

OECD REVIEW OF CAREER GUIDANCE POLICIES



SPAIN

NATIONAL QUESTIONNAIRE

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FOREWORD

All the entities involved in information, guidance and counselling services had necessarily to take part in the preparation of this theme report on "**Policies for information, guidance and counselling services in Spain**".

Consequently, the Ministry of Education, Culture and Sport as co-ordinator, through the National Resource Centre for Vocational Guidance (NRCVG), enlisted the collaboration of the Citizens' Information and Support Centre, the Education Research and Documentation Centre (CIDE), the General Inspection Service, the Directorate General of Universities, the Ministry of Labour and Social Affairs - through the National Employment Institute - the Autonomous Communities, the Spanish Federation of Towns and Provinces (FEMP) and the social partners through the trade unions and the Spanish Employers' Confederation (CEOE) to compile the information needed.

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1. OVERVIEW

1.1 Overview of information, guidance and counselling services in Spain.

Information, guidance and counselling services in Spain are structured around the various areas of competence reserved to regional and municipal governments and, with respect to the central government, the areas specifically covered by the Ministry of Education, Culture and Sport and Ministry of Labour and Social Affairs.

With the exception of Ceuta and Melilla, where education is administered by the Ministry of Education, Culture and Sport, in all the Autonomous Communities education is run at the Community or regional level. It is incumbent on regional education authorities to administer the system within their respective scopes of action, whereas responsibility for basic legislation (constitutional acts and royal decrees enlarging on such acts), general system supervision and co-ordination (through the Directorate General of Territorial Co-operation and Senior Inspection) and relations with European Union institutions is incumbent on the central government.

Action taken by the government with respect to the labour market and social affairs includes information and guidance essentially geared to the unemployed, but also to user communities with specific needs (women, young adults, people with disabilities and immigrants). Other authorities (economy and local corporations) provide guidance and counselling for self-employment and the establishment of businesses.

As a general rule, the role of the central government is legislative, and while it also engages in some administrative tasks, the actual application of legislation is nearly wholly assumed by the Autonomous Communities.

Thus, in areas such as active employment policies, support for women, young adults, people with disabilities and other user communities, including information and guidance for the unemployed, administration is now largely in the hands of Autonomous Communities, and even those that have not yet assumed these responsibilities also generally conduct their own guidance programmes.

Moreover, government resources also tend to be used to deliver information and guidance in the form of a series of schemes, encounters and workshops, as well as subsidies for collaborating agencies of different kinds (NGOs, social partners, not-for-profit entities).

As far as local governments are concerned, the main provider of information, guidance and counselling services is the municipal network of public libraries and the various sectoral information services, such as the tourist trade, youth and employment promotion, to name a few.

There is no overall plan for such services in town halls, which are organised, rather, around sectoral interests. The exception is the public library service, planned on territorial and Community grounds and organised in terms of town size and characteristics. In some cases, provincial governments provide counselling or financial support for town halls in connection with the structure of information services and their publication on the Internet.

The central government is essentially responsible for co-ordination, to ensure that the public career information and guidance services deliver the respective information to students in the education system and their families, employed and unemployed workers and society at large.

Employer organisations and trade unions, in turn, as well as other institutions such as chambers of commerce, NGOs or not-for-profit foundations, also lend effective collaboration in information, guidance and counselling tasks.

In this general framework, the primary reference is the Integrated Career Information and Guidance Scheme, enunciated in the Second National Vocational Training Programme, 1998-2002 and established by Constitutional Act 5/2002 of 10 June on vocational Qualifications and Training; this framework is one of the basic pillars for the personal and professional development of pupils, workers and society in general.

This career guidance and information system, geared to formal, occupational and continuing vocational training, envisages the formulation of an integrated information and guidance vehicle to reach all communities of potential users of information on employment and/or on the ways and means to acquire the skills needed to qualify for employment, under any of the various formulas available.

This system also intends to guarantee worker access to career information and guidance processes on the grounds of the diagnosis conducted by vocational training observatories, and by co-ordinating the information-guidance and training processes to map comprehensive pathways in both respects.

For further and more specific information, see **ANNEX I: Hyperlinks. Overview.**

2 KEY GOALS, INFLUENCES, ISSUES AND INITIATIVES

2.1 National policies for information, guidance and counselling - objectives.

Career guidance services have an important role to play in any developed society and in particular in societies subject to rapid economic and social change.

Their importance is decisive for the following groups:

- *Individuals*.- Because such services introduce them to and enable them to reap the highest possible benefit from the wide range of career possibilities available.
- *Providers of educational and vocational activities*.- Because they enhance the effectiveness of their own services by steering them towards the programmes best suited to their needs.
- *Employers*.- Because they facilitate personnel selection by adapting professional profiles to their requirements.
- *Governments*.- Because they optimise the economic use of society's human resources.

In the framework of the National Vocational Training and Qualifications System, the purpose of career information and guidance is to:

- Provide information on employment opportunities, the possibilities of acquiring and certifying occupational skills and qualifications and upgrading and enhancing such skills through lifelong education.
- Provide information and counselling on the various training areas and possible pathways to careers and occupations to enhance employability and re-employability.

The key objectives are:

1. In the educational context:
 - Reduce the failure rate in schools.
 - Increase student motivation.
 - Help students choose the most suitable pathway to an occupation, adapting such choices to their personal aptitudes and characteristics.
 - Further the improvement of career specialisation.

2. In the occupational context:
 - Help the unemployed seek and find a job, with the least advantaged groups as priority targets.
 - Provide employed workers with guidance on training possibilities in their own occupation.
3. In the local government context:
 - Facilitate access to information generated by local government.
 - Encourage citizen participation.
 - Facilitate municipal procedures.
4. In the business context:
 - Provide information on the situation and needs of the various productive sectors.
 - Provide counsel on how to found a company, as a part of specific programmes.
5. In the trade union context:
 - Contribute to the decision-making process in training and career issues.
 - Provide information on available opportunities and resources.

The legal grounds for these objectives are set out in the legislation compiled in **ANNEX II**.

2.2 Social, educational and labour market influences.

The most relevant questions presently influencing national policies for information, guidance and counselling services are:

- The existence of communities of disadvantaged people requiring special guidance and counselling efforts.
- Changes in family structure that - in particular in the case of women - involve re-steering their lives in every respect.
- Employment mobility, time- and space-wise.
- Working population and unemployment rate estimates, with a high inflow of workers to the labour market.
- The 1998 European employment strategy implementing active employment policies. In Spain social dialogue has furthered progress in such active policies, in particular with respect to the affirmative treatment of disadvantaged communities on the labour market.

All the foregoing calls for a permanent career counselling system based on an understanding of individual aptitudes, the training resources available and employment opportunities, as well as the need to guarantee greater consistency in guidance action by reinforcing co-operation between education, training and employment services and among the various guidance activities, including Europe-wide collaboration.

2.3 Problems facing policy-makers in the organisation, management and delivery of information, guidance and counselling services.

The most relevant problems facing policy-makers at the various levels of government when formulating rules on the organisation, management and delivery of information, guidance and counselling services are as follows:

On the one hand, the decentralisation of educational competence and employment and social welfare policies, all of which have been transferred to the Autonomous Communities, calls for co-ordinated action with both the regional governments and the social partners. This entails greater complexity when it comes to formulating rules on the nation-wide organisation, management and delivery of information, guidance and counselling services.

On the other, there is the difficulty of guaranteeing effective assignment of human resources and at the same time greater social equity in the access to occupational and educational opportunities.

Moreover, the Ministry of Education, Culture and Sport and the Ministry of Labour and Social Affairs have traditionally formulated their information, guidance and counselling policies independently, with scant mechanisms for co-ordination between the two.

All this makes it necessary to encourage communication between career guidance services and further their improvement in the system as a whole, which in turn calls for fostering the regular exchange of information and experience via joint projects. The objectives sought in this regard are to reinforce guidance in secondary schools, improve guidance training for teachers and foster lifelong guidance for pupils after graduation, for the unemployed seeking jobs and for employed workers in need of information, guidance or counselling.

2.4 Recent initiatives and changes

Some of the most prominent initiatives and changes in the organisation, administration, financing, staffing and provision of information, guidance and counselling services are:

From the legislative standpoint the most important initiative was the adoption of the Act on Vocational Qualifications and Training, which governs and integrates the various training offers and lays down the rules for nation-wide recognition and certification of vocational qualifications as a mechanism for furthering Europe-wide standardisation of training or certification levels on the EU marketplace.

This Act stipulates that counselling must be provided on employment opportunities and training offers to enhance employability and re-employability, establishing career information and guidance as one of the essential aspects of such guidance, together with assessment of the National Vocational Training System to guarantee quality.

Attention is also drawn to the formulation of the national report on "Lifelong learning in Spain" relating to the debate that took place in the first six months of 2001 around the European Commission's memorandum on the subject.

From the standpoint of delivery of services, the following initiatives should be highlighted:

- Strengthening or creation of employment and training services in the Autonomous Communities.
- Fortification of the Ministry of Education, Culture and Sport's Career Guidance Service.
- Fortification of citizens' information and support centres.
- Fortification of the National Resource Centre for Vocational Guidance.
- Participation in European guidance networks.
- Creation and fortification of university employment guidance and information services.
- Establishment of support and subsidies for career guidance action.
- Creation of employer organisation information and guidance services.
- Operation of information, guidance and counselling centres in trade unions.
- Use of new technologies, especially websites, to update information and counselling.

3 POLICY INSTRUMENTS FOR STEERING SERVICES

3.1 Legislation on information, guidance and counselling

There is extensive legislation in our country governing information, guidance and counselling services. This is due, on the one hand, to the fact that information, guidance and counselling do not fall within the bounds of a single area of government, but are shared by both education and labour authorities, and on the other, to the distribution of competence in the areas of both educational and labour affairs between the central and regional governments, pursuant to the Spanish Constitution of 1978.

