	1 159 554	611 196	52.7	548 358	47.3
<b>Primary education</b>					
Pupils, first stage					
First year	670 308	451 199	67.3	219 109	32.7
Second year	643 336	428 076	66.5	215 260	33.5
Third year	632 510	418 317	66.1	214 193	33.9
Fourth year	630 200	417 441	66.2	212 759	33.7
Fifth year	638 513	424 117	66.4	214 396	33.6
Total	3 214 867	2 139 150	66.5	1 075 717	33.5
Students, second stage					
Sixth year	677 585	454 019	67.0	223 566	33.0
Seventh year	589 664	370 585	62.8	219 079	37.2
Eighth year	503 506	289 478	57.5	214 028	42.5
Total	1 770 755	1 114 082	62.9	656 673	37.1
Total, BGU	4 985 622	3 253 232	65.3	1 732 390	34.7
<b>UPB</b>					
First year	322 848	206 621	64.0	116 227	36.0
Second year	296 381	188 861	63.7	107 520	36.3
Third year	253 658	161 961	63.9	91 697	36.1
UOC	182 901	125 079	68.4	57 822	31.6
Total	1 055 788	682 522	64.6	373 266	35.4
<b>Vocational training</b>					
Students, first level					
Transition course	4 333	1 983	45.8	2 350	4.2
First year	224 535	108 764	48.4	115 771	51.6
Second year	142 951	58 680	41.0	84 271	59.0
Total, first level	371 819	169 427	45.6	202 392	54.4
Students, second level					
Supplementary transition course					
First year	2 323	1 388	59.7	935	40.3
Second year	62 807	38 426	61.2	24 381	38.8
Third year	45 694	26 584	58.2	19 110	41.8
Preparation for UOC	32 030	17 279	53.9	14 751	46.1
Total, second level	446	198	44.4	248	55.6
Total, vocational training	143 300	83 875	58.5	59 425	41.5
Total, vocational training	515 119	253 302	49.2	261 817	50.8

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V. ARTICLE 15: RIGHT TO TAKE PART IN CULTURAL LIFE AND TO ENJOY THE BENEFITS OF SCIENTIFIC PROGRESS AND THE PROTECTION OF THE INTERESTS OF AUTHORS

The activities covered by article 15 of the Covenant fall almost entirely within the competence of the Ministry of Culture, the structure of which is described in annexes 1 to 5. They are conducted mainly through the respective departments for youth and social and cultural advancement, music and the theatre, books and cinematography, and the fine arts, archives and libraries. The Ministry of Education and Science, however, plays a significant part in scientific research and in education in the arts, as described below.

A. Information on professional education in culture and art

Education in the arts covers a wide range of institutions, all of which prepare the students for activities in which the aesthetic element plays a leading role. These institutions include two significant groups: (a) schools of fine arts, conservatories of music and schools of dramatic art, and (b) schools of applied arts and crafts.

The transitional provisions of the General Education Law provided for the integration or assimilation of these institutions into the normal levels and patterns of the educational system. Thus transitional provision 2.4 established that the first group would be incorporated into the three cycles of university education, and transitional provision 2.7 established that the schools of fine arts and crafts would be converted into university schools or vocational training centres according to the extent and nature of the education provided. Except in the case of the higher schools of fine arts <sup>10/</sup> however, these provisions have not been put into effect for a variety of reasons, and this type of education has remained separate from other types in the system.

The relatively small proportion of students receiving such education and the transitional nature of these schools should not, however, be taken to mean that they are neglected because they have an important role to play in the educational system as a whole: that of providing training of a more appropriate nature for those who feel vocationally attracted to artistic activities.

B. Measures taken to promote the right of everyone to the freedom indispensable for scientific research and to promote international co-operation in this area

The Higher Council for Scientific Research, an autonomous governmental body, was established under the Law of 24 November 1939 as the motive force and organizational nucleus for research in Spain.

The new body consisted of members of universities, the royal academies and higher schools of engineering, expert librarians and archivists, prominent individuals engaged in private research and leaders of industry. The aim was to ensure broad representation so that this body would have an impact on all sectors of research and sufficient authority to ensure co-ordination of research activities.

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The 40 years which have elapsed since then have been years of achievement but also of financial constraints since in the past the Spanish State showed little generosity towards this demanding and important activity.

1. Commission on Scientific Policy

This is the highest body formulating scientific policy in Spain. It was established by a decree of 25 April 1963 to co-ordinate the measures adopted in this area by the various departments of government and to promote research activities of definite national importance, in the State bodies or other public or private bodies.

The Commission is assisted on a continuing basis by the Advisory Committee for Scientific and Technical Research, a consultative body. When the Ministry of Universities and Research was established (April 1979), the Advisory Committee was reactivated by the appointment of 20 eminent persons, all of whom had been connected for years with the university and research environment, and by the holding of meetings more regularly than in the past.

The State budget for research represented only 0.33 per cent of the gross domestic product in 1979. It is perhaps for that reason that in recent years government policy in this field has been questioned in various political and professional quarters.

2. University research

The State's allocation for university research in 1980 was 538 million pesetas.

Although the budget available to the universities for research is small, a considerable number of grants are available. They are of three types: some are for research studies in any faculty (25,000 pesetas in 12-monthly instalments, extendable for three years); others are for research abroad; and a third group, known as "reintegration" grants, are offered to Spanish nationals who have been conducting research abroad for three or four years as an inducement to return to Spain. These grants amount to 70,000 pesetas per month for a maximum period of two years.

3. Higher Council for Scientific Research

The Higher Council for Scientific Research (CSIC) was established in order to amalgamate the existing research institutions, to fill gaps in the research carried out in Spain and to plan future-oriented scientific activity.

The Council has some 100 institutes which are the functional units for carrying out research and preparing publications.

The research centres of the Council itself, or those established directly by it, are grouped together in the following four associations: the Marcelino Menéndez Pelayo association for the humanities and the legal, economic and social sciences; the Juan de la Cierva association for scientific and technical

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research; the Alonso de Herrera association for natural and agricultural science; and the Santiago Ramón y Cajal association for biological and medical sciences. The Alonso de Herrera and Santiago Ramón y Cajal associations are now combined in an autonomous body, the Division of Mathematical, Medical and Natural Sciences.

Over the past decade, some 2,500 scientists have been trained in the Council, but because of the smallness of the Council's endowment only 350 of them have been recruited into the Council's staff. There are 77 scholarship-holders studying for doctorates and 215 engaged in post-doctorate studies.

At present the Council has a staff of 4,000, of whom 1,500 are highly specialized scientific personnel and the remainder auxiliary technical personnel.

The Council maintains close liaison with various countries of Latin America. This relationship of co-operation and assistance concentrates on the three following activities: highly specialized courses for research workers from these countries; training of doctors by allowing Latin American university students to stay on as scholarship-holders in order to complete their doctoral theses; and, lastly, the presence of specialists of the Council in countries of Latin America to conduct courses or to work on specific subjects, normally in connection with project assignments from international organizations.

Although the latest reform of the Council has not been completed, another reform has already been announced on the initiative of the Ministry of Universities and Research with a view to reorganizing the Council as part of a broader overall scientific policy.

The main objective of this new reform is to adapt scientific and technological policy to the new social and economic factors resulting from Spain's industrial development. The Council's main role will be to co-ordinate the research activities carried out in the Council itself with those of the university and other private bodies.

