

Preparation of the Joint Interim Report on the implementation of the the “Education and training 2010” work programme

CHAPTER 1: PRESENTATION OF THE NATIONAL LIFELONG LEARNING STRATEGY

1.1. Current state of play

1.1.1. Whether a lifelong learning strategy was established in your country by the end of 2006, and if not what is the timetable for its establishment

Lifelong learning strategy in Spain has moved a step forward in 2006 when the State implemented important actions on the matter.

In October 2006, the annual progress report on the National Programme for Reforms in Spain included 43 measures in its guideline 3 ("Increasing and improving human capital"), specifying the national strategy for lifelong learning. Most of these measures are linked to two main framework laws -the Organic Law on Education (*Ley Orgánica de Educación*), and the Organic Law Modifying the Organic Law on Universities (*Ley Orgánica de Modificación de la Ley Orgánica de Universidades*)- and cover the whole education system, from nursery school to higher education. The rest of the measures are specific actions to be implemented up to 2010, focused on improving early schooling, educating young population and longlife training for the employed and the unemployed.

The Organic Law of Education, (*Ley Orgánica de Educación*) (*LOE*) regulates the educational system from infant to upper secondary education, including the intermediate and upper levels for vocational training and adult education. It states the right for all persons to longlife education and training, inside and outside the educational system. It has been approved by Parliament on 3 May 2006 and helps to implement the reforms which, based on the strategic objectives of the European programme "Education and Training 2010", were planned two years before. The aforementioned Education Act was accompanied by a financial report concerning the costs for the 2006-2010 five-year period (see section 1.3.3). Financially supported by the State (60%) and the Autonomous Regions (40%), the necessary funds for its application are being therefore guaranteed by this increase. As for the regulatory development, regulations, Royal Decrees had already been passed in 2006, those concerning the calendar and the curricula for compulsory primary and secondary education, as well as the general regulation of vocational training.

On the other hand, the Organic Law Modifying the Organic Law on Universities (*LOU*) was approved on 29 March 2007, its main objectives being: to have a higher autonomy for selecting their professorial staff, to decide which degrees to offer or a specific choice of branches, to return results to society (accountability), to implement quality evaluation policies, to stimulate cooperation and knowledge transfer between universities and the productive sector and to promote gender balance in the governing bodies. The Law says Universities have the duty to give a suitable response to lifelong learning needs and facilitate, at any age, access to the cultural and educational offer.

The *LOU* also establishes that the Government regulates the conditions for validating professional experience for academic effects. Similarly, regulations have to be established for university entrance for those who do not have the legally required

academic qualification but can provide credit of professional experience. Finally, it should be noted that the regulations on university access for those aged over 25 are maintained.

Concerning occupational and continuing vocational training, the Agreement on Vocational Training for Employment 2006, (*Acuerdo de Formación Profesional para el Empleo 2006*) signed by the Government and the social partners within the scope of Social Dialogue should be underlined. It's important to underline that this Agreement led to the Royal Decree 395/2007 of the Ministry of Labour and Social Affairs in 2007, regulating the subsystem of vocational training for employment. Amongst its objectives, the integration of continuing vocational training for those at work and of occupational vocational training for the unemployed, the strengthening of training quality, the workers' participation in training actions and the reinforcement of the agreement between the social partners and the Central and Autonomous Region Governments, should also be stressed. The new legislation on vocational training facilitates lifelong learning and the possible evaluation and certification of non-formal learning and, thereby, their capitalisation.

1.1.2 Plans for future adjustment, completion or modification of the strategy

As it has been mentioned above, the Parliament approved the Law that modifies the previous Organic Law on Universities (the LOU of 2001), completing the strategy for longlife learning in the university field.

Other legal regulations affecting upper secondary education curricula, the new vocational training qualifications and the basic curricula aspects for each of these will be published in 2007. The framework for the evaluation of the tests to be carried out in primary 4 and secondary 2 (4th and 8th grades) will also be approved.

The various measures established by the Central and Autonomous Administrations, as well as those carried out by other sectors and social agents involved are set out in a framework document in order to facilitate their monitoring and evaluation.

1.1.3 Obstacles encountered in the establishing of your strategy.

The main difficulty when trying to implement the longlife learning strategy lies in the coordination and cooperation between the different administrations with educational competencies, the central government (different Ministries), the Autonomous Region Governments and the local Governments. However, the measures adopted by the different institutions have the objective of promoting longlife learning in common.

1.2. Comprehensiveness, coherence and relevance:

1.2.1. Which systems and levels of education and training are covered?

As stated above, the Organic Education Law and the regulations issued by the Central and Autonomous Regions Governments cover: infant education (0-6 years); primary education (6-12 years); compulsory secondary education (12-16 years); upper secondary education, (16-18 years); vocational training, (16-18 years) and higher education (18 years and more); language teaching; artistic teaching; sports training; adult education and, in the framework of training and Labour education for the unemployed and for those at work.

On the other hand, the Organic Law on Universities covers higher university education.

Along with these two framework Laws the national strategy for longlife learning focuses on longlife vocational training, on centres for the infant population aged under 3 years, on specific attention to children and teenagers, especially those in situation of risk, social exclusion, vulnerability and disability.

1.2.2. The challenges addressed by the strategy, including improving the efficiency and equity of education and training systems, and how these have been identified (evidence based)

The 2010 Education and Training Programme in Spain has three outstanding priorities; a) increasing schooling in pre-school education and in the following compulsory phases, b) achieving success for all students in compulsory education and c) promoting lifelong learning, education for active citizenship, equal opportunities and social cohesion.

Along with these priority objectives, the national strategy for longlife learning in Spain aims at the following challenges:

- Providing an adequate support to citizens from other States in order to allow their integration.
- Ensuring that all students acquire the key competencies during their compulsory education and the improvement of their professional skills through lifelong learning.
- Facilitating the path between the different stages of formal education particularly between the academic and professional studies at post-compulsory stages.
- Reinforcing the objective of learning European Union foreign languages during compulsory education.

1.2.3. The priorities for action and policy development within the strategy, in the light of these challenges.

1.2.4.

- Providing school places for those aged between 0 and 2 years so as to reach 50% schooling within 5 years.
- Completing the process for free schooling for 100% of pupils aged 3 to 6 years.
- Preventing early school leaving by implementing immediate and effective measures such as facilitating the access to the different studies, adapting the training offer and recognising non formal training.
- Increasing the number of qualified students within higher education.
- Reforming higher education to adapt it to the European Area for Higher Education.
- Integrating the continuous and occupational vocational training subsystems within a specific model of training and labour education, improving conditions to allow those unemployed and at work to adapt themselves to the economic and social situation and be able to give response to the needs of the labour market.