In the context of **education**, the central government, in the basic legislation governing the education system, establishes the need to create information, guidance and counselling services and attributes responsibility for implementing them to the Autonomous Communities. *Constitutional Act 1/1990 on General Governance of the Education System (LOGSE)*, which establishes the structure and organisation of the non-university education system, acknowledging educational and career guidance to be one of the basic principles of educational activity, one of the student body's basic rights, calls for the creation of specialised services. The general framework in which educational guidance should be delivered, as established in the LOGSE, is divided into the three levels around which education is organised: the classroom or group of pupils, the school or educational institution and the school system, defined within the bounds of a district or sector. Firstly, the responsibility for guidance in the classroom is incumbent on form masters/mistresses-teachers (each group of pupils has one form master/mistress). At the second level, the school, guidance departments must be established or there must be at least one guidance counsellor. The third level of guidance entails the creation of sector- or district-wide guidance teams. Each Autonomous Communities regulates educational guidance within its own territory on the grounds of this triple structure, with minor variations from one Community to another. **(ANNEX II: Educational legislation and ANNEX III: Analysis of guidance services pursuant to educational regulations).**

Constitutional Act 5/2002 of 19 June on Vocational Qualifications and Training establishes the purpose and organisation of career information and guidance in the following terms:

"To provide information on employment opportunities, the possibilities of acquiring, evaluating and certifying occupational skills and qualifications and upgrading them throughout life. Provide information and counselling on the various training offers and possible pathways to careers to enhance employability and re-employability.

"Services administered by the education and labour authorities, local governments and the social partners, among others, may take part in career information and guidance, with co-ordination incumbent upon the central government.

"Governmental career information and guidance services must provide information to pupils in the education system, their families, unemployed and employed workers and society at large. The various levels of government must also provide the social partners with information on the system that can serve as a guide in collective bargaining, without prejudice to the independence of the parties involved."

In the context of **labour**, *Basic Act 51/1980 on Employment* constitutes the core legislation governing employment information, guidance and counselling for workers. This act defines employment policy as a series of decisions whose essential purpose is to achieve a short-, medium- and long-term balance between labour supply and demand, both quantitatively and qualitatively speaking, as well as unemployment protection. The act also assigns the management of such policy to the National Employment Institute, which entails, in addition to organising worker placement as a cost-free, nation-wide public service, the establishment of yearly Occupational Vocational Training Programmes and specific schemes to furnish guidance, training and employment for people experiencing special placement difficulties. As a result of the governmental decentralisation process, which as far as employment policy is concerned entails the transfer of the management of active employment policies from the INEM to the *Autonomous Communities*, most Communities have now assumed these management responsibilities, while the INEM continues to play this role for those that have not (**ANNEX II: Labour legislation**).

3.2 Other instruments used for steering information, guidance and counselling

In addition to the information, guidance and counselling services working out of governmental education and labour departments, there are other bodies and services that are not under the specific aegis of either but are sponsored and essentially financed by them. These services are provided through different vehicles, including collaboration with the social partners (trade unions and employer organisations) and other not-for-profit organisations (foundations).

Most of these initiatives are channelled through the labour authorities at the various levels of government: central, regional (Autonomous Communities) and local (town halls). Governmental bodies are often involved in such initiatives and the activities conducted are part of plans structured around the circumstances prevailing in each region and the users targeted.

There is, therefore, a broad range of services of different kinds depending on the aims pursued. The main instruments used to implement them are:

Subsidies for guidance

Both the Ministry of Labour and Social Affairs (MTAS), through the National Employment Institute (INEM), and regional authorities in the Autonomous Communities where management of employment policy has been transferred, offer subsidies for information, guidance and counselling action. Labour authorities provide the organisations interested in applying for subsidies with information on the needs to be met and the technical specifications required to conduct the action, as well as on the users targeted (unemployed, immigrants, employed workers, etc.). The employment authorities review the applications submitted on the grounds of different criteria (staff suitability, estimated budget, objectives to be reached, methodology, etc.) and decide whether the subsidy should be awarded or denied. The action undertaken is monitored and payment of the subsidy in full when the activity draws to an end is contingent upon submission of a report. Trade unions, employer organisations, specialised firms, not-for-profit organisations (foundations, NGOs, etc.) and others may qualify for these subsidies.

Agreements

As in the case of subsidies, the labour authorities (MTAS-INEM and Autonomous Communities) are parties to collaboration agreements with different public or private organisations to provide information, guidance and counselling services. The characteristics of these agreements depend on the users targeted and the aims pursued and therefore vary widely. In some cases, the purpose is to verify the actual

circumstances of certain user or potential user communities so this information can serve as a basis for subsequent action; in others, the objective is to consolidate long-term action to meet the needs identified, such as the creation of permanent guidance centres; it is also usual practice, in the framework of these agreements, to undertake different information, guidance and counselling action geared to specific communities (unemployed, immigrants, women, young adults, new entrepreneurs, etc.). Trade unions, employer organisations, town halls and not-for-profit organisations are the main beneficiaries of these agreements, under which they conduct a good share of their activity in the field of occupational information, guidance and counselling. Other institutions, such as the Women's Institute, the Youth Institute or the Naval Social Institute, also use this machinery to deliver services.

Initiatives undertaken by organisations themselves

A wide variety of institutions offer information, guidance and counselling services in response to different guidance needs, depending on the aims and nature of the organisations involved. Some undertake initiatives that respond to specific demands (information sessions, counselling for sectoral studies, needs surveys, definition of occupational profiles); others conduct more specific activities (training for new entrepreneurs, career guidance delivered in placement offices, training courses in specific occupational fields); and others have instituted more comprehensive guidance services, providing guidance for pupils enrolled in formal schooling or the unemployed, or conducting surveys, counsellor training, etc.

Outsourcing to specialised companies

In other cases, the authorities themselves hire firms specialising in information, guidance and counselling services. Examples of this are local authorities that hire companies to provide guidance essentially for disadvantaged communities and young adults or to counsel new entrepreneurs.

3.3 Relationships between government regulation and funding and provision of information, guidance and counselling services

In the case of guidance services in the context of education, the education authorities (Autonomous Communities and universities) are essentially responsible for regulation, financing and provision of these services. The authorities themselves, each at their respective level of government, regulate, fund and run the different services that conduct information, guidance and counselling. Certain types of action are co-funded by the European Social Fund or the Leonardo da Vinci Agency.

In the context of labour, however, there are a number of different options. Labour authorities primarily regulate and finance information, guidance and counselling activities, although they also have their own guidance services. Nonetheless, in view of the broad range of needs to be met, the actual delivery of these services generally involves other organisations outside government: trade unions, employer organisations, private not-for-profit organisations, specialised firms, etc. The organisations conducting such guidance activities receive funding primarily from labour authorities (National Employment Institute, Autonomous Communities that have assumed employment policy management and European Social Fund). A variety of financing formulas are in place (see point 3.2).

3.4 Co-ordination mechanisms.

One of the major keys, whose importance has often been reiterated, to optimising the effectiveness of information, guidance and counselling is co-ordination at all levels. The Constitutional Act on Vocational

Qualifications and Training creates a suitable framework for establishing such co-ordination to build an integrated information and guidance system in the framework of lifelong learning. Article 15.1 of the act provides that "services administered by educational and labour authorities, local governments and the social partners, among others, may take part in career information and guidance, with co-ordination incumbent upon the central government".

The co-ordination mechanisms presently in place are organised at different levels:

Central government

The Ministry of Labour and Social Affairs (MTAS), the Ministry of Education, Culture and Sport (MECD) and the social partners (employer organisations and trade unions) are co-ordinated by the General Council on Vocational Training. This council, attached to the Ministry of Labour and Social Affairs, is a governmental advisory body for questions relating to vocational training. The new National Vocational Training Programme is conducted under the aegis of this council. The programme calls for an Integrated Career Information and Guidance Scheme to distribute information on employment (and the occupational skills required) to all the communities concerned, along with the ways and means to acquire such skills through the formulas offered under the training system. The National Qualifications Institute, as an independent technical body, lends its support in this latter task. It is felt that to reach its goals, one priority is for the scheme to be able to draw support from the network of public employment service centres, with which all other guidance and vocational training services, in schools as well as other bodies, are to be co-ordinated.

Autonomous Communities

Similar bodies are in place in the Autonomous Communities, namely the regional vocational training councils, which co-ordinate all the actors involved in vocational training. With a membership consisting of representatives of regional education and employment departments and the social partners, these councils participate in the planning and guidance action called for under regional vocational training plans.

Others

There are also other co-ordination mechanisms that are not yet systematic, with co-ordination relying at times on the determination and interests of the persons responsible for providing guidance.

For instance, counsellors working out of school district guidance teams and school guidance departments co-ordinate their activities with municipal youth counsellors.

Furthermore the Ministry of Education, Culture and Sport's Career Guidance Service and Autonomous Community governments' central guidance services, the National Employment Institute and the National Resource Centre for Vocational Guidance further the co-ordination of their respective services, in particular as regards guidance resources.

3.5 Barriers to co-ordination

The barriers to co-ordination are inherent in the ambitious aim to which guidance aspires: to become a lifelong service. The need for continuous guidance geared to a variety of users and adapted to their needs for information, counselling and guidance at any given time stems from the philosophy of lifelong

learning. Co-ordinating all the services established to reach this objective is a difficult task to which substantial effort is nevertheless being devoted.

The present barrier to co-ordinating information, guidance and counselling services lies in the existence of three sub-systems in vocational training: specific/initial vocational training, continuing vocational training and occupational vocational training.

It is not easy for most information and guidance services to find full information on labour market needs for the various training offers and options under each of these subsystems. Despite the many steps taken in this direction and the substantial investment deployed, most action is undertaken in a segmented manner and is geared to specific communities of users and geographic areas. Co-ordinating all these efforts is one of the challenges to which the system needs to rise.

4 THE ROLES OF THE STAKEHOLDERS

Employer organisations

4.1 Role of employer organisations in the regulation or funding of information, guidance and counselling services

Employer organisations are associations of companies, in which membership is voluntary, that represent management interests. These industry-wide entities are generally grouped in turn in other organisations of a higher scale.