The new functions of the Council, as a body responsible for almost 50 per cent of national research, include not only research but also advisory services for the bodies responsible for formulating scientific policy; the universities will also have an important role to play in this work.

The restructuring of institutions proposed under the draft reform would involve the conversion of the 157 institutions currently attached to the Council into 42 institutions and the establishment of 7 new institutions in regions where the Council has no infrastructure. The financial resources considered necessary for the restructuring would be approximately 4,000 million pesetas for the 1980-1982 triennium.

#### 4. Other research sectors

In recent years society has shown increasing interest in research, and the State has responded by allocating more resources.

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Specifically, the Ministry of Industry and Energy allocated 4,152 million pesetas for research in 1980; the National Institute of Industry and its enterprises earmarked 4,988 million pesetas in the same year for that purpose, in addition to a further 575 million pesetas, of which 150 million was allocated specifically to research on new sources of energy, 225 million to the fund for promoting research and 250 million to the Centre for Technical Studies of Special Materials (CETME).

The body which has invested most heavily in research is, of course, the Ministry of Universities and Research. In 1980 this Ministry, which has now been subsumed under the Ministry of Education and Science, invested 6,000 million pesetas in technical supplies and instruments, and allocated 8,000 million to the Council, of which 5,000 million was used for current transfers, 225 million for investment and only 774 million for research proper; 538 million was allocated to the universities and 605 million was used for training research personnel. The National Fund for the Promotion of Research distributed 1,085 million pesetas for this work.

The State has also initiated a triennial plan for the financing of research which will involve an investment of approximately 50,000 million pesetas.

Moreover, a fund of 30 million pesetas designed to attract back to Spain young Spanish researchers living in other countries was established in 1980.

#### 5. Educational research

Operational research on education is carried out in Spain through the regional network of Institutes of Educational Science. Each university has one such institute attached to it.

Research topics are proposed by the institutes themselves or by the authorities of the Department. Topics which are given priority by the international organizations to which Spain belongs are borne in mind in making the selection.

Since 1979 annual plans for educational development and innovation have been introduced to promote or take advantage of the educational experiments carried out in the institutions. The educational establishments themselves and the technical inspection service propose the experimental projects considered most suitable for inclusion in the annual plan.

Thus, an effort is being made to bring together research workers, educational administrators and teachers.

Lastly, the recent restructuring of the Ministry included the establishment of an office for educational research directly attached to the Division of Education and Science.

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6. Activities of the Department of Youth and Social and Cultural Advancement

The Ministry of Culture has done a great deal of work in many areas of its broad field of competence, as described in the following report. To ensure maximum clarity, the original nomenclature and numbering have been retained.

As already noted, this work has been carried out principally through the respective departments of youth and social and cultural advancement, music and the theatre, books and cinematography, and the fine arts, archives and libraries.

The activities of the Department of Youth and Social and Cultural Advancement are described below.

(a) Right to take part in cultural life

- (i) Principal laws, administrative regulations, collective agreements and court decisions relating to the right of everyone to take part in cultural life, including those aimed at the conservation, development and diffusion of culture

Spanish Constitution of 1979

The body of law which determines the principles governing the activities of the Department of Youth and Social and Cultural Advancement includes the following provisions:

(a) The public authorities shall facilitate the participation of all citizens in political, economic, cultural and social life (art. 9.2);

(b) Spaniards are equal before the law and may not be discriminated against in any way on account of birth, race, sex, religion, opinion or any other personal or social condition or circumstance (art. 14);

(c) The following rights, inter alia, are recognized and protected: the right freely to express and disseminate thoughts, ideas and opinions by word of mouth, in writing or by any other means of expression; the right to literary, artistic, scientific and technical production and creative activity, the right freely to communicate or receive truthful information by any means of dissemination whatsoever. The exercise of these rights may not be restricted by any kind of prior censorship. The protection of young people and children must, in all cases, be ensured (art. 20);

(d) The public authorities shall guarantee the social, economic and legal protection of the family. Children shall enjoy the protection provided for in the international agreements which safeguard their rights (art. 39);

(e) The public authorities shall foster health education, physical education and sports and likewise facilitate the appropriate use of leisure (art. 43.3);

(f) The public authorities shall promote and protect access to culture, to which all are entitled (art. 44.1);

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(g) Everyone has the right to enjoy an environment suitable for personal development, as also the duty to preserve it. The public authorities shall ensure that the environment is protected and restored (art. 45);

(h) The public authorities shall ensure the preservation and promote the enrichment of the historical, cultural and artistic heritage of the peoples of Spain and of its individual parts (art. 46);

(i) The public authorities shall promote conditions conducive to the free and effective participation of young people in political, social, economic and cultural development (art. 48);

(j) The public authorities shall carry out a policy of integration of the physically, psychologically and sensorially handicapped and shall afford them protection so that they may enjoy the fundamental rights of all citizens (art. 49);

(k) The public authorities shall attend to the specific, cultural and recreational problems of the elderly (art. 50).

The instruments pertaining to the fundamental rights and freedoms of Spaniards, which are recognized by the Constitution, shall be interpreted in conformity with the Universal Declaration of Human Rights and the international treaties and agreements thereon which have been ratified by Spain (art. 10.2).

#### Regulatory provisions

(a) Royal Decree 442/1981, of 6 March, on the organizational structure of the Ministry of Culture, article 8;

(b) Royal Decree 575/1981, of 6 March, determining the organizational structure and functions of the Autonomous Institute for Youth and Community Advancement.

The Department of Youth and Social and Cultural Advancement received its most recent mandate in a Decree of 1 April 1977 regulating the family and youth departments.

The most immediate antecedents of the Institute for Youth and Community Advancement are the Welfare Institute, established by Royal Decree 1832/1978 of 23 June, and the Youth Institute established by Royal Decree 1119/1977 of 20 June.

#### (ii) Practical measures for the exercise of this right

These measures are described below, classified by sector.

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a. Youth

Interministerial Commission for the study of problems relating to youth

This Commission was established in 1980 in order to formulate a more active policy with regard to youth on a comprehensive and co-ordinated basis. Social and cultural objectives are given priority in the work being carried out by the working groups established within the Commission (co-ordination between education and employment, promotion of youth associations, channels of participation, improvement of recreational activities for youth, etc.).

Constitutional origin of the Youth Council of Spain

Under article 48 of the Constitution, the public authorities are required to promote conditions conducive to the participation of young people in political, social, economic and cultural development. Since the establishment of the Youth Council in 1977, one of its essential objectives has been to facilitate the participation in policy-making of youth associations and organizations of all kinds which render cultural, recreational and social services.

In order to further this process, and to overcome the difficulties which have arisen, the Assembly of Educational and Service Agencies (AEJES) and the Board of Young People's Political Organizations have been officially recognized, and a Joint Commission of the two bodies has been established where they can meet and draft the basic provisions for the Youth Council; the Joint Commission will transmit to the Administration the preliminary draft of the law which, in its view, should be promulgated to govern the Youth Council.

Incentives and assistance for youth associations

Another basic guideline of this Council is the principle that there is no more practical method of training in democracy than that of increasing the participation of bodies established on the basis of free association. This purpose is served by incentives and assistance in the form of grants, the promotion of associations and the participation of young people in the activities of their own organizations and associations and in the development of the life of their communities, as described in more detail in item (iii) below.

