

CHURCH ACTIVITIES IN VOCATIONAL TRAINING IN SPAIN

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The Spanish Church, through its Educational Congregations, started the vocational training programme, in schools especially dedicated to it, in the last years of the past century.

We meet with Vocational Salesian Schools in Sarrià (Barcelona) in 1884, in Málaga in 1897, in Madrid (Ronda de Atocha) in 1899, and some others, at the start of this century, as those of Cadiz, 1904, and Pamplona in 1924.

These schools were founded at result of the apostolic impulse given by the promoters; but the State did not recognize them and for this reason they lacked any kind of help and official recognition, their economic resources were then limited to individual donations.

The "Spanish Crusade" changed this situation radically and from the very beginning the new State gave particular importance to the Vocational Training of Spanish youth.

Being the State founded upon Catholic principles, it thinks that its mission in education is auxiliary of society and so, the Law of Industrial Vocational Training (Ley de Formación Profesional Industrial) of July, 20th 1955, gathers what had been established in the Decree of January 1954, which fixed the Quota of Vocational Training, on social insurance and settled aid to the different Centres with this type of teaching programme. For the first time in Spain such schools receive financial help.

Simultaneously, the same Law authorized and regulated the founding of not only State, but also Church, Movement, Syndical, and Private Centres. (Art. 24).

ORGANIZATION

The Church has organized this task in the following manner:

At the top of its activities is the Conference of Archbishops (Conferencia de Metropolitanos), which is in turn divided into various Episcopal Commissions (Comisiones Episcopales), each one headed by an Archbishop. One Episcopal Commission deals directly with everything connected with the Teaching and among its various Organisms it has established the National Secretariat of Vocational Training of the Church (Secretariado Nacional de Formación Profesional de la Iglesia).

The National Secretariat is an Organism of the Ecclesiastic Hierarchy, at the service of the Apostleship in the field of Vocational Training for boys and girls.

Its By-laws define its mission:

a) To orient and to foster the Christian education and the vocational training for boys and girls according to the norms of the Holy See and of the Ecclesiastic Hierarchy.

b) To promote, improve, and protect the Centres of Vocational Training of the Church in all its needs.

c) To act before the Public authority in order to obtain that in the legislation of this branch of education, the rights of the family, the Church, and the State agree harmoniously.

d) To coordinate and to bring up to date the study programme in the Centres of Vocational Training, within the legal capacity and in accordance with the requirements of the Apostleship in order to reach a better efficiency in Vocational Training.

e) To stimulate and to maintain the greatest possible cooperation among the various centres of Vocational Training of the Church, and to establish relations with Centres and Spanish and foreign organizations which deal with the apostolic and vocational training in the working world.

--- The Ruling Bodies (Organos Rectores) are the following :

Presidency : A Bishop of the Episcopal Educational Commission (Comisión Episcopal de Enseñanza).

Technical Direction

Council of Government (Junta de Gobierno)

Permanent Commission

Economic Commission

--- From the Technical Direction depend :

The General Secretariat

The General Administration

--- And the Sections :

- 1) Planning and founding of Centres
- 2) Pedagogical
- 3) Juridical
- 4) Administrative
- 5) Inspection
- 6) Training of the Professorship
- 7) Relations with other National and foreign Organizations of Vocational Training.

The Council of Government as well as the Permanent and Economic Commissions are made up by a number of Vocales (voters members of a governing body), representatives of the various branches of the Church which are dedicated to the task of the apostleship in the field of Vocational Training.

Economic Means

The Secretariat disposes exclusively of the means given to it by the standing legislation and by the Industrial Vocational Training Law (Ley de Formación Profesional Industrial) (Art. 20), to be distributed among Spanish students who are studying in centres depending from the Ecclesiastic Hierarchy. These means in no way

cover the needs of the Centres, for which reason, the Congregations, Dioceses, Parishes, or religious organizations founders of the Schools, must procure the remaining means in order to run the schools until they receive any kind of official help.

The subsidy given to the Centres by the Secretariat offers therefore only partial help; it never gives them total support.

ACHIEVEMENTS

Due to the patronage of the legislation of the new State, the Spanish Church has been able to multiply the Centres of Vocational Training to benefit the Spanish Working Youth and nowadays it can offer Schools of the following types.

- a) Centres of Undustrial Vocational Training
- b) Agricultural - breeding
Industrial-mining
Administrative Working Baccalaureates
(Bachilleratos Laborales Agrícola-ganaderos
Industrial-mineros
Administrativos)
- c) Schools of Vocational Training, Marine-Fishing
(Depending on the Ministry of Commerce, Undersecretariat of Merchant Marine)
- d) Courses of Intensive Vocational Training (sponsored by the Ministry of Labour)
- e) General Educational Centres, especially for girls
- f) Social Workers' School (Asistentes Sociales)
(related to the Episcopal Commission for Charity and Social Assistance. It does not depend on this Secretariat).

GEOGRAPHIC DISTRIBUTION OF THE CENTRES

The following account lacks some data.

Presently, there are Centres of this type (we include the regular teaching of Industrial Vocational Training and Working Baccalaureate) functioning in the following provinces :

Alicante	5
Madrid	11
Guipuzcoa.	20
Barcelona.	24
Vizcaya.	24
Burgos	4
Cadiz.	4
Sevilla.	4
Ciudad Real.	2
Asturias	2
Valencia	7
Huelva	3
Palencia	1
Jaén	1
Zaragoza	9

Canarias	2
Lérida	2
Santander	5
Logroño	3
Málaga	10
Murcia	1
Navarra	7
Caceres	1
Salamanca	3
Canarias	1
Valladolid	3
Alava	3
Badajoz	1
Soria	1
Cordoba	1
La Coruña	2
Granada	2
Guadalajara	1
Huesca	1
Segovia	1
Toledo	1
Tarragona	2
Pontevedra	1

--- Educational Centres not regulated

In this category are included all those centres whose Programme of Study has not been, as yet, regulated by the Ministry of National Education.

These Centres are, on the whole, for girls.

Presently, the Church has 122 Centres in Spain.

--- Other types of Education

Social Workers' Schools	23
Centres of Marine and Fishing	
Vocational Training	2

--- Attendance

According to the statistics of the 15th of January of this year and not including the School of Marine and Fishing Vocational Training and that of Social Workers, the following numbers pertain to Church Centres.

Consequently, these figures do not include any student of the Collaborating Centres.

Schools of Industrial Vocational Training	15,106
Working Baccalaureate	8,729
Professional Education not regulated	12,476

REPORT ON THE STUDY OF INDUSTRIAL VOCATIONAL TRAINING
AND OF SECONDARY AND PROFESSIONAL EDUCATION. -
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General Directorate of Working
Education

Madrid, October 16th, 1963

In this modern world dominated by science, it is almost a topic to say that the agricultural, industrial, and economic development of a country is closely related to its number of specialists and skilled workers. The lack of them in developing countries causes serious troubles in the productive process, delays production and is responsible of losses and failures of enormous importance.

On the other hand, a large number of the problems of the modern world is due to the simple fact that communities which have not yet ended their industrial revolutions exist next to others which have already accomplished it. This situation causes tremendous differences in the standard of living of the communities and originates tensions and intense currents of emigration which go from underdeveloped countries to the industrial ones.

It must be said, however, that all the Governments concern themselves with economic development, and the plans, and means to obtain it.

To favour the economic development is absolutely indispensable to extend and to better the Vocational Training, that is to say, that branch of education whose final goal is to prepare adequately skilled and specialized workers in the various trades of industry and agriculture. It must be clarified, however, that the simple practical training is not sufficient, but it is necessary to impart a technical and cultural education in order to furnish the student with a physical, intellectual, social, political, moral, and religious preparation. In this manner, we shall be able to offer a truly Social training to our workers, since that by educating so, the cultural difference among the various social classes disappears. These differences, in our opinion, are much more serious than the purely economic ones.

This education guarantees the keeping or the beginning of a fast rythm of progress in the industrial or agricultural production. By the same method, it is possible to offer the apt intellectual preparation to achieve efficiently all the complex network of operations and processes which are characteristic of modern life and science. The social welfare of a community may be reached only when such intellectual preparation has reached a high level and has benefited a larger portion of the population. The existence in a country of a considerable number of simple workers, that is to say individuals who are not able to fill a specialized job in industry or agriculture, seriously hampers the progress.

Because of his deficient training his work is badly paid and because of it, it will be a cause of social disorders; but, on the other hand, his low buying power impedes the creation and expansion of certain industries which cannot prosper without a big market. The specialization of workers must be

accompanied by a basic culture and by some technical knowledge required by a worth-while educational system.

In our time, the countries which are leading the world for the modernity of their education give much attention to manual and mechanical training of the students. One should not, however, place too much importance to the purely manual skill. In this modern world, full of theoretical knowledge, of science and of technics, the Vocational Training's objective must be one of fulfilling the needs of industry. The best performance of the Vocational Training cannot be achieved by preparing the youth for specific functions for two reasons : first, because this could be achieved in a lesser time than it takes the Vocational Training Programme and second, because the continuous innovations in modern industry makes it unadvisable. Automation is presently substituting men by machines. An electronic computer substitutes many accountants.

It is therefore advisable to train men who cannot easily adjust themselves to the need of the moment by furnishing them with a vast basic knowledge which will allow them to evolve with the evolution of science. The need to furnish the specialists with a basic knowledge is easily recognizable if we only consider the enormous variety of trades. To direct industrial vocational training to each of these innumerable trades would be absurd, useless, and evidently impossible.

The preparation to work requires the harmonious development of all of man's faculties and not his technical aptitude only. The concept of worker as subject of training without any other goal than that to give the industry the necessary number of hands must be substituted by considering that the worker is an active member of the community and must be educated in order to fill the place which belongs to him. In agreement with this point of view, the study programme of the Industrial Vocational Training Schools of Spain offers the youth many fundamental courses as Mathematics, Physics, Chemistry, Spanish, Geography, History as well as the purely technical ones as Technology, and workshop or laboratory.

This point of view has been sustained by the eminent English philosopher and mathematician Whitehead, who writes : "In every action the main cause of failure is rigidity. Technical education is condemned to die if we conceive it as a system to take young men and furnish them only with a highly specialized manual aptitude. The nation needs elasticity in the working world, that is to say : man can change his job not only from a place to another, but also within certain limits, from trade to trade." According to this principle, the training school should be vaster than the final specialization since that, as a consequence of this, one acquires the ability to adapt oneself to various professions, which is advantageous for the workers themselves and for the community.

In Spain, there exist two types of education which are sponsored by the General Directorate of Working Education: the Industrial Vocational Training and the Working Baccalaureate (Bachillerato Laboral), which, because of their different characteristics are here treated separately:

INDUSTRIAL VOCATIONAL TRAINING

As stated in the Law dated 20th of July 1955, which regulates this type of education, "The Industrial Vocational Training is that branch of education which has as its essential finality the adequate preparation of the worker qualified for the different activities of the industry."

This type of education, therefore, is not for the minority, since that it tries to furnish qualified workers whom the growing industry needs in ever increasing numbers.

Before beginning to examine closely the actual plan, it may be advisable to look at our country's evolution until our days.

The antecedes are exposed in the Statute of Vocational Training which was promulgated in 1928; this was the first attempt to establish this type of teaching in Spain. However, it was not successful because of its difficult application since it was based on suppositions which were unattainable at the time. This Statute was referring to the system of other European countries, whose industry could not even be compared with ours. In this country, the apprentice was formed in accordance with a mixed system, which consisted in giving him a practical education in a factory and after work a theoretical one in a school for that purpose.

This system could not be applied in Spain since the poor development of our industry, made up mainly of small companies, could not offer technicians capable of giving a good technical education. On the other hand, as the Statute 28 provides for night courses, the Professional Schools, which received students tired by the day's work and with a deficient elementary schooling, were compelled to begin from the fundamentals, which was nothing else than the education which the students had received in grammar schools. The schools did not, and could not, impart a secondary education, essential to a foreman (Official Industrial) or a manager (Maestro Industrial).

Because of the need of reform of this education and after hard studies, the Law dated 20th of July 1955 was promulgated, such Law tackled the problem in another way. This Law, however, also had some errors of focus: but, its elasticity has made it possible to modify it in order to bring it up to date. These errors were the keeping of the mixed system between factories and schools, the establishing of a very extensive programme (nine regular courses and four practical ones), and

the favouring of night courses, notwithstanding the conclusions drawn from past experience. Because of this and of the elasticity of this law, whose articles 40 and 43 allow to lengthen or reduce the period of apprenticeship and management to a certain number of courses, as well as to adopt special plans according to the needs of the different industrial specializations, it was established by a Decree dated 21st of May 1958 a new Study Programme whose task is one of focusing in a new way the Vocational Training question and which provides for a rearrangement of the training for foreman and manager.

STUDY ON THE ACTUAL PLAN OF INDUSTRIAL VOCATIONAL TRAINING

The essential finality of the studies on Vocational Training is the training of a worker apt for many industrial activities.

This training, however, does not leave aside the future foreman and managers and offers them a social and cultural background which will allow them to go on to a university.

As a logic consequence, this training must be carried out according to educational principles and according to a systematic and rational study programme.

In order for these programmes to be established, the Law requires that they adjust to the need of the national industry and to the location of the Centres of Vocational Training.