1.3 Main policy measures

1.3.1 The main policy measures in the strategy and how these fit together.

In a decentralised state such as Spain, a longlife learning strategy requires close cooperation between the Central Government's Ministries and the Autonomous Regions' Administrations, working in coordination in order to establish and implement common measures.

1.3.2 Outline the measures designed to address progress towards the EU benchmarks, including any national targets in these areas

In addition to the five European benchmarks or points of reference, the Ministry of Education and Science and Governments of the Autonomous Regions have set further four national objectives until 2010 in the field of non-university education:

- Increasing the rate of infant education schooling.
- Increasing the rate of compulsory secondary education students
- Increasing the rate of male graduates in secondary education, second stage (ISCED3)
- Raising the percentage of higher grade vocational training graduates (ISCED 5B).

Working groups have been created in order to analyse the situation of the State and the Autonomous Regions with regard to the Spanish objectives and the European benchmarks in order to evaluate the implemented measures by the different central and autonomous administrations.

The following measures are to be adopted in order to achieve success for all students in compulsory secondary education:

- As a general approach and related to the organisation and functioning of the school centres: improving school coeducation; reinforcing the teaching tasks (teacher training, supporting and encouraging the teacher as a tutor); and increasing and improving the relationship with families.
- In order to improve learning and the acquisition of key competencies throughout the student population: attention and prevention beginning at infant and primary education (fixing a budgetary assignment to guarantee free education from the age of 3); increasing grants and aids for educational material; teaching of a foreign language starting at three; promoting reading in school libraries; increasing the teaching time and the splitting of classes devoted to core subjects; introducing diagnostic evaluations in primary education; resources for the provision and better use of information and communication technologies, etc.
- To provide educational support to students with specific needs: PROA (*Plan de Refuerzo, Orientación y Apoyo* – Reinforcement, Guidance and Support Plan) a programme for schools with students in social disadvantage situations (see section 1.3.6);
- In order to raise the number of students who have completed their compulsory education: widening the offer for curricular diversification programmes that represent a substantial reorganisation of teaching content and procedures as well as the Professional Initiation Programmes provided for under the Organic Law on Education.

In order to ensure the schooling increase in post-compulsory education measures will be adopted in order to reduce early school-leaving: facilitating access to intermediate level vocational training; providing a more flexible upper secondary education and vocational training studies (part-time registration, night and open learning); creating new qualifications for vocational training and modifying some others to adapt them to the productive system demands; increasing grants and financial aids (see section 3.2.4).

1.3.3 Allocation of resources to main policy measures, including any national targets for more / more efficient use of funds and the use of EU funds to support lifelong learning (eg Structural Funds, European Investment Bank)

An additional cost for the implementation of the Organic Education Law objectives of 5,076 million euros for the 2006-2010 period has been fixed. The economic report of the Law estimates an additional cost of 664 million euros in 2006, 830 million euros in 2007 and 1,130 millions in 2008. In the same way, the income limits to apply for State grants will increase for the 2007-2008 to 13.5% and, therefore, nearly 55% of families with school-age children will be entitled to exemption from tuition fees.

For the academic year 2006-2007 the budget assigned to raising the amount of grants and the number of grant assignments have increased. The Ministry of Education and Science grants' budget for 2007 has exceeded one thousand million euros for the first time reaching the amount of 1,225 million euros (programme for grants and study financial aids). This means that this programme has had a growth of almost 50 per cent since 2004. The budgetary increase for ordinary grant applications stands at 157 million euros, a 16% increase over that for 2006.

The provision of European Funds will be necessary for the five European benchmarks.

1.3.4 Measures to change attitudes to learning:

An *Action plan to promote and improve school co-existence* has been drawn up with the participation of the Ministry of Education and Science, the Autonomous Regions and the representatives of different sectors in the educational community as a measure to improve the school learning conditions. A *national competition on good practices on cohabitation* has been called. Some Autonomous Regions work on inter-personal competencies and the prevention of school absenteeism with specific programmes.

Spain participates in the European and world championship on skills in order to favour a positive attitude of students towards vocational training. The aim of this measure is to:

- motivate young people, teachers and employers to attain the highest level of excellence in the commerce, services and industry sectors and to gain a higher value of vocational training by promoting the exchange of ideas and experiences.
- Disseminate information on the standards for world competencies.
- Encourage the participation of young people in training and acquiring skills for their professional careers.

1.3.5 Strengthening evidence-based policy making, using a culture of evaluation, leading to innovation in education and training

The culture of evaluation in the Spanish educational system has been consolidated over recent years. Spanish participation in international studies on the evaluation of educational performance is regular. At present, Spain is a participant in various OECD studies: *PISA*, *Teaching and Learning International Survey*, (*TALIS*), *Improving centres' leadership*, *Recognition of non-formal and informal learning* and *Developing added value models*. It is also a participant in other IEA studies: *Progress in International Reading Literacy Study (PIRLS)*, the *International Civics and Citizenship Education Study (ICCS)* and *Initial training for mathematics teachers (TEDS-M)*. It also participates in European studies such as the *European Bank of Anchor Items for Foreign Language Skills (EBAFLS)* and *Learning to learn*.

Many Autonomous Regions have started diagnosis evaluations, generally in primary education and, in some cases, in compulsory secondary education as well (see section 3.2.2).

Concerning vocational training, a national reference centres network devoted to specialised innovation and experimentation in the different production sectors will be created.

The Ministry of Labour and Social Affairs, according to the Administration's agreement with the social agents on vocational training for employment, will be carrying out a multi-annual planning for research and innovation actions in vocational training, following the priorities proposed by employers and trade union organisations, at sector and inter-sector levels. It is expected that there will be grants or subsidies to finance these actions.

The LOU has also previewed actions meant to implement the objectives of giving results, evaluation and developing a culture on quality.

The *Agencia Nacional de Evaluación de la Calidad y la Acreditación (ANECA)*, a Public Agency, will have the competencies to certify and evaluate university education courses. The ANECA currently performs the following programmes:

- Evaluation programme for the Official Postgraduate Programmes (proposal for official masters courses).

- THE DOCENTIA programme (university teaching staff evaluation).
- The TRAINING programme (evaluation of plans for training teaching staff).