Preparation of a general register of youth associations and bodies rendering services to young people

Because of the variety of associations, a phenomenon characteristic of the present day, and in order to facilitate the activities of the Department, particularly in relation to the Youth Council and the policy of official support and subsidies for programmes of activities and equipment which will be described in more detail further on, a general register has been prepared.

In addition to the lawful youth associations, sections and units, bodies rendering services to young people, either exclusively or primarily, are included in the register, provided they are legally constituted, are not profit-making and do not engage in commercial activities.

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Services available

There is another major sector of cultural development for young people: the institutional networks, centres, facilities, workshops and offices constituting the operational infrastructure of the Department. This infrastructure is administered by an autonomous body known as the Institute for Youth and Community Advancement.

The multifarious services concentrated in this infrastructure reflect the active support provided by the public extensively and liberally to these bodies and groups and to young people individually.

The infrastructure is described further in item (iv) below.

Promotional social and cultural programmes

As a service, and as an outlet through which young people can give expression to their cultural aptitudes and interests, a variety of promotional programmes are organized; the major events are listed below, although the list is not exhaustive:

- (a) Annual competitions in the plastic arts;
- (b) Junior art exhibitions;
- (c) Annual junior choral meetings;
- (d) Choral works competition for young composers - works to be performed by junior choral groups;
- (e) Junior classical drama meeting;
- (f) Musical composition competition on the fourth anniversary of the death of Santa Teresa;
- (g) "Príncipe de Asturias" prize for young naturalists;
- (h) Cinema workshops;
- (i) Interregional junior exchanges;
- (j) "Youth and drugs" symposia.

b. Family

Since 1977 various measures have been adopted to ensure and promote the exercise of the constitutional rights of children, the family and the elderly:

- (a) Symposia on children, for promoting knowledge and disseminating information concerning their rights;

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(b) National symposia on the family and the Constitution. The proposals of the various working groups were assembled in the book "Family and Constitution" published by the Ministry of Culture;

(c) Schools for parents. An agreement has been entered into with the ECCA Radio School to promote family education; it has been in operation for two years;

(d) Integration of disadvantaged families. Special programmes are organized for the social integration of gipsy families;

(e) International correspondence among children. This programme was established in connection with the International Year of the Child (1979) to promote the exchange of correspondence and ideas among Spanish children living in different provinces and children in other regions and countries;

(f) Senior citizens' centres. After an experimental period and in accordance with various agreements social and cultural centres have been organized for the general welfare of senior citizens. The centres are being established by the Department and under agreements with public or private non-profit organizations;

(g) First biennial festival of literature, the plastic arts, handicrafts, photography and senior citizens' centres. It was announced this year and is intended to promote the creative talents of senior citizens and the exhibition of their cultural works in all the other population sectors.

c. Women

The cultural equality of women is an aspect of women's equality with men before the law, as laid down in the Constitution, an aspect which the Department is continuously seeking to enforce.

A number of practical measures exist for this purpose, including the following:

(a) The "María Espinosa" national award. Introduced in 1978 for the best research work and journalistic articles or reporting on the social, cultural, labour and legal problems of women in Spain and on problems relating to their assimilation and integration into modern society; the subject-matter has now been expanded to include narrative material and poetry provided that they contribute to promoting greater awareness of women's problems;

(b) Interdisciplinary seminar on women. The seminar was held this year in co-ordination with the Autonomous University of Madrid. It consisted of round-tables on "Women in science and culture" with four general themes: history, economics, sociology, and political science and ideologies. The many objectives pursued include the exchange of opinions, the dissemination of papers and the views of researchers on specific aspects, on the studies needed on women and on the preparation of papers and lectures. These seminars will be continued.

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(c) Competition in photography and publicity slogans for creating and disseminating a new image of women. The arrangements are under way and the aim is to find and disseminate an image of women that more closely reflects the reality of their growing role in society and culture.

(d) Symposia for women. This is a social and cultural activity at an experimental stage which is intended to facilitate the integration of women in society, their cultural development and their occupational advancement. It is designed for women between 30 and 55 years of age.

It covers other subjects in addition to culture, as may be deduced from the information already provided.

#### d. Studies

The Department's youth and social and cultural advancement activities are preceded by essentially sociological programmes concerned with research, analysis, study and reporting in respect of situations in the different population sectors which fall within its jurisdiction. Every year, applying modern sociological methods and availing itself of the co-operation of Spain's most distinguished scientists and experts, it organizes meetings, seminars, round-tables, symposia, etc. All these activities, after analysis and review, provide the information which forms the basis for the Department's widely disseminated publications on the situation of population sectors (children, young people and the elderly) and of the family.

This year a programme was initiated to be continued over the next few years - on cultural models for young people, with the participation of scientists, officials, representatives of recreational services, the media and young people themselves. This programme aims to amass the greatest possible amount of objective information on the attitudes of young people in the world of culture in order to ensure that public activities are planned as realistically and effectively as possible.

#### (iii) Information on the availability of funds for the promotion of cultural development and popular participation in cultural life, including information on public support for private initiative

Given the economic implications of this topic, it must be made clear, before providing the information specifically requested, that all activities of the Department - as a governmental body - which are described in this report or elsewhere, must be covered by corresponding allocations in the annual State budget.

Funds are available for the activities to promote cultural development described here, for popular participation in cultural life and especially for public support for private initiatives.

Since the above-mentioned cultural activities are clearly dependent on official financing, public backing is continuously sought for private initiatives.

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In the case of young people, since 1977 the Department has been promoting and supporting cultural, training and recreational activities on behalf of youth organizations, including its own organizations and associations. At present, this is done by subsidizing:

- (a) specific activity programmes;
- (b) annual activity programmes;
- (c) programmes for the construction, adaptation or improvement of youth centres and facilities;
- (d) programmes for the acquisition of furniture and equipment for activities.

In addition to these promotional activities, a legally fixed part of the gambling tax revenue is used to improve the social and cultural life of senior citizens and persons suffering from physical, psychological and sensory disabilities by means of individual projects and assistance to institutions.

Programmes for the advancement of ethnic minorities, especially the gipsies, are also subsidized in accordance with the relevant regulations.

It should be noted that, although the legislation is of recent date, subsidies have been granted in accordance with the overall policies of the Ministry of Culture.

The need for greater awareness has resulted in the establishment of a programme for the social and cultural advancement of ethnic minorities, with separate funds and its own regulations.

Finally, mention should be made in this financial context of the agreements concluded between the Department and other public bodies. The use of funds and technical assistance under these agreements serves to promote popular participation in cultural life.

Among the agreements which should be noted for their social and cultural impact are those concluded with the UNICEF-ESPAÑA Association, the Institute for the Conservation of Nature (ICONA) and the Social Sciences Institute.

The agreement with UNICEF-ESPAÑA provides for the establishment and maintenance of a documentation section specializing in the problems of children and young people suffering from physical, psychological and/or sensory disabilities so that the data obtained can be used in support of the decisions adopted on social and cultural matters for the protection and advancement of those individuals.

The agreement with ICONA has among its objectives the establishment of "Halls of Nature" to serve as centres for the training of experts and the study and knowledge of nature as a cultural source.