The role played by employer organisations in service regulation and funding is channelled through their routine participation in advisory bodies, collective bargaining and social dialogue.

The most representative employer organisations, the most prominent of which, given their nation-wide scale, are the Confederación Española de Organizaciones Empresariales or Spanish Employers' Confederation <http://www.ceoe.es/> and the Confederación Española de Pequeñas y Medianas Empresas or Small and Medium-sized Employers' Confederation <http://www.cepyme.es/>, participate on a regular basis in bodies that advise policy-makers, influencing decision-making through these vehicles. Thus, for instance, employer organisations sit on the National School Council, the General Council on Vocational Training, the National Employment Institute (INEM) Council, the Three Party Continuing Vocational Training Commission and the equivalent regional (such as the regional school and regional vocational training councils) and European bodies.

Collective bargaining is an avenue for reaching agreements that involve employer organisations in guidance activities. While the collective bargaining agreements and company accords negotiated by employer organisations and trade unions do not normally contain specific clauses on vocational training, they may have clauses devoted to human resource training and development. Examples of this are training leave, employee support committees, establishment of individual training plans, etc. In the event of companies in the process of restructuring or that need to downsize, company accords have sometimes been reached that envisage guidance, training and placement in other companies for redundant staff.

Two- or three-way social dialogue processes may lead to agreements that may subsequently have an impact on guidance. For instance, the Nation-wide Continuing Vocational Training Agreements that established the Three Party Continuing Vocational Training Commission envisages funding for training, studies and leaves, which includes financing for guidance-related activities.

4.2 Employer organisation initiatives

In general and although they do not have specific guidance services, all employer organisations normally supply information on the circumstances and needs in their industry or geographic area to the various

centres or institutions when requested: when participating, for instance, in panel discussions in schools or guidance services, seminars on the issue or surveys of the industry or regional labour market.

The organisations that do have specific and standing career information and guidance services are generally regionally-based organisations (province- and Autonomous Community-wide) and their activity is usually related to some government programme or subsidy that backs the activity in question, with funding normally from the regional authorities, but also from public employment services, provincial governments, European programmes, agreements with universities, etc. The action taken includes round tables on career information and guidance, counselling for self-employment and founding companies ("entrepreneur" schemes) or staff selection. They may even deliver post-graduate counsellor training courses.

4.3 Employer and employer organisation involvement in information, guidance and counselling services

Seldom		Occasional		Regular
1	X	3	4	5

Local	Mostly local, but some national	50 – 50	Mostly national but some local	National
1	X	3	4	5

Since the reply to this question varies substantially depending on the employer community concerned, the foregoing should be regarded as a mere estimate.

Trade unions

4.4 Role of trade unions

As in the case of employer organisations, the role played by trade unions in the regulation and funding of information, guidance and counselling services is channelled through their routine participation in advisory bodies, collective bargaining and social dialogue, as specified in point 4.1.

4.5 Trade union initiatives

Trade unions participate in the implementation and provision of information, guidance and counselling services in general. The action carried out by the unions is primarily financed by the Ministry of Labour and Social Affairs through the National Employment Institute and regional labour authorities.

The following is a brief description of the most prominent initiatives undertaken by the country's major trade unions, namely Comisiones Obreras (CCOO) or Workers' Commissions <http://www.forem.ccoo.es/forem> and Unión General de Trabajadores or General Workers' Union (UGT). <http://www.ugt.es/>

Comisiones Obreras participates in administering and running several career information and guidance programmes and activities through:

- the Migrant Worker Information Centre Network (CITE), which furthers the social and occupational mainstreaming for immigrants through information, counselling and legal support, and
- the Fundación Formación y Empleo Miguel Escalera (Miguel Escalera Training and Employment Foundation - FOREM), organised as a network of centres running local, regional or national programmes. Most of the guidance activities conducted by the FOREM network fall under nation- or region-wide schemes financed with government funds (through subsidies established for this purpose), such as the Career Guidance for Employment and Self-employment Scheme (OPEA) sponsored by the National Employment Institute (INEM), which is geared to unemployed workers. FOREM also carries out other information and guidance measures in schools: occupational training courses under the Job Guidance, Hunting, Information and Landing Module (MOBILE); and continuing training courses in the framework of pilot projects, intended to foster job maintenance and promotion among employed workers.

The Unión General de Trabajadores, in turn, has a Training and Social Surveys Institute (IFES) for integrating guidance-training action. The main activities conducted by the institute include: organisation and delivery of vocational training programmes; activities relating to employment information and training; and action to intensify the effectiveness of vocational training. Some of the foremost activities under this last heading are:

- Collaboration with UGT in running Career Guidance for Employment and Self-employment Scheme (OPEA) action
- Delivery of a cross-curricular training module in occupational training courses on occupational guidance and job-hunting techniques
- Follow-up of pupil employability by surveys and reports
- Conducting career information and guidance in connection with the training pathways to occupations and careers offered by the MECD, INEM and Foundation for Continuing Vocational Training
- Programme training action including internship (training with commitment for employment, combined work and training, in-plant work experience schemes)
- Formulation of teaching materials for career guidance.

4.6 Trade union involvement in information, guidance and counselling services

Seldom		Occasional		Regular
1	2	3	4	X

Local	Mostly local, but some national	50 – 50	Mostly national but some local	National
1	2	X	4	5

Since the reply to this question varies substantially depending on the worker community concerned, the foregoing should be regarded as a mere estimate.

Other stakeholders

4.7 Measures to encourage the involvement of other stakeholders - parent associations, student associations, local associations, educational institutions or service users.

The most common formula for involving other stakeholders in information, guidance and counselling consists of public announcements of government support and subsidies and collaboration agreements.

A sizeable group of volunteer entities or associations, including non-governmental organisations (NGOs), among others, conducts specific career information and guidance programmes or action under agreements with the National Employment Institute, the Ministry of Education, Culture and Sport or the Autonomous Communities, but also with funds allocated as their share in the distribution of the 0.52% of the personal income tax (IRPF) earmarked for such purposes.

5 TARGETING AND ACCESS

5.1 Priorities and target groups

Educational Context

- Compulsory secondary education, baccalaureate and specific/initial vocational training students (school population between the ages of 12 and 21).
- Pupils at risk of social exclusion.
- Pupils with special educational needs associated with physical, mental or sensorial disabilities.
- Pupils experiencing integration-related problems: ethnic minorities, immigrants, political and/or religious refugees.
- Workers taking night or distance education courses.
- Families.
- Teachers.
- Education and business professionals.
- Anyone requesting individualised information and counselling on educational subjects of any nature or at any level.
- Internet users.
- University students.
- • Adults (people over the age of 18 lacking an elementary education certificate).

See “*La Estadística de la Educación en España 2001 – 2002*” [Education statistics in Spain. 2001-2002] ANNEX X, for specific figures.

Labour Context

- The Ministry of Labour and Social Affairs, through the National Employment Institute, defines priorities in terms of the number of benefits provided, in which the community of

unemployed workers is the priority target, specifying: sex, age, length of unemployment and inclusion or otherwise in a specific community of beneficiaries.

- The social partners define the unemployed to be their priority target, followed by young adults and employed workers; the statistics on users participating in the FOREM-CCOO OPEA Scheme for 2000-2001 are relevant in this regard:
 - Gender: most users of these services are women, 68% in individual and 73% in group action, compared to 32% and 27% for men. These figures concur with the higher unemployment rate among women and the greater challenges to their employability
 - Age groups: the youngest age group, namely from 21 to 25, made greatest use of the guidance service (26.69% and 24.25% for men and women, respectively), whereas the cohorts over the age of 45 were least prone to enrol in these schemes.

5.2 Ways priorities are established

- In schools, through the tutorial action plans and educational and career guidance plans that form a part of the school's yearly programme and educational design. **ANNEX IV** contains a Secondary School Educational and Career Guidance Plan.
- In the central and regional governments' central services priority needs are established through the action plans conducted by the respective units, following the guidelines proposed by the National School Council and the General Council on Vocational Training and set out in the National Public Employment Plan or the guidelines laid down in the European Social Fund Operational Programmes.

5.3 How priorities are defined

One example of joint action between educational and labour authorities to define priorities is the formulation of the Operational Programmes co-financed by the European Social Fund, which establish the action to be undertaken by each authority in keeping with the priorities set out by the educational and labour worlds.

In this same vein, the Autonomous Communities define their priorities through action plans; for instance, the "Autonomous Community Growth and Employment Plans for 2001-2006".

In the context of employer organisations, each one defines its priorities in terms of its specific interests.

In the trade union context, priority for access to information and guidance action subsidised by labour authorities is established in the National Action Plans for Employment adopted yearly.

The legislation entitling certain user communities to benefit from these services is specified in **ANNEX II: EDUCATIONAL LEGISLATION - LABOUR LEGISLATION**

5.4 Active steps to ensure target group access

Through educational and labour authorities:

Drop-in (no appointment necessary) personalised information and guidance. One-stop shop: Through the educational information section of citizens' information and support centres, under the Ministry of Education, Culture and Sport's Career Guidance Service, as well as municipal information services.

Community service specialists assigned to secondary school guidance departments to collaborate with outside services in the detection of social needs in the community and schooling needs among pupils from disadvantaged backgrounds, facilitating their enrolment, integration, participation and continuity in the educational process and transition to adult and working life.

Editing and circulation of publications (books, brochures, sundry materials) and website information. Through the career guidance services run by the various authorities for distribution in secondary schools and among the public at large, containing:

- Description of specific vocational training courses on offer.
- Updated legislation on eligibility exams for training courses, tests for skills acquired in non-formal schooling, scholarships, grants.
- Validation procedures.
- Yearly teacher training programme.
- Regulation of Social Guarantee Programmes.
- Advanced vocational training graduate eligibility for university studies.
- Publications in general, news, events.

Participation in European activities and programmes geared to favour mobility and foreign student exchange.