1.3.6 Measures to target the needs of disadvantaged people (e.g. immigrants, ethnic minorities, the disabled).

The Reinforcement, Guidance and Support Plan (*Plan de Refuerzo, Orientación y Apoyo PROA*), above mentioned, includes various programmes aimed at primary and secondary education centres and provide school registration for a significant number of students with some kind of disadvantage from the educational point of view.

Among the measures to encourage pupils' success are those aimed at integrating immigrants and members of the Roma community such as linguistic immersion programmes, those for social and cultural integration, curricula adaptations, extra time teaching in core areas or special classrooms and the preparation and dissemination of specific teaching materials meant to reinforce students learning. They also include measures aimed at students from the gypsy or Roma community.

There has been an increase in the offer of training of disadvantaged groups or at risk of social exclusion which allow them to acquire professional skills. This offer is adapted to the specific needs of young persons which have dropped the system, disabled persons, ethnic minorities, long-term unemployed people and, in general, those at social exclusion risks. Measures have also been taken in the rest of educational levels focusing on disabilities and behavioural difficulties as well as paying attention to students at risk of social exclusion (for example, classes for students with special educational needs and for sick children (at home and in hospital)).

Finally, one of the actions to which special attention is being paid refers to institutional collaboration with other public bodies dealing with family and children issues, on immigrant group associations, as well as with institutions working with these groups in order to ensure that all families newly arrived, taking into account the education system of their countries, are able to know and understand the educational and cultural reality of the community in which they live and the importance of their participation in the education centre.

In order to reinforce these measures the Ministry of Labour and Social Affairs (TAS/195/2007) regulates subsidies to finance programmes dealing with the integration and training programmes for immigrants in their countries where they are born.

At the same time there has been a progress towards establishing a higher collaboration with gypsy community associations on designing education aimed at mothers so that they become a reference in the school participation community and they are able to help educating and schooling their children.

There are additional measures in the LOU to reinforce the treatment of persons with disabilities and to ensure their full and effective integration, to prevent discrimination against them and to provide the means, support and resources that will ensure real and effective equal opportunities, such as financial measures (total exemption of fees and taxes...), eliminating barriers facilitating access to centres as well as adapting the curricula to individual needs.

1.4 Development, implementation and dissemination of the strategy:

1.4.1 Coordination and consultation mechanisms involving all relevant stakeholders.

In May 2005, the Ministry of Education and Science, and the Autonomous Regions Conference of Education (*Conferencia de Educación*) studied the Education and

Training 2010 programme. Throughout 2006 joint work was carried out in order to highlight the situation in each Autonomous Region regarding the aforementioned 10 objectives and to exchange information on the measures already applied by the Regions. They came to agreements on joint actions. The 2006 report on the matter was approved by the Autonomous Regions Conference of Education on 20 March 2007.

The second key coordination mechanism for the lifelong learning strategy is the General Council for Vocational Training, (*Consejo General de Formación Profesional*), formed by representatives from the Governments, Autonomous Regions and social partners (trade union and employers organisations). The Council's Presidency is headed every two years alternatively by the Ministry of Education and Science and the Ministry for Employment and Social Affairs.

The third mechanism for coordination and consultation is the State School Council, (*Consejo Escolar del Estado*) which is formed by the School Councils of the Autonomous Regions. Different members of the education community take part in this Institution (public administrations, teachers, students, parents, business representatives, etc.) It ensures the coordination and information of the groups and sectors involved in order to apply the lifelong learning strategy.

Regarding universities, the University Coordination Council, (*Consejo de Coordinación Universitaria*) is the most relevant institution of coordination and consult among members of the University community. Different agents have taken part in establishing the rules that affect both the legislative framework and the new university organisation through meetings, other consultative councils, sectorial committees, conferences, campaigns, debates, etc.

1.4.2 Implementation arrangements, including publicity and dissemination.

The lifelong training strategy was presented to the three Institutions above mentioned, *Conferencia de Educación*, *Consejo General de la Formación Profesional* and *Consejo Escolar del Estado*.

Concerning University education, 5 documents for the new organisation of the University have been distributed in the web and contributions to its content have been made. Simultaneously, the documents have been written taking into account the contributions resulting from meetings held with the Administrations having responsibilities in university matters, with the Spanish Universities' Rectors' Conference, with professional colleges and associations, faculty deans, trade unions, students and other organisations and different actors in the university community. *Aula 2007*, an important national education fair, informed students and other social agents on the Spanish offer in higher education and in vocational training. Information conferences have also been organised on the new qualification degrees for 2008-2009.

CHAPTER 2: IMPLEMENTATION OF TRANSVERSAL POLICY OBJECTIVES

This chapter refers to the transversal policy objectives aimed at eliminating barriers between the different education and training levels and systems for the purpose of providing flexible itineraries for learning and effective transition points and for avoiding dead ends. The chapter does not include the political measures described in chapter 3 on the different education and training levels.

It does, however, cover:

- 2.1 The establishment of national qualification systems and frameworks (in line with the European Qualifications Framework), and the elimination of obstacles between levels and systems:**

Spain is preparing the Spanish Qualifications Framework for Higher Education Qualifications. It will include descriptors of learning and skills for each level of higher education (Doctorate, Masters, Grade and one additional level with two varieties, one for the higher training cycles, CFS, for Vocational Training on the one hand and another for the Certificate of Initial University Studies, (*Certificado de Estudios Universitarios Iniciales*), *CEUI* , on the other).

The Spanish Qualifications Framework for Higher Education will be analysed by a representative committee of the agents involved which includes employers, trade unions and students.

The Framework will be developed further at the other education levels.

2.2 Identification and validation of non-formal and informal learning:

Before the end of 2007 there will be regulations at national level on the requirements and procedures for the evaluation and certification of professional skills acquired by experience or by other non-formal training. Every human resource and financial needs will be taken into account in order to allow the certification process of non-formal education and training.

Information and vocational guidance on the choice offered will be reinforced as well as on the possible paths leading to qualifications and the recognition of previously acquired education.

2.3 Widely accessible lifelong guidance policies and systems:

The education laws and regulations establish information and professional guidance such as providing information and disseminating the offers, entry requirements, the different learning opportunities and training itineraries, the mechanisms of evaluation and certification of professional skills and student guidance.

The current work regulations entrust the Government with the task of elaborating an integrated system of information and vocational guidance to ensure advisory services for unemployed and employed workers regarding the existing opportunities of training and employment and the possibilities at hand for recognition and certification.