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Finally, under the agreement with UNICEF-ESPAÑA the Social Sciences Institute will take over the management and organization of the Higher Institute of Family Counsellors (ISAF) as a centre for the training of family counsellors and research on topics pertaining to the family. The educational and analytical impact of the Institute, which has been in operation since 1978, on the promotion of participation in cultural life is obvious and justifies its inclusion under this heading.

(iv) Description of the institutional infrastructure established for the implementation of policies to promote the popular participation in culture

The following is a brief outline of the infrastructure supporting the activities of the Department.

Documentation centre

The centre contains books and periodicals for use by organizations and private individuals. Its objectives are to classify systematically all documentation pertaining to young people, women, the family and children, and to make this collection available to the general public and to researchers in particular.

The centre contains over 50,000 volumes in addition to periodicals, journals, pamphlets, posters, etc.

Residences and hostels

These centres provide a combination of services and facilities for conducting individual and group activities: regional, national and international meetings; youth tours; cultural, recreational and outdoor activities; etc. The residences also offer accommodation and training assistance for university and other students and young people in general. They form a network which is part of the International Youth Hostel Federation. Members of that federation, to whom the network is open without discrimination, can obtain a wide range of information from the Institute for Youth and Community Advancement through its Offices for Youth and Student Exchanges and Tourism and from guidebooks and brochures which are regularly updated.

There are 129 institutions of this type (64 hostels and 65 residences), with accommodation for 14,230 persons, including 9,000 full-time residents. During the summer and holidays 45,000 can be accommodated.

Youth centres and recreation/sports facilities

Youth centres are places for social and cultural activities which are open without restriction to all young people for personal development in their free time, depending on their interests, and they provide an element of guidance and community spirit.

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They place strong emphasis on sports in order to bring out the social and cultural aspects of sports.

There are 89 youth centres and 425 youth clubs in operation, and more than 50 recreational and sports facilities. Together, they are used by an average of 38,000 young people daily.

#### Camps and work camps

These are centres for communal living, social and cultural activities and voluntary work on social and cultural projects outdoors. Camps have been set up at 67 sites to accommodate 250 groups totalling 55,000 campers in a programme of regular (primarily cultural, sports and recreational) activities, and 2,500 in special programmes (sailing, ecology, mountaineering, etc.).

Work camps have been set up at 28 sites to accommodate 55 groups totalling 1,700 young Spaniards and foreigners.

#### National Youth Tourism Network (National Office for Youth and Student Exchanges and Tourism ("TIVE"))

The network has 22 offices throughout the country and its services include international exchanges and language courses abroad.

Every year the network provides on the average the following services for young people from Spain and other countries: 30,500 beds; 70,000 fresh-air excursions; 280 charter flights for 28,000 passengers; 40,000 train and coach tickets; and 2,500 trips abroad for language courses.

#### Legal counsel for young people

Following a successful experimental period, seven counselling centres are in operation in seven major cities in the premises of the bar associations, where lawyers provide counsel for young people on their legal problems.

The Department intends gradually to expand this type of counselling.

#### Information centres for young people

Established in 1979 to provide information on matters of concern to young people, these centres are now operating in 14 provinces and others are planned for nine more provinces.

#### Community centres and centres for social and cultural activities

These centres provide opportunities for individuals and groups to meet and socialize; in addition, there are various types of cultural activities and specific social services, particularly for families and children.

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Actually, these centres are educational institutions, since basically they provide short-term assistance courses and cultural courses and activities.

There are 198 centres in all, of which 16 organize local activities in their geographical areas.

#### Community handicraft workshops

There are 45 cultural, training and development centres specializing in local handicrafts. They operate both as teaching centres and centres for the promotion and production of handicrafts and, where necessary, as pilot centres for the promotion of local handicrafts. Their primary function is to preserve the handicraft traditions of the various regions of Spain.

#### Senior citizens' centres

These were described above as social and cultural centres for the all-round personal development of senior citizens. At present there are 27 such centres. Of these, six are under the direct supervision of the Department, while the remainder operate under agreements with non-profit cultural organizations.

#### Inter-CIM and CIM

These are information centres established specifically for women. They deal with all social and cultural matters of interest to women.

They operate in three major cities in conjunction with the Inter-CIM of Madrid.

Computerization of the information service has begun and it is hoped that before the end of the present year terminals will be installed in the provinces under a gradually expanding programme.

#### (v) Overall policy and specific measures aimed at the promotion of cultural identity as a factor of mutual appreciation among individuals, groups, nations and regions

This heading refers specifically to respect for cultural identities which have taken shape in the course of time and history and, consequently, to practical measures for supporting and promoting the free development of the individual potentials of every regional and national group as factors conducive to mutual understanding in heterogeneous communities.

Nevertheless, it is logical to include under this heading, by way of analogy, the Department's efforts and programmes designed to further the social and cultural welfare of such segments of the population as women, young people and the family in terms of their needs as identifiable groups.

On this assumption, it is appropriate to mention here the symposia on youth and cultural models, to which reference was made in the context of specific measures, and the competition in photography and publicity slogans for creating and disseminating a new image of women, also described in that context.

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Other similar activities include the radio programmes on youth and women. The need to provide both groups with information on their many social and cultural fields of interest has resulted in an agreement with a network to broadcast programmes on documentation, news, legislation and statistical data that will encourage young people and women to participate in the social and cultural reform taking place in Spain.

- (vi) An indication of measures and programmes aimed at promoting awareness and enjoyment of the cultural heritage of national ethnic groups and minorities and of indigenous sectors of the population

The gipsies constitute the largest ethnic minority in Spain. Two measures have been taken with respect to this group in this connection:

- (a) the establishment of the Inter-Ministerial Committee for the study of problems concerning this group;
- (b) the promulgation of an extremely practical resolution prescribing regulations for subsidizing programmes for the social and cultural advancement of ethnic minorities.

The Committee regularly studies the specific problems of the gipsy population and has proposed several important measures to the relevant authorities, which have implemented them through their regular bodies and under their regular budgets:

- (a) Each year the Ministry of Health and Social Security subsidizes the gipsy associations and groups from the National Social Assistance Fund;
- (b) The Ministry of Culture finances studies on young gipsies, assistance for the advancement of children and acculturation programmes for the gipsy population through the social centres;
- (c) The Ministry of Labour is considering the initiation of agreements on vocational training and co-operatives in collaboration with the gipsy associations and groups;
- (d) The Ministry of Education continues to provide support for a national body which operates schools for gipsy children and a number of adult literacy programmes are under study;
- (e) The Ministry of Public Works and Urban Planning has conducted a study on housing needs throughout the country in an effort to solve the problem under the general policy of eliminating shanty towns, a policy which the Ministry is in the process of implementing;
- (f) Similarly, other ministries are tackling the gipsy problem in their own fields of competence, using their own resources and as part of their general policy for dealing with similar situations.

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It can be concluded that the Government is aware of the problems facing some sectors of the gipsy population and is endeavouring to solve them mainly in accordance with overall State policy concerning housing, education, employment and health assistance. Over the short term the Government is also implementing certain projects for the social and cultural advancement and development of the gipsy community, with a view to enabling them to share in the social and cultural well-being of Spanish society as citizens enjoying full rights.

The resolution promulgated in February 1981 provides for the subsidization of programmes for bringing back and promoting characteristic artistic activities; activities to promote community development; educational and cultural folklore activities; socio-cultural, family and individual advancement; training of community leaders; extension, information and motivational campaigns and, in general, cultural extension activities.

