

SPANISH EDUCATION TODAY

by Erika Popovych

Spain is physically the second largest country in Western Europe. Fifty-five percent of its population of approximately 38 million is distributed in four of the 19 Autonomous Regions: Andalucía, Catalonia, Madrid and Valencia.

National educational policy is determined by the *Ministerio de Educación y Ciencia* (MEC) (Ministry of Education and Sciences), assisted by an advisory council. The present education system, dating from the *Ley General de Educación* of 1970, was followed by provisions of the 1978 Constitution which, for the first time in this century, laid down regulations and structured the entire educational system.

The Constitution of 1978 recognized that the Spanish nation has a great diversity of communities and regions. Political power was redistributed among the State and the Autonomous Regions, a process often referred to as "deconcentration." In terms of education, the 1978 Constitution accepted the concept of "one nation" by stipulating the same minimum requirements for all schools in the autonomous communities. Central control mandated that non-university degrees be granted only by the MEC, that academic degrees be ac-

cepted throughout the country and that a specific amount of time be spent teaching Spanish history and Spanish language (Castilian). Should the MEC not approve an educational program in a region, it has the right to withhold graduation degrees. Control over the educational budget was relegated to regional administration, even though national guidelines exist.

A major 1983 reform went further to mitigate the centralization issue by giving more autonomy to the regions. Spanish authorities have elected to proceed in their reforms by means of pilot experiments and by placing education within the framework of national goals and development projections. Education is expected to contribute positively to overall plans of national economic growth and social improvement.

The reform plans comprise several priorities: 1. a horizontal and vertical extension of pre-school education; 2. reform of basic education in grades 6-8; 3. reform of the first two years of upper secondary cycle in grades 9-10 that will entail retraining programs for teachers and expenditures on teaching aids; and 4. reform of higher education.

Linguistic and cultural pluralism re-

main crucial issues, playing important roles in mobilizing regional identities. School children are expected to master three languages: the historic regional language (Catalan, or Basque/Euskera, or Gallego, "Bable," a dialect spoken in Asturias), Castilian, and English or French. At secondary level, English language is overwhelmingly the first choice. The stress on language learning is connected with another factor of enormous importance for Spain—its accession to the European Community (EC) in 1986. In education and training Spain feels the need to bring achievement levels up to Western European norms.

The expansion of the education system has been more spectacular than in any other country in Europe, causing the quality of education to be most uneven in terms of teacher effectiveness, adequacy of buildings and equipment, and availability of learning aids. The gap between extremes is disturbing. Expenditure on education as a percentage of gross national product at 3.5 percent for 1984 is among the lowest within the Organization for Economic Cooperation & Development (OECD) group of countries.

EDUCACIÓN PREESCOLAR (PRE-SCHOOL EDUCATION)

Pre-school education covers four years from ages two to six, divided into two levels: ages two to four years (*escuela ma-*

terial) and ages four to six years (*escuela de parvulos*). The ultimate aim of the gov-

ernment is for all children between ages four and six to receive schooling.

ELEMENTARY AND SECONDARY EDUCATION

The 20th century in Spain has been characterized by a host of regulations in elementary and secondary education, principally as regards curriculum control. The

Right to Education Act of 1985 specifies that all Spaniards have the right to basic education. It describes the universal objectives of education as the full develop-

ment of the personal and vocational skills of the pupil, education on rights and fundamental freedoms, and on the language and cultural plurality of Spain.

Educational System of Spain

ENSEÑANZA GENERAL BASICA (EGB) (BASIC GENERAL EDUCATION)

Since 1981, Basic General Education (EGB) has been divided into three cycles: Initial: grades 1-2; Middle: grades 3-5; Higher: grades 6-8. The EGB current structure was laid down by the General Education Act of 1970, and has been undergoing revisions since then. There appears to be a consensus to extend compulsory schooling to age 16 and to increase attendance of the 14-16 age cohort.

Before 1970, primary education covered six years only, from ages 6-12; at age 10 there was the possibility of selection into the *bachillerato* stream. Now EGB covers eight years of free compulsory schooling, from ages 6 to 14. Today virtually all children attend compulsory school. The retention rate at this level is very high and still increasing.

The school year runs from September 1 to June 30 and the day spans five hours, usually 9-12 and 3-5, a total of 220 school days. The legal maximum class size is 40. In inner city areas the average class size is 30-35; in rural areas it is much lower. Schoolwork comprises a five-day week with voluntary attendance on Saturdays for extracurricular activities.