This integrated system will serve to define and elaborate individual vocational paths in order to improve employability as well as to develop the entrepreneurship and to support business and self-employment initiatives. In order to achieve it, the presence of the Integrated Vocational Training Centres (offering information concerning the List of the National Professional Qualifications which lead to acquiring Vocational Training Degrees and the Certificate of Professionalism), the social agents, and the Centers of National Reference, will be taken into account.

Collaboration agreements are previewed to be settled among the Education and Labour Administrations which will define the services, the role of the administrators and other public and private entities especially those of the social agents and the measures and tools that make possible to share information.

Oriente portal and Ploteus I database and, now, Ploteus II, offer information and assistance about opportunities for learning and guidance.

2.4 Measures to reinforce transnational mobility in all sectors, including through the removal of administrative and legal obstacles, the implementation of Europass, or by the provision of financial or other support.

The Higher Education Framework and the future National Qualifications Framework will help to reduce obstacles to students' mobility. Europass and its 5 documents are very useful tools that help to provide mobility for students and workers in the EU, in the European Economic Area countries and other countries, always for the purpose of looking for employment or for registering at an education or training programme.

Spain has created the autonomous body "*Programas Educativos Europeos*" as the national agency for Erasmus, Leonardo da Vinci, Comenius, Grundtvig.

The Ministry of Education and Science will supplement the Erasmus grants with a specific budget: a budget increase of more than 825% in the budgetary assignment, which will go from 5.6 million euros in 2006 to 52 million euros in 2007. The grants can provide 6,000 euros per grant obtained. These budgetary funds will also benefit Vocational Training students applying to Erasmus programme. The Autonomous Regions and some banking entities are also financing grants for studying abroad.

As an additional data, during the 2005-2006 academic year 23,000 students spent part of their studies in European Union countries.

Concerning higher education, it is expected that students who want to obtain degree qualifications can spend at least one semester in a foreign university. The following are some of the financial measures already implemented:

Assistance programmes of up to € 1,600 for attending English language courses abroad.

José Castillejo Programme, aimed at young persons, will make possible that 5,000 young teachers and doctors expand their training in centres of excellence abroad over the next four years. The programme's budget for this first 2007-2008 is 8.5 million euros, covering 350 grants during an average staying of 5 months.

Education loans programme linked to future income. This consists of an advance or loan to students enabling them to pay the cost of their studies (MBA) to be reimbursed once a reasonable level of income is reached, which is set at € 22,000 per year. The purpose of the loans is to promote education and equal opportunities, to increase the efficiency of the system and to promote mobility.

ARGO grants: 840 training grants are addressed to graduates from any Spanish public or private university. This action is performed within the European framework of the Erasmus Programme (old Leonardo).

INTEGRANTS 2006-2008: an innovative programme will offer Spanish university graduates the opportunity of undergoing practical training in companies in the USA and Canada for a period from six to twelve months. 250 grants will be provided in the first call.

CHAPTER 3: IMPLEMENTATION OF POLICY OBJECTIVES IN SCHOOLS, HIGHER EDUCATION, VOCATIONAL EDUCATION AND TRAINING, AND ADULT EDUCATION.

3.1. Elements to be reported on for all levels (schools, higher education, vocational education and training, adult learning):

3.1.1. Governance and leadership of education and training institutions (eg organisational and administrative reforms, autonomy and accountability measures, public/private initiatives),

The new Organic Law on Education, above mentioned, establishes that education centres will have the autonomy to freely organise groups and subjects and to adopt measures to face diversity according to the students' needs. They will therefore have pedagogic, organisation and management autonomy. The Autonomous Regions will start processes to adjust economic, material and human resources to the work plans and organisation of the centres.

Concerning vocational training, new Integrated Centres have been created offering courses of the National Professional Qualifications which lead to acquire vocational training degrees and the certificate of professions. They have their own autonomy on organization, on pedagogical needs, economical and staff management autonomy. They have to design a project establishing the organisational system, the management procedures, and the curricula projects for different courses, the didactic programmes and the tutorial action plan of the centre. Their autonomy will help to guarantee the quality of the projects according to indicators established to evaluate the success of students and users on getting a job and their level of satisfaction.

The new Organic Law on the Modification to the Organic Law on Universities establishes several measures to promote university autonomy; to ensure that academic decisions, both in public and private universities, are taken by bodies in which the teaching and research staff is represented in majority, to ensure that there exists a balanced institutional representation which provides the required professional character, and a new system for electing the Rector.

3.1.2. Stimulation of private investment from enterprises, households and individuals:

The vocational training sub-system for employment is financed by funds provided in part by employers and employees, by the European Social Fund and by contributions of the State Employment Public Service. Autonomous Regions also assign funds for financing the management of the training initiatives.

On the other hand, cooperation between companies and public administrations, universities, chambers of commerce and training entities, help to guarantee the development of the National System for Vocational Training and Qualification. This cooperation can be carried on either individually or by means of their representative organisations.

For this purpose agreements about teaching training and students training in work centres are signed. Other Professional training activities are also carried out such as professional guidance and the participation of experts from the productive system within the training system.

The new Organic Law on Modification to the Organic Law on Universities encourages private investment as follows:

Directly by means of an increase of tax deductions concerning donations to universities and by exemptions on the Tax on Real Estate Properties. Universities have to assign the amount of the donation or the gifted asset or right to university research and to doctorate programmes.

Indirectly, by means of instruments which help to intensify research and its transfer to society and to the productive sector. The aim is to encourage private capital investment, a higher number of technology-based companies as well as a higher participation of private funds which set up technological innovation mechanisms.

The link between university research and the productive environment is also encouraged by the creation of mixed institutes of research; in the same way mechanisms to facilitate

researchers' mobility between the university and the productive systems are established; and finally, cooperation between the universities and the productive sector is permitted by allowing teachers and researchers' mobility in other fields by means of temporary leaves.

3.1.3. Widening access, and improving equity of participation, treatment and outcomes, especially for disadvantaged learners (e.g. migrants, ethnic minorities, the disabled);

The new Organic Law on Education declares that the basic pillars of the education system are equity, equal opportunities, inclusion and the basis of non-discrimination (see section 1.3.6). The Ministry of Education and Science has budgeted an additional cost of €2,795,467 for the 2006/2010 period in order to achieve these aims.