Organisation of and participation in international, national or regional seminars, events and fairs.

For instance: "International Student and Educational Offering Show. Aula", yearly event in which information and guidance is offered by public and private, nation-wide, regional and local institutions from all areas. The show drew over 130,000 visitors in its 2002 edition. Website for information: <http://www.aula.ifema.es/>

Collaboration agreements with not-for-profit organisations and associations.

Selection of target communities by means of the codes used by the National Employment Institute and regional public employment services to classify users registered as job seekers, so their databases can be exploited to conduct statistical surveys.

Specific measures in Autonomous Communities to further **training and employment**.

5.5 Methods to provide services for target groups

A number of different methods is often in place, depending on the resources available to the organisation and user type; the most prominent are:

Personalised support:

- Methods geared to self-knowledge, motivation, personal skills and formulation of an action plan.
- Methods geared to job-hunting: interviewing, resumes...
- Methods involving counselling and decision-making towards the end of each stage of education and in job-hunting processes.

Group guidance and information:

- Informative sessions on the labour market.
- Activities in connection with careers.
- Group-wide information for specific user communities.

General dissemination:

- Computerised information: CD-ROMs, websites, e-mail.
See attached **ANNEX V: Information, guidance and counselling services in the Autonomous Communities. A)** Autonomous Community of Andalusia Department of Employment and Technological Development Guidance Centre. **B)** Information, guidance and counselling in the Autonomous Community of Navarra and **ANNEX I: Hyperlinks. Overview**
- Information campaigns in the various media.
- Collaboration with private initiatives.

5.6 Compulsory participation in guidance and counselling

In the educational context:

1. The guidance and counselling activities provided as a part of school form mastering are compulsory, as they are delivered during class hours.
2. A psychopedagogical exam and school attendance certificate with information on the pupil and his/her school and family background are requisite for participation in diversity support schemes (social guarantee, curricular diversification and curricular adaptations). The results of the exam are set out in a report, issued under the responsibility of the school's guidance department counsellor.
3. Families of pupils included in disadvantaged groups must be counselled by community service specialists working out of secondary schools' guidance departments to be able to receive certain social benefits, to help school-age children attend school and follow certain procedural rules; while it is not compulsory to resort to the school's guidance department, use of this service is standard procedure.

4. Guidance advice on pupils' academic and occupational prospects must be delivered to each student upon graduation from compulsory secondary education or social guarantee programmes.
5. In the event of the institution of a dossier on a pupil for accumulation of minor offences or serious misconduct, the counsellor furnishes information on the pupil in question.

In the labour context:

The guidance services provided in the Integrated Employment Services Plan (RD 735/1995 of 5 May; MO of 10 October 1995 and MO of 20 January 1998) require job applicants to attend guidance and counselling sessions, especially if they receive unemployment benefits or subsidies.

In trade unions, if unemployed people registered as job seekers refuse to attend information and guidance sessions, they may be penalised with loss of their benefits and seniority.

5.7 Approaches favoured by policies for information, guidance and counselling services

The policies for information, guidance and counselling services favour both a general approach, making services accessible to all concerned and covering a broad range of needs, and a targeted approach, favouring the most needy.

5.8 Gaps in the delivery of information, guidance and counselling services

Assuming that information, guidance and counselling is a right that can be expressed as a service accessible to all citizens in keeping with their specific needs (training, employment, retraining, etc.), the following gaps can be identified in the delivery of this service in the educational and labour contexts:

- Lack of co-ordination among the various institutions and services involved in guidance. There is a need to work towards an integrated information and guidance system.
- Guidance is provided sporadically, but not as a lifelong process.
- Understaffing. The human resources assigned to these tasks should be reinforced.
- Psycho-pedagogical support is delivered more intensely by secondary school guidance departments than career guidance. Sometimes there is a clear bias in favour of the school population with learning difficulties, while less importance is attached to a more universal approach to service accessibility.
- In the labour context there is a specific need for improved nation-wide networking and more effective publicity on the services available and how to access them.

5.9 Groups whose needs appear to be met less adequately than others

- Young people who are not in school, since they have fewer opportunities to access institutional information and guidance networks (immigrants, pupils experiencing social exclusion for whatever reason).

- Persons living in rural environments have fewer opportunities to access these services, which are highly centralised in cities.
- Employed workers, since specific information, guidance and counselling services for this community are plainly insufficient.
- Company managers, particularly in small and medium-sized enterprises (SMEs). Guidance channels to counsel them with respect to development of their employees' skills could prove to be useful.

Services for Adults

5.10 Organisation of information, guidance and counselling services for adults

Specific adult education centres are in place in all Autonomous Communities, with guidance departments created in the wake of the institution of adult secondary schooling (ESPA). The guidance departments in these centres operate along the same basic lines as the analogous departments in secondary schools.

There are over 1,500 specific adult education centres across the country and secondary schooling for adults is gradually being implemented in all secondary schools.

Guidance services for adults are geared to employability and continuing education and take account of the specific training offers best suited to adults in terms of schedules and formulas.

Aims:

- Furnish information on all the vocational training and education offers available across the country.
- Provide information to enhance employability.
- Collaborate with the management team to further social and labour relations with the surrounding community.

Attention is drawn to the mandatory nature, prior to enrolment, of initial individual assessment as the grounds for guidance in the choice of a pathway to a career or occupation and enrolment in specific courses and/or educational formulas.

The initial assessment validates studies where substantiated with the respective documentation and acknowledges candidate eligibility to enrol in certain courses where no such documentation is available.

Recent initiatives to provide guidance services for adults:

- **ANNEX VI:** Guidance projects for adults.
- Neta Project www.mec.es/neta
- Website: www.mec.es/adultos

The adult website has been published with two essential aims in mind:

- Provide information for the users of such instruction, covering: offers, schools, Autonomous Communities, Mentor.
- Provide information for professionals:
 - Materials.
 - Legislation.
 - Hyperlinks for specific subjects:
 - Mentor
 - OECD
 - UNESCO
 - Socrates, Leonardo da Vinci
- Autonomous Communities and school addresses and websites.

6 STAFFING

6.1 Staff type or categories

Generally speaking, the staff members who perform the most specific information, guidance and counselling activities are either "counsellors" or "guidance technicians". Counsellors employed in private services are usually hired staff, whereas counsellors working in government services may either be public officials or hired personnel. In addition to counsellors, in both the educational and labour contexts, other professionals participate in and conduct some of these activities.

In the **educational context**, information, guidance and counselling tasks are performed by different professionals: at the classroom level, from master/mistress-teachers, in guidance departments, counsellors and in the sector or district, counselling teams.

In all Autonomous Communities, guidance departments are staffed by at least one counsellor plus other professionals, whose number and duties may vary depending on the Community (teachers specialising in special education, speech therapists, social workers, form masters/mistresses, occupational training and guidance teachers, support teachers).

Counselling teams are multidisciplinary and very similar across the country. In general, they consist of counsellors (psychologists and/or education specialists), teachers and social workers.

In the **labour context**, information, guidance and counselling services are primarily staffed by guidance technicians, although some organisations define other positions in terms of the tasks assigned, such as monitor, job-hunting techniques monitor or co-ordinator.

6.2 Headcount

In the educational context, information, guidance and counselling service staff varies from one Autonomous Community to another in respect of size, type and functions. By way of example, specific figures are provided on Madrid: there are 31 general and 4 specified guidance teams (the latter for motor, hearing, sight and personality disorders) and 24 early care teams; in all, nearly 700 professionals with different specialities are involved. There are 780 secondary schools, all of which have guidance departments headed by a counsellor; 70 secondary schools now employ a second counsellor, a measure that is gradually spreading across the entire Autonomous Community of Madrid.

ANNEX III: Analysis of guidance services pursuant to educational legislation contains an analysis of the different denominations used for guidance and support services, and of the composition, functions and number of guidance teams and professionals comprising these services in the district guidance teams and schools in each Autonomous Community. The figures refer to school year 2001/02.

The following nation-wide data were extracted from "*Estadística de la Educación en España 2000 – 2001*" [Education statistics in Spain. 2001-2001]:

- 123,043 classroom form masters/mistresses (time devoted to guidance: 2 hours per week)
- 6,000 counsellors (time devoted to guidance: full)
- 18,059 support teachers (time devoted to guidance: 3 hours per week)
- 4,600 occupational guidance and training teachers (dedication: 40%)

6.3 Education and training qualifications

Generally speaking, information, guidance and counselling service professionals must have university degrees. The university is, therefore, the main source of the training required to perform information, guidance and counselling tasks.

The type of studies required varies slightly depending on the context in which the information, guidance and counselling services are delivered and staff category.

Counsellors in any of these services are required to have a full degree in psychology, pedagogy or psychopedagogy. These degrees are earned after successfully passing a five-year university course in psychology or education.

In the labour context, guidance technicians are required either to have degrees in the areas mentioned above or others (awarded after five years of university studies) or associate diplomas, awarded after three years of university studies. University graduates with degrees in law, sociology, business science, business administration and management, or with diplomas in social work, education, social education or labour relations are eligible for these positions. In this context, again in general terms, the training requirements tend to be the same, regardless of the category of the position (monitor, co-ordinator or technician). On occasion, some occupational guidance services (such as in trade unions) may hire professionals who do not have the required credentials but do have experience in the occupation in question or in career guidance.

In the educational context, the professionals who are not counsellors but perform information, guidance and counselling tasks hold full degrees or diplomas. The training required for form master/mistress functions is the same as for teaching and varies depending on the level of education. Pre-school and primary education teachers and form masters/mistresses must have diplomas in education, awarded after a three-year course in teacher training university schools in any of the following specialities: pre-school education, primary education, physical education, foreign language, musical education, special education and speech therapy. Secondary school teachers and form masters/mistresses must hold a B.A., BSc or a degree in engineering or architecture and also a professional certificate in education awarded after passing a one-year course in a university education science institute (ICE). In addition to the training qualifications mentioned, form masters/mistresses, teachers and counsellors in public schools must pass a competitive state exam (**ANNEX VII**: List of topics for competitive state exams for teaching positions in the different specialities relating to information, guidance and counselling) and a practice teaching period before admission as career officials. These training requirements are established by the government for the entire country and laid down in the LOGSE.