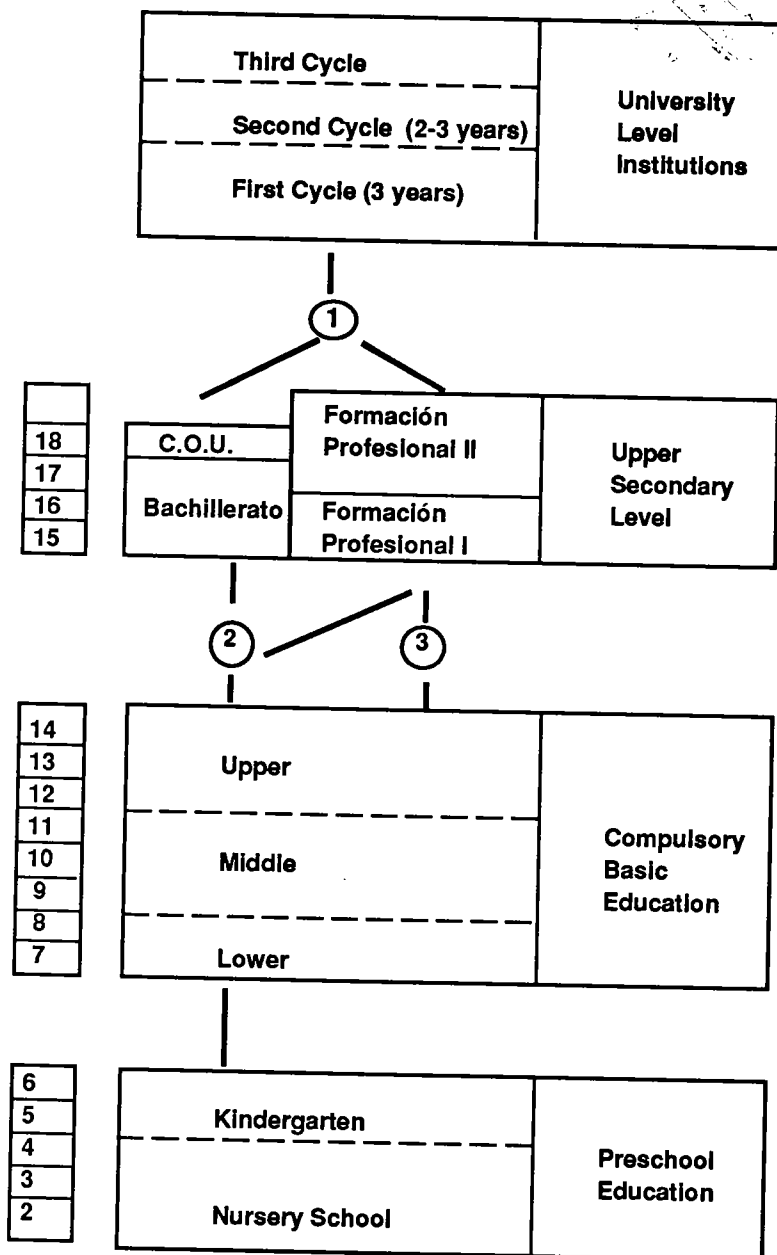
One-third of those leaving the eight-year EGB do so without a *graduado escolar* (certificate of completion/graduation) by passing an examination or test of maturity. They obtain only a *certificado de escolaridad* (certificate of attendance) which entitles them to enroll in vocational training but not in the academic stream of upper secondary education.

ENSEÑANZA MEDIA (INTERMEDIATE [SECONDARY] EDUCATION)

Enseñanza media refers to that level of education immediately following compulsory schooling (EGB) and corresponds to what in other countries is designated as upper secondary education.

Almost half of the institutions at this level are private, but follow the same curriculum as public institutions. Since 1972, 85 percent of private school expenditures has been financed by the state. Many private schools were set up in opposition to the ill-regarded public schools under the Franco regime, but their quality is uneven; only a few are considered elite establishments.

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(1) *Prueba de Acceso* (entrance examination)

(2) *Graduado Escolar* (certificate of completion/graduation)

(3) *Certificado de Escolaridad* (certificate of attendance)

Source: *Informe Nacional de Educación*, Spanish Ministry of Education 1990

Currently, this level of education is split into two branches. An academic branch consists of the three-year *bachillerato unificado polivalente* (BUP) program plus the one-year *curso de orientación universitaria* (COU), which prepares for

university entrance. (In 1987-88, approximately 1,355,000 students out of 5,398,000 who had completed Basic General Education went on to the academic BUP/COU program.) The vocational branch (*Formación Profesional*) (FP) consists of

two stages of vocational education and training: FP1, a two-year program, and FP2, a two-to three-year program. A third stage of vocational training, FP3, is planned but not yet available.