The new **University Law** will pay special attention to people with family responsibilities, victims of gender violence and disabled persons, permitting therefore their continuity and access to university studies.

Regarding disabled people, measures concerning inclusion of disabled people are reinforced by means of allowing their access, improving equity in their participation and providing economic support. (go to section 1.3.6).

And finally in this sense, there is also the possibility of organizing training programmes at place, in the immigrants origin countries, as it is already regulated by the Ministry of Labour and Social Affairs (TAS/195/2007).

3.1.4 Measures to address gender aspects in education and training;

Equal rights and opportunities and gender equality are included in the education system, as well as tolerance and freedom as essential elements for citizenship.

The Organic Law 1/2004 of 28 December establishes specific measures on Integral Protection against Gender Violence which have inspired the Education Law on the matter.

A new subject on "education on citizenship and human rights" will be included in both primary and secondary education paying special attention to gender equality.

There is a higher participation of women in employed and unemployed training programmes. Females have a lower rate of early leaving than males. 50% of Erasmus students are women.

The Ministry of Education and Science works in cooperation with the National Institute for Women, public body of the Ministry of Labour and Social Affairs. The national mechanisms for equal opportunities for women promotes equality gender policies between men and women. Every Autonomous Region has a similar public body. The European Social Fund finances educational programmes on gender policies. The main objectives of the national mechanism for women are the following:

1. Cooperation with other institutions in research projects, training and debate focused on gender equal of opportunities and preventing violence against women by means of education.
2. Elaboration and dissemination of didactic materials highlighting women's experience and knowledge.
3. Training courses for teachers and debates where education is the main subject.
4. Cooperation with media to prevent a misuse of the image of women in the press, television and radio.
5. Improve the participation of women in the labour market and the level of their qualifications by training courses

Concerning universities, the new LOU contains the following measures:

1. Specific programmes to provide victims of gender violence personalised aid and support to enable them to attend their courses regularly.
2. Equality departments in the universities.
3. The use of gender balance indicators as quality indicators of the university system and the financing in the bi-annual report to be elaborated by the General Conference on University Policy. The European Union's objective of reaching a level of 25% of women occupying the higher professional rank will be among its priorities.
4. Balanced gender participation in the national accreditation and competition committees of every university.
5. An education system based on equality values. According to a proposal from the Ministry of Education and Science, every university programme should be designed bearing in mind a high respect for human rights. The quality level of every university should be measured under this scope.

3.1.5. The use of learning outcome based approaches for the definition and design of education and training objectives, standards and curricula, and their relevance to the needs of society and the economy;

Special attention is paid to students and professional guidance in compulsory secondary education. The key competences and skills contained in the Recommendation of the European Parliament and the Council are included in the education curricula, stressing the importance of their acquisition to succeed the objectives of the lifelong strategy.

The fourth and final year of compulsory secondary education will serve as guidance for upper secondary education and the access to working life.

The reform of vocational training certificates will consist of a series of different professional branches. Their objectives will be learning outcomes and their curricula content will be described as procedures, concepts and attitudes.

These professional branches will respond to the demand and needs of the productive sector and the education system, following personal, social and professional competences. Vocational training certificates are classified into professional families and their teaching is organised into training cycles. These cycles are structured into professional branches that are either associated or not with units of competence. Information and Communication Technologies, European Union languages, team work, labour prevention of risks are priorities among other areas which the EU considers to be important.

Regarding university the new studies consider the students acquisition of competences to be the most important objective to be achieved, widening (although not excluding) the traditional approach based on contents and class attendance.

Special emphasis will be paid to learning approaches and the ways of evaluating the acquisition of these competences. According to article 7.4 of the directive 2005/36/EC related to the recognition of professional qualifications, the reference to skills and knowledge is necessary and will permit the mobility of university graduates within the European Union more easily.

3.1.6. Quality assurance systems;

An education of quality and at all levels for all citizens, men and women, is the basis of the Education Laws which have been mentioned. In the same way the Organic Law 5/2002 on Vocational Training Qualifications says that the public administrations should guarantee within their respective fields the quality of the education they offer.

Furthermore, the Spanish Ministry of Education and Science has the aim of integrating policies issued by the EU Education Council regarding quality on education. A network, whose main objective is quality search, has been created on the purpose, and it will count with the Autonomous Regions' participation. The purpose will be to exchange information, experiences and good practices. It will work with the Administration providing national contributions to the European quality network and will disseminate all kind of information. It will design a manual of quality for the implementation of the new certificates of vocational training by means of a set of indicators in the design, implementation and evaluation areas. The implementation of quality management systems in the education centres that offer vocational training will be promoted.

Universities are responsible for implementing quality assurance systems. In accordance with the new guidelines (21st December 2006) by the Ministry of Education and Science, the National Agency of University quality (ANECA) and the Autonomous Regions' quality assurance agencies will guarantee that quality criteria will be observed.

The ANECA has voluntarily requested to be externally evaluated by a group of international experts on the basis of European criteria and has elaborated its own report in 2006 before the evaluation of 2007.

3.1.7. Developing learning outcome based approaches for the definition and design of education and training objectives, standards and curricula, and their relevance to the needs of society and the economy,

Cooperation in Education is established between the Ministry of Education and Science and the educational Administrations of the Autonomous Regions due to the decentralised territorial system in Spain, as well as with the Ministry for Labour and Social Affairs.

Autonomous Regions Administrations and the local Councils are coordinated at the same time in accordance with their competencies so that better results according to financial resources are achieved.

The Ministry of Education and Science promotes the programmes for cooperation with Autonomous Regions with the aim of reinforcing the basic skills of students, promoting the students' knowledge and valuing the cultural and linguistic richness of the different Autonomous Regions and thereby contributing to solidarity among Regions concerning unbalanced equality.

The coordination with the productive sector is established in the General Council for Vocational Training mentioned before, as a participative and consultative institution. Specific agreements are also signed with the chambers of commerce and with business organisations.

Companies, universities, chambers of commerce and training entities, as well as autonomous regions' administrations will participate in developing the National System of Qualifications and Vocational Training. Participation of companies and other training entities develop teaching training activities, students and workers' training at work, training activities and guidance. Agreements are signed by the different parts.

To increase university and higher education – business relations is a national priority. National authorities, Regional Governments and Universities try to strengthen their relations with their productive environment.

For the first time the new University Law offers the possibility for university teachers to work for a period (of not more than 5 years) in the business field and return to the university afterwards. These activities will be professionally recognised. Individual economic subsidies will be provided so that teachers can work in companies where research and technological innovation activities take place.