6.4 Competencies (knowledge and skills) required

There is general agreement on the basic competencies required to perform information, guidance and counselling tasks, although certain differentiating factors are observed in the tasks expected of guidance staff.

Generally speaking, guidance professionals are required to have, on the one hand, detailed knowledge of the educational and occupational offering, as well as of the pathways to careers and occupations; and on the other, a command of the skills and techniques used for information gathering and analysis, decision-making, communication and group dynamics in keeping with their knowledge of developmental psychology.

Some of the most relevant areas of expertise generally required for information, guidance and counselling activities are listed below:

- Structure, operation and methodology of information, guidance and counselling services.
- Service network.
- Educational legislation.
- Formal and non-formal training offering.
- Spanish education system.
- Techniques for diagnosing aptitudes, interests and attitudes.
- Group and individual form mastering.
- Labour legislation.
- Labour market.
- Occupations and occupational profiles.
- Pathways to careers and occupations.
- Labour market and training analysis techniques.
- Evaluation, selection, training and guidance techniques.
- Active job-hunting and self-employment techniques.
- Group dynamics, management and leadership.
- Motivation techniques.
- Individual counselling techniques.

Nonetheless, since most counsellors combine their counselling duties with other activities, different competencies are required depending on the nature of such other duties. In the case of professionals

working out of the education system, counsellors are generally assigned teaching tasks and are therefore required to have a knowledge of teaching techniques, school organisation, specific subject matter, etc.; whereas counsellors working in the labour context are required to have a fuller understanding of the labour market and legislation. Moreover, co-ordinators in trade unions, for instance, are required to have supplementary training and experience in the areas of team co-ordination and the formulation of statistics and reports.

6.5 Changes in competencies required

The competencies required of staff in these services, in close connection with the diversity of functions attributed to them, change in keeping with the information, guidance and counselling needs of the target communities.

The concept of lifelong learning has provided a much fuller view of the aims to be covered by these services. Guidance, like learning, should be a lifelong endeavour. Therefore, the services devoted to delivering guidance cannot confine their activity to educational or labour services only, or cater solely for pupils in the education system or unemployed workers.

Rapid technological change, the appearance of new occupations, the constant need for occupational retraining arising from the disappearance of the "lifetime job", etc., call for answers and support from guidance counsellors. Guidance professionals need to know the qualifications required for new jobs, the institutions that deliver training to acquire such skills and the needs that will face workers when adapting to these new positions. All this is in addition to keeping abreast of the information on the industries with greatest growth potential and the direction of labour market change.

Perhaps the most substantial change is related to new technologies. Nimble use by these professionals of the Internet, database and information networks is indispensable to suitably perform their duties and deliver efficient service.

Moreover, these services must also respond to phenomena such as immigration. This means that the staff manning them must have suitable training and expertise in other dimensions as well, such as legislation, social and labour issues and mainstreaming or integration.

All these aspects also entail constant renovation of the methodology and techniques used in these services. Staff competencies need to be continually updated in such respects.

To successfully rise to all the challenges deriving from social change in general and in the education system and on the labour market in particular, training courses geared to these professionals are organised and information and guidance materials and guides are drawn up by the various levels of government and other public and private entities.

6.6 Opportunities for upgrading and updating skills

In the educational context, both form masters/mistresses and counsellors can and should participate in the continuing education activities offered by the various levels of government and other public and private organisations. The public education system envisages seven and one half hours per week of time not on the school grounds that can be used for preparing class work and/or professional upgrading.

Teacher training centres, universities and Autonomous Communities offer retraining courses and activities for guidance professionals. The National Resource Centre for Vocational Guidance (NRCVG) also

organises training and exchange programmes for counsellors. One example of such programmes is ACADEMIA.

In the labour context, governments likewise offer upgrading and updating courses for service staff. In the framework of their continuing education plans, trade unions deliver training programmes designed for and geared to vocational training service staff.

6.7 Policies for involving other groups in the delivery of services.

The regulations governing secondary schools envisage the participation of parent associations in information and counselling tasks and many information, guidance and counselling services undertake initiatives in this respect. By way of example, educational institutions undertake to involve families, alumnae and businesses in the school's area of influence. There are also agreements between Autonomous Communities, town halls and employer organisations that involve companies in guidance action, such as by organising company tours for students from time to time.

7 DELIVERY SETTINGS

Schools

7.1 Career guidance in secondary school curricula

One of the requisites throughout compulsory secondary education and baccalaureate is one hour of guidance class per week, in which the course content includes academic and career counselling. In all, this means 36 hours per school year.

	1 st year E.S.O	2 nd year E.S.O.	3 rd year E.S.O.	4 th year E.S.O.	1 st year Baccalaureate	2 nd year Baccalaureate
Required?	Yes	Yes	Yes	Yes	Yes	Yes
No. hours?	36	36	36	36	36	36

7.2 Separate career education lessons.

In specific/initial vocational training a module titled "Vocational training and guidance" (FOL) is included in all training courses, for a total of 65 class hours per school year.

This module is intended to qualify students for entry on the labour market by showing them how to take personal initiatives geared to actively seeking employment or self-employment.

Course content is organised around five general themes: health, on-the-job safety and health, legislation and labour relations, career guidance and employability, general economics and business economics and organisation. The first three are the same in all training courses and the latter two are delivered only in advanced vocational training courses.

There is an elective subject in the compulsory secondary education (ESO) curriculum titled "Transition to adult and working life" which includes career guidance, although this subject is not specifically a career guidance course. Cross-curricular information and knowledge conveyed in all areas - in the scientific and technology area on technology and society and in the social-linguistic area on human geography - address statistics on and the characteristics of the productive industries in the various regions.

7.3 Work experience¹ as part of the secondary school curriculum.

The baccalaureate curriculum includes basic vocational training in what are known as vocational formula subjects. In some Autonomous Communities students can train in these areas in actual job situations.

7.4 Other types of information, guidance and counselling.

The career information and guidance action undertaken in schools is conducted by guidance departments in conjunction with form masters/mistresses and is essentially devoted to:

- Self-knowledge, ,motivation, personal skills and formulation of the action plan.
- Information and guidance on initial or formal vocational training offerings.
- Information and guidance on university training offerings.
- Information and guidance on job-hunting techniques and job offers.

Guidance departments, as specific secondary school structures, cater for students in this level of education, although they also counsel other communities of users, such as teaching staff, families or persons from outside the school, primarily in the area of career information.

Guidance departments, with the support of each group's form master/mistress, use both individual and group action to deliver career information and guidance. The group approach enables them to cater for a larger number of users, but they also work on a person-to-person basis where warranted.

Guidance department tasks are laid out in Table 6 to ANNEX III: Analysis of guidance services pursuant to educational legislation.

Public employment services

7.5 Information, guidance and counselling services provided by public employment services

Public employment services routinely offer the following:

a) Individualised attention.

Employability strategies are designed on the grounds of the personal characteristics identified and the available options to ensure user participation in the action best suited to enhance their employability. Beneficiaries may participate in more than one activity to improve employability, depending on the needs identified and the availability of options and in keeping with the employability strategy designed.

This service is provided through personal interviews and group guidance action.

1. Refers to periods spent in companies to help students in their career choice and introduce them to the working world. It does not refer to work experience included in vocational training programmes (on-the-job training module).

b) Active income employability programme for the long-term unemployed.

Beneficiaries under this programme formalise an employment commitment, with action established through individualised counselling and including financial support during unemployment.

These programmes enable the public employment service in question to ascertain such persons' actual circumstances in terms of their pursuit of employment and provides ways to deal with their special needs.

Potential users of such career guidance and information action are informed of this possibility in the INEM Employment offices <http://www.inem.es/> or regional public employment services in the Autonomous Communities where management has been transferred, as well as in the collaborating organisations across the country that are parties to agreements to carry out such action.

Information is also provided in round table panels, seminars, exhibitions and congresses.

The user communities targeted by these programmes are:

- Adults under 25 years of age with less than 6 months of unemployment benefits.
- Adults over 25 with less than 6 months of unemployment benefits.
- Long-term unemployed.
- People with disabilities.

By way of example, **ANNEX V** lists the guidance centres run by the Autonomous Community of Andalusia Department of Employment and Technological Development.

<http://www.empleo.cedt.junta-andalucia.es/orienta/>

Tertiary education

7.6 Information, guidance and counselling services in tertiary education.

Spanish universities run employment guidance and information centres.

These employment guidance and information centres are university services whose basic aims are to inform and guide students and enhance their employability; to do so they engage in a number of different activities and actions, such as keeping students and graduates informed about training and employment issues, managing in-plant training schemes and running a placement agency service. They also organise occupational career training for university students in conjunction with different university institutions and public and private bodies, as well as career guidance sessions and self-employment counselling.

The key functions are to:

- Guide individual students seeking employment and facilitate access to documentation on scholarships, competitive state exams, courses, etc.; and provide counsel on basic job-hunting methods and tools.

- Inform the student body of the characteristics of the various types of positions, companies and bodies associated with their degrees and professional background.
- Conduct prospective surveys of the labour market, establishing relationships with companies and bodies offering employment.
- Conduct labour mediation tasks, providing placement agency services geared to helping university graduates land their first job.

Employment guidance and information centres have web pages and e-mail addresses, not as independent organisations but as part of the respective university's website/server.

By way of example, **ANNEX VIII** lists several employment guidance and information centres.

Private bodies

7.7 Information, guidance and counselling services in the private sector

Several private bodies offer information, guidance and counselling services, the most prominent of which are:

(a) Chambers of commerce.

The chambers of commerce run information, guidance and counselling services for use by their membership.

The two basic and convergent aims pursued by these services are:

- Provide support for the school-to-business transition process.
- Collaborate in selection processes.

They have employment action plans designed to enhance employability and develop the entrepreneurial spirit.