FORMACIÓN PROFESIONAL (VOCATIONAL EDUCATION)

Schools at this level are variously called *centros de enseñanza media y profesional* (intermediate and vocational education centers), *institutos laborales* (training institutes), or *escuelas medias laborales* (intermediate training schools). Originally these institutions were established for a large segment of the school population that was excluded from traditional academic secondary studies. A five-year course culminated in the *bachillerato laboral elemental*, followed by a two-year program leading to the *bachillerato laboral superior*.

Under the terms of the 1970 General Law of Education, the FP sector is designed to maintain a close relationship with the world of work. This represents a continuation of previous forms of vocational education that were initiated in the 19th century to train students for a specific occupation while simultaneously offering them a general education.

The FP is subdivided into three levels:

Level I (FP1): a two-year program leading to the *técnico auxiliar* diploma. The FP1 curriculum is made up of three areas of knowledge: core subjects, applied sciences, and technical and practical studies. The intention is to provide general education for the student as well as specific training for one occupation.

Approximately 30 percent of instruction is devoted to general education (language, philosophy, physical education and religion); 20 percent to natural sciences and 50 percent to technical studies, including theory and practice.

Level 2 (FP2): a two-year program for those who have completed the BUP or FP1, leading toward a diploma of *técnico especialista*. The FP2 curriculum is organized on the lines of the *Bachillerato* and offers the opportunity to acquire specific vocational skills. Within FP2 there are two separate curricular options: general studies (two years) and specialized studies (three years.)

Approximately 180 hours are spent on Spanish, 144 hours on foreign languages, 72 hours on political education, 36 hours on religion, 36 hours on physical education, 180 hours on mathematics, and 360 hours on natural sciences.

Level 3 (FP3): intended to be the top level of vocational training, it has not yet been developed.

Teachers in FP establishments, with rare exceptions, have little or no training in education. FP programs are regarded by society as a second choice or poor relation to the academic sector. Employers have little regard for the qualification obtained in

FP1 and prefer to take on young people without previous training in the vocational education system. This blunt reality was revealed in recent enquiries by the Ministry of Labor and the University of Murcia, and reaffirmed to OECD examiners by representatives of employers' associations and other groups. The reasons for this harsh assessment are varied and frequently related to the quality of students who attend FP programs: 80 percent fulfilled attendance requirements but did not complete their courses and were granted no more than a *certificado de escolaridad* (certificate of attendance); others came from the former *bachillerato elemental*, with only four years of schooling; and still others over 14 years of age had no previous school diploma and were admitted by passing an entrance test.

Similar arguments apply to FP2 which is taken up by only 20 percent of the total number of students who have left BUP, with or without graduation.

Labor market analysis indicates that the best positions and salaries have been obtained by students trained on the job (80 percent of total); hence it seems more beneficial for students to discontinue their FP education and enter the labor market as soon as possible.

BACHILLERATO UNIFICADO y POLIVALENTE (BUP)

The *bachillerato unificado y polivalente* (BUP) dates as a concept from 1970, although it was implemented for the first time in 1975/6. The *Bachillerato* is obtained after passing all the subjects in the three years that make up the BUP. There is no final examination. Almost all students who obtain the *Bachillerato* continue toward the university prepara-

tory program (COU).

Under the old system, students who passed the examination upon completion of primary education and obtained the *certificado de estudios primarios* were admitted to the four-year *bachillerato elemental* program. Following this, they could continue for an additional two years toward the *bachillerato superior*, or take a three-

year course for the *bachillerato técnico superior*. In 1974/5, the last grade of the *bachillerato elemental* became a stage in the EGB. By the end of 1977/8, the *bachillerato superior* and the *bachillerato técnico superior* were completely replaced by the three-year program leading to the *bachillerato unificado y polivalente*, the unified and multi-purpose *Bachillerato*.

Academic upper secondary education (BUP) is presently offered about equally at public and private schools. The BUP is open to students with the EGB certificate.

Failures at the BUP level are 50 percent at the end of the cycle. The average rate of repetition is about 19 percent in public schools and 8 percent in private schools. Students in private institutions are usually from more affluent backgrounds, which largely explains their higher academic achievement.

The BUP program is divided into core subjects to be studied by all students, a choice of several optional subjects, and technical-vocational studies, from which the student chooses one course. Optional subjects are limited to the third year, while technical studies have been reduced to a very narrow field (drawing and domestic science) studied for two hours a week during the program's second and third years.