For the afore-mentioned reasons the study programmes for industrial foremen and managers as stated in the Law has been modified by a new study programme established by the Decree dated 21st of May 1958. The studies of Vocational Training are now divided in three levels : 1) Pre-apprenticeship or Professional Introduction, 2) Apprenticeship or Industrial Foreman Training, 3) Industrial Management. These studies have the duration of seven school-years, of which two are dedicated to Professional Introduction, three to Apprenticeship, and two to Industrial Management.

A. PROFESSIONAL INTRODUCTION

This is the first level and is designed to furnish the student with the basic knowledge and the appropriate experience in order to prepare him for the industry or the study of apprenticeship and to accustom him to work.

The essential characteristics are the following : in order to be eligible, the youth must be 12 years old, registration is free and classes are held by day. These studies are carried out in Apprenticeship-Schools or in Elementary Schools, since it must not be forgotten that the Law of Elementary Education established that the studies shall be divided into four periods, the last being Professional Introduction.

The studies require a 33 hours week, divided in the following manner : mathematics (6 hours), science (3 hours), drafting (3 hours), workshop (manual work and workshop rotation 6 hours the first year and 9 the second year).

The studies for Professional Introduction are the following :

- 1) Professional Introduction to Industry
- 2) Professional Introduction to Agriculture
- 3) Professional Introduction to Handicraft
- 4) Professional Introduction to Marine and Fishing
- 5) Professional Introduction to Administration
- 6) Professional Introduction to the Graphic Arts.

Lastly and bearing in mind that the studies for Professional Introduction may be imparted in Elementary Schools or Centers of Apprenticeship by a Decree of the Ministry (Orden Ministerial) in 1959, a Counselling and Coordinating Office between the General Directorates of Elementary and Work Education was established.

B. INDUSTRIAL APPRENTICESHIP

Apprenticeship or Industrial Foreman Training together with Management constitute the nucleus of Industrial Vocational Training for each of the different trades of the industry whose study programmes must be approved according to the rules.

These programmes, as stated in the Law of Industrial Vocational Training, dated 20th of July 1955 were modified by the Decree of 21st of March 1958. According to it, the Industrial Apprenticeship courses, minimum age 14 years, will be carried out during the consecutive years, being obligatory at the end of these to demonstrate sufficiency in the convenient examinations. This education is offered on a day or night basis, attendance being compulsory, will be evidently free of cost.

STUDY PROGRAMMES

After the already approved reform which will be shortly published in the Official State Bulletin the Departments corresponding to the trades included in the Industrial Vocational Training Programme, beginning with 1963-64 school-year, will be the following :

DEPARTMENT OF METAL

Branch of Mechanics : Fitting, Turning, Milling

Branch of Metal Work (Construcciones Metalicas) : Industrial for-
ging - Locksmithing, Welding - Panel Beating, Sheet
Metal Work

Branch of casting : Wood pattern making, Forecasting.

DEPARTMENT OF MINING :

Mining - Sidero-Metallurgy

DEPARTMENT OF ELECTRICITY :

Wiring-Mounting, Coiling-Mounting

DEPARTMENT OF ELECTRONICS :

Electronics

DEPARTMENT OF WOOD :

Cabinet-making ,Carpentry

DEPARTMENT OF CONSTRUCTION :

Construction Workmaster Training (Oficial de la Construcción);
Public Works Workmaster Training (Oficial de Obras Publicas).

DEPARTMENT OF CHEMISTRY :

Laboratory Chemistry; Industrial Chemistry.

DEPARTMENT OF TEXTILE INDUSTRY :

Spinning; Weaving.

DEPARTMENT OF AUTOMOBILE INDUSTRY :

Motor car mechanics; motor car electricity.

DEPARTMENT OF GRAPHIC ARTS :

Branch of Typographic - Manual Composition
Composition : - Mechanical Composition (Linotype)
 - Mechanical Composition (Monotype)

Branch of Photo- - Photoengraving
mechanics : - Photolithography
 - Rotogravure
 - Photographer

Branch of Printing : - Typographical Printing
 - Planographical Printing
 - Printing of

Engraving :

Bookbinding :

DEPARTMENT OF MACHINE DRAWING :

Industrial Drafting; Constructional Drafting

DEPARTMENT OF HAIR DRESSING AND COSMETICS :

Hair dressing.

The day-school week will be of 39 hours, 15 of which will be dedicated to the work-shop or laboratory. The night-school week will be of 18 hours, 6 1/2 of which will be dedicated to the workshop.

C. INDUSTRIAL MANAGEMENT

Industrial management is the third and last level of professional education and its scope is the training of the Industrial Manager in a specific professional branch.

The Industrial Manager as conceived here, is he who, having in the firm a certain authority, has a complete knowledge of all the basic operations of a certain aspect of production and whose job is the administration and direction of all the elements and materials which constitute the different operations, which in turn make up the different trades of a particular department.

The manager must know the handling, the internal mechanism, and the proper use of each of the machines in the workshop; he must be able to divide the work among the machine operators (oficiales primeros) and must have notions of the organization of the workshop, time economy, and human relations as well as a general knowledge of languages, geography, etc., which complete his training.

In order to follow this course, it is necessary to have reached the 17th year, and to have passed the Foreman Training Courses. This programme will last two academic years and the degree is given after having passed all the necessary examinations.

As an example what follows is the study programme for the Industrial Management, Branch of Machine Drawing, corresponding to the first year of Management Training, which will be soon rectified :

Arithmetic, Algebra and Geometry	3 hrs.
Perspectiva Axometrica y Caballera	2 hrs.
Physics and Chemistry	3 hrs.
Standardization in Industry and Construction (Theoretical Drafting)	2 hrs
Industrial and Constructional Technology	2 hrs

Drafting and Technical Office	15 hrs
Workshop and Tours to Industrial Centers.	4 hrs
English	1,5 hrs
Work Insurance and Human Relations.	1,3 hrs
Religious Education	1 hr
Nationalistic Formation	1 hr
Physical Education	2 hrs
Total	38 hrs

DEPARTMENT OF MANAGEMENT

Starting with the 1963-64 academic year, the programme for future managers will be the following :

Management of the Department of Metal, existing the Management Programme for each branch, which is to say :

Management of the Branch of Mechanics
 Management of the Branch of Metal Work
 Management of the Branch of Casting
 Management of the Branch of Electricity; Branch of Wood; Branch of Construction; Branch of Chemistry; Branch of Textile Industry; Branch of Automobile Industry.

There exists the Management of the Department of Graphic Arts in each branch, which are :

Management of the Branch of Typographic Composition
 Management of the Branch of Photomechanics
 Management of the Branch of Printing

DEPARTMENT OF MACHINE DRAWING :

As to the Department of Electronics, Mining and Hair-dressing and Cosmetics, since in no school the level of Foreman Training has been reached, the rules which will be drafted on the Management Programme will be valid.

Complementary Courses may be offered by the Management Schools. As a complement to the basic knowledge the law allows the teaching in the F.P.I. Centres (Formación Profesional Industrial) of monographic and cultural courses to complete the training of industrial specialists. There is a possibility, then, that besides the regular courses, the Centres will offer :

Special technical courses in direct relation to the ones regularly given by the Centres.

Technical and applied subjects which offer a special interest in relation to the activities pertaining to a type of work or to the industrial characteristics of the region in which the Centre is located.

These courses should be carried out bearing in mind the objectives previously set. To this effect, upon termination of the programme a report should be sent to the General Directorate. This report should relate the methods used, number of participants, results, etc.

Presently, courses of intensive vocational training are offered in such a way that they do not conflict with the Centre's school hours. These courses are financed by the National Fund for Work Protection (Fondos Nacionales de Protección de Trabajo).

INDUSTRIAL VOCATIONAL TRAINING SCHOOLS

Having already examined the study programme, it is important to talk about the Centres themselves. Industrial Vocational Training Centres are all those whose finality is to impart the education necessary for the integral formation of the worker, specialized in the different branches of industry.

Because of the different types of training, these may be divided in Pre-apprenticeship or Professional Introduction, Apprenticeship, and Management Centres or Schools. These trainings will be carried out - and this is the most important classification - in official and non-official Centres, being the former those founded, directed, and financed by the Ministry of Education, and the latter, the remaining ones. These last ones according to the organization on which they depend, may be divided in :

- 1) Vocational Universities, depending on the Ministry of Labour
- 2) Centres depending on the Church
- 3) Centres depending on the Syndical Committee for Vocational Training (Obra Sindical de Formación Profesional)
- 4) Centres depending on private organization.

It must be pointed out that in order for the training offered by the non-official centre to be effective and to have academic value, it is necessary that the teaching be in agreement with the rules set by the Ministry of Education; these Educational Centres must follow the rules set by the Ministry and are not allowed to form programmes of their own.

To this effect, the non-official centres are classified as non-official "authorized" Centres and as non-official "recognized" Centres, in agreement with the Law dated 20th of July, 1955. This classification is of fundamental importance, since that from the distinction of categories which is made by the General Directorate of Vocational Education (Dirección General de Enseñanza Laboral) through an application discussed before the Central Committee of the F.P.I., depend not only the recognition of the academic validity of the courses, but also the right to financial aid, which the "authorized" Centres receive from the budget of the Department and "recognized" Centres from the distribution of the fee of Vocational Training. When we shall look at this type of financing this aspect will be exposed with more details.

The Industrial Vocational Training Centres in Spain are the following :

Official	99
Non-official	<u>253</u>

Total	352
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Distribution of the non-official :

1) Depending on the Church	70
2) Depending on the Syndical Organization	62
3) Depending on private initiative	116
4) Vocational Universities	5

Total	<u>253</u>
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AUTHORIZED OR RECOGNIZED OFFICIAL CENTRES

A. - Recognized official ones

1) Depending on the Church	43
2) Depending on the Syndical Organization	16
3) Depending on private initiative	58
4) Vocational Universities	5

B. - Authorized Official Centres

1) Depending on the Church	27
2) Depending on the Syndical Organization	46
3) Depending on private initiative	58

It is statistically interesting to specify the distribution of the Centres according to the level of training. The distribution is the following :

Official Centres

Professional Introduction	0
Introduction and Apprenticeship	27
Apprenticeship	40
Apprenticeship and Management	19
Introduction, Apprenticeship, and Management	<u>13</u>
Total	99

Non-Official Centres

Depending on the Church :

Professional Introduction	10
Professional Introduction and Apprenticeship	41
Apprenticeship	2
Apprenticeship and Management	1
Introduction, Apprenticeship, and Management	15

Depending on the Syndical Organization :

Professional Introduction	0
Professional Introduction and Apprenticeship	39
Apprenticeship	16
Apprenticeship and Management	<u> </u>
Introduction, Apprenticeship and Management	7

Depending on private initiative :

Professional Introduction	18
Professional Introduction and Apprenticeship	53
Apprenticeship	37
Apprenticeship and Management	1
Introduction, Apprenticeship, and Management	7

Vocational Universities :

Apprenticeship and Management	1
Introduction, Apprenticeship, and Management	4

RULES FOR THE CONSTRUCTION OF CENTRES

Because of the Official Centres, those founded, directed and financed by the State, based on the experience acquired from past construction and bearing in mind the ideas on technico-scholastic architecture adopted by various organizations as, for example, the Bureau International d'Education, the International Architects Union and the last recommendations by UNESCO, it has been promulgated by the General Directorate of Vocational Education an Official Programme of needs for the construction of Centres of Professional and Secondary Education (Vocational Institutes) and Industrial Vocational Training Schools. The Programme points out that the architectural piece is the result of a rational creation based on objective (function), instrumental (material and method) and environmental (urbanistic) factors.

This programme, in no way, is trying to limit the architect's job, but it is trying to offer concrete help in order to avoid, because of defect or excess, absurd projects.

As far as the lots, for example, on which the Centres will be built, they will have an area range from a minimum of 7.500 m² to a maximum of 11.000 and will be provided with electricity, water, sewer, and other utilities.

As to the projects for new Centres, they will cover five zones or topics : representative, theoretical and practical education; workshop, recreation and general functions. The new Centres, upon approval of the project, will be assigned for execution in an auction.

One of the most important parts of this programme is that which deals with the requirements and characteristics of the workshops. To this effect, the total area will never be inferior to 1,200 m², keeping in mind the area of the Centre itself. The programme explains in full detail the requirements of the casting, mechanics, moulding, electricity, carpentry, construction, etc. workshops and specifies at the same time the characteristics which the textile workshops will present, these workshops are, for example, for textile tests, spinning, weaving, etc.

Lastly, as far as the Graphic Arts Centres are concerned, the Programme determines the requirements of the typographic, mechanical composition, photography, photoengraving, rotogravure, lithography, etc. workshops.

STUDENT ATTENDANCE IN THE VOCATIONAL TRAINING CENTRES

The importance of the specialized hand or skilled worker in the industrial development of a country is fundamental. Because of this it is essential to look at the attendance in the various Centres in Spain, in order to determine the number of workers the country needs every year.

According to the last investigation carried out by the General Directorate of Vocational Education, 80.000 specialized workers are needed. These workers will come out of Professional and Secondary Centres, Industrial Management and Apprenticeship Schools, and of other Centres, such as the Intensive Vocational Training Schools, etc.