The most prominent characteristics defining chambers of commerce in Spain are:

- There is at least one chamber in each province.
- Their membership covers all production and service industries.
- They have up-to-date information on the companies in their area of influence.
- They are networked, enabling each chamber to draw from the information and resources of all the others, including chambers in other countries, and they work in conjunction with educational and labour authorities.
- They have training offerings of their own.

The chambers of commerce have sufficient information and knowledge to provide career information and guidance, with the added value afforded by their experience in education and business *rapprochement* at both the university and vocational training levels. Moreover, their influence reaches into the domain of non-formal training conducted by other institutions and bodies, whose role in the acquisition of competencies for professional practice is growing in importance. Website: <http://www.camaras.org/>

b) Placement agencies.

Job requests can also be made through INEM-authorized placement agencies.

With a more limited field of action, they constitute a supplementary tool for labour market information and guidance.

c) Non-governmental organisations

These organisations obtain funding from agreements with INEM, the Ministry of Education, Culture and Sport or Autonomous Community authorities. They run labour information, guidance, training and mediation schemes and their purpose is to promote the employment of young adults, women, the elderly, refugees, immigrants, drug addicts, etc.

7.8 Government initiatives to encourage private organisations to provide or manage information, guidance and counselling services.

The most relevant initiatives refer primarily to the announcement of central and regional government support and subsidies for private organisations to conduct career information and guidance.

Other organisations

7.9 Role played by other organisations

Provincial and municipal governments often sponsor organisations that engage in employment guidance, support and promotion, such as: local development agencies, trade development agencies, municipal information offices, etc.

These organisations:

- Conduct prospective surveys to identify local business employment projects that are either lying idle or underused.
- Distribute information on and encourage opportunities to undertake remunerated activities among the unemployed, sponsors, entrepreneurs and collaborating institutions.
- Provide technical incubation services to help consolidate new business projects that generate employment.

This sort of information and counselling is geared essentially to citizens seeking employment or who wish to charter a company in the province or country in question.

7.10 Government initiatives to increase the role of other organisations

When public authorities need to reinforce their information, guidance and counselling services, they outsource information and guidance services for specific user communities: students, the unemployed, women at risk or people with some type of disability.

The regulations governing the outsourcing of such services are established in the existing legislation, with conditions, characteristics and terms specified in the central or regional governments' official journals.

8 DELIVERY METHODS

8.1 Governmental policy and its influence on the methods used

The measures established under governmental policy favour the use of the following methods for the delivery of information, guidance and counselling services:

- Personalised counselling in the education section of citizens' support centres.
- Information, guidance and counselling call centre staffed and organised by the MECD Career Guidance Service.
- E-mail response to inquiries.
- CD – ROM packages on vocational training diplomas, adult education, manuals about on-the-job training (FCT).
- Exhibitions and shows on studies for career options: Aula, Salón Emprende...
- Participation in European programmes and initiatives: Euroguidance network, Estia, Academia, On the move
- In secondary school (IES) guidance departments:
 - Group guidance and counselling sessions.
 - Personal interviews.
 - The systematic involvement of members of the community such as employers, parents or alumnae as a source of career information or as advisers or role models.
 - Career information libraries.

8.2 Internet-based initiatives.

Some of the more prominent initiatives presently under way to provide information, guidance and counselling services over the Internet are:

- Constant updating of the various authorities' websites. **ANNEX I: Hyperlinks. Overview.**
- Participation as a member of the Euroguidance network for the design and implementation of a European portal on training and employment opportunities. <http://www.mec.es/fp/cnrop/index.html>

- Implementation of information and communications technology (ICT) schemes for teachers.
- Teacher training through CAPs (teacher support centres).
- ESTIA Programme <http://www.mec.es/Estia/estiaindex.html>
- ON THE MOVE Programme http://www.onthemove-eu.hi.is/otmii/otm_spa/start.html

8.3 Screening tools.

Analysis and evaluation tools.

Taking the activities conducted on a regular basis as a source of information, existing demand is analysed in certain specific respects and an attempt is made to meet the needs expressed by users. For instance, requests for information can be analysed to deduce the most frequently asked questions, the type of user that poses them and the level of detail required: material can then be formulated in keeping with such requests.

Personalised information and counselling.

Appointments are established by telephone or e-mail to cater in an orderly manner for users seeking specific information on procedures for validating foreign diplomas and degrees. This tool (appointment scheduling) has made it possible to organise and programme personalised attention for a certain user community, the people interested in procedures for validating foreign degrees, as well as to prepare the documentation they are to be provided once the respective administrative measures have been taken.

9 CAREER INFORMATION

9.1 Public sector role

- **The Ministry of Education, Culture and Sport and the Autonomous Community governments** are involved in compiling career information. Act 1/1990 on General Governance of the Education System (LOGSE) provides, in Article 60.2, that educational authorities must furnish students with academic, psychopedagogical and career guidance, in particular with regard to the different educational options and the transition from school to the working world. Pursuant to these provisions, the MECD generates career information to be circulated nation-wide as part of the material made available to students and/or guidance professionals.
- The qualification institutes and observatories established by the **labour authorities conduct** periodic surveys of the labour market and run career information studies. <http://www.mtas.es>

9.2 Form of information

The information takes a wide variety of forms in both the educational and labour contexts:

- Printed material: publications, surveys, reports information guides, brochures, posters, calendars, press announcements and specialised publications.
- Over the web, CD-ROM, diskettes.
- Audio-visual material: videos, transparencies, slides, TV commercials.

9.3 Career information users

Users are defined in terms of the nature of the service sought and in keeping with interests and expectations; generally speaking, users can be classified under one of the following groups:

Users of information services in the educational context include:

- Compulsory secondary education, baccalaureate and specific/initial vocational training students (school population between the ages of 12 and 21).
- Pupils at risk of social exclusion.
- Pupils with special educational needs associated with physical, mental or sensorial disabilities.

- Pupils experiencing integration-related problems: ethnic minorities, immigrants, political and/or religious refugees.
- Workers taking night or distance education courses.
- Families.
- Teachers.
- Education and business professionals.
- Anyone requesting individualised information and counselling on educational subjects of any nature or at any level.
- • Internet users.
- • University students.
- • Adults (people over the age of 18 lacking an elementary education certificate).

Users of information services in the labour context include:

- Unemployed workers in general.
- Long-term unemployed.
- Workers seeking new qualifications.
- Communities of users experiencing integration difficulties.
- People with disabilities.

9.4 Methods to gather career information

Educational authorities participate in and organise fora in which career information is generated and gathered.

The social partners participate in the design and planning of specific vocational training courses and the Autonomous Communities are also consulted in this regard; to gather information from these sources, the Ministry of Education, Culture and Sport (MECD) fosters encounters among the different professionals to obtain the information needed; these encounters can take the form of working meetings, technical committees on which all the educational authorities sit, seminars on specific subjects (mobility, European seminars...), participation in fairs where training or information needs are identified and so on.

In addition to promoting encounters, the MECD participates in different working groups that publish career information or the ways in which such information may be obtained.

School guidance departments and regional authorities' own services and staff also gather information.

Studying the requests submitted by users is an effective analytical tool for gathering career information.

9.5 Steps to ensure accuracy and timeliness of information.

The steps adopted to ensure the accuracy of the information provided include the use of original texts on which the information is based, direct communication between the source of information and the organisation in charge of publishing it and updates when warranted by new developments.

The career information distributed by the Ministry of Education, Culture and Sport consists of a description based on the original texts defining official degrees, the respective profiles, career opportunities, access to subsequent study, i.e., the official aspects of career training.

To ensure that this information is generally available, the Ministry fosters measures geared to maximising media and Internet exposure, including hyperlinks on its website to other sites of interest.

9.6 Steps to furnish and guarantee information

The following steps are taken to ensure that the information furnished is easy to handle and oriented to user needs:

- Information and counselling is provided by professionals in the field.
- Use of the information provided by those requesting it is verified.
- Ongoing contact is maintained between guidance professionals, teachers and counsellors, reformulating materials and techniques in greatest demand or replacing activities for which there is lesser need.
- The information is drafted in written and iconic language adapted to the target audience.
- Seminars and working meetings are held with counsellors and training professionals in employability enhancement services.
- The distribution of questionnaires to evaluate the services provided, while not a systematic practice, is becoming more and more common.

9.7 Distribution methods

Educational authorities use the following methods:

- Personalised attention, publications and Internet
- Schools (IES)
- Tertiary education institutions (COIES)
- Career Guidance Service
- Education information section of citizens' information and support centres
- Website

Local authorities use the following methods:

- Career information centres, public libraries, youth information distribution points and local associations.
- Labour authorities, through their websites and guidance centres.

9.8 Private sector role

The private sector formulates and publishes career information: reference information, course offerings, etc. Of the bodies involved, the chambers of commerce, among others, are responsible for maintaining and publishing part of the commercial information referring to their respective geographic area of influence.

- Specific sections in the media on education and the labour market carry information on these subjects on a regular basis.
- Private educational institutions such as foundations, savings banks, private universities, academies, professional associations, etc., publish announcements in this regard.

9.9 Government initiatives to increase the private sector role

Public authorities are constantly increasing private sector involvement in the supply of career information. This involvement may consist of:

- Hiring the services of firms specialising in information activities or documentation.
- Private sector participation in the formulation of the National Employment Plan, PNAE
- Formulation and updating of reference information by chambers of commerce for inclusion on municipal intranets, under commission by local authorities.
- Labour market information, included in career information primarily in the form of data on variations in employment and unemployment rates, statistics on the working population and occupational training and course offerings.
- Government subsidies for engagement in information services.
- Agreements between public and private institutions to implement or conduct certain experiences or programmes.

10 FINANCING

10.1 Government financing methods

Government information, guidance and counselling services are public services financed under the national or respective regional budget. In some cases these services are co-financed with European Union funds.

Since Spain's government is decentralised, educational, labour, regional and local authorities are financed with public funds under items on their respective budgets, as well as by their own and assigned taxation, inter-regional compensation funds, agreements and sponsorship arrangements with private bodies.