The BUP program incorporates the

following disciplines:

First Year: Spanish language and literature (4 hours), foreign language (4 hours), drawing (3 hours), music and art education (2 hours), history of civilizations and art (4 hours), mathematics (4 hours), natural sciences (4 hours), physical education (2 hours), second foreign language (3 hours).

Second Year: Spanish language and literature (4 hours), Latin (4 hours), foreign language (4 hours), human and economic geography (3 hours), mathematics (4 hours), physics and chemistry (4 hours), activities and/or technical study (2 hours), second foreign language (3 hours).

Third Year: Foreign language (3 hours), history of Spain and Hispanic countries (4 hours), philosophy (2 hours), option A: literature (4 hours), Latin (4 hours), Greek (4 hours), mathematics (4 hours), option B: literature (4 hours), natural sciences (4 hours), physics and chemistry (4 hours), mathemat-

ics (4 hours), activities and/or technical study (2 hours), second foreign language (3 hours).

Spain, like other OECD countries, is faced with the challenge of how best to structure the upper secondary cycle and to build effective bridges between general education and vocational education and training. A unified, comprehensive and compulsory two-year cycle, following the EGB and replacing the first two years of BUP and FP, is sought. This is considered to be in line with the trend throughout the industrialized world to extend the period of compulsory education to ten years. It is intended to create a dual system with an academic two-year COU-type program preparing for university entrance or a FP cycle (2-3 years) preparing for employment or access to short post-secondary level programs.

CURSO DE ORIENTACIÓN UNIVERSITARIA (COU) (UNIVERSITY ORIENTATION COURSE)

The University Orientation Program (COU), established in 1971/2, is an intermediary between secondary education and higher studies, access to which is gained through the *Bachillerato* (BUP) or second level vocational education (FP2). It replaces the old *preuniversitario* (PREU).

The COU is the joint responsibility of the university, which devises and supervises the program, and the schools, which have the responsibility of its implementation. In practice, the university takes little part in the programming and orientation of the COU and only makes its presence felt in the tests for access to university. In effect, the COU generally is one more year of BUP except that it prepares specifically

for university admission tests.

The curriculum allows for several study tracks and a common nucleus of Spanish (3 hours), foreign language (3 hours), and philosophy (4 hours). The program normally includes three compulsory subjects: Spanish, a foreign language and mathematics. Three optional subjects also may be studied. Furthermore, there are compulsory classes to attend, i.e., religion, civics, career guidance and study techniques. Each option includes two obligatory subjects and four electives from which two must be completed:

Option A: Scientific-Technological: mathematics (4 hours), physics (4 hours), with options in: chemistry (4 hours), biol-

ogy (4 hours), geology (4 hours), and technical drawing (4 hours).

Option B: Biological-Health Sciences: chemistry (4 hours), biology (4 hours), with options in: mathematics (4 hours), physics (4 hours), geology (4 hours), technical drawing (4 hours).

Option C: Social Sciences: mathematics (4 hours), world and contemporary history (4 hours), with options in: literature (4 hours), Latin (4 hours), Greek (4 hours), history of art (4 hours).

Option D: Humanities-Linguistics: literature (4 hours), world and contemporary history (4 hours), with options in: Latin (4 hours), Greek (4 hours), history of art (4 hours), mathematics (4 hours).

EXPERIMENTAL CYCLE

In 1985, the educational authorities introduced an experimental cycle of upper secondary education which corresponds in level of instruction to the COU. Though in an experimental stage (hence its name), it

allows autonomous regions to meet particular educational needs, namely, language diversity and cultural variances. In 1988, it was decided that examinations for the experimental cycle were to be organized and

conducted by designated universities in each autonomous region. The successful completion of the experimental cycle and the passing of the appropriate examina-

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tions are to be considered on a par with the COU for admission to universities and higher technical institutions.

Six modules comprise the experimental cycle, with a nucleus of common subjects to each module. It is an attempt to

find an equilibrium between general education and subjects of concentration.

HIGHER EDUCATION

Because higher education in Spain is under the supervision of the Ministry of Education and Sciences, a uniform system of study prevails. The Council of Universities, an organization comprised of university rectors and national and regional education officials, is responsible for all official university degrees and diplomas. It lays down general guidelines for the curricula, and determines educational objectives and the content and length of programs. Institutions are responsible for determining their own electives and for establishing all specialized curricula which lead to university-specific diplomas.

The country is divided into 22 university districts, each containing a state university. Under the law, to be recognized as a full university, an institution is required to offer a minimum of eight degree programs.

The *Ley General de Educación* of 1970 considered "departments" (which may encompass more than one discipline and have less autonomy than a faculty) to be the basic unit for organizing teaching and research under discrete disciplines, and upheld the system of public competitive examinations as a selection procedure for university teaching staffs.