Before these estimates, what is the present situation as to the number of students who are studying in F.P.I. Centres depending on the General Directorate ? The last available numbers pertain to the 1962-63 academic year. In this year, the students were divided in the following manner :

	<u>Pre- Apprentice- ship</u>	<u>Appren- tice- ship</u>	<u>Manage- ment</u>	<u>Total</u>
<u>Official Centres</u>	3,399	21,691	2,981	28,071
<u>Non-Official Centres</u>				
Vocational Universities	428	3,079	751	4,258
Centres of the Church	6,411	7,592	863	14,866
Centres of the Syndicates	6,544	12,226	498	19,268
Private Initiative	<u>5,461</u>	<u>11,768</u>	<u>878</u>	<u>18,107</u>
TOTAL NUMBER OF STUDENTS	22,243	56,356	5,971	84.570

From these numbers and with the scope of determining the need of specialized workers in the different branches of Industry, it is important to consider the number of students in the different trades.

The date corresponding to the 1962-63 academic year is the following :

I. APPRENTICESHIP (2nd and 3rd) (Data on the first year is not given since specialization is not chosen until the 2nd year)

<u>BRANCH</u>	<u>Official Centres</u>	<u>Non-Offi- cial Ctres.</u>	<u>Total</u>	<u>% of the Total</u>
Metal	5,548	9,853	15,401	
Wood	352	741	1,094	
Construction	33	68	101	
Electricity	3,273	3,711	6,984	
Chemistry	254	315	569	
Textile	68	329	397	
Machine Drawing	1,635	1,242	2,877	
Graphic Arts	65	312	377	
Automobile	<u> </u>	<u>616</u>	<u>616</u>	
TOTAL BRANCHES	11,229	17,187	28,416	

II. MANAGEMENT

<u>BRANCH</u>	<u>Official Centres</u>	<u>Non-Offi- cial Ctrs.</u>	<u>Total</u>	<u>% of the Total</u>
Metal	1,872	1,948	3,820	
Wood	38	102	140	
Construction	1	33	34	
Electricity	768	631	1,399	
Chemistry	12	95	107	
Textile	10	44	54	
Machine Drawing	280	117	397	
Automobile	---	20	20	
TOTAL BRANCHES	2,981	2,990	5,971	

Upon examination of these numbers it is apparent, that they are not satisfactory if compared to the 600,000 Students of Bachillerato General (Secondary School) and the 75,000 students of higher education. Because of it, the projects made by the General Directorate of Vocational Education for the next four years have been designed in such a way that in order to furnish 80,000 students a year, 320,000 must attend classes of Industrial Vocational Training and Professional and Secondary Education. In order to carry out this project, a plan has been designed to increase of 120,000 students in the F.P.I. and E.M.P. Centres, under the auspices of the Economic Development Plan 1963-67.

F.P.I. FACULTY

Now, that we have examined the programmes, the Centres and the Student attendance, it is important to make a short study of the Faculty of these Centres, since it constitutes the vital foe for the preparation of good specialists in good F.P.I. Centres.

The F.P.I. teaching staff is the body of professors whose mission is to impart the theoretical and practical education in agreement with the study programme as included in the different branches of industrial vocational training.

The existing categories of professors in these Centres are the following :

- 1) Free professors and Workshop Directors
- 2) Associate Professors
- 3) Special professors
- 4) Workshop and practice assistants.

To this effect, the faculty of Official Centres, as well as that of the non-official ones, must possess the degree which entitles it to carry out its job efficiently.

The rules concerning the degrees are set by a Decree of the National Council of Education. We cannot enter here in all the requirements, as to degrees, to be a full professor of Mathematics. The law now in force establishes that to be professor in a F.I.P. Centre, the candidate must possess some of the following degrees or diplomas : Arquitech, Engineer, Bachelor of Science, Industrial Technician (Perito Industrial), Bachelor of Science (Political or Economics), Mercantile Actuary, Mercantile Superintendent.

The law also provides for the selection of the Faculty. Such selection is made, for Full Professors and Workshop Directors, through a competition based on personal values and aptitude tests, convoked by the General Directorate of Vocational Education. After having won the competition, the Faculty signs a five-year contract, at the end of which a second competition will be held. Having won this, the Faculty becomes an integral part of the institution and a public officer.

The law also states the minimum number of staff members, based on Centres with 2,501 students. The staff of Professional Introduction Centres will consist of six professors; Industrial Apprenticeship Centres with one branch, twelve; Industrial Management School, eleven.

It is also to be noted that the management schools normally include an Industrial Apprenticeship Programme so that to the regular number of Professors, nine more must be added.

One of the problems of this type of education is precisely the lack of professors; this problem is two-fold : a) The insufficient number of professors, b) The impossibility to require high levels of training in the two branches of Vocational Education.

The prime causes are the insufficient wages and and excessively long period (8 years) which it takes to reach the category of professor.

It logically follows then that, in order to attract adequate teachers, it is necessary to correct the before-mentioned causes. By doing so, the Faculty will be sufficient and may require a better teaching capability.

ECONOMIC MEANS TO FOSTER THE PROGRAMME

The importance of the F.P.I. Programme and the vast economic means needed has made it necessary to consider all the possible resources which may help to finance this programme.

To this effect, the Law dated July 20th, 1955, divides the Centres into two groups as to the financial aid to be administered. They are the following :

1) The Official Centres depending on the Ministry of Education, as well as the F.P.I. educational organizations which have not been founded or financed by the Ministry of Agriculture,

Labour, and the Party's General Secretariat, to which must be added the Ministry of Commerce since it founded the Marine and Fishing Vocational Schools through the Law dated December 23rd, 1961.

2. Centres depending on the afore-mentioned Ministries except the Ministry of Education.

The economic resources upon which the Centres belonging to the first group count, are the following :

a) The amount provided for Vocational Training which is part of the national budget, as well as that of the Municipal and Provincial Corporations.

b) The amount corresponding to the Ministry of Education from the F.P.I. tax.

c) The 10 % of the amount destined to social works pertaining to the nation by the Savings Banks and by cooperative societies of the industry.

d) Any legacies and donations received for the Vocational Training Programme.

The Centres belonging to the second group, these depending on the Ministry of Labour, the Party's General Secretariat, the Ministries of Agriculture and Commerce, may count on : part of the F.P.I. tax and the amount due to them in respective Ministerial Department's budgets.

It is apparent, then, that Vocational Training Tax has an enormous importance in the financing of the programme. This tax is the amount of money with which the individual elements of production, firm and worker, contribute to the financing of the expenditures for this type of education.

Because of their source and finality, this resource shows characteristics which are mainly of a special type. It is social in its source, because it comes from a tax on the basic elements which integrate the social relation of industry and in its finality, because through it a simple worker may obtain a certain culture.

It would be out of plan in this report to discuss in detail the Vocational Training Tax, since this topic pertains to the Ministry of Labour. We shall only say that, according to what this Department establishes, together with the Unified Social Insurance dues, the firms will pay the Syndical Organization and Vocational Training dues, which will be calculated on the same basis as of the Family Insurance.

The total income for 1962, coming from the Vocational Training, was 328,000,000 pesetas, which are distributed among the following :

1. $\frac{2}{3}$ of the total goes to :

36.8% to the F.P.I. Centres depending on the
Ministry of Education
36.8% to the Party's General Secretariat
9.2% to the Ministry of Agriculture
9.2% to the Ministry of Labour
8 % to the Ministry of Commerce

2. $\frac{1}{3}$ of the total is distributed as follows :

50% to the Official F.P.I. Centres
25% to the F.P.I. Centres depending on the Church
25% to the F.P.I. Centres depending on private
initiative

As to the Centres depending on the Church, it must be pointed out that having been founded by the Conference of Spanish Bishops, the Ecclesiastical Secretariat for Vocational Training, this organisme has been entitled to administer the tax which is due to the Centres depending on it. This tax, according to the law (Ley Organica) was originally entrusted to the Economic Committee of the Central F.P.I. Council.

SECONDARY AND PROFESSIONAL (VOCATIONAL BACCALAUREATE) EDUCATION

INTRODUCTION

The need to bring culture to every region of Spain was, in its moment, the fundamental reason for the launching of the Secondary and Professional Education, since its goal was to open the door to Secondary Education for many Spaniards who lived far from the capital of important cities.

Through this education, created by the Law (Ley de Bases) dated July 16th, 1949, we seek to establish a type of education which, having formational characteristics similar to the general secondary education, intends at the same time to train the student in the activities of modern professional techniques, since this education furnishes the student with a professional training which makes him technically apt for agriculture, industry, and maritime activities.

The Vocational Baccalaureate is, then, structured as a Professional Baccalaureate in which human and cultural formation and technical and scientific knowledge necessary to Vocational Training are harmoniously and proportionally combined.

Consequently, the Vocational Baccalaureate may present two aspects : as a means and as an end. As a means, because it gives the Student a general training which enables him to enter schools of higher or parallel education. As an end, because even if elementarily, offers him self-sufficiency, security, and a possible welfare.

The Vocational Baccalaureate is divided into four branches; agricultural and cattle breeding; industrial and mining; maritime and fishing, and administrative. These, in our times, constitute a fertile and contrasted reality which has achieved prestige by their own means.

The characteristics of this education may be expressed concretely in its social meaning if we consider the fact that it opens new horizons to a larger number of Spanish subjects with its strictly professional orientation.

The Law (Ley de bases) which establishes Professional and Secondary Education, determines that this education, besides accomplishing what the Baccalaureate does as to the students' human formation, and as to the training of the most capable ones to enter Higher Education Institutes has the following objectives :

- a) To offer higher education to a larger number of students
- b) To introduce them to modern professional technics
- c) To prepare them to enter University, Schools, and Technical Centres.

STUDY PROGRAMMES

The secondary educational and Vocational Baccalaureate is made up by the afore-mentioned four branches.

The student must be ten years old, must have passed the entrance examination and must attend classes.

Any of the four branches is divided into two levels : the Elementary Vocational Baccalaureate and Superior Vocational Baccalaureate. The first one lasts five years, at the end of which the student must take an examination (Revalida, which is an exam to be admitted to a higher faculty). As to the Superior Vocational Baccalaureate, it lasts two academic years at the end of which the student must take the "Revalida".

The subjects vary according to the different types of the Baccalaureate.

ELEMENTARY VOCATIONAL BACCALAUREATE

The complete studies for the Elementary Vocational Baccalaureate are divided into two groups :

- a) Common studies
- b) Special studies for each branch.

General subjects are also taught, such as Religious Instruction, Training in Patriotism, and Physical Education.

The "common" studies are made up by mathematics courses, language courses, and by geography and history courses.

The special studies for each branch include the following subjects :

Course on Natural Science; Special Course; and Course on Manual Training.

1. Course on Natural Science

This course is taken during the five years and in the three branches : Physics, Chemistry, and Natural Science.

2. Special Course.

The subjects studied in this course vary according to the different trades.

- a) Agricultural and Cattle-breeding Branch : the subjects are vegetal and animal organography; agronomy; field practice; farming, vegetal pathology and "industries fitogenas"; cattle-breeding, animal pathology and "industries zoogenas".
- b) Industrial and Mining Branch : the subjects are taken in the third year and the following : Industrial culture.
- c) Maritime and Fishing Branch : starting in the third year, the students will study marine and Oceanic meteorology; Naval Construction and Naval Mechanics; Fishing; Engineering; Navigation and Manoeuvres; Maritime and Fishing Legislation. All these go together with field work.

3. Lastly, the subjects of the course on Manual Training are : Labouring; Drafting; Technology, and Workshop, which are common to the three branches, even if they offer specific characteristics.

The second level of the Vocational Baccalaureate is the Superior one which lasts two academic years, being necessary the Elementary Vocational Baccalaureate. Upon completion of the second year, it is necessary to pass the corresponding examination (Revalida).

The subjects, according to the trade, are the following :

In the Agricultural and Cattle-breeding Branch : Plagues of the fields; Vegetable Conserves; Olive oil making; Fruit graving; Milk industry; oenology; Irrigation; Tropical Vegetation; Aviculture; Horticulture and Floriculture.

In the Industrial and Mining Branch :

Grinding Machinery; Automobile Mechanics and Electricity; Electronics.

In the Maritime and Fishing Branch :

The trades of prepares of conserves and of refrigeration technicians and of farming and sea exploitation technicians.

The Law also admits the organization in the Centres of Professional (Vocational Institutes) and Secondary Education of courses of culture and technical introduction, which may be theoretical or monographic.

In 1958, a new branch of the Vocational Baccalaureate has been established, the Administrative, which trains students for the job of secretary or office assistant. This branch, presently open to females only, consists, like the preceding ones, of two levels : the Elementary Vocational Baccalaureate, lasting five years; and the superior one, which lasts two. This last level, starting with the 1963-64 academic year, will consist of two trades, the first directed towards the so-called administrative preparation (Secretaryship) and the second one - tourisme - which will prepare those who will fill jobs in direct relations to tourism, which is of ever increasing importance in Spain. This branch offers basically the same study programme which we have studied before, even if, as it is logical, the subjects have the characteristics of this type of training. Some of the subjects are : typing, shorthand, office practice, social law, economics, etc.

PROFESSIONAL AND SECONDARY EDUCATION CENTRES (VOCATIONAL INSTITUTES)

The Centres of Professional and Secondary Education, better known as Vocational Institutes, may belong to one of the branches already mentioned.