Some activities conducted by public authorities are co-funded. Educational and career guidance is one of the Vocational Training System's Operational Programme actions that is co-financed by the European Social Fund.

The National Resource Centre for Vocational Guidance (NRCVG), a part of the Euroguidance network, is co-financed by the national budget and the European Commission in the framework of the Leonardo da Vinci Programmes.

When information, guidance and counselling activities are not conducted with the authorities' own resources and specific expertise is required, such technical assistance is outsourced, typically for action along the lines of advertising campaigns in the press, radio and television, publication of materials, audio-visual productions, etc. The procedure adopted varies depending on the service, cost and type of authority doing the outsourcing and may consist of government grants, public tendering, direct hiring, agreements or sponsorship arrangements.

In all cases the process is governed by regulations, some of the most relevant being:

- RD 2/2000 of 16 June, adopting the consolidated text of the Act on Government Contracts.
- Act 14/2000 of 29 December on tax, administrative and social measures.
- RD 1098/2001 of 12 October, adopting the General Regulations for the Act on Government Contracts.
- Act 23/2001 of 27 December on the National Budget for 2002.
- Resolution of 30 November 2001 of the Directorate General of the National Employment Institute, on subsidies for collaborating not-for-profit organisations to conduct career guidance activities and provide self-employment assistance. Official State Journal of 22 December 2001.

10.2 Fees for services

Governmental information, guidance and counselling services and materials are completely cost-free.

In the case of telephone support, the information may be free of charge or carry all or part of the cost of the call, depending on the institution.

10.3 Cost and expenditure data available

Governmental authorities have financial management services that record the costs and expenditures incurred for information, guidance and counselling services. Information on such spending is always open to the public, subject to substantiation of a legitimate interest.

10.4 Public service cost estimates

Figures extracted from: *Estadística de la Educación en España. 2000-2001* (Education statistics in Spain. 2000-2001) (ANNEX IX) were used to estimate the costs of career guidance in the educational context.

The figures shown should be regarded as merely indicative because the costs of delivering information, guidance and counselling services are included in broader budgets that cannot be readily broken down and are therefore difficult to compute.

Personnel expenses are estimated on the grounds of the number of people engaging in the delivery of information, guidance and counselling services at all three levels into which such services are structured in the education system: classrooms (form masters/mistresses), schools (guidance departments) and the school system (Ministry of Education, Culture and Sport or Autonomous Community services). The computation is based on the number of persons involved, average gross salaries - estimated to be the mean of the minimum and maximum figures in effect, established in terms of seniority - and the number of hours devoted to these tasks. The outcome of this computation is shown on the table below.

Public service cost estimates

Type of guidance		Personnel expenses ² €	Expenses incurred to conduct activity €	Yearly total (2001) €
EDUCATION CONTEXT	CLASSROOM Form masters/mistresses ³	444,219,408	Not included because they vary depending on the size of the school	444,219,408
	SCHOOLS <i>GUIDANCE DEPARTMENTS</i> Counsellors ⁴ Support teachers ⁵ Vocational training and guidance teachers ⁶	212,472,120 60,831,741 59,786,200	Not included because they vary depending on the size of the school	333,090,061
	OUTSOURCED SERVICES Career Guidance Service Educational technician-advisers. Clerical services. Department Head	180,303	5,513,273	5,693,576
	Education information sections, citizens' information and support centres Face-to-face and telephone support	768,000	Difficult to estimate because they are included in general budgets	
	Autonomous Communities District psychopedagogical services	546,919 €	Difficult to estimate because they are included in general budgets	
	TOTAL OUTSOURCED SERVICES	1,495,222	5,513,273	7,008,495
	TOTAL	778,804,692	5,513,273	784,317,965

Source: *Estadística de la Educación en España 2000 – 2001* (Education statistics in Spain. 2000-2001 - ANNEX IX)

LABOUR CONTEXT	Ministry of Labour and Social Affairs	Subsidies for guidance activities (INEM + aut. reg. where administration transferred)	Personnel expenses not included	73,697,312 €
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2. Gross salary is computed as the mean between the minimum and maximum figures, based on seniority. See question 10.5
3. Devoted to guidance: 2 hours per week
4. Devoted to guidance: Total
5. Devoted to guidance: 3 hours per week
6. Devoted to guidance: 40% of work week

10.5 Salaries

Most of the government employees engaging in the delivery of information, guidance and counselling services are public officials whose remuneration consists of a base salary plus premiums; the latter vary depending on the number of years of service and the position held.

In the central government remuneration ranges from level 12 information clerks ((CINE- 97 level 3) with a specific yearly premium of 2,111.40 euros to level 22 (CINE- 97 level 4) head officers with a specific premium of 2,907.72 euros.

Salary regulations vary from one Autonomous Community to another; the average remuneration in Autonomous Communities for the following professionals (CINE- 97 level 5) is as specified in brackets: counsellors (€1,936.15), vocational training and guidance (FOL) teachers (€1,936.15 €).

Detailed figures on school staff salaries are given in the table below. Counsellors and vocational guidance and training teachers are secondary school teachers.

Minimum and maximum remuneration for teaching staff; “schoolmasters/mistresses” and secondary education teachers

2000

		Pesetas	Euros
“School master/mistress” ²	Minimum	3,218,358	19,343
	Maximum ¹	6,145,938	36,938
Secondary education teacher	Minimum	3,751,840	22,549
	Maximum ¹	7,060,772	42,436

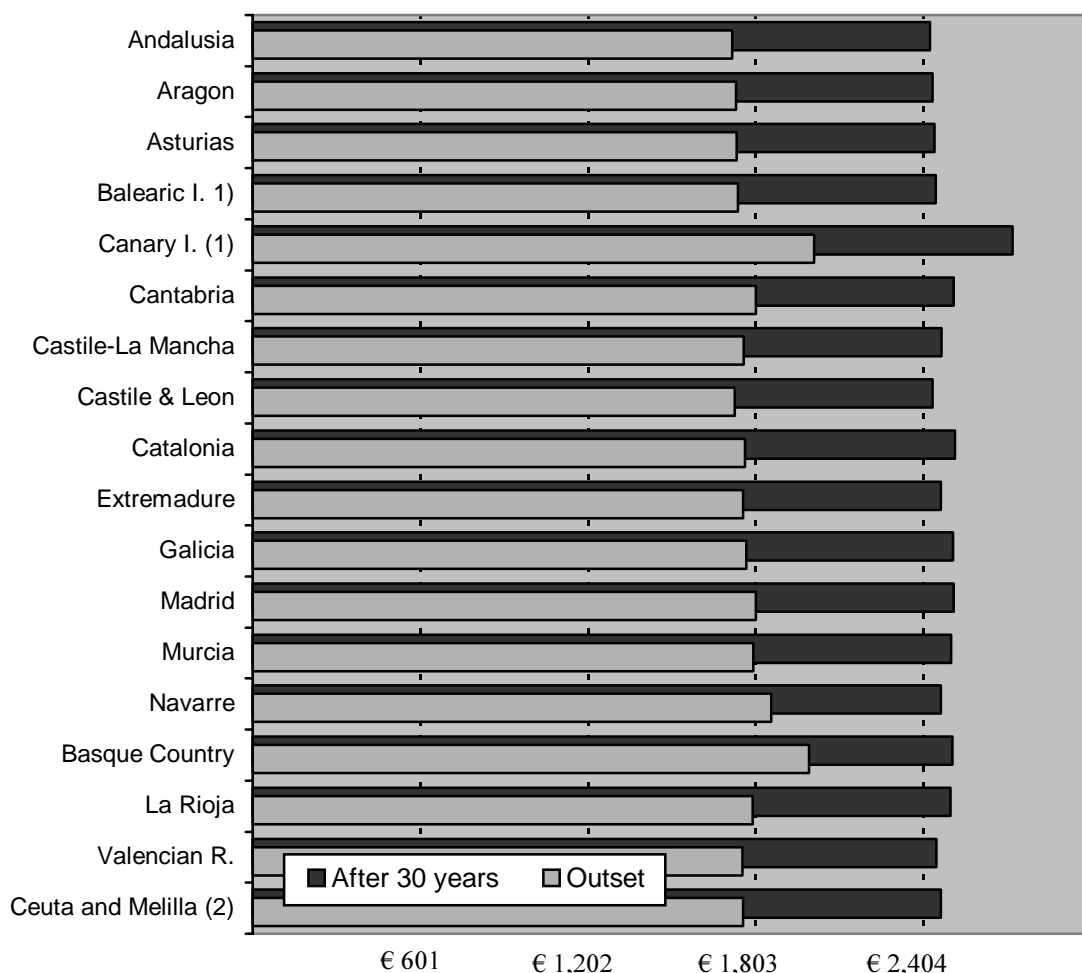
(1) Based on the salary paid to a teacher with 30 years of service, who holds the position of head master/mistress in a school.

(2) The maximum and minimum figures were computed, respectively, using the lowest and highest premiums paid across the country, to take full account of the variations between Autonomous Communities.

Source: Calculated by CIDE (Education Research and Documentation Centre) on the grounds of existing legislation. The following table shows monthly salaries in 2000 for CINE 97 level 5 professionals in the different Autonomous Communities at the beginning of their careers and after 30 years of service.

Monthly remuneration for public secondary school teachers (CINE 97. level 5) at the beginning of their careers and after 30 years of service, by Autonomous Community.

Figures for 2000



(1) Residence allowance not included.

(2) An agreement was negotiated with the MEC for a raise of ESP20,000/month over three years, 1,200 of which payable in 2000.

Source: Computed by CIDE (Education Research and Documentation Centre) on the grounds of the existing legislation.

One figure that can be provided **in relation to the cost of guidance services in the labour context** is that the subsidisable cost of a technician providing information, guidance and counselling services in an Autonomous Community is 25,0002 euros per year, which includes social security taxes. Auxiliary personnel remuneration comes to 17,501 euros. Salaries in local government may amount to €39,000.