The principle of university autonomy was enshrined in the Constitution of 1978, and was further strengthened by the 1983 *Ley de Reforma Universitaria*. This developed the constitutional provision for university self-government and established a legal framework which enables universities to carry out their "proper social function" of modernizing Spanish society.

Spain now has 39 universities, including three technical universities, an open university and four private institutions. The University of Madrid, Spain's biggest tertiary institution, has 150,000 students and

5,000 faculty members spread across 18 faculties, five colleges, 10 schools and 12 research institutions. In addition to the state universities, there are a number of institutes of technology, non-state universities and institutions which enjoy a special autonomy.

Twelve new universities were established between 1971-1979 alone, as were a series of new faculties and schools, but 47 percent of university places are still concentrated in Madrid and Barcelona. Expansion has meant injecting new blood into very traditional universities.

Private institutions also have proliferated. San Pablo University in Madrid opened in 1991. The European Higher Education College (CEES) in Madrid will convert into a university, and the International University of San Estanislao de Kotska plans to open in Madrid within five years. In Barcelona, Ramon Llull Center has asked the Ministry of Education to certify its status as a university. Seven additional private universities are planned, four in Madrid and three in Barcelona.

Authorities recently moved to control this rapid growth by proposing tough new standards for granting official recognition to new institutions, which should be adopted by the government in early 1991 after having already been approved by the Council of Universities. The standards would require a higher percentage of full-time faculty members at all new institutions, and demonstration of financial solvency. Institutions with private sponsors would not be eligible for public funding. Recognition is necessary for those institutions wishing to participate in EC exchange programs.

The explosion in student enrollments in the 1980s and the induction of Spain into the EC have forced momentous changes

from the doldrums of Franco rule (1939-1975), a period when liberal academics fled the country and university life languished. But despite valiant efforts in the past decade to modernize its educational system by creating new institutions and transforming the universities from purely teaching institutions into research institutions responsive to the country's economic and social needs, Spain is still struggling. Tradition and a lack of funds are major obstacles.

Almost 93 percent of Spain's university student population of about 470,000 is in public universities. The number of students almost doubled in the last 15 years as competition for "credentials" and the modernization of the economy and administration created conditions for unprecedented growth. Despite this increase, Spain still lags behind most other developed countries in the proportion of its young people in full-time education. In 1987/88, for example, only 14 percent of the 18-year-old population was enrolled full-time in higher education. Furthermore, the mass intake of students into the first year of university-level programs is offset by a very high dropout rate and low completion rate.

Almost all university programs last five to six years. On average, university students in Spain take longer to complete a degree than their counterparts elsewhere in Europe, except for German students. This is partially explained by high rates of class absenteeism. Furthermore, students are allowed to repeat courses failed and are permitted four attempts to pass the examination at the end of each course. The perennial student has thus become a familiar figure. About 40 percent of students overall repeat courses; the percentage of repeats is rising, and is as high as 70 percent in science disciplines.

Admission

Spain's extensive higher-education system reflects a demand-led approach. Access is open to all and it is incumbent upon the state to guarantee places to all eligible candidates.

University education is inexpensive and, in theory, available to anyone who has completed the COU and also to those aged

25 and above who have no secondary education but pass the appropriate entrance examinations. Candidates for university admission must have an average mark of 5 out of 10 in the final COU examinations, and that includes marks obtained in BUP and the successful passing of the *prueba de aptitud*, a test required for entrance to all university-level programs. The *prueba de aptitud* is organized to examine the follow-

ing: compulsory subjects from the COU (with allowance for regional languages), and philosophy, as well as optional subjects related to the anticipated major field of study at the university.

The *prueba de aptitud* is also obligatory for all foreign students who wish to study in a regular university program in Spain. Each university organizes its own examinations.

Program Structure and Degree Requirements

Short Programs:

The most important breakthrough following the enactment of the *Ley General de Educación* of 1970 occurred with the inclusion of short-cycle post-secondary education within the universities.

"Short" or one-cycle programs, usually of three years' duration, are offered at *escuelas universitarias* (university schools) or *Escuelas Técnicas Universitarias de Ingeniería y Arquitectura* (University Technical Schools of Engineering and Architecture) and result in the award of the title *diplomado, Ingeniero Técnico or Arquitecto Técnico*. Disciplines which previously did not have university status, such as engineering technology, teaching, nursing, fine arts, information technology, data processing, library science, physiotherapy, social work, para-medical studies, etc., are taught. By completing an adaptation course and making up deficiencies, graduates of these programs are eligible for admission to the second cycle for study in related disciplines for the title of *Licenciado, Ingeniero Superior or Arquitecto Superior*.