(vii) A description of the role of mass media and communications media in promoting participation in cultural life

The fundamental nature of information as a prerequisite for progress is a general principle that is put into practice by this Department, as was implied in the section on the institutional infrastructure. This is reflected by the existence of the following mass media, whose functions are self-explanatory: the Documentation Centre, the CEMs and the Youth Information Offices. Further information concerning these bodies as suppliers of information is not necessary. On the other hand, mention should be made here of publications as mass media. First, there are the following periodicals:

(a) "Guía". A semi-monthly magazine for young people, focusing in particular on education, competitive examinations and prizes;

(b) Zoe-14. A monthly children's comic paper aimed at propagating constitutional principles from the viewpoint of equality of the sexes;

(c) "Mujer, hoy". A bi-monthly journal of social and cultural information for women;

(d) "Revista de Juventud". A quarterly review for experts and professionals containing articles, essays and studies on youth.

The Department has published a series of titles on young people, women, children, the family and senior citizens; several of these books deal with the social and cultural rights of those population groups.

Most of these publications (i.e., most of the books and periodicals) are distributed free of charge to the groups under the Department's jurisdiction.

Finally, with regard to the general communications media, the Department is at all times interested in publicizing current social and cultural activities and does so for the purpose of furthering the advancement of the above-mentioned sectors rather than that of advertising its own efforts.

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Within the framework of the MCS, the Department found it convenient to conclude various agreements with a network to broadcast programmes on documentation, news and statistical data concerning young people and women; there was a very large public response to these varied programmes.

(viii) Overall policy and specific measures aimed at the preservation and presentation of mankind's cultural heritage

In the context of this Ministry's policy, and specifically as part of the concrete measures aimed at preserving and presenting the country's cultural heritage, the Department follows three lines of action:

(a) Action to promote and protect handicrafts; the study and dissemination of the characteristics of Spanish handicrafts as a cultural phenomenon and artistic expression of a special way of being and feeling constitute both the major objective of the Handicraft Workshops, referred to above, and the main reason for the establishment of the "Marqués de Lozoya" National Prize. This prize, established in December 1980, is awarded to artists whose work is of such excellence that the viewer can appreciate the true nature of craftsmanship in the past and present. The prize of 2 million pesetas will be awarded annually;

(b) The study and conservation of nature. The Department commemorated the International Year of Nature (1980) with two events. One was the first "Principe de Asturias" International Prize competition for young people conducting nature studies. The competition was open to young people of all nationalities, and one of the prizewinning studies was the work of a 16-year-old girl from Puerto Rico. The second event was the official opening of the Centre for Nature Studies, at Aznalcázar, Seville. Situated at the entrance to the Coto de Doñana National Park, the Centre, in addition to serving as a youth hostel, is intended to encourage nature study by stimulating interest in the subject among young people and providing them with the necessary material and technical support. The Centre has been named after Félix Rodríguez de la Fuente as a tribute to the late Spanish naturalist, and is at the same time a permanent encouragement for young people interested in topics relating to nature;

(c) The presentation and preservation of young people's artwork. This project is now in an advanced stage of preparation. It will supplement the results of the annual plastic arts competitions, mentioned above in connection with specific measures, and of the young people's painting and sculpture exhibitions that are held in most Spanish provinces. Appropriate measures are being planned to establish a permanent exhibition hall for young people's art which would display each year's prizewinning works, as well as those officially acquired or donated by the young artists themselves.

(ix) Information on professional education in the field of culture and art

Reference must be made here to those experts and counsellors in the field of "leisure" and "outdoor" activities; these activities do not constitute professional education in the strict sense of the term but represent specializations in the world of recreation which are increasingly in demand by associations and organizations active in that field.

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Mention should also be made of the existence, after training, of socio-cultural and youth "leaders" and, above all, of "directors" and "experts" in camping and hiking activities. The growing demand for these people only emphasizes the fact that a new corps of qualified professionals is gradually emerging to develop so-called "free-time" social and cultural activities.

The training of "directors", "counsellors" and "experts" is part of the regular curriculum in the better equipped facilities of the relevant networks of this Department.

In this field of recreational education 22 schools in the private sector have been officially recognized and many others are being classified and registered.

(x) Any other measures taken for the conservation, development and dissemination of culture

The supplementary nature of this section vis-à-vis the preceding ones leads us to raise a topic of some interest which has not yet been discussed here.

In connection with the European Space Agency's Spacelab programme, competitions have been organized for young people involving projects in humanistic and technical fields related to that space programme.

The prizewinning entries will be displayed at the exhibition organized jointly by the Conservatoire des Arts et Métiers of Paris and the Agency.

The prizes have been donated and the European space programme is moving ahead.

(xi) Factors involved and difficulties encountered

Both the regulatory activities and the measures of implementation described above must be viewed in the context of the radical political reform taking place in Spain.

The difficulties are due mainly to budgetary limitations and to the fact that the period in which the sectors of the population of concern to this Department play the leading role is just beginning.

(b) Encouragement and development of international contacts and co-operation in the scientific and cultural fields

(i) Principal laws, administrative regulations and collective agreements designed to encourage and develop international contacts and co-operation in the scientific and cultural fields

Cultural treaties signed by the Spanish Government are currently in force, 41 of which contain specific references to the subject of youth and provide for implementation programmes which include possibilities for regular exchanges of experts and youth groups.

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In view of the scope and importance of Spain's relations with the following countries, joint sub-commissions for youth exchanges have been established with them under the relevant cultural treaties: the Federal Republic of Germany, the United Kingdom, Colombia, France, Portugal, Belgium, Egypt, Tunisia and Venezuela.

(ii) Information on measures taken

a. Youth

The Department attaches increasing importance and urgency to the objective of establishing contacts and co-operation at the international level between youth movements and organizations. This is done in various specific ways, including the following:

(a) Technical and financial support for initiatives and programmes of the youth associations active in this field (congresses, seminars, meetings, debates and other international activities);

(b) International exchanges of experts specializing in youth questions, principally with European and Latin American countries. This type of international activity is carried on under the cultural agreements concluded by Spain; the interests of the young people themselves are given serious consideration and their direct participation is encouraged;

(c) Participation by the Department in international youth organizations, when this may be beneficial to young Spaniards, i.e.

- (i) European Youth Foundation (Council of Europe);
- (ii) United Nations Educational, Scientific and Cultural Organization - Special Fund for Youth;
- (iii) United Nations Volunteers;
- (iv) International Federation of Organizations for School Correspondence and Exchange (IFOSCE);
- (v) International Co-ordinating Committee for the Presentation of Science and the Development of Out-of-School Scientific Activities (ICC).

b. Women

One of the most noteworthy international events was the participation of the Department in the World Conference on the United Nations Decade for Women, held at Copenhagen in July 1980.

Attending as part of the Spanish delegation, the Department submitted a report on the objectives of the Decade, co-sponsored a series of resolutions and, as representative of the Spanish Government, signed the Convention on the Elimination of All Forms of Discrimination against Women.

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c. Exchanges

International relations are maintained with almost all countries of the world for the exchange of documentation, single and periodical publications, brochures, bibliographical data, etc., on the subject of the family, youth, children and women.