Universities count with special departments whose objective consists of encouraging relations in both ways. Both sectors work closely by means of OTRI (Network of Offices for the Transfer of Research results), a specific network which groups research institutions and companies.

An amount of 240 credits (ECTS) will be required to obtain a degree certificate, according to the new degree organization system, so that all subjects a student needs are covered. Activities such as foreign language learning, research projects or external training, can be easily included.

3.2 Schools

3.2.1. Increasing investment in and strengthening pre-primary education.

Nursery education is organised in two grades, the first one from zero to three years old and the second one from three to six years old.

The Ministry of Education and Science, the Autonomous Regions and the Local Councils will promote a progressive increase of offers in the first grade. They will coordinate their policies as well as with other institutions to reinforce the State offer in this education level. In this sense a progressive 10% increase on the State budget for children aged 0-2 years will be approved, thus being a total increase of nearly 50% in the next five years and a total amount of 198.096 millions of euros.

Therefore, there will be an increase of the number of children aged 0-3 at school and an increase of those children attending compulsory secondary education under an estimate budget of 1.269.32 thousands of euros for the period 2006/2010.

A free education for children aged 3-6 is provided. The Ministry of Education and Science will approve budgets which will allow the Autonomous Regions to implement the Organic Law on Education for the period of 2006-2007. An increasing amount of 175 millions of euros for 2006, going up to 286 millions of euros for 2007, (the highest amount within the total budget previously mentioned) will be assigned to enable a costless education for children aged 3-6. This represents an increase of 63.43% compared to 2006 budget.

3.2.2 Modernising school curricula and assessment arrangements (inter alia to address learning outcomes and the attainment of key competences);

According to the Education and Training 2010 work programme, key competences have been included in the new curriculum for primary and secondary education, and in the evaluation of learning outcomes of the new Organic Education Law. The Royal Decrees on the curricula for primary and secondary education published in December 2006 establish eight basic skills that students should have acquired once they finish their studies: language skills, mathematical skills and basic skills in science and technology, digital skills, social and civic skills, cultural and artistic expression, learning to learn and autonomy and entrepreneurship.

To evaluate basic skills acquisition a compulsory diagnostic test will be set at the fourth course of Primary Education and at the second course of secondary education. These evaluations, as stated in 1.35, are somehow different.

The Evaluation Institute (public body depending on the Ministry of Education and Science) working with the Education Authorities of the Autonomous Regions will be in charge of implementing the general diagnostic evaluations. Significant data on the matter, acquisition of curricula basic competences, will therefore be obtained, both from the state and at Regional level. The evaluations will be carried out in a specific number of schools and students to get a general overview of the situation.

A diagnostic evaluation will also be carried out in all centres to evaluate the basic competences achieved by students in the fourth course of primary education and in the second course of secondary education. The Education Authorities of the Autonomous Regions will conduct it and it will serve as an education and guidance help for the families and the community. The general diagnostic evaluations will be the point of reference of these evaluations.

The timetable will be as follows:

- 2006-2007: Definition of the theoretical framework of the general diagnostic evaluation, which will include among others: the development of the basic competences and their relationship with other curriculum items, the criteria for preparing the sample and the characteristics of the tests; the criteria for contextualising the test results, the type or the strategies of the reports.
- 2007-2008: Elaboration and performance of the sample tests.
- 2008-2009: The general diagnostic evaluations will be performed in Primary Education.
- 2009-2010: The general diagnostic evaluations will be performed in Secondary Education.

ICT is integrated in curricula as a learning tool, from nursery and primary education to compulsory secondary education and upper secondary education.

The Government and the Autonomous Regions encourage the use of ICT by means of the so called *Programa Ingenio 2010*. In the field of education, a strategic activity named *Plan Avanz@* has been implemented thanks to the cooperation agreement signed by the Ministry of Education and Science, the Ministry of Industry, Tourism and Commerce and a public Institution (REDES) to implement the use of Internet in the classroom programme (2005-2008).

The Ministry of Education and Science is offering specific subsidies to constitute networks formed by primary and secondary school centres so that common projects are developed where experiences, problem-solving strategies, good practices and dissemination of positive approaches are shared.

The Agreement signed between the Ministry of Education and Science and the Autonomous Regions aims at promoting the acquisition of the competences needed to optimize the use of ICT in schools. A total amount of 453 millions of euros has been assigned and it will probably be guaranteed up to 2010.

3.2.3 Addressing the specific learning / training needs of teachers (including pre-primary) to enable them to cope with their changing roles in the knowledge-based society,

The new Law on Education (LOE) pays a special attention to quality in the field of education and more specifically to teacher qualification and training; team work, education resources assignment, research, experimentation and updating education, pedagogic, organisational and management autonomy, educational and professional guidance, education controls and evaluation of teachers' function. There is a budget of 111,431 thousand euros which will be assigned according to the needs.

The Central Government and the Autonomous Regions have organized teacher training institutes which offer teacher training courses.

The draft of the new Statute for non-university teachers will regulate the entrance system, the assignment of work positions and the mobility. A teacher professional career will be created as a model.

Training studies of primary university schools and of secondary teachers will be reformed during 2006-2007.

3.2.4. Measures to reduce early school leaving, to increase rates of completion of upper secondary education, to reduce the proportion of low-achieving 15 year olds in literacy, and to increase the take-up of mathematics, science and technology subjects (EU benchmarks).

Reducing early school leaving means increasing the number of young people who have access to upper secondary studies or to upper secondary vocational training, once compulsory secondary education is completed. However, the rate of students attending upper secondary education in Spain is similar to the EU rate. The aim will be to raise the number of students attending vocational training. The new Law on Education (LOE) provides more flexibility allowing students to move freely among the different choices.

A wider offer of diversified curricula programmes will give compulsory secondary students the possibility of completing their studies; reinforcing the so called social guarantee programmes and the future early professional qualification programmes, including specific voluntary studies to obtain the compulsory secondary education certificate. Education for adults offer tries to respond to their needs, encouraging self-learning and adding courses to face access tests to higher and intermediate vocational training studies.

In order to achieve the objective of increasing the number of qualified upper secondary students, the aim will be to achieve their success in finally obtaining such certificate. There was an increasing rate of more than 10 points during the 90s, going from 52,7% to 65,9% among 20 and 24 aged students, but the proportion is not so successful nowadays.