11 ASSURING QUALITY

11.1 Steps taken by government to improve service quality

In general, the various levels of government attempt to structure information and guidance as a process parallel to education, in order to intensify autonomous operation in schools and independence in individuals' decisions in charting their personal and professional development.

The authorities attempt to ensure that all citizens have access to information and guidance systems, acknowledging it as a right to which everyone is entitled during their lifetime.

They encourage the decentralisation of information and guidance system management and, at the same time, the co-ordination of all available resources as basic tools to guarantee the access to information and guidance services.

They pursue the development of computer information and guidance systems through the application of new technologies in the various contexts: school, business, public employment services, not-for-profit organisations and others.

11.2 Quality standards

In Spain the central government is advocating the adapted European Foundation for Quality Management model, which, after experimental institution in school year 1997/98, was the subject of a series of yearly improvement plans in different secondary schools.

What was then the Ministry of Education and Science formulated and published the adaptation of the model and other materials during the above school year so the schools under its aegis at the time would have an orderly, systematic and structured framework for encouraging reflection on how to improve school operation and offer society a high quality public service. Guidance department self-assessment forms a part of the overall evaluation process in each school.

In December 2001 a second adaptation was published, taking account of the amendments made to the European Foundation for Quality Management model in April 1999. Among other changes, the model was renamed the "European Excellence Model. Adaptation of the European Foundation for Quality Management Model to Schools".

There are two types of criteria, or references, used in the model for schools conducting self-assessment, namely:

- Enablers: leadership, planning and strategy, school staff, resources and collaborating entities, processes.
- Results: education service user results, staff results, results for the surrounding community, key results for the school.

The European Excellence Model is essentially a self-assessment model, i.e., an evaluation tool that schools apply to themselves. Through self-assessment the school can ascertain its status with respect to established

criteria: on the grounds of this comparison it may determine its strong points and the areas where improvement plans need to be implemented.

The self-assessment method used in this model is RADAR logic, comprising the following elements: on the grounds of the Results, a new Approach is planned, which is then Deployed, Assessed and Reviewed.

This entails: firstly, determining the RESULTS pursued as part of the planning and strategy process; subsequently, planning and developing a soundly grounded and integrated APPROACH that leads to the achievement of the established aims; this is followed by systematic DEPLOYMENT of the approach to ensure the plan of action is fully implemented; finally, ASSESSMENT and REVIEW of the approach used, based on the follow-up and analysis of the results attained; and on the grounds of all the foregoing, establishing priorities, planning and applying any improvements required.

Quality improvement and management practice in schools, along with a description of the model and related publications may be found in <http://www.mec.es/calidad/index.html>

11.3 Staff competency standards

Staff is hired on the grounds of their qualifications as accredited by degrees and the experience required in each case.

Specific degrees are required in secondary schools. The guidance department is an educational co-ordination body comprising teachers who are public officials and members of the corps of secondary school teachers, at least one of whom must be specialised in psychology or pedagogy or have earned a position in this speciality by competitive examination, pursuant to the terms of Royal Decree 1701/1991 of 29 November, which establishes the specialities of secondary school corps teachers.

11.4 Formal education and training requirements for staff

Additional provision three, paragraph e) of Constitutional Act 1/1990 of 3 October on governance of the education system creates services specialising in educational, psychopedagogical and career guidance for schools delivering general education under this Act. The professionals working in such services must hold a full university degree in psychology or pedagogy.

The head of the guidance department must be a department teacher, preferably specialising in psychology or pedagogy.

11.5 Guidelines on information quality standards

Quality standards for career information and guidance services refer primarily to the minimum requirements that must be met to deliver these services and are governed by specific regulations under which grants or subsidies are awarded to different groups or institutions.

Such guidelines refer to:

- Types of action to be undertaken.
- Methods and tools to be used.

- Educational qualifications and experience required of technical staff.
- Facilities and materials.
- Time devoted to users.

11.6 Other professional groups

The professional groups other than governmental groups or bodies providing information, career guidance and counselling services, are:

- Professional associations.
- Trade union training and employment foundations.
- Chambers of commerce.
- Non-governmental organisations.

All these professional groups play an increasingly important role in career guidance for citizens.

11.7 Information, guidance and counselling staff involvement in policy development

All the staff in the various professional groups working in government perform their information, guidance and counselling tasks in keeping with the rules laid down in and required by the existing legislation and train to ensure that their work is of the greatest possible use to both people seeking employment and employers seeking to fill vacancies.

12 THE EVIDENCE BASE

12.1 Information on the extent to which information, guidance and counselling services are used

The services in the various educational and labour institutions at the different levels of action in education and employment, at the local, regional and central government levels, have information on the extent to which information, guidance and counselling services are used.

In the labour context, the extent of use of employment guidance and self-employment counselling services is published in the National Employment Plan, showing data that specify the number of unemployed (using services), broken down by sex, age and time unemployed. Since these figures are furnished by Autonomous Communities, geographic information is also available. The data are presented yearly as follows:

GUIDANCE ACTION INCLUDED IN MEASURES TO ENHANCE EMPLOYABILITY, BY TIME OF UNEMPLOYMENT, AGE AND SEX OF BENEFICIARY

2000

	< 25 years old -6 months		>25 years old -12 months		LONG-TERM UNEMPLOYED		TOTAL		
	men	women	men	women	men	women	men	women	total
NATION-WIDE TOTAL									
ENHANCEMENT OF EMPLOYABILITY									
Employment guidance and self-employment counselling	41,782	67,106	93,434	165,229	42,708	105,937	177,924	338,272	516,196

2001

	< 25 years old -6 months		>25 years old -12 months		LONG-TERM UNEMPLOYED		TOTAL		
	men	women	men	women	men	women	men	women	total
NATION-WIDE TOTAL									
ENHANCEMENT OF EMPLOYABILITY									
Employment guidance and self-employment counselling	40,165	63,448	85,854	152,407	38,447	95,623	164,466	311,4782	475,944

In addition to these figures, the various institutions working in the labour context gather and publish data on the use of guidance services by workers in the different industries.

With regard to services delivered in the education context, all students are provided with assistance; the degree of use is shown in national statistics reflecting the trends in students enrolled in each level of education and the enrolment rate by age. All these figures are given in **ANNEX IX : Estadística de la Educación en España**. [Education statistics in Spain].

The foregoing provides a basis for analysing the different degrees of use of such services in terms of a number of factors: social and economic status, family background, geographic location, sex, age, educational level or degree of disability, as well as the number of people accessing the services.

In Autonomous Communities and town halls the information available on the extent of use of services is gathered from the data sheets filled in by the users themselves and from collaborating bodies.

The information gathered from uses includes:

- (a) Socio-demographic data, address and inclusion, as appropriate, in a special community of users.
- (b) Occupational data relating to training, work experience and positions held, as well as present occupational status.

12.2 Procedures for ascertaining needs and demands

Local needs and demand for services are determined by:

- Surveys of different types of users to determine their profile, compiling data on origin, reason for the inquiry, age and user type (students, teachers, counsellors, father, mother).
- Computer count of the number of people accessing information on websites.
- Assistance counters in public services offering individualised support.
- Number of e-mail requests for information.
- Education ratios, employment statistics and job applications.

12.3 Criteria to judge benefits and outcome

The criteria to judge the benefits of information, guidance and counselling services are based on follow-up of the quality standards established, i.e.:

- number of users
- demand for services
- impact on society
- user satisfaction rates

- results

The consequences of use of these services are difficult to evaluate due to the host of factors influencing the achievement of aims in target communities, either as regards higher employment rates or the suitability of advice relating to continuing studies.

12.4 Recent studies on variations in costs, results or benefits

It is difficult to furnish an accurate reply, since the costs incurred by Autonomous Communities and local authorities should also be included. It may be sustained, nonetheless, that costs, generally speaking, have risen more rapidly than the CPI in the last five years, although the actual rate of increase varies depending on the service in question and user characteristics. Spending has tended to be higher for disadvantaged communities requiring special attention and greater social compensation.

The variations in the cost of guidance services provided to the unemployed through the National Employment Institute are data from the National Employment Plan for 2001 and 2002. Attention is drawn to the drop in the number of unemployed with the consequent decrease in the number of users.

The benefits or results of information, guidance and counselling services are, generally speaking, more closely related to the type of service offered and customer characteristics than to costs.

With respect to services in the educational context, the variation in information, guidance and counselling costs is proportional to the variation in total education costs; this is illustrated in ANNEX IX: “La estadística de la educación en España 2001 –2002” [Education statistics in Spain. 2001-2002]

12.5 Initiatives or pilot projects to provide insight into the impact of these services

While no specific initiatives or projects have been undertaken to ascertain the impact of these services, such impact may be judged in terms of the growing demand in all sectors.

The number of university publications and research projects on educational and career guidance is likewise growing. Attached hereunder is **ANNEX X: Bibliography on educational and career guidance**. This bibliography reflects the different guidance models, approaches, perspectives and endeavours, with an appraisal of the respective impact of each model.

12.6 National research centres specialising in these services

There are no national research centres specialising in information, guidance and counselling services *per se*, but the National Quality and Evaluation Institute, the Education Research and Documentation Centre, the National Resource Centre for Vocational Guidance and the university employment guidance and information centres evaluate the performance of guidance and counselling services and the most appropriate guidance techniques. Other professional guidance associations are also pursuing this line of work.

12.7 Usefulness of the work of research centres for government

In connection with the preceding reply, attention should be drawn to the fact that National Quality and Evaluation Institute figures, the Education Research and Documentation Centre reports, the work of the

National Resource Centre for Vocational Guidance and the results attained by the university employment guidance and information centres are all enlisted to achieve the aims pursued by government in information, guidance and counselling services.

12.8 Government steps to increase the evidence base

Government at all levels exercises only an indirect influence on information, guidance and counselling research, since universities establish their lines of research independently.

Governmental steps consist specifically of enhancing the work of bodies and entities engaging in research in general.