The present number of Centres, official and non-official is 264, distributed as follows :

<u>Official Centres : 95</u>		<u>Non-official Centres : 169</u>	
a) Agricultural and Cattle breeding	56	a) Agricultural and Cattle breeding	11
b) Industrial and Mining	30	b) Industrial and Mining	10
c) Maritime and Fishing	7	c) Maritime and Fishing	0
d) Administrative	2	d) Administrative	144
		e) Vocational Universities	4
Total	95	Total	169

These Centres offer the Elementary Vocational Baccalaureate with its corresponding branches, while the Superior Vocational Baccalaureate is only offered in some of them. As to the Official Centres, the Superior is offered in the following:

Agricultural and Cattle-breeding Branch

<u>CENTRES</u>	<u>SUBJECTS</u>
Alcira	Plagues of the Field
Alfaro	Vegetable Conserves
Alcañiz	Olive oil making (?)
Archidona	Agricultural Machinery
Balaguer	Fruit Growing
Cangas de Onis	Milk Industries
Carmona	Olive Oil Making (?)
Jumilla	Enology
Medina del Campo	Agricultural Machinery
Peñaranda de Bracamonte	Irrigation
Telde	Tropical Vegetation
Valls	Aviculture
Villanueva de la Serena	Fruit Growing
Villarrobledo	Enology

Industrial and Mining Branch :

<u>Centres</u>	<u>Subjects</u>
Benicarló	Grinding Machinery
Elche	Grinding Machinery
Gandía	Automobile Mechanics and Electricity
Sabadel	Electronics
Tarazona.	Grinding Machinery
Villagarcía de Arosa.	Grinding Machinery

Maritime and Fishing Branch :

Centres

Santoña Conserve and refrigeration.

Administrative Branch :

Madrid Superior Administrative
Vocational Baccalaureate

Madrid. Tourism

Lastly, the non-official Centres, in which the Superior Vocational Baccalaureate with its different trades is offered, are 44.

In order to found these Centres, we must stand by "The Official Programme of the Needs for Vocational Construction". The Law also establishes the rules to be followed by the Municipalities, Public Institutions, or Official Organizations which wish to found Professional and Secondary Education Centres in their community. This public organization will have to offer the lot on which the Centre will be built, pay one third of the total cost and, if the Vocational Institute is of the Agricultural and Cattle-breeding type, they will offer a field, of the size of 3 Ha. for field practice. Lastly, the construction of 34 new Centres of Professional and Secondary Education will be financed by the Economic Development Plan, which will be launched shortly.

PROFESSIONAL AND SECONDARY EDUCATION STUDENTS.

The students registered in Vocational Institutes during the 1962-63 academic year were the following :

OFFICIAL CENTRES

Elementary Vocational Baccalaureate.

Agricultural and Cattle-breeding Branch	9,547	
Industrial and Mining Branch	5,198	
Maritime and Fishing Branch	1,022	
Female Section of the Centres	401	
Administrative Branch	1,054	
	<u>17,222</u>	17,222

NON-OFFICIAL CENTRES

Agricultural and Cattle-breeding Branch	1,546	
Industrial and Mining Branch	867	
Maritime and Fishing Branch	00	
Administrative Branch	9,013	
	<u>11,426</u>	

To these we must add the Vocational University Students

Vocational Universities	281	
	<u>11,707</u>	11,707

OFFICIAL CENTRES

Superior Vocational Baccalaureate

Agricultural and Cattle-breeding Branch	309	
Industrial and Mining Branch	124	
Maritime and Fishing Branch	48	
Administrative Branch	224	
	<u>705</u>	705

NON-OFFICIAL CENTRES

Agricultural and Cattle Breeding Branch	33	
Industrial and Mining Branch	152	
Maritime and Fishing	0	
Administrative	677	
	<u>862</u>	

To these we must add the Vocational University Students

Vocational Universities	281	
	<u>1,143</u>	1,143

TOTAL ELEMENTARY VOCATIONAL BACCALAUREATE	28,929	
TOTAL SUPERIOR VOCATIONAL BACCALAUREATE	<u>1,567</u>	

TOTAL STUDENTS	<u>30,496</u>	
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The number of students attending Schools of Professional and Secondary Education, even if ever increasing, is not so large as it should be if we compare it with the number of students attending the General Baccalaureate or Industrial Vocational Training Schools. The reasons are perhaps the following :

- 1) the relative newness of this type of education.
- 2) Only a small number of Centres offer the Superior Vocational Baccalaureate. Of the 95 Official Centres of this level, only 23 offer the Superior Baccalaureate.
- 3) The geographical location of the Vocational Institutes which, in accordance with the Law (Ley de Bases) of Professional and Secondary Education, are located in scarcely inhabited zones.

It is to be hoped, however, that this education will be shortly accepted in the Spanish community and that it will have the success it deserves since one of the major sources of handicap has already disappeared compared with the general secondary education. This had been the access to the University or Special Schools, resolved by the Law dated March 3rd, 1963, which establishes the following :

- 1) The students who, having passed the courses of the Superior Vocational Baccalaureate of the agricultural and Cattle-breeding, Industrial and Mining, or Maritime and Fishing Branches wish to enter the Faculties of Science, Pharmacy, Medicine, Veterinary Science, or Special Superior Schools, will have to pass a maturity test, similar to the pre-university one. This has already been established by an Order dated April 24th, 1963.
- 2) The students who have finished successfully the Superior Vocational Baccalaureate of any Branch and who wish to further their education in the Faculties of Philosophy and Letters, Political and Commercial Science and Economics may do so by taking the pre-university course and pass the corresponding examination.

On the other hand, it must be pointed out that this education, if compared with Industrial Vocational Training or the General Baccalaureate, is not stagnant, condemning the student to continue until graduation, but, on the contrary, allows him to go from a school to another, as established by the Decree dated May 4th, 1960.

What is logically impossible to allow is the passing from the F.P.I. Vocational Baccalaureate or the Industrial Management Schools to the General Superior Baccalaureate.

PROFESSIONAL AND SECONDARY EDUCATION TEACHING STAFF.

The Law regulating Professional and Secondary Education establishes that the professors teaching in these Centres will have to be : in Science and Letters, graduates of the respective Faculties; in technical subjects, either graduates of the remaining Faculties or proceeding from Special or Technical Schools or from other Special Centres.

The Professor of Religion will be proposed by the Bishop of the Diocese and nominated by the Ministry of Education. The professional practices and the teaching of languages and drafting will be carried out by graduates or by adequate substitutes.

According to the Law (Ley de Bases) the following category of professorship has been established (this hierarchy does not appear in the original law) :

- a) Full professors
- b) Special Professors
- c) Associate Professor
- d) Workshop Directors
- e) Assistant Professors.

The selection of Full and Special Professors will be made through a competition for the position. In order to reach the position of "numerario" and of Public Official, it will be necessary to pass a competition with requirements and conditions fixed by the General Directorate of Vocational Education.

As to the competition, the Professors having obtained the position through it, will fill it for a period of five years at the end of which, in order to be re-nominated, they will have to pass a monographic examination and a methodological report on any aspect of their subject. The Professors of Vocational Education proceeding from the competition and the extension of the first five years, may become "Numerarios" Professors passing the afore-mentioned competition.

The Law also provides for the definite minimum teaching staff for each centre which, according to the Law, dated July 16th, 1949, has been established for the Centres of Professional and Secondary Education on the basis of a school with 400 students. The distribution of the Teaching Staff is as follows :

- a) Elementary Vocational Baccalaureate
 - 8 Full Professors
 - 3 Special Professors
 - 4 Associate Professors
 - 2 Workshop Directors
 - 1 Field Foreman or 1 Forging Assistant.

b) Superior Vocational Baccalaureate

Besides the above Professors, the Faculty consists of :

- 1 Full Professor
- 2 Special Professors
- 3 Associate Professors and 1 Assistant Professor.

The Professors teaching in these centres must possess the adequate degrees. In order to give the Mathematic Course, for example, the Full Professor and the Associate Professor must be doctors or science graduates. For the Natural Science Course in the Institutes of the Industrial and Mining Branch, the Full Professor must be doctor, science graduate, or Industrial Mining Engineer. And, the Full Professor of the Special Courses in the Centre of the Maritime and Fishing Branch must be a Naval Engineer, an Army General, a captain of the Merchant Marine, a Doctor of Science Graduate.

The present number of Professors in the Official Centres and of all the Branches is approximately 1,627, since during the 1962-63 course this number did not vary from the previous year.

The distribution of the Teaching Staff was the following:

Full professors	724
Special Professors	311
Associate Professors	378
Workshop Directors	189
Workshop Assistants	19
	<u>1,627</u>

In Industrial Vocational Training, one of the fundamental problems which the development and the perfectioning of the Centres raises to the General Directorate of Vocational Education, is the difficulty of obtaining the sufficient number of Professors to satisfy the needs of these centres and consequently makes it impossible to require high level of training from the Professors, since the main objective is to fill all the vacancies. The technical level of the Professors must be raised in order to achieve the other goals as set forth by the Law and which are to be examined.

TRAINING OF THE VOCATIONAL TEACHING STAFF

This programme, established by the Decree dated March 4th, 1952, has as its main goal the technical and pedagogical perfectioning of the teaching staff. All its activities have been designed to carry out this objective, which is two-fold :

- a) Advisory Mission before the General Directorate of Vocational Education.

- b) Informative, instructive and tutelary mission before the Teaching Staff of the Vocational Institutes and of the Industrial Vocational Training Centres.

The first of these missions is constituted mainly by a constant activity, preparation of new trades in vocational education, revision of the already established ones, experimental courses, preparation of tests and questionnaires for the competition, judging the questionnaires for the prolongation of the five-year term, etc.

The second mission reaches its objective through qualification and perfectioning courses, since there exists a continuous relation between the Teaching Staff of the Centres and the Programme, through its offices and facilities. There exists a Professor-Advisor for each of the courses of the Vocational Baccalaureate and presently the inclusion of Counselling to the regular subjects is being studied. As to the Facilities, they have been designed as technical and administrative instruments through which the Programme develops its activities. Presently, the following facilities are available : Library, Publication, Television and Wireless.

SCHOLARSHIP

With the goal to develop what is stated in the 9th Declaration of the Principles of the National Movement "which states that every Spaniard has the right to..... a general and professional education, education which will never be denied because of lack of material means." The Law dated July 21st, 1960, creator of the "National Funds for the social application of the tax and of the savings" and whose first heading established "the National Fund for the Principle of Equal opportunities" to which the present Income Tax is destined, has as its end the division of the economic means in such a way that all the Spaniards, without any discrimination or class distinction will have the opportunity to receive vocational Training and any level of education, so that they may occupy their places in the society to serve the nation and the country.

A) <u>Scholarships for Introductory Studies</u>	
1) Scholarships for any students who are entering any Vocational Baccalaureate Centre	26,075,000
2) Scholarships for Professional Introduction Students	36,000,000
3) Scholarships for First Year students of Industrial Foreman Training	<u>47,833,000</u>
Total	109,908,000
=====	

B)	<u>Scholarships to continue the Studies</u>	
1)	Scholarships for Elementary Vocational Baccalaureate and Transformation Course Students	70,698,000
2)	Scholarships for Superior Vocational Baccalaureate Students	9,690,000
3)	Scholarships for second-year Professional Introduction Students	24,685,000
4)	Scholarship for Industrial Foreman Training Students	141,784,000
5)	Scholarships for Industrial Management Students	<u>45,450,000</u>
	TOTAL	<u>292,307,000</u>

The General Directorate of Vocational Education has available, then, between scholarship to begin and scholarship to continue the studies the sum of 402,215,000 ptas. for the 1963-64 academic year.

Besides these specific amounts for scholarships, in the Investment Plan for complementary aids, there are available 70,000,000 ptas to be distributed among the various types of education. Among these aids we find aids to buy books, aids to physical sustenance, aids to extra-peninsular students, etc.

Lastly, there are established various types of scholarships whose amount goes from 1,500 ptas. to 22,500 ptas. These scholarships vary according to the types of education, financial situation of the applicants, marks, etc. These items and, consequently, the amount of the scholarship is set by the Provincial Delegation of the Commissariat for Scholastic Protection.

Madrid, October 15th, 1963

MINISTRY OF LABOUR
GENERAL DIRECTORATE FOR SOCIAL AD-
VANCEMENT
- - - - -

PROMOTIONAL VOCATIONAL TRAINING

By the simple perusal of the body of laws which have regulated or regulate Technical and Vocational Training in Spain -

1) Law of the conditions of Public Instruction of 17-VII-1857, of that which extirpates the law of 9:IX of the same year, which shaped the Technical Schools of Architecture, Civil Engineering, Excavation Engineering, Mountains, Agronomy and Industrial Engineering.

2) The statute of 1910 which regulates the function of Schools of Arts and Offices and Industrial Schools.

3) The statute of 1924 which organizes Technical Education in its totality.

4) The Statute of 21:XII:1928, with three methods of education for Vocational Training.

5) The Jurisdiction of Labour, of 9:III:1938, to-day the Fundamental Constitutional Law which indicates the need for the Vocational Education of the worker.

6) The Law of 20:VII:1955, which to-day regulates Vocational Training.