Several measures have been implemented to increase this number, such as a wider range of upper secondary and upper secondary vocational studies, by means of an open education and an evening regime, a higher number of grants (covering accommodation, transport, etc.) and a richer offer of programmes permitting students mobility in the EU. On the other hand, there is more flexibility for completing the different studies; the new Law on Education (LOE) offers different possible upper secondary studies where students can freely choose specific and optional subjects; some autonomous regions offer longer upper secondary studies; concerning vocational training there is more flexibility respecting its access and the interaction among the already existing systems. There are more centres where students can attend vocational training upper secondary studies and which present a varied offer. Students do not need to enrol on the whole course and have the opportunity of an open education system if they wish. Information programmes, vocational training guidance and dissemination and a much better and flexible offer of vocational training studies have been established.

National and international data from various sources stress the need to reduce the rate of people with a low reading literacy competence. Several measures have been implemented by the new Law on Education (LOE) in order to improve the situation: special attention has been given to encourage reading. Primary schools are obliged by the new decrees to devote at least 30 minutes per day to the reading activity and, not only when teaching language or literature, but the rest of the subjects too. Finally, it is important to highlight that the Ministry of Education and Science is making a big effort on assigning financial aids to improve school libraries in all centres.

3.3. Higher education

This part of the national report also serves as the progress report on modernising universities. Reporting on Bologna reform is led by Eurydice and is the subject of the Bologna stocktaking exercise, so is not the subject of this report.

In addition to the points set in section 3.1, the following should be covered:

3.3.1. Measures to reinforce the knowledge triangle between education, research and innovation.

The Organic Law on the Modifications of the Organic Law on Universities establishes some of the following measures which reinforce the presence of universities in the R&D&i system.:

. University Research Institutes may have the participation of one or more universities, or other public or private institutions by means of agreements or other forms of cooperation, according to their statutes.

- The new General Conference of University Policy will be in charge of setting the guidelines of university policies, the integration within the European framework of Higher Education and the relationship with scientific and technological fields. In the same way it will propose and value the measures needed to promote cooperation between university and the business world .

- The university will allow the teaching and researching activities and will encourage a professional career in one of the two mentioned ways.

- Technical supporting staff for research departments will be provided and the links between university and productive sectors will be reinforced.

The universities will have the following functions too:

- Teachers and researchers will be provided by universities with the means needed and their work will be evaluated so that it will be recognised as part of their professional experience.

- Cooperation with the productive sector, teachers and researchers mobility, elaboration of programmes and projects on research and technologic development, will be promoted, new centres or other structures such as networks on knowledge and technology will be encouraged.

- Universities will try to have a more gender balanced participation in research groups of work.

- Researchers will count among their merits their evaluated experience in both fields, (research and productive sector professional experience)

The Autonomous Regions and the Government can provide surmounts on salaries linked to teaching, research, technologic development, or knowledge and managing experience.

Scientific and technological policy

Promoting scientific research and technological development is one of this Government's priorities. The fourth pillar of the National Reform Plan, launched in 2005, was INGENIO 2010 strategy, which proposed achieving an R&D cost of 2% of GDP by 2010, according to the Lisbon strategy. In the last years there has been an average 25% increase in public spending on civil R&D per year, which represents a further step to reach the objective previously set.

Other programmes, within INGENIO 2010, have been designed such as the CONSOLIDER Programme, which stresses the function of research in the Universities or the CENIT Programme, which links the public research system with the business R&D and innovation sectors.

Recently, in January 2007, the President of the Government and the Presidents of the Autonomous Regions approved important measures on scientific policy. Among others the declaration of 2007 as the Year of the Science, or the new National Strategy for Science and Technology 2008-2015, which will allow an important progress towards a better articulation of the education-research-innovation triangle.

3.3.2 Any participation targets and measures to achieve them:

3.3.3 Measures to increase excellence

There is a specific policy aimed at encouraging competence and excellence, but there are also some very rigid structures in the field of human resources, which sometimes prevent best professionals to move forward.

In order to improve the levels of excellence the new University Law (LOU) will allow researchers, having obtained excellence criteria in their evaluations, to work full time and permanently in universities. They will be called Ramón y Cajal researchers.

The CNEAI (National Evaluation Committee for Research Activities) is the administrative unit of the Ministry of Education and Science in charge of performing the evaluation and recognition of research activities, for both university teachers and Public Institutions researchers.

Excellence is guaranteed by specific programmes of ANECA, such as the so called Doctorate Quality Mention.

3.3.4 Measures to increase the number of graduates in mathematics, science and technology (EU benchmark)

There is an evident shortage of scientist and people specialised in technology among the European countries, as stated in the document "Science, Society and Citizens". The European Commission proposes an increase of the citizens' scientific and technological culture. It is necessary to give evidence to citizens of the importance of Science and Technology and, on the other hand, to encourage professional activity in this field.

The Ministry of Education and Science has for long had a specific programme with the aim of promoting Science. A Scientific cultural programme, in the context of the Year of Science, reinforces the action in this field by promoting activities generating an ambitious scientific culture as well as the structures and means which sustain it.

Some of the reasons for the decrease in the number of engineering graduates in Spain lies in the shortage of centres offering these studies as well as their high academic level. This has been partly solved by the opening of more centres.

3.4 Vocational education and training and adult learning

In addition to the points set out in section 3.1, the following should be covered:

3.4.1 Measures to improve the quality and attractiveness of vocational education and training and of adult education:

a) Vocational Training

Vocational training in Spain presents, both for increasing its attractiveness and quality (measures included in the new legislation, both in the Organic Law 2/2002 on Qualifications and Vocational Training and in the Organic Law on Education of May 2006), the following challenges:

- To establish a system for vocational training that relates the world of education to the world of work, with a flexible, modular and accumulative structure so that it becomes attractive or, on the other hand returning to the educational system, at any of its levels, using the different forms of access provided by the Law. This means that any secondary compulsory education graduate can decide which path to follow: upper secondary education before getting to University, or continuing vocational training either intermediate or higher studies.

- To allow the access to vocational training studies (within the flexibility established by the Law) by means of entrance exams at the age of 17, even in the case of no prior qualifications, or at the age of 19. In the same way, it will be possible to have access to higher vocational training studies at the age of 18 through a test in the case of being a technical graduate.
- To implement first professional qualification programmes that, once passed, will lead to a professional ability certificate. It will also be possible to obtain the secondary education graduation qualification if the required training has been completed.