Long Programs

Long programs offered at universities are divided into three levels of learning: **first cycle**, lasting three years and consisting of basic studies; **second cycle**, two-three years of specialization ending in the traditional title of *licenciado*; and **third cycle**, further specialization which includes research and instruction, and cor-

responds to a doctoral program.

In addition to doctoral studies, universities may provide other graduate programs for professional training. Royal Decree 185 in 1985 provides for both non-official graduate studies, resulting in a university diploma with no official recognition, and for graduate study validated by the government and resulting in a *titulo oficial de especialista* (official title of specialist).

Programs of study remain rigid. At schools of engineering and architecture, for example, there are no options, and examinations in each individual subject must be successfully passed. Students at these schools also must undertake a project in the final period of study which may take anywhere from one semester up to two years to complete. The dropout rate, particularly in the first two years of engineering, is very high; in most schools, the ratio of students in the final year to students in the first year is 1 to 10, and sometimes even less. In other disciplines, of those who enrolled in the first cycle at the University of Barcelona in 1988, the graduation rates ranged from a low of 30 percent in Law, Economics and Social Sciences to a high of 48 percent in Education.

The curriculum (at present uniform throughout the country) is now under review by the University Council and will be debated nationwide in 1991. It is based on *planes de estudios* (study plans) which stipulate the *asignaturas* (units) to be followed each academic year. The curriculum consists of three types of subjects: a. core subjects, which are compulsory for all stu-

dents studying for the same degree throughout the country, and which must constitute at least 30 percent of the overall program in the first cycle and 25 percent in the second cycle; b. subjects defined by each university, some of which are compulsory and others optional; c. electives chosen by students, which must constitute at least 10 percent of their curriculum. Final examinations are taken at the conclusion of the academic year.

Students may take the first cycle of long studies at a *colegio universitario* (university college). Completion of the first cycle does not result in a qualification because it is not a complete academic level. Students would proceed to the second cycle for the *Licenciatura*.

Foreign students who enroll independently can register as *libre oyentes* (auditors), permitting them to follow *asignaturas* (units) and select their own courses. However, audited courses do not count toward an academic degree.

Admission to the third cycle requires a *licenciatura* or a *diploma de Ingeniero Superior or Arquitecto Superior*. Prior to undertaking a doctoral program, candidates must submit a *Tesina* (short thesis), which consists of a bibliography and a preliminary study. This process usually requires one year. If the proposal is accepted by a jury appointed by the university, the candidate is admitted to a program of a minimum two years in length, which includes *cursos monograficos* (coursework) and preparation of a dissertation. The title of *Doctorado* is awarded upon public defense of the dissertation. The doctorate is required to become a *profesor adjunto* (assistant profes-

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sor) and for all subsequent appointments.

The universities have two sessions per day. Morning sessions are attended by the younger, full-time students, while evening classes cater to part-time, older students.

At all schools, the academic year runs from October to June. There are 35 academic weeks, with an average number of study hours of about 20-30 per week. In most cases, courses are on an annual basis.

Universidad Nacional de Educación a Distancia (UNED) (National Distance University)

The recently created UNED operates 50 study centers (including five outside of Spain) and functions unequivocally like a residential university in terms of both the academic rigor of its programs and its system of evaluation. This is shown by the high failure rate of 70 percent in the first

year and 20 percent in the second and third years, and the fact that the normal period required for obtaining a degree is seven to eight years.

Candidates for admission must be over age 18 and normally should possess the *Bachillerato*. Adults over 25 may gain admission without the *Bachillerato*, and many do so. A large number of civil servants, many teachers, and prison inmates comprise UNED students.

TEACHER TRAINING

The majority of teachers in the public sector are civil servants with the right to remain in post until age 65.

Traditionally, teachers in compulsory schools and pre-schools were trained in *colegios*; pre-school teachers and teachers of handicapped children received additional special training. Since 1971 the *colegios* and *escuelas normales* (secondary schools for teachers) have been incorporated into *escuelas universitarias de formación de profesorado de EGB* (university schools of training of teachers of general basic education). They offer three-year training programs after the COU. At the conclusion of the program, graduates obtain the *diplomado en profesorado de EGB*. Following the *diplomado*, students may obtain professional certification by taking the *curso de pedagogicas (CAP)*, which is a one-year teacher training program.

The universities, however, continue to regard these institutions as inferior places of learning. The colleges do not have a research function. The main weakness in initial training appears to lie in the lack of

a strong component of educational theory and practice. Students are trained essentially as academic specialists in discrete subjects rather than in pedagogy. In-service training is particularly weak.