7) The Law of 19:VII:1949, regulating the Occupational Institutes.

8) Law 40/1959, creator of the Occupational Universities.

9) Law 45/1960, Heading III, creator of the National Fund for Work Insurance, and

10) The Decree of 9:XI:62, which creates the General Directorate for Social Advancement within the Ministry of Labour, One will doubtless arrive at the conclusion that, under excessive strain, it has succeeded in :

Attending to vocational orientation and selection.

Transmitting to the pupils the necessary knowledge of technics and the appropriate skills for the formation of a Journeyman, Industrial Craftsman, etc.

Endeavouring that they may acquire the cultural acervation and human outlook which are necessary in the exercise of their profession.

Forming men to serve the nation, and

Being a channel for social advancement as means and instrument for integral, human formation.

For us, then, Vocational Training is not simply an action which tends to qualify specialist workers, but something which also endeavours impart to them the intellectual equipment and power which help them to better cope with the cultural and general necessities in their lives. It is the only way for the social advancement of man, this being understood as a social exigency arising from society and from man himself and with which both may achieve a better reality in the order within which they move.

If Vocational Training is for us the open front of social advancement, it becomes evident that the Organ created by the Spanish Administration, by the General Directorate for Social Advancement, has had to study :

First. - The present existence of Vocational Training in Spain as practised by the various organizations and Institutes, whatever their dependence may be (state, syndical, religious or private), in relation with which it has attempted :

To obtain precise data referent to the knowledge of State Centre, Syndicate, Churches or private foundations dedicated to this education, through knowing :

Their distribution throughout the national territory.

The capacity for the admission of pupils of each one.
The number of matriculated pupils.

The result corresponds to annex I (course 1961/62), 2, and 3 (course 1962/63).

Second : The needs of this Vocational Training, creating new centres, to which effect it has completely terminated a General Plan for Vocational Training and is now ready to inaugurate Experimental Pilot Centres in :

Mondragon and Eibar, in Guipuzcoa
Gimadevilla, in Gijon
Tajamar, in Madrid, amongst others.

These experimental Centres claim to give education of a particular nature according to its end, addressee, place, form or system of lending not standardised in the actual scheme of Vocational Training.

Third. - To put the Occupational Universities to maximum use.

GENERAL CONSIDERATIONS ON THE FUNCTION AND MISSION OF OCCUPATIONAL UNIVERSITIES

Basic principles of Occupational Universities. -

The Law of May 11th, 1959, on Occupational Universities, in Article 1, says :

"The Occupational Universities are teaching institutions whose mission it is to capacitate the Spanish Worker vocationally and technically and to raise his total cultural and human outlook to make it possible for him to occupy any social position whatsoever".

There are three fundamental ideas in the cited article, which must be underlined :

1) The Occupational University is a teaching institute with the function of capacitating its pupils vocationally, socially, and technically. The function of the University is therefore, Education.

2) The subject of this function of the Occupational University is the Spanish worker.

3) Such education has as an end, to make it possible for the workers to accede to a social position whatsoever: that is, the Occupational University acts as an instrument of Social advancement.

Each one of these three aspects requires special consideration. -

Aims of the Occupational University. -

The aim of the Occupational University remains therefore, perfectly defined, its function being distinguished from its mission. The function of the Occupational University is Education. Its mission is Social advancement.

That which is specific about Occupational Universities is their mission. Their function is determined precisely in terms of social advancement. Only thus may we define those institutions which, through their teaching, in many aspects cannot be differentiated from any other centre of education.

It is a mistake to seek the specific of Occupational Universities in imparting exclusively a distinct and original education which is not imported by any other centre. From this confusion was born an objection, which is often repeated : Why do we need Occupational Universities if they are only going to teach what is already taught in other Centres of Education ?

... is the Spanish worker.

... to make it possible for the worker to accede to a social position whatsoever: that is, the Occupational University acts as an instrument of Social advancement.

... requires special consi-

The "why" of this educational function of the Occupational University is particularised precisely because it is an instrument of social advancement. The exact significance of this distinction will be seen later.

Function of the Occupational University : universality of Education.

The function of the Occupational University may be characterised by this expression : Universality of Education.

All types of education have a possible place in the Occupational University and have it only so far as they are necessary for authentic social advancement by means of Vocational Training.

This universality of education as a function of the Occupational University is clearly satisfied by articles 6 and 8 of the Law for Occupational Universities. In the light of the cited articles, this universality of education may be defined as a function of the University in the following points :

A) That the Occupational University shall enjoy, in academic effects, through the accomplishment of the corresponding requisites, the position and benefits which are conceded to those non-state centres of education, which are recognized by the State through legislation.

The State recognition of any teaching situation in non-state Centres of Education is, through the cited precept, automatically conceded to the Occupational Universities.

B) That the Occupational University education should be, as determined in article 46 of the Law dated 20th July 1955, by virtue of which, the Occupational Universities become constituted as advanced centres of Vocational Training, within the following schema.

- a) School for pre-apprentices
- b) Apprentice School
- c) School for industrial experts
- d) Occupational Institute
- e) Courses for Social Capacitation
- f) Specialization and Improvement Courses.

Their legal recognition is automatic, that is, from the instant in which they are created with possessing the minimum legal conditions as determined by the cited Law of Industrial Vocational Training, dated 20th July 1955, having that which is prepared in the ultimate paragraph of Article 27, in relation with the 6th, of the previously cited Law concerning Occupational Universities.

C) That they should equally concern themselves with intermediate Technical Education (skills), that is :

Tool-making
Aeronautics
Agriculture
Industry
Mining and Minerometalurgic structures
Mountains
Ship-building
Public Works
Telecommunication
Topography

The studies will have to be recognized by means of a Decree issued by the Ministry of National Education, as far as they should comply with the conditions laid down by article 16 of the Law concerning Technical Education, dated 20th July 1957, that is, conditions which are analogous with those applied to Official Technical Schools.

The recognition of this education will be subject to the dictated regulations concerning the recognition and validity of titles, according to the principle that any teaching situation recognized by the State as existing in in a non-state Centre of Education, will be equally recognized in an Occupational University (Article 6 of the Law concerning Occupational Universities).

D) It being likewise understood that the Higher Education, Faculties and Technical Schools have the legal dispositions with regulate them, in accordance with article 8 of the Law concerning Occupational Universities and that of the 20th July 1957 concerning Technical Education and in accordance with the legal ruling for the recognition of validity of non-state Centres of Education.

E) Be it understood in a particular way, the courses in improvement of Vocational Readaptation whether they take the form of a normal system or of an accelerated method for adult workers or of recoverable invalids.

F) Training courses for post graduates.

G) Any sort of new education established by Government Decree, as long as it produces some of those circumstances:

- 1) Modification of the legal rulings treated posteriorly by the Law of Occupational Universities.
- 2) With respect to the development of the said Occupational Universities.
- 3) To investigate the national requirements for technicians and qualified workers.
- 4) Concerning progress in the action and plans of the same Occupational University.

In the light of these functions, clearly determined in articles 6 and 8 of the Law concerning Occupational Universities, the universality of education of these can be clearly deduced.

This is the first characteristic of Occupational Universities, teaching institutes which have universality of education, since they hope to extend every possibility to the workers. This universality, set up as a benefit of the social advancement of the workers, is that which gives meaning to the expression or name of "Occupational University".

The gradual realization of this complex of teaching functions depends entirely on the efficacy of the Education to be established, on the actual possibilities of the said establishment, and on the indicated need for the proper task of the University in relation to that which defines this function, that is, social advancement.

The task of social advancement-

The task of the Occupational University is Social Advancement.

The object of this task is, fundamentally, the removal of social and economic barriers and limitations from studying. The Occupational Universities do not pretend to establish Education of a specialized nature alone for workers, but also that they, conditioned solely by capacity and merit should be able to accede to all spheres of education, as an indispensable means for a possible admission to superior posts in the Society, that is, definitively, as a fundamental instrument of social advancement.

The limiting of the possibilities of higher education, in the liberal, capitalistic society, to those classes with economic means, with social and psychological ambient favourable to study, and with social influence or pressure to predetermine the election in their favour, used to close the distinct classes of education to the worker or defenceless masses of our nation. Although this has been to a great degree overcome today. The Occupational Universities consider all spheres of education as a possibility of their function precisely to make feasible, through authentic social advancement, education for all those Spaniards capable of it, independent of their socio-economic position. To do this, the Occupational University, as far as its task is concerned, uses three instruments.

- 1) The creation of the social and psychological ambient appropriate to study.
- 2) The grant for social advancement.
- 3) Positive, integral selection.

The creation of the ambient.

The creation of the socio-psychological ambient appropriate to study will be carried out through the proper climate of the Occupational University. It is a truth both psychological and sociological that the possibility of studying is conditioned, not only by socio-economic factors, but, above all, by surrounding

conditions. It is not enough to give financial aid to the sons of these families most in need; the start must be made with the creation of the ambient appropriate to the development of their abilities and the routine necessary for its execution.

In the upper and middle classes, in the classic tableau of education, the domestic ambient determines the conditions of study. When the family already professes liberalism, when the language ambient and dialogue between father and son foment this ambient, when the family already has a pre-disposition towards higher education, this is made so much easier.

The true limit imposed by need and poverty is, then, the lack of all this, not only the lack of the economic means. The atmosphere of the Occupational University is the fundamental condition of social advancement, when an attempt is made to extend educational facilities to children and youth from families which, because of their social position, lack the elementary ambient which makes study possible.

The total development of the capacities of the student needs, not only the possibility to execute them, but also the necessary habits for this execution, habits which are fundamentally educational, formative, that is, ambient.

The internee has, in centres for social development, the fundamental task of creating this ambient which, for obvious reasons, does not exist in those families most in need of it.

The grant for social advancement.

Is that which embraces all economic necessities, that is, that it should not constitute simply an aid, but should give the students all the necessary means so that he need not weigh economically on families which are totally unable to make contributions of any kind. Further, that which extends the proper ambient for learning to the student, who, because of his given background, is in no position to enjoy.

It consists, then, of an integral and complete grant, in contrast with the value of the aids established in classical education.

A grant which is simply an aid can only be used as a complement by those who already enjoy a specific economic and social position. An authentic grant for advancement must, then, be a grant which affords the student all that which is necessary.

Positive integral selection.

This is also a function of the Occupational Universities and we wish thus to express the fact that a selection which simply affords particular advancement to those capable of it, is not a true selection for social advancement. A differentiation again becomes established with respect to a purely concrete and specific capacity, denying all the other possible abilities.

An authentic positive and integral selection is one which considers each case according to the true capacity of the student and which prepares him on the strength of his actual aptitude.

Only the most capable can accede to the faculties and the Superior Technical Schools. Only those who have a determined capacity can become skilled workers, experts, etc.

But it must also be affirmed that each Spaniard must have at least the preparation for a profession or office, and that in this profession or office, however small or humble it may be, he should have sufficient preparation for it.

The true task of a selection is to determine in each case, what each is worth. The Occupational Universities, through their own influence or that of Centres of Education coordinated with them, want to give to each, according to his capabilities, an adequate preparation.

From this can be taken the profound significance that the Occupational University has as a specific function the readaptation of those made invalid by accidents. It is a case, therefore, of establishing the education adequate to each case.

Scholastic Universality of the Occupational University.

The second fundamental point which we underlined at the beginning of these considerations, in relation with Article 1 of the Law concerning Occupational Universities, was that the subject of the educative function of the Occupational University is the Spanish worker. The Occupational University unites, by the Universality of the education, an analogue character of universality in its scholastic groundwork.

The general principle is that established in Article 1: the Spanish worker, that is, the University is established as a teaching institution for all the workers.

Now, because of the part played by the institutions of obligatory, social prevision in the constitution and creation of Occupational Universities, article 10 establishes the following provision :

1) They shall have the right of accession, according to the grade and conditions indicated in each case, the familiars of those Spanish workers grouped in the cited institutions, as much as they contribute to their creation and support in the proportion determined by the Ministry of Labour, according to the quota of students who correspond to the said institutions, determined by regulations.

2) All those workers having a pension established by the Institutions of free, social prevision, Municipal Government, Committees, Sindical Organizations and, in general, any institution or organization within the conditions determined by the Ministry of Labour.

3) Free admission, the payment of corresponding duties being understood.

In the light of what has just been said, it is indubitable that the institutions of obligatory social prevision have a special duty, by reason of their function and patronage, towards encompassing this scholastic sphere. But this duty defines a primacy, not an exclusiveness, and this primacy is determined exclusively by reason of the economic participation in the existence and functioning of the Universities.

Independent of the economic and financial problem which this contribution of the Mutualities carries with it, and which will be considered later, it is necessary to emphasize another aspect of the problem, referent to the necessity that Universality in the scholastic sphere of the Occupational University be a fact, and that, without prejudicing the exact knowledge of the duties of the aforementioned institutions, the position with respect to the scholastic sphere must be clarified from the essential point of view of the task of the Occupational Universities; since the Occupational University can only accomplish its ends if it has a clear conception of social advancement.

The National Fund for Work Insurance has an especial charge of social advancement and the State cannot pursue apart the economic burdens of the Occupational Universities.

Fourth. - The technical and professional education of adults using systems of urgent realization, that is, searching for the Intensive Vocational Training (Formacion Intensiva Profesional).