The Department of Music and Theatre has launched two extremely interesting programmes: the programme for preserving Spain's musical heritage and for infrastructural development and the programme for promoting, disseminating and encouraging theatrical activities. The programmes encompass very varied activities, which are described below:

7. Activities of the Department of Music and Theatre

(a) Programme for preserving Spain's musical heritage and for infrastructural development

(i) Programme for converting the Teatro de la Zarzuela into a national lyric theatre

The aim of this programme is to convert the Teatro de la Zarzuela in Madrid into a national lyric theatre, with the Compañía Nacional de Zarzuela, the Ballet Nacional Español and the Ballet Clásico Nacional, and eventually to establish a national opera company with its own orchestra and choir.

At present the Teatro de la Zarzuela in Madrid, together with the Teatro Real, the Teatro María Guerrero and the Teatro de Bellas Artes, is the locale for stage productions, programmes and theatrical seasons organized by the Department and the Autonomous Agency for National Theatres and Festivals in Spain. The Teatro de la Zarzuela is the locale for seasons of Spanish zarzuelas, operas and ballets, but the only permanent company is the zarzuela company. It will therefore be necessary to consolidate the various national ballet companies and subsequently also to establish a permanent opera company with its own orchestra and choir.

(ii) Programme for expanding, equipping and modernizing the musical infrastructure

The precarious situation of Spanish music is due, among other reasons of a cultural, social and historical nature, to the lack of an adequate infrastructure, particularly as regards equipment, instruments and technical facilities. There is also a problem which cannot be dealt with through programmes with the usual budget allocations - the problem of the premises available for music, and more specifically auditoriums. Unlike other cultured countries in Europe and America, Spain has hardly any auditoriums.

In order to achieve as much as possible with the limited funds now available, this programme is pursuing the following objectives:

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(a) Provision of pianos for musical groups. The piano is the most expensive instrument for individual musicians; in addition, without concert pianos, it is difficult to bring music to parts of Spain which have so far been deprived of it;

(b) The Department has to purchase and repair its own technical equipment (lamps, stage and sound equipment, etc.), which it then lends for numerous functions and recitals in poorer places which do not have even the basic facilities for bringing culture and music to the people.

(iii) Programme for reviving and maintaining the musical heritage

Although the Department of Music and Theatre has no mandate as regards the musical heritage, which is entirely within the sphere of competence of the Artistic Heritage Department, this does not preclude its involvement in related activities, and in particular in the maintenance of organs, specifically on the basis of Royal Decree No. 782/1980 of 7 March (Official Gazette of 30 April 1980) which contains provisions relating to musical instruments of historical and artistic value. This Decree orders the preparation of an inventory or catalogue. Although this is to be done by the Ministry through the Artistic Heritage Department, the budget may make provision for the work to be shared with the Department of Music using funds implementing an organ restoration plan. Such a plan is absolutely essential in order to save one of the richest organ collections in Europe, because the quantity and quality of the organs in Spanish churches are truly impressive.

Concurrently, the National Centre for Training in and Dissemination of the Gregorian Chant will be set up at the Monastery of Santo Domingo de Silos. This project will include the development and preservation of this valuable musical treasure.

(b) Programme for promoting, disseminating and encouraging music

(i) Programme to stabilize and give permanence to Spanish musical life

Unfortunately musical life in our country cannot really develop properly at present without State support, because private capital is being used in other areas of higher priority, because there is no great public demand for music and, above all, because there are large geographical and social sectors where music is still a little-known and unpublicized art. For this reason, decisive State action is needed if we are to maintain a level of activity similar to that in the cultured countries and, above all, if we are to eliminate the present sectoral unemployment in the musical profession caused by the lack of demand for music.

This programme covers all areas in which it is thought to have the greatest effect in attracting audiences - especially the area of choirs and choral ensembles which is the first phase of direct and feasible popular action. It also includes symphony orchestras which, because they use hundreds of professional musicians, are the only way of employing young graduates from the conservatories. These orchestras are also the most dynamic vehicle for instilling a love of music since their repertory is well known to the general public; lastly, within the limits of the funds available, attention is given to folklore troupes and ensembles, which are still an effective musical attraction in more popular sectors.

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Concurrently with action by the private sector, efforts are being made to promote action by State companies, the national orchestra and national ballets throughout Spain, thus consolidating action by the State to encourage music and giving continuity to Spanish musical life.

(ii) Programme for decentralizing and interconnecting musical activities

In addition to its primary objective of giving permanence and stability to Spanish musical life, the Department of Music and Theatre is pursuing the other equally important objective of decentralizing musical activities, so that not only the big cities but all the provinces and regions of Spain can enjoy music of the quality it is hoped to impart to Spanish cultural, social and spiritual life. The contribution of private enterprise is therefore needed in order to meet the numerous demands from bodies and associations which do not have the best possible budgets and which must be assisted, in their important work of promoting music, by the provision of public funds under a genuine scheme of national redistribution.

As part of this programme, there are plans for a series by Spanish performers, involving the increasing participation, in concerts organized freely throughout Spain by hundreds of concert groups, of the vast majority of Spanish musicians in all the provinces. In addition to this basic series of activities involving collaboration between the public and private sectors, there is the vital task of stimulating the universities and other educational institutions, with their young students who deserve to be introduced to music, as well as other specific bodies dealing with specific aspects of musical life such as musicology, music teaching, musical youth groups, etc.

(iii) Programme for reaching new audiences and introducing children and young people to music

This programme will focus on bringing music to new audiences, which also presupposes a complementary effort by musicians and professionals who have voluntarily assumed promotional and educational responsibilities in the field of music over and above their professional activities. Talents different from those of the mature professional are required in order to reach new audiences, and it is precisely the young musicians who have such talents.

Through institutions and associations specifically devoted to this work, such as Juventudes Musicales Españolas, ISME-España, etc, this programme is designed to bring music to the youthful sectors of the population. It is a labour which will bear fruit when the same young people ask for more music in the future and thus promote full employment in this sector. In addition to these activities for youthful audiences and performers, provincial tours will be organized to bring music to villages and rural sectors where there have been no regular performances so far.

In addition to these introductory and motivational campaigns, which are still not very extensive because sufficient means have not been available for this crucial work, there is one specific objective: to programme short or full courses for teachers. In the light of experience, these can later be extended to various parts of Spain, thus filling an important gap now existing in the classroom activity of the school population.

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(c) Programme of support for musical creative activity and the promotion of new works and talents

While the dissemination, popularization, motivation and preservation are all extremely important, it is equally vital to promote musical creativity and new works of art by authors and composers and to train new performers and interpreters as a sure way of maintaining continuity in the future, by means of the following projects:

(a) Organization and support of contests and competitions, by means of awards or financing, in order to provide an incentive in such varied areas as musical interpretation (for all instruments and types of singing), composition, musicology, research, folklore, etc. Such competitions are always organized by bodies, centres or institutions, with no State participation as regards organization, juries, principles, etc. in order to ensure their maximum independence and autonomy; they are held throughout Spain and some are international in scope;

(b) Support for full courses, short courses and seminars on musical topics, to supplement the educational activities of the Ministry of Education. Thus, at the end of the year, participants can move on to further training, to training under new systems and to the acquisition of new instrumental techniques;

(c) As regards composition, there is a need to encourage new works and new composers, through assistance to associations of contemporary music and of Spanish composers, which are doing important work by making recordings, publishing musical scores and disseminating new Spanish music. A total of ten fellowships, each worth 500,000 pesetas, will be announced for young composers.