Teachers in secondary schools hold a university degree (*licenciatura*) but have virtually no training in educational theory and practice. The CAP may be completed during the course of their *licenciatura* program or immediately thereafter. Recruitment and promotion are determined by success in competitive examinations rather than proven professional performance.

In 1982, the government began to study the reform of teacher education centers. In 1984, the Ministry of Education and Science published *Libro Blanco para la Reforma del Sistema Educativo*, a draft plan for reform, but implementation is slow in coming. According to the draft plan, secondary school teachers must obtain credits in education and in teaching methods besides qualifying for the traditional *licenciatura* in their disciplines.

The idea is gaining ground that the

whole system of teacher training should be standardized and integrated within the university itself, which would be consistent with the *escuelas universitarias de formación de profesorado de EGB* having been attached to the universities. This would give teachers three years' general basic education in the first cycle followed by training in pedagogy. What form this training should take—general and specific at the same time—has not been decided.

Great efforts are being made in the area of in-service training for teachers through the National Distance University (UNED) and establishment of a Department of Educational Studies in each university with the dual task of undertaking educational research and organizing working groups. Decentralization and the delegation of certain responsibilities in the field of education from the center to the Autonomous Regions and from the Regions to the local authorities present an opportunity to develop and improve a flexible system of in-service training.

SPECIAL SCHOOLS OF HIGHER EDUCATION

Non-university specialized institutions offer a variety of programs, usually lasting three years, and have varied admissions

requirements. They result in the award of a diploma in the field of specialization. Included among these are: advanced schools

of dramatic art, dance, voice, or tourism, etc. Demand for all aspects of art education is high.

ADULT EDUCATION

Adult education is a high priority of the present government. In June 1984, the

White Paper on the Education of Adults published by the Ministry of Education

offered plans for improving programs and the delivery system for adult education.

For those studying to complete their basic education, special centers have been set up. A system of correspondence education at the non-university level, organized in modules, has also been established. Two national centers provide programs for EGB and BUP respectively: the National Insti-

tute of Basic Education by Correspondence and the National Center of Teaching of Baccalaureate by Correspondence. There is a proposal to inaugurate correspondence programs for vocational training, particularly for those subjects that do not require expensive practical equipment.

The drawback to more rapid development of adult education appears to be a lack of professionalism in the field, associated with the absence of applied research in adult learning needs and problems.

BUSINESS STUDIES

With an eye toward 1992, when the European Community is scheduled to become a single market, and with increased academic collaboration between the European nations, i.e., ERASMUS, business education has become a priority. Joint degree programs in business management, offered in cooperation with foreign universities, are likely to be the wave of the future. Bilingual MBA programs with English as a dominant language are already in place.

The traditional *licenciatura* will con-

tinue to be granted by Spanish universities in areas of business studies and economics. However, new credentials are being introduced. For example, the *Escuela Superior de Administración y Dirección de Empresas (ESADE)* in Madrid awards a Master of Business Administration and a Master of Business Management. These degrees are awarded jointly with a traditional *licenciatura* in business in an integrated four to five-year program.

Attention should also be drawn to the

existence of the *Instituto de Estudios Superiores de la Empresa (IESE)* in Barcelona, which offers bilingual MBA programs and is linked to the private University of Navarra. Although the MBA is not formally recognized by Spanish universities, IESE boasts three to four job offers per graduate. Business programs offered by private institutions, such as the *Instituto de Empresa* in Madrid, often refer to their degrees as MBAs.

CONCLUSIONS AND RECOMMENDATIONS

As an integral member of the European Community, Spain is aligning its academic and professional training with those of other European countries in order to meet unqualified parity. Credentials

from Spain or other European countries ought to be viewed in the European academic context, i.e., what type of recognition they are accorded by the country next door. Issues of equivalency, by their very

nature, are somewhat argumentative exercises. However, on the strength of research which went into preparation of this paper, this author is taking the liberty of making the following recommendations:

Credential	Admission Requirement	Length	WES U.S. Equivalents
<i>Bachillerato (BUP)/Formación Profesional: Level II (FPII)</i>		11 yrs.	High school diploma
C.O.U./Experimental Cycle	<i>Bachillerato</i>	1 yr.	One semester undergraduate credit
<i>Título de Diplomado/Ingeniero Técnico/Arquitecto Técnico</i>	COU	3 yrs.	Bachelor's degree
<i>Título de Licenciado/Ingeniero Superior/Arquitecto Superior</i>	COU	5-6 yrs.	Masters' degree
	<i>Diplomado/Ingeniero Técnico</i>	2-3 yrs.	Master's degree
<i>Especialista</i>	<i>Licenciatura</i>	variable	Graduate credit
	<i>Título de Ingeniero Superior</i>	variable	Graduate credit
<i>Doctorado</i>	<i>Licenciatura</i>	minimum 2 yrs.	Ph.D.
	<i>Título de Ingeniero Superior</i>	+ dissertation	