What is I.V.T. (F.I.O.) ?

An immediate social preoccupation, the training of unqualified adults, or the perfecting of these, should they already be qualified.

Need

In our country there are men and women of working age - 18 years - capable of working and willing to do so, but lacking the minimum level of knowledge to apply themselves to a job useful both to themselves and to the community.

On the other hand, the active population is expected to reach 12:4 millions by 1970. This necessitates the creation of a total of 1,132,000 jobs by 1975 at the rate of 113,000 per annum, as well as making some 600,000 people in agricultural employment capable of being incorporated into industry or the civil service.

To whom is it directed ?

To workers of both sexes, over 18 years old, being unemployed, labouring, potentially unemployed, sub-employed, included in migratory movements or who may be potentially affected by them.

G r a n t s

May be bestowed in two classes

a) To pay the cost of assistance at training or improvement courses which may permit the workers to increase their knowledge and enable them to find a better or more remunerative employment.

b) To pay the cost of assistance at courses of Intensive Vocational Training which would proceed to qualify the labourer or to transform him should it be necessary, from one occupation to another with better perspectives or which may be imposed by the necessities of the national economy.

The both refer to courses having the following characteristics :

Scholars. - Men and women having attained the age of 18.

Methodology. - Intensive or accelerated.

Duration. - Not more than six months.

Modules. - Formed by the total cost of the Courses organized.

Daily wage as encouragement for the pupils.

Family bonus.

Food.

Accident and Work Insurance.

Waste of consumable materials, energy, amortization of machinery, etc.

Fees for directive and teaching personnel.

Transport

Divided by the number of grant holders attending the same.

Amount. - No grant may exceed 30,000 pesetas.

Pedagogic techniques. - The achievements of the Swiss professor Carrad adapted to Spanish needs.

Those of the American T.W.I. which correspond in Spain to the Dutch A.M.E. and R.B.D., all based on the principle of rational and ordered education by breaking the work down into phases and key points.

Results. Schedule 5.

Projects.

Totally completed meets that of the National Centre of F.I.P. monitors, which will be established as a section of the School for the Social Capacitation of Workers, with the double task of :

- 1) preparing the teachers of these courses in F.I.P. techniques.
- 2) Regulating and planning the education with character of minimum exigence.

Fifth. - As the promoting organ of the National Association for Work Insurance has recently convoked the first national competition for the granting of aids to employed workers who wish to become self-employed, Schedule 6.

Sixth. - Equally, as the promoting organ of the National Association for Work Insurance has composed the project for Managerial Training Centres for workers with the following exigencies.

Individuality

Possessing movable or immovable goods, adequate for the life and support of the teaching establishment and the exercise of the teaching functions as proposed, such as : Lecture Halls, functional hall, Audiovisual means, and didactic instruments in general, etc.

Counting on sufficient teaching personnel being qualified, titled, for the type of curriculum which composes the education.

- - - - -

Up to now, two types of vocational training have been principally dealt with : classical personal training, carried out by the Ministry of National Education, Syndical organizations, Church Secretariat for Vocational Training or private institutions, and accelerated Vocational Training which falls under the especial auspices of the Syndical Organization, and the F.I.P. under the command of the National Fund for Work Insurance.

These types of training also appertain to the Ministry of Labour, either imparting the afore-mentioned education through its centres, or by the promotion and fomentation through the National Fund for Work Insurance.

Over and above the afore-mentioned types of training, there exists a third which has not yet been considered. It is that which could be called "Promotional Vocational Training", not with the eagerness to create a new name, but to signify a new and special task. It is the most direct method appertaining to the Ministry of Labour in a National Plan for Vocational Training, which is that which at the present moment corresponds directly to the General Directorate of Social Advancement.

MINISTRY OF LABOUR

General Directorate of Employment

Labour Orientation Service

Section for Professional Orientation
of Workers and Firms

NATIONAL RESUMEE OF TRADES AND MODALITIES
OF INDUSTRIAL VOCATIONAL TRAINING AND
PROFESSIONAL AND SECONDARY EDUCATION

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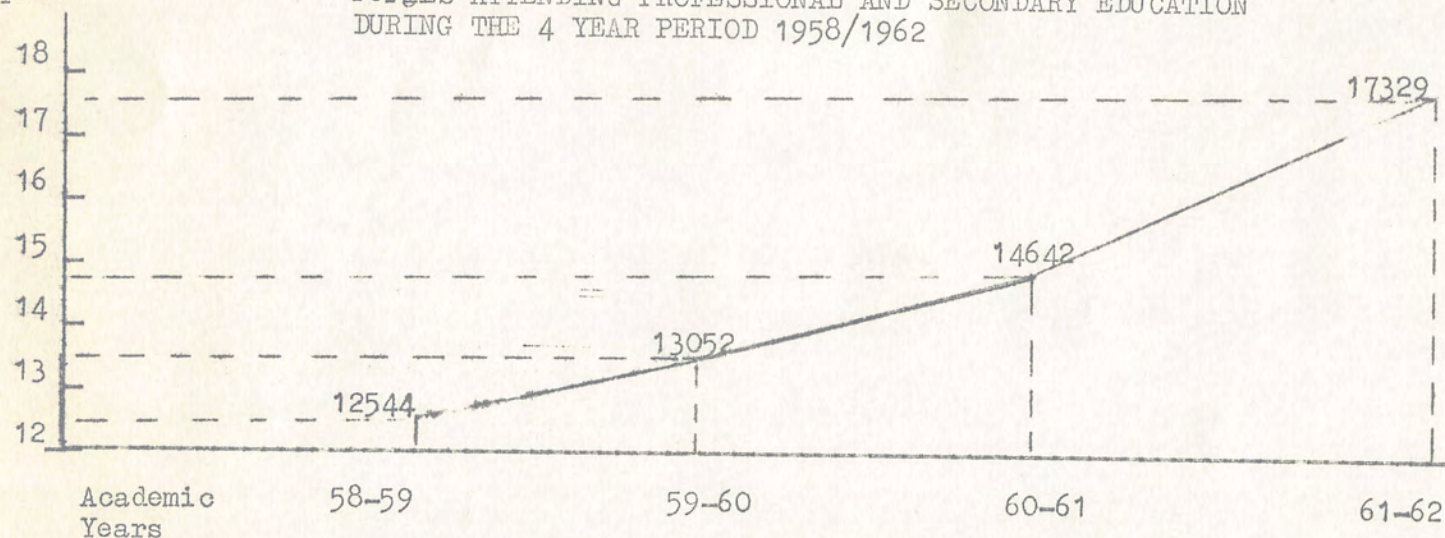
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ACADEMIC YEAR 1.961 - 1.962

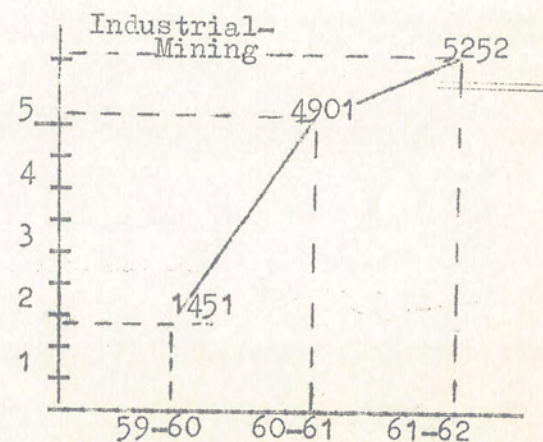
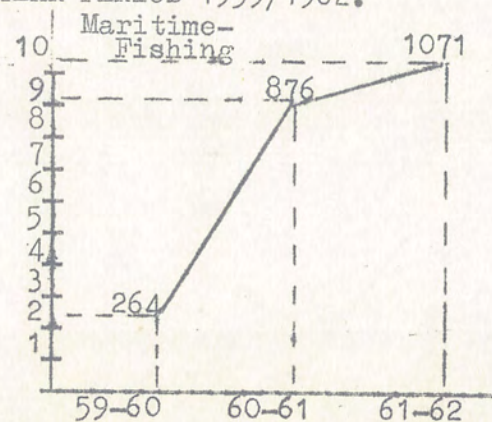
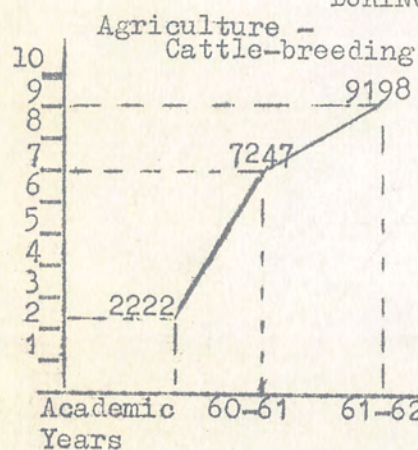
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Thousands of
Pupils:

PUPILS ATTENDING PROFESSIONAL AND SECONDARY EDUCATION
DURING THE 4 YEAR PERIOD 1958/1962

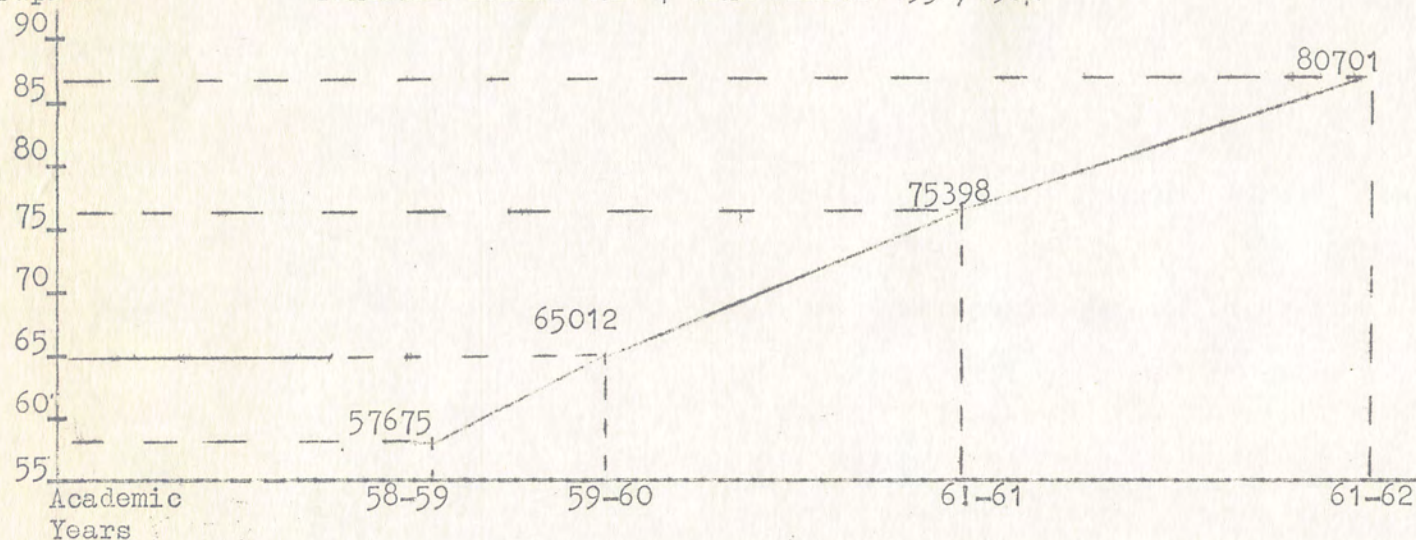


MODALITIES OF PROFESSIONAL AND SECONDARY EDUCATION
DURING THE 3 YEAR PERIOD 1959/1962.