These basic ideas about flexibility, highlighted in the European Union Treaty, do not only try to increase attractiveness, but also to encourage interest about training so that it improves people's quality of life, social cohesion, employment and economic growth.

Flexibility also means the possibility of students moving from one study system to another, so that any personal situation can find its path because the education structure is not rigid and allows changes at a given time. Intermediate level formative cycles will be equivalent to specific upper secondary subjects. Higher level training will allow, in the same way, access to certain university studies related to the qualification obtained (such as artistic, music and sport).

Moving among different academic areas, without the required degree, by means of entrance exams, is the reason why vocational training has become a progressive, flexible and a mainly based on learning outcomes education system. *Knowing how* is more important than simply *knowing*. Upper secondary studies and University were the main options students had been taking for a long time instead of vocational training, which is becoming nowadays first choice for many. This option, once they get their certificate, will be a guarantee of job finding in a short time (not later than 6 months after students obtain their degrees). There is evidence that Vocational Training graduates are highly demanded by employers. People have the chance, once they start working on a longlife learning perspective, to increase both promotion and mobility within the professional field they are prepared for.

Vocational Training tries to and offers, a wider response to the labour market. The Law presents, as a point of reference, a List of the National Professional Qualifications, elaborated, organised and updated by the National Institute of Qualifications, and approved by the Government with the aim of providing a quick response to the labour market. The Ministry of Education and Science will then approve both new Vocational Training and professional degrees, the latter ones being issued by the Ministry of Labour and Social Affairs.

Young people attending formative cycles get very soon in contact with the productive sector. Part of their academic content is given directly at the working place, where they, many a time, obtain their first job.

Other specific measures also guarantee quality, such as the relationship to the labour market, a wider education and training offer, and a cycle structure. In the same way, the Organic Law 5/2002 on Qualifications and Vocational Training in its article 17.2, states that public administrations will also guarantee the quality of the studies offered and they will therefore organise, regulate and implement the required inspection.

b) Adult Education

Lifelong learning starts at an early age and should offer the population over 18 the possibility of acquiring, updating and completing their education in order to develop their personal and professional attitudes (LOE). Adults can enrol on different education systems, either regulated or not, by any working experience or social activities

connecting therefore both ways. Specific measures will be implemented in order to validate learning experience.

People will have access to an open or not open education and training according to their needs and personal interests. Special attention will be paid to people with special needs, therefore organization and approaches will be flexible and open to enable access to the education system any time. These are, among others, some measures which will be implemented:

- A specific exam to obtain the upper secondary education certificate for people over 20.
- A specific exam to obtain the certificate of Technician, the only requirement needed would be to be over 18.
- A specific exam to obtain the certificate of Higher Technician, people over 20, 19 for those students possessing the intermediate certificate.

In order to motivate adults, specific materials will be elaborated according to technological and teaching needs. Guidance and information about access, exams, programmes and different offers will be a priority due to the fact that adults with a certain training are in general more demanding people. Public administrations will be in charge of disseminating and stimulating innovative approaches concerning adult education in order to promote and improve activities in this field.

3.4.2 Measures to reinforce the link between VET and labour market needs including early identification of skills needs, improving the relevance of curricula and qualifications;

The National System of Qualifications and Vocational Training has been established to adapt the training offers to the needs of the labour market and it should be updated. It also tries to offer a referent according to the qualifications people need, useful from both the academic and the labour market.

3.4.3 Opening up pathways to further and higher education;

- a) In vocational training:
 - Students possessing the intermediate level of vocational training, included in the upper secondary education system, can have access to the higher level cycles, included in the higher education system by:
 - upper secondary education studies
 - an entrance exam
 - Students possessing a certificate of higher formative level can have direct access to specific university studies. Both vocational training and university studies can be validated.
- b) In adult education.
 - Access possessing upper secondary education:
 - To the higher level formative cycles.
 - To University studies by the formal entrance university exam (*selectividad*).
 - Access without upper secondary education:
 - through an entrance exam
 - People over 25 can enter University directly without any certificate by a specific exam that provides access to any vocational training level.

3.4.4 addressing the specific learning / training needs of vocational and adult teachers and trainers to enable them to cope with their changing roles in the knowledge-based society;

Adult education teachers should receive an adequate training and a pedagogic and didactic post-grade qualification. (Required certificates are the same as secondary and upper secondary teachers must possess).

In Spain, lifelong training is a right and an obligation for all teachers and a responsibility of education authorities and schools to provide. Longlife training programmes should be adequate and aiming at improving both teachers' professionalism and adult education training.

There is a varied and free teacher training programme provided by the education authorities which tries to motivate all teachers to participate. ITC is specially offered in this field.

Lifelong training is provided by:

- The Teacher Training National Institute.
- The Autonomous Regions teacher centres.
- Universities such as the open University (*Universidad Nacional a Distancia, UNED*, the International Summer University *Menéndez Pelayo*, etc.)
- Social agents' organisations.
- Professional Bodies .

3.4.5 Measures which reinforce social partner involvement in training, in particular sectorial approaches to skills and qualifications;

Social Agents are important players in the General Council of Vocational Training; they have a word to say on selecting experts who will elaborate the professional qualifications that, once approved by the government, will be part of the National System of Qualifications, a referent when deciding what kind of specialties to offer; social agents will also sign cooperation agreements to develop the National System of Qualifications and Vocational Training such as the elaboration of rules regulating requirements and procedures to evaluate and validate those professional competences acquired by working experience or by other non formal training systems.

3.4.6 Enhancing access and opportunities for learning among the disadvantaged, and alternative pathways, including for early school leavers:

The new regulations establish and provide a series of actions aimed at allowing access to education and training and attending the needs of disadvantaged people, such as:

- o Spanish language and co-official languages specific programmes as well as cultural programmes which aim at integrating immigrant population.
- o Measures focused on adults with specific educational needs.
- o Programmes for prison population allowing access to education.
- o Vocational Training specific offers: for early leaving young population, disabled people, ethnic minorities, long-term unemployed people and population at risk of social exclusion.
- o There will be a 5 % of enrolment reserved for disabled people who wish to study Vocational Training.
- o Specific measures for schooling rural population.
- o Guaranteeing social and economic disfavoured students the right to obtain grants and aids for both compulsory secondary and upper secondary education.

3.4.7 Measures to increase the rate of adult participation in lifelong learning, and to reinforce key competences among adult learners and older people whether employed or not (EU benchmark).

Go to section 3.4.1.b).