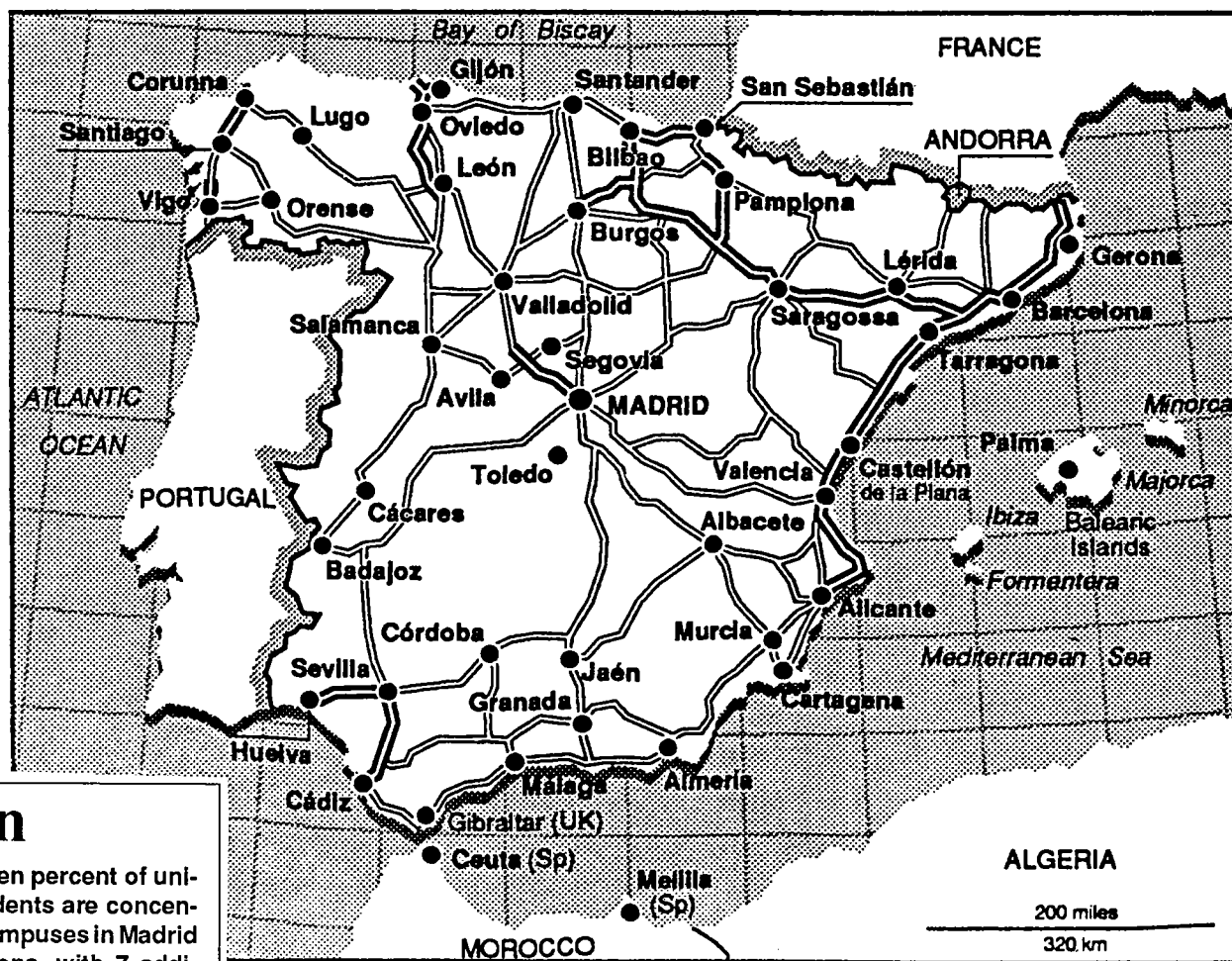
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About the Author:

Erika I. Popovych is Director of Evaluations at World Education Services. "Spanish Education Today" was first presented at the AACRAO annual conference in 1990 and has been further updated for WENR.

**Spain**

Forty-seven percent of university students are concentrated on campuses in Madrid and Barcelona, with 7 additional private universities planned for these two cities.

Source: *Financial Times*, Feb. 19, 1990