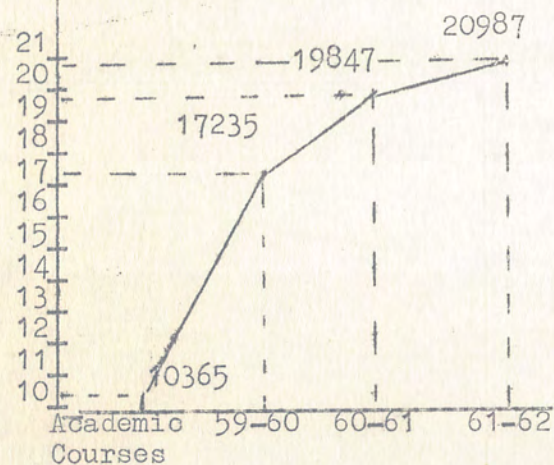
Thousands of
Pupils

PUPILS ATTENDING COURSES OF INDUSTRIAL VOCATIONAL
TRAINING DURING THE 4 YEAR PERIOD 1958/1962

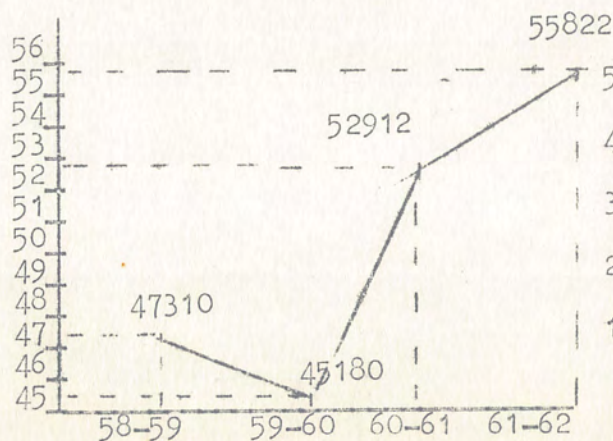


LEVEL OF INDUSTRIAL VOCATIONAL TRAINING DURING THE 4 YEAR PERIOD 1958/62

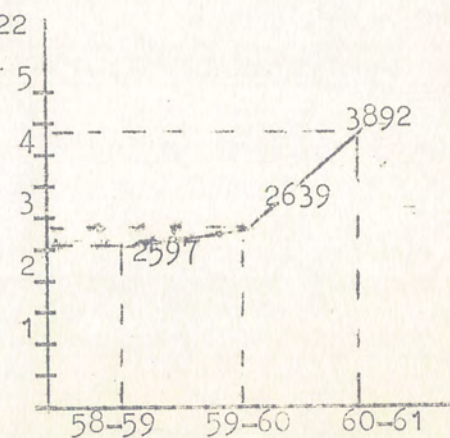
INITIATION



APPRENTICESHIP



MANAGEMENT



TRADES INDUSTRIAL VOCATIONAL TRAINING	Total per Department			1st year			2nd year			3rd year			4th year		
	Re- sister ed	Capab.	No. of Centr.	Regist.	Capab.	No. Centr.	Regist.	Capab.	No. Centr.	Regist.	Capab.	No. Centr.	Regist.	Capab.	No. Centr.
General Department	5127	6564	81	5127	6564	81									
METAL DEPARTMENT	26178	40283	306	11696	13909	249	8254	13946	290	6136	12336	237	92	92	4
General	11696	13909	249	11696	13909	249									
Fitting	2432	5953	173				1391	3172	160	1030	2770	153	11	11	1
Assembling & Fitting	22	22	1				10	10	1	12	12	1			
Fitting & Diecasting	2478	5381	121				1435	2837	116	1033	2534	114	10	10	1
Diecasting	11	76	6				4	28	4	7	48	5			
Milling	1357	2405	174				784	1278	167	563	1117	159	10	10	1
Milling-Turning	129	143	9				70	63	8	47	68	7	12	12	1
Panel beating	227	471	35				116	234	31	110	236	28	1	1	1
Industrial Forging	342	1186	81				229	662	80	113	524	68			
Panel beating - Forging	443	839	25				254	451	24	189	388	23			
Mould Making	109	421	34				54	183	26	53	236	31	2	2	3
Gas welding	162	358	39				95	194	34	67	165	29			
Arc welding	123	294	44				72	156	28	51	138	36			
Turning	6068	7806	269				3494	4166	261	2566	3632	254	8	8	1
Sheet Metal work	269	441	32				86	208	28	147	197	23	36	36	1

TRADES INDUSTRIAL VOCATIONAL TRAINING	Total per Department			1st year				2nd year				3rd year				4th year			
	Regis	Capab	No. Cent.	Regis	Capab	No.	Cent.	Regis	Capab	No.	Cent.	Regis	Capab	No.	Cent.	Regis	Capab.	No	Cent.
Assembly mechanic	2	7	4					2	3	1									
Rectifying	6	7	4					2	2	1		4	5	3					
Horology	13	70	2					10	35	2		3	35	2					
Mechanical Drawing	13	13	1									13	13	1					
Level Smithying	15	15	1					15	15	1									
Prefabricated Fitting	6	20	1					5	10	1									
Copper working	3	10	1					3	10	1									
Metallurgics	46	50	1					22	50	1		24	25	1					
Damaskeen	10	20	1					6	10	1		4	10	1					
Inspection	1	2	1					1	2	1									
Adjusting	7	7	1									7	7	1					
Metrology	5	5	1					2	2	1		3	3	1					
Rotation Cutting	1	12	1					-	12	1									
Met. Organization	9	9	1									9	9	1					

TRADES INDUSTRIAL VOCATIONAL TRAINING	Total per Department			1st year			2nd year			3rd year			4th year		
	Regist.	Capab.	No. Centr.	Regist.	Capab.	No. Centr.	Regist.	Capab.	No. Centr.	Regist.	Capab.	No. Centr.	Regist.	Capab.	No. Centr.
ELECTRICITY BRANCH	10229	15693	209	4725	5578	162	3376	5569	180	2115	4533	183	13	13	1
General	4725	4478	162	4725	5578	162									
Coil work	2153	3575	148				1299	1952	141	854	1623	137			
Assembly and wiring	2306	5019	181				1425	2784	163	881	2235	163			
Assembly mechanics	55	120	10				12	54	6	31	54	6	12	12	1
Radio technician	961	1332	52				631	750	49	330	582	50			
Electricians	29	29	4				9	9	3	19	19	4	1	1	1
Electric construction	-	40	1				-	20	1	-	20	1			
WOOD DEPARTMENT	2761	9008	193	1397	3236	150	844	3168	167	519	2603	158	1	1	1
General	1397	3236	150	1397	3236	150									
Carpentry	842	4029	157				526	2190	154	315	1838	132	1	1	1
Turning - pattern making	214	660	56				123	357	49	91	303	50			
Cabinet making	198	620	33				118	352	30	80	268	27			
Wood carving	61	385	12				44	208	12	17	177	10			
Level Carpentry	20	21	4				6	7	2	14	14	3			
Artistic Carpentry	25	51	1				25	51	1						
Joining	4	4	1				2	2	1	2	2	1			
Upholstering	-	2	1				-	1	1	-	1	1			

TRADES INDUSTRIAL VOCATIONAL TRAINING	Total Department			1st year				2nd year				3rd year				4th year			
	Regist	Capab	No. Centr.	Regist	Capab	No. Centr.		Regist	Capab	No. Centr.		Regist	Capab	No. Centr.		Regist	Capab	No. Centr.	
CONSTRUCTION DEPARTMENT	508	1494	32	237	567	19		156	491	26		115	436	23					
General	237	567	19	237	567	19													
Brick-laying	80	600	18					44	292	15		36	308	16					
Plumbing	21	15	5					12	14	4		9	11	3					
Quarrying and marble work	26	63	5					15	41	4		11	22	4					
Painting-decorating	72	113	4					41	59	4		31	54	4					
Plastering	53	92	5					31	62	5		22	30	4					
Ceramics	-	10	1					-	5	1		-	5	1					
Shuttering	7	12	1					7	12	1									
Machinery	12	12	1					6	6	1		6	6	1					
																Y			
CHEMICAL DEPARTMENT	761	1627	32	312	589	20		271	542	28		169	487	29		9	9	9	
General	312	589	20	312	589	20													
Chemicals	211	455	5					138	235	5		73	210	5					
Analysis	2	2	1									1	1	1		1	1	1	
Of fabrication	106	233	8					54	115	8		44	110	8		8	8	1	
Laboratory	130	358	17					79	192	16		51	166	16					

TRADES INDUSTRIAL VOCATIONAL TRAINING	Total Department			1st year			2nd year			3rd year			4th year		
	Regist.	Capab.	No. Centr.	Regist.	No. Centr.	Regist.	Capab.	No. Cent.	Regist.	Capab.	No. Cent.	Regist.	Capab.	No. Cent.	
TEXTILE DEPARTMENT	590	1423	21	289	460	15	199	537	21	102	426	15			
General	289	460	15	289	460	15									
Spinning	54	171	6				34	96	6	20	75	6			
Weaving	175	535	20				121	306	20	54	229	14			
Dyeing	38	133	6				26	70	6	12	63	6			
Preparation	14	64	3				10	35	3	4	29	3			
Weaving of the Point type	20	60	1				8	30	1	12	30	1			
LEATHER DEPARTMENT	278	405	13	85	104	7	133	169	11	55	127	12	5	5	1
General	85	104	7	85	104	7									
Preparation	57	81	6				37	39	3	15	37	6	5	5	1
Cutting	29	51	5				21	27	5	8	24	4			
Assembling	32	51	5				21	28	5	11	23	4			
Shoe-making	23	36	5				23	32	3	-	4	2			
Decoration	4	4	1				4	4	1						
Dressing	4	4	1				2	2	1	2	2	1			
Pattern making - Tanning	44	74	3				25	37	3	19	37	3			

TRADES INDUSTRIAL VOCATIONAL TRAINING	Total Department			1st year			2nd year			3rd year			4th year		
	Regist.	Capab.	No. Centr.	Regist.	Capab.	No. Centr.	Regist.	Capab.	No. Centr.	Regist.	Capab.	No. Centr.	Regist.	Capab.	No. Centr.
TAILORING DEPARTMENT	1196	2125	19	239	395	9	723	1396	18	201	301	13	33	33	1
General	239	395	9	239	395	9									
Tailoring	146	166	9				74	85	9	39	48	7	33	33	1
Dressmaking (male)	82	102	2				67	87	2	15	15	1			
Dressmaking (female)	174	235	5				99	120	5	75	115	5			
Embroidering	318	652	5				269	574	5	49	78	5			
Cut and preparation	191	500	1				191	500	1						
Shirt Making	46	75	1				23	30	1	23	45	1			
MACHINE DRAWING BRANCH	4001	5908	57	1190	1546	39	1774	2790	53	1025	1560	45	12	12	2
General	1190	1546	39	1190	1546	39									
Drawing	415	900	1				415	900	1						
Delineating	23	54	2				7	25	2	9	22	2	7	7	7
Constructional Drawing	463	770	16				280	456	15	183	314	14			
Industrial Drawing	1882	2595	46				1058	1390	42	819	1200	40	5	5	1
Casque Drawing	2	2	1							2	2	1			
Mechanical Drawing	4	4	1				2	2	1	2	2	1			
Electrical Drawing	1	1	1							1	1	1			
Tracing	21	36	4				12	17	4	9	19	4			

TRADES INDUSTRIAL VOCATIONAL TRAINING	Total Department			1st year			2nd year			3rd year			4th year		
	Regist.	Capab.	No. Centr.	Regist.	Capab.	No. Centr.	Regist.	Capab.	No. Centr.	Regist.	Capab.	No. Centr.	Regist.	Capab.	No. Centr.
GRAPHIC ARTS DEPARTMENT	844	1533	28	528	711	19	227	449	25	129	373	23			
General	528	711	19	528	711	19									
Type-setting	164	362	23				112	191	22	52	171	20			
Printing	26	103	12				15	55	10	11	48	10			
Printing Press Mechanic	49	77	13				30	46	11	19	31	9			
Book-binding	36	130	10				22	83	10	14	47	7			
Limotyping	31	57	7				17	27	5	14	30	7			
Photo-engraving	17	44	4				11	23	4	6	21	4			
Money transferring	1	1	1							1	1	1			
Planning	2	2	1				1	1	1	1	1	1			
Manual Comp.	6	6	1				3	3	1	3	3	1			
Monotyping	7	10	1				5	5	1	2	5	1			
?	7	10	1				4	5	1	3	5	1			
Tipografy	3	10	1				2	5	1	1	5	1			
Concave engraving	7	10	1				5	5	1	2	5	1			

TRADES INDUSTRIAL VOCATIONAL TRAINING	Total Department			1st year			2nd year			3rd year			4th year		
	Regist.	Capab.	No. Centr.	Regist.	Capab.	No. Centr.	Regist.	Capab.	No. Centr.	Regist.	Capab.	No. Centr.	Regist.	Capab.	No. Centr.
AUTOMOBILE BRANCH	793	814	10	308	236	6	281	309	10	202	267	8	2	2	2
General	308	236	6	308	236	6									
Automobile Driving	57	95	2				34	55	2	23	40	1			
Mechanics	314	359	6				177	185	6	137	174	4			
Electricians	96	96	4				64	56	4	32	40	3			
Injection pumps	4	4	1				1	1	1	1	1	1	2	2	1
Fitting	14	24	1				5	12	1	9	12	1			
ADMINISTRATIVE DEPARTMENT	906	1002	14	490	515	9	307	341	11	109	146	9			
General	490	515	9	490	515	9									
Administrative	151	194	5				123	140	5	28	54	3			
Commercial studies	18	27	1				10	15	1	8	12	1			
Administrative Assis- tants & Bookkeeping	95	93	2				69	60	2	26	33	2			
Accountancy	93	102	2				66	75	2	27	27	2			
Trading technicians	43	55	1				23	35	1	20	20	1			
Languages	16	16	1				16	16	1						

TRADES INDUSTRIAL VOCATIONAL TRAINING	Total Department			1st year			2nd year			3rd year			4th year			
	Regist.	Capab.	No. Centr.	Regist.	Capab.	No. Centr.	Regist.	Capab.	No. Centr.	Regist.	Capab.	No. Centr.	Regist.	Capab.	No. Centr.	
SERVICES AND HANDICRAFT DEPT.	881	2131	21	214	618	11	430	990	18	207	453	14	30	70	1	
Artistic Ceramics	41	228	4				28	192	4	13	36	2				
General	214	618	11													
Wicker Working	3	250	1				1	125	1	2	125	1				
Fan making	33	50	1				20	25	1	13	25	1				
Doll making	124	307	3				122	304	2	2	3	1				
Leather hammering	76	100	1				76	100	1							
Artistic enamelling	4	4	1				2	2	1	2	2	1				
Artistic drawing	2	25	1				3	13	1	2	12	1				
Gold and Silver work	3	20	1				3	20	1							
Bellows Manufacture	1	1	1				1	1	1							
Baking	1	4	1				-	2	1	1	2	1				
Cutting	3	5	1				3	5	1							
Hostelry	230	280	2				128	110	2	72	100	2	30	70	1	
Gentlemen's Hairdressing	2	4	1				-	2	1	2	2	1				
Artistic embroidery	22	22	1				16	16	1	6	6	1				
Music	55	55	1							55	55	1				
Singing and dancing	29	120	2				14	60	2	15	60	2				
Fine Arts	35	38	1				13	13	1	22	25	1				