(d) Theatre programme

(i) Programme for preserving Spain's theatrical heritage and developing the infrastructure

Programme for developing the National Drama Centre

This programme would require the formation of a touring company, which could travel all over the country, while the main company would perform in Madrid, in order to decentralize theatrical activities and bring in new actors and actresses, producers, set designers, technicians, etc. It would be started in 1981 and would subsequently receive budgetary financing sufficient for an ambitious plan for the organization of tours throughout Spain of productions already presented in Madrid.

(ii) Programme for expanding equipping and modernizing the theatrical infrastructure

The basic objective of this programme is to improve Spain's theatrical infrastructure, which is ill equipped to meet the needs of high-quality theatre and very antiquated as compared to that of European countries with a similar theatrical tradition. Many theatres have been demolished and others have been transformed into cinemas; those which are still in operation are in very bad or poor condition

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having regard to the developments which have occurred in recent decades in terms of technical and electrical equipment, backstage facilities, etc. Although it will be difficult to implement this programme with existing budgetary allocations, since it requires an altogether extraordinary level of investment, it is hoped to start the first phase, with three initial objectives in mind:

(a) To complete the modernization and equipment of the re-opened Teatro Español de Madrid;

(b) To equip companies or theatrical groups, in order to promote their activities;

(c) To acquire and repair technical facilities for the services rendered by the Department which are an indirect way of providing employment for hundreds of professionals in the theatrical field.

(iii) Programme for reviving and preserving the theatrical heritage

In view of the shortage of budgetary funds for the year, this programme cannot pursue other broader and necessary objectives and can only carry forward the action already taken by the National Theatrical Documentation Centre, under the Department of Music and Theatre, in conjunction with the National Musical Documentation Centre. The aim of this action is to assemble systematically a collection of all books, publications, graphic and audiovisual items, documents, photographs, etc., which will serve to preserve the theatre of today for study; if the same effort were to be focused on the past, and particularly on the theatre of the Golden Age, a much larger budget would be required.

A possible long-term project, which could not be undertaken in the immediate future for lack of funds, would be the establishment in Almagro, alongside the Corral de Comedias, of a centre for studies of the Spanish theatre, particularly the baroque theatre and the plays of Lope, Tirso, Calderón and so many other Spanish authors who laid the foundations of our dramatic art. Spain has lost the tradition of its classics and an effort must be made to remedy the situation if we are not to lose for ever the theatrical, cultural, literary, historical and social heritage of our plays from the Golden Age. This will necessitate a study centre and financing for staff, equipment and activities; at present it can be done only very inadequately at the seminars held in Almagro concurrently with the annual Baroque Theatre Festival which are only a tiny part of the task facing the State in this area.

(e) Programme for promoting, disseminating and encouraging theatrical activity

(i) Programme for stabilizing and giving permanence to theatrical activity

The basic aim of this programme is to protect the Spanish theatre which, as in all cultured countries, needs definite assistance from the State. Because of the lack of public demand and the rising costs of this form of artistic activity, State participation is necessary in order to prevent the disappearance of an extremely important part of Spanish culture.

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Practically speaking, this programme envisages the organization of theatrical performances of all kinds and thus employment for actors, actresses, producers, set designers, technicians, etc., who are underemployed or unemployed, as well as opportunities for new talents and generations which have chosen this profession as a vocation.

The various objectives fall into two distinct categories: direct State management and encouragement of private enterprise.

The first category comprises the seasons of the national theatres organized by the National Drama Centre and the mandatory participation of the Ministry of Culture in the programmes and productions of the Teatro Español in Madrid. Through these three channels, the State must arrange for performances of classical and repertory works of Spanish authors, thus filling an important gap, since such works are shunned by private enterprise because of their difficulty, complexity or cost, or for other reasons. The second category involves subsidies and assistance in response to about 50 applications per year from established theatres, professional companies, permanent halls, impresarios, vocational groups, etc.; it is thus possible to spread theatrical activity throughout the country, in the form of hundreds of performances which provide work for as many theatrical professionals all over Spain.

Lastly, a further objective is to promote the Spanish theatre and its works and professionals abroad, thus ensuring the presence of Spanish culture in other lands.

(ii) Programme for decentralizing and interconnecting theatrical activities

In addition to promoting the stability, continuity and permanence of the theatre and of professional activities, the Department of Music and Theatre seeks to decentralize the theatre so that it is not restricted to the large cities and reaches the whole country. This calls for the encouragement of activities which, even if carried out only once a year, will serve to create concern for the theatre in various places and will bear fruit in the form of the establishment of local groups in many Spanish cities and localities.

Sporadic activities are planned, such as tours, weeks, festivals, competitions, etc., to promote the theatre throughout the nation, since the theatre in Spain has a growing need for a variety of groups and companies which would offer new forms of interpretation for the mutual enrichment of all concerned.

In conjunction with this objective, it is very important to subsidize Spanish universities which have faculties, schools or departments of drama, as in Murcia, Valladolid, Salamanca, Oviedo etc., in order to facilitate contacts between the academic world and the theatre, research on the language of the theatre and the humanistic training of persons involved in the theatre, who will then be able to map out a more ambitious and new path for theatrical activity as a whole.

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(iii) Programme for bringing the theatre to new audiences and introducing children and young people to the theatre

This programme supplements all the dissemination, development and promotion activities covered in the above-mentioned programmes. It is concerned with reaching new audiences hitherto untouched by the theatre, particularly children and young people, in order to stimulate the interest of tomorrow's audiences and prepare them accordingly.

In the context of direct State action, the national centre for introducing children and young people to the theatre (CNINAT) is to become more active with its own company and will also work together with or in collaboration with professional or vocational groups which wish to devote themselves especially to this task. This will bring the theatre to thousands of children and young people and train hundreds of teachers to stimulate the interest of their students in the theatre.

Lastly, this programme is also designed to attract audiences by the use of various forms of expression. Puppets, marionettes, mime, the circus and other forms which have a long cultural, social and popular tradition, are a way of introducing thousands of spectators to the conventional theatre and traditional genres.

(f) Programme of support for theatrical creative activity and the promotion of new works and talents

In addition to the programmes of conservation, dissemination, development and motivation, it is also necessary to promote the renewal of the language of the theatre and to encourage new authors and theatrical professionals and new forms of expression, in order to ensure a general renewal of media and forms and to prevent the theatre from stagnating.

Some conventional incentives such as competitions, prizes and contests will be strengthened by the provision of awards, assistance for performances etc., so that there will be a theatre-promoting network throughout the country, culminating in the National Theatre Prize, awarded by the Department in conjunction with the National Music Prize. Both would be awarded, without a competition, to honour the work of individuals or institutions in the service of the theatre.

The celebration of the centenary of the death of Calderón de la Barca will provide an opportunity for budgetary provision to be made for the congresses and seminars to be held on this topic of universal appeal to all Spaniards.

Lastly, 10 fellowships, each worth 500,000 pesetas, will be announced for young playwrights.

The following basic guidelines for activities have been established specifically for the year 1981:

(a) Concentration of resources, because of budgetary constraints, on important activities, so as to avoid random efforts;

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(b) Promotion of stability and continuity in Spanish musical and theatrical activities, through regular performances;

(c) Decentralization of musical and theatrical activities, by increasingly promoting the development of troupes and associations;

(d) Support for musical and theatrical creativity, by promoting new works and new artistic talents;

(e) Attracting new audiences, and introducing children and young people to music and the theatre as part of their education;

(f) Revival and preservation of the Spanish musical and theatrical heritage, by encouraging research and studies;

(g) Co-operation in activities abroad, by facilitating the contribution of Spanish music and theatre to musical culture.

(g) Objectives

(i) Music

Support for orchestras, bands and instrumental ensembles.

Assistance to choirs, choral ensembles and folklore groups.

Promotion of song and dance companies.

Assistance to musical festivals and events.

Support for musical and concert societies, using performers in rotation.

Promotion of opera, zarzuela and ballet seasons and of special series of performances.

Promotion of musicology through specialized bodies and associations.

Support for musical activities in the universities and for introductory and promotional courses.

Assistance in organizing musical courses, competitions, contests and awards.

Assistance in installing organs and acquiring musical instruments.

Consolidation of the national ballets (classical and Spanish ballet).

Reorganization of opera, zarzuela and ballet seasons in the Teatro de la Zarzuela in Madrid (Teatro Lírico Nacional).

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(ii) Theatre

Incentives for the professional theatre in the form of selective grants to theatre companies.

Assistance to established theatres to ensure the continuity of their activities in various Spanish capitals.

Co-ordination of support for and co-operation with municipal theatres (Madrid, Seville, Saragossa, etc.)

Assistance to the vocational theatre and the clubs or associations promoting amateur performances.

Support for children's and young people's theatre, mime, puppets and the circus.

Assistance to universities in promoting the theatre and its popularization and research.

Assistance in the matter of awards, competitions, contests and promotional and introductory activities.

Support for national and international festivals and special series of events.

Establishment of and assistance to the Theatre Documentation Centre.

Reorganization of CNINAT at its new permanent headquarters in the Real Coliseo Carlos III in the Escorial.

Consolidation of the National Drama Centre and its activities.

Celebration of the centenary of Calderón de la Barca with performances, meetings, seminars, exhibitions, etc.

8. Activities of the Department of Books and Cinematography

This Department has carried out a great deal of work in its spheres of competence, particularly as regards the right of citizens to participate in cultural life and enjoy the benefits of scientific progress.

(a) The right to participate in cultural life

Practical measures. The establishment of sound libraries as centres for enabling the Ministry of Culture to carry out its work of promoting and disseminating culture by means of sound recordings has been a great step forward in the area of cultural training and dissemination.

This activity is carried out in the following three ways:

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(a) The establishment to date of 18 sound libraries in various cultural centres, either attached to the Ministry or connected with public or private institutions, libraries or cultural associations, or associated with the armed forces, etc.

(b) Programming and organization of series of playbacks with commentaries designed to promote knowledge and appreciation of musical and literary masterpieces through sound recordings. Playbacks are organized for various audiences at different levels; thus the "Introduction to music" series, designed for schoolchildren at the BGE level (between 10 and 13 years), are organized in the national library, and so far some 5,000 children have used the facility;

(c) With regard to measures designed to promote cultural identity as an aspect of mutual appreciation among individuals, groups, nations and regions, a photocopy of the Ministerial Order of 23 March 1981 is attached announcing a public competition for the award of grants for research on and the revival of the musical and literary-musical aspects of the Spanish folklore and artistic heritage.

Under this Order four grants of 500,000 pesetas each for the year 1981 will be awarded for research on and the study of musical or literary-musical themes of Spanish folklore in general or in any of its regional manifestations. Depending upon the interest and level of the projects carried out by the recipients of the grants, the Ministry of Culture may sponsor the issue of a sound recording of all or parts of the projects.

(b) Right to enjoy the benefits of scientific progress

(i) The promotion of understanding, tolerance and friendship among all nations and all racial, ethnic or religious groups

In this context stress should be laid on the importance of translation, since it enables nations and ethnic groups which have their own languages to communicate and hence understand each other better. The present "Fray Luis de León" prizes for translation into Spanish from the romance, germanic, classical, oriental and slavonic languages have been supplemented since 1980 by prizes for the translation of Spanish authors into other languages.

Moreover, in order to promote communication within the context of Spanish culture, a prize for translation between the languages of Spain has been established.

(ii) Information on measures taken to promote protection of the right to freedom of scientific research and creative activity, including the creation of all necessary conditions and facilities for scientific research and creative activity

In 1980, for the first time, 46 grants for literary creative activity, i.e. essays, novels, poetry and translation were announced. These grants, amounting to 500,000 pesetas each, were awarded in 1981 to 1,260 participants. They were announced again in 1981.

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- (iii) Measures taken to support learned societies, academies of science, professional associations, unions of workers and other organizations and institutions engaged in scientific research and creative activities

Grants are awarded to professional bodies for holding lectures, cultural events, symposia and round-tables. They are also awarded to cultural institutions for issuing facsimiles.

Grants are also being awarded to authors and translators attending international congresses, seminars, symposia, etc.

#### Notes

1/ Students in relation to the total for the group aged 14 to 17 years.

2/ In 1970, about half the total in the group spanning the four years following the age at which compulsory schooling ends (15 to 18 years or 16 to 19 years in three quarters of the countries concerned) were attending school full time in most of the OECD countries. These proportions amounted to two thirds in Japan, Canada and the United States of America and were a little lower (30 to 40 per cent) in some countries: Austria, the Federal Republic of Germany, Switzerland and the United Kingdom, in which there are extensive systems of vocational training based on apprenticeship.

3/ This Act is being debated in the Congress of Deputies.

4/ In this case, the yardstick for failure is the percentage of students who, on completing their basic general education, do not obtain the relevant certificate and therefore cannot move up to the baccalaureate level.

5/ In exercise of the State's exclusive competence to organize the educational system, a provision has recently been introduced on "minimum education" which is compulsory throughout the nation, although the Autonomous Communities may establish further education as a supplement too that minimum.

6/ The Educational Institutions Act was approved by Organic Law 5/1980 of the Head of State on 19 June (Official Gazette of 27 June). Organic laws are those which develop title I of the Constitution concerning fundamental rights and duties.

7/ The Constitution confines itself to providing that "basic education is compulsory and free of charge" (art. 27.4), leaving it to the enacting legislation to determine the extent of education in each case.

8/ This percentage of places must be renewed each year because of the depreciation of the existing school facilities, which are calculated to have an average life of 40 years.

9/ Natural increase and movement of the population.

10/ A decree issued in May 1978 has provided for its conversion into faculties and integration into the universities.

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Annex

LIST OF REFERENCE MATERIALS a/

1. Principal provisions relating to education
  - (a) Education for democracy;
  - (b) Educational Institutions Act and provisions for development;
  - (c) Religious instruction;
  - (d) Educational guidance;
  - (e) Basic general education;
  - (f) Vocational training;
  - (g) Universities;
  - (h) Extramural education;
  - (i) Educational decentralization;
  - (j) Teaching of vernacular languages.
2. Organizational structure of the Ministry of Culture.
3. Legislation concerning the Department of Music and Theatre.
4. Legislation concerning the Department of Books and Cinematography.
5. Legislation concerning the Department of Fine Arts, Archives and Libraries.
6. Selected legislation on cultural co-operation in the international context.

Notes

a/ These reference materials may be consulted in the files of the Secretariat in the original language in the form in which they were received from Spain.

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