TRADES INDUSTRIAL VOCATIONAL TRAINING	Total Department			1st year				2nd year				3rd year				4th year			
	Regist.	Capab.	No. Centr.	Regist.	Capab.	No. Centr.		Regist.	Capab.	No. Centr.		Regist.	Capab.	No. Centr.		Regist.	Capab.	No. Centr.	
AGRICULTURAL & CATTLE BREEDING	729	832	12	124	124	6		397	473	10		188	215	8		20	20		1
General	124	124	6	124	124	6													
Breeding foremen	25	25	1					25	25	1									
Agricultural foremen	134	175	5					101	125	5		33	50	2					
Forestry Foremen	43	50	1					22	25	1		21	25	1					
Mechanics Foremen	121	165	4					59	100	4		62	65	2					
Mechanic Agriculture	6	15	1					6	15	1									
Enology and Wine making	14	14	1					7	7	1		7	7	1					
Gardening	13	13	1					5	5	1		8	8	1					
Rabbit breeding	100	100	1					100	100	1									
Apiculture	68	70	1					36	35	1		32	35	1					
Labourer with Diploma	81	81	1					36	36	1		25	25	1		20	20		1

TRADES INDUSTRIAL VOCATIONAL TRAINING	Total per degree			1st year			2nd year		
	Regist.	Capab.	No. Centr.	Regist.	Capab.	No. Centr.	Regist.	Capab.	No. Centr.
INDUSTRIAL MANAGEMENT LEVEL	3892	6243	60	2537	3380	59	1355	2863	54
Metal department				1632	1902	53	884	1623	45
Electricity Dept.				602	953	38	339	840	33
Wood Department				53	136	12	30	116	10
Construction Dept.				20	28	2	6	18	2
Chemical Department				54	110	3	37	130	3
Textile Department				27	75	2	13	75	1
Tailoring Department				12	20	2			
Delineating Dept.				141	153	4	46	61	3

PROFESSIONAL AND SECONDARY EDUCATION	Total per Trade			1st year			2nd year		
	Regist.	Capab.	No. Centr.	Regist.	Capab.	No. Centr.	Regist.	Capab.	No. Centr.
SUPERIOR									
A.G. Agricultural Mechanics	99	139	2	75	72	2	24	61	2
Enology	56	50	1	34	30	1	22	20	1
Plagues of the Field	28	100	1	20	50	1	8	50	1
Vegetable conserves	20	40	1	13	20	1	7	20	1
Dairy industries	27	50	1	13	25	1	14	25	1
?	2	2	1				2	2	1
Refrigeration and Conservation Technician	40	80	1	31	40	1	9	40	1
Milling and Turning I.M.	27	100	1	19	50	1	8	50	1
Electronics	57	70	1	34	40	1	23	30	1
Automobile	40	60	1	33	30	1	7	30	1
Grinding Machinery	36	80	1	23	40	1	13	40	1
Administration	226	290	1	156	190	1	70	100	2

MINISTRY OF LABOUR

General Directorate of Employment

Labour Orientation Service

Section for Professional Orientation
of Workers and Firms

NATIONAL RESUME BY TRADES, OF INDUSTRIAL VOCATIONAL
TRAINING,

Pupils

Registered... 80.701

Total Data Capable 122.211

No. Centres 400

LEVEL OF INDUSTRIAL VOCATIONAL TRAINING	Total by levels			1st year			2nd year			3rd year			4th year		
	Regist.	Capab.	No. Centr.	Regist.	Capab.	No. Centr.	Regist.	Capab.	No. Centr.	Regist.	Capab.	No. Centr.	Regist.	Capab.	No. Centr.
Professional Intro- duction	20987	25125	234	10177	12214	207	10810	12912	204						
Apprentice Education	55822	90842	380	26961	35152	303	17372	31170	351	11272	24263	319	217	257	8
Industrial Management	3892	6243	60	2537	3370	59	1355	2873	54						

MINISTRY OF LABOUR

General Directorate of Employment

Labour Orientation Service

Section for Professional Orientation
of Workers and Firms

NATIONAL RESUMEE BY MODALITIES OF PROFESSIONAL
AND SECONDARY EDUCATION

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Pupils

Total Data : Registered : 17.329
Capable : 25.085
No. Centres: 98

TRADES PROFESSIONAL AND SECONDARY EDUCA- TION	Total by levels			1st year			2nd year			3rd year			4th year			5th year		
	Regist.	Capab.	No. Centr.	Regist.	Capab.	No. Centr.	Regist.	Capab.	No. Centr.	Regist.	Capab.	No. Centr.	Regist.	Capab.	No. Centr.	Regist.	Capab.	No. Centr.
TRANSFORMATION	54	61	2	54	61	2												
ELEMENTAL	16617	23963	89	6059	6711	89	3975	5109	89	3082	4501	89	1916	3896	89	1585	2746	89
SUPERIOR	658	1061	14	451	593	14	207	468	14									
ELEMENTAL																		
Agriculture-																		
Cattle breeding	9198	13997	56	3573	3885	56	2176	2919	56	1569	2582	56	1037	2332	56	843	2279	56
Industrial mining	5352	7392	29	1844	2135	29	1277	1601	29	1123	1421	29	625	1153	29	483	1082	29
Maritime fishing	1071	1552	7	382	425	7	279	343	7	186	288	7	160	251	7	124	245	7
Administration	996	1022	2	260	266	2	243	246	2	204	210	2	154	160	1	135	140	1

Schedule No. 2

NUMBER OF CENTRES OF PROFESSIONAL AND SECONDARY EDUCATION
(Academic year 1962-63)

No.	Province	State	Local Govern- ments	Syndi- cal	Reli- gious	Private	Total
1	Alava	3					3
2	Albacete	2				1	3
3	Alicante	3					3
4	Almeria	4					4
5	Avila		1				1
6	Badajoz	4		1			5
7	Baleares	2					2
8	Barcelona	3	1	1			5
9	Burgos	1					1
10	Caceres	1					1
11	Cadiz	3	1		2		6
12	Castellon	3					3
13	Cuidad Real	2					2
14	Cordoba	3			1		4
15	Coruna (La)	3					3
16	Cuenca	-	-	-	-	-	-
17	Gerona	-	-	-	-	-	-
18	Granada	2					2
19	Guadalajara	-	-	-	-	-	-
20	Guipuzcoa	1			1		2
21	Huelva	2					2
22	Huesca	3					3
23	Jaen	3					3
24	Leon	1					1
25	Lerida	1					1
26	Logrono	2					2
27	Lugo	2					2
28	Madrid	1	1	1		1	4
29	Malaga	2				1	3
30	Murcia	2					2
31	Navarra	1			4		5
32	Orense	1					1
33	Oviedo	4			1	1	6
34	Palencia	1					1
35	Palmas (Las)	2					2
36	Pontevedra	4					4
37	Salamanca	1			1	1	3
38	St. Cruz (Tenerife)	1					1
39	Santander	2			2		4
40	Segovia	1			1		2
41	Sevilla	5					5
42	Soria	1					1
43	Tarragona	2					2
44	Teruel	1					1
45	Toledo	-	-	-	-	-	-

Schedule No. 2 (Cont'd)

NUMBER OF CENTRES OF PROFESSIONAL AND SECONDARY EDUCATION
(Academic Year 1962-63)

No.	Province	State	Local Govern- ments	Syndi- cal	Reli- gious	Private	Total
46	Valencia	3					3
47	Valladolid	1			3		4
48	Vizcaya	2					2
49	Zaragoza	2					2
Total		94	4	3	16	5	122

Schedule No. 3

NUMBER OF CENTRES OF INDUSTRIAL TRAINING (Academic year 1962-63)

No.	Province	State	Local Govern- ment	Syndi- cal	Reli- gious	Private	Total
1	Alava				2	3	5
2	Albacete	1	1	2			4
3	Alicante	2		9	3	1	15
4	Almeria	1		3	1		5
5	Avila	1		3			4
6	Badajoz	3		10	1		14
7	Baleares	3			1		4
8	Barcelona	4	11	7	6	14	42
9	Burgos	1	1	4	2	1	9
10	Caceres	2		3			5
11	Cadiz	3	2	4	4	9	22
12	Castellon	1		1		1	3
13	Ciudad Real	2		1	2	1	6
14	Cordoba	2	1	2	1	2	8
15	Coruna (La)	3	1	1		3	8
16	Cuenca	1		1			2
17	Gerona		1	1			2
18	Granada	1		1	1		3
19	Guadalajara	1					1
20	Guipuzcoa	5	1	5	8	10	29
21	Huelva	1		1	2	1	5
22	Huesca		1		2		3
23	Jaen	3		3	7		13
24	Leon	2	1	1		5	9
25	Lerida	1	1	2	1	3	8
26	Logrono	2	1		1	1	5
27	Lugo	3				1	4
28	Madrid	14	6	14	5	16	55
29	Malaga	3	1	1	5		10
30	Murcia	3		1	1	1	6
31	Navarra	1	4	1	2	2	10
32	Orense		1	1	1	1	4
33	Oviedo	5		2	1	4	12
34	Palencia	1		4	1		6
35	Palmas (Las)	1	3	3	1		8
36	Pontevedra	2	1			3	6
37	Salamanca	3		4	2		9
38	Ste.Cruz Tenerife			5	1		6
39	Santander	1		2	1	5	9
40	Segovia	1	3	2			6
41	Sevilla	1	3	1	3	4	12
42	Soria	1		1			2
43	Tarragona	4		1	1	1	7
44	Teruel	1					1
45	Toledo				2		2
46	Valencia	3	1	4	2	7	17

Schedule No. 3 (Cont'd)

No.	Province	State	Local Govern- ment	Syndi- cal	Reli- gious	Private	Total
47	Valladolid	1	4	3	1	1	10
48	Vizcaya	2		5	7	10	24
49	Zamora	1	1	1			3
50	Zaragoza	2	1	2	4	4	13
Total100			52	124	85	115	476

MINISTRY OF WORK
Social Promotion Department
Trade-Training-Section

INTENSE TRADE-TRAINING SCHOLARSHIPS GRANTED BETWEEN MAY THE 19th
1962 (date of the introcution of this sistom) AND SEPTEMBER THE
30th 1963

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Centers recorded in the Nomenclator..... 344
Number of Courses..... 723
Scholarships granted..... 29 000
Total number in SPP..... 393.679.622,36

S U M M A R Y

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Agriculture und Cattle-Breeding.....	4.556
Provisions and Food.....	62
Hand-work.....	170
Graphic Arts.....	60
Auto-mechanic.....	235
Comerce.....	30
Clothing and garments.....	1.652
Construction.....	3.627
Electricity.....	3.989
Public Spectacles.....	25
Extractive Industrios.....	155
Civil Invalids.....	40
Wood.....	1.443
Sea Indastries.....	648
Metal.....	7.903
Modicaments.....	48
Offices.....	642
Chomistry Industries.....	235
Textiles.....	734
Others.....	2.746
TOTAL.....	29.000

=====

INTENSE TRADE-TRAINING SCHOLARSHIPS GRANTED BETWEEN MAY THE 19th 1962
(DATE OF THE INTRODUCTION OF THIS SISTEM) AND SEPTEMBER THE 30th 1963

AGRICULTURE AND CATTLE-RAISING

Number of Specialists

Wine and grease Annalists.....	80
Agriculture foremen.....	180
Pork-butcher experts.....	30
Agriculture Tractor-operators and mecchanics.....	972
Red-beet cultivators.....	30
Stock-farmer foremen.....	110
Pruners.....	50

Total..... 1.452

FOOTWEAR

Vulcaniced footwear.....	30
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CONSTRUCTION

Bricklayers.....	254
Timberers.....	111
Tiler paviers.....	106
Barbler stone-cutters.....	20
Decorators-painters.....	113
Plumbers.....	112
Construction specialists.....	210

Total..... 1.386

ELECTRICITY

Radio and television mounters.....	257
Bobbinsetters.....	134
Auto-electrician.....	12
Electrician-installers.....	526
Electrician-mounters.....	106
Telephonic-central comprobaters.....	55
Elcetric computers refitters.....	15
Real plate mounters.....	25
Telephonic Central mounters.....	25

Total..... 1.155

WOOD

Carpentry.....	162
Cabinet-making.....	160
Turning.....	55

Total..... 377

METAL

Fitters.....	815
Millers.....	101

Turning	260
Panel beating	105
Industrial Forging.	110
Mould making	190
Gaswelding	285
Arc welding	149
Sheet metal work.	15
General mechanic.	50
Automobile mechanic	70
Mould casters	29
Assembly	9
Technical welding assistants.	20
Welding connecting.	140
Grinders	40
Tool specialists	60
Locksmiths	24
Heating engineers	15

Total 2,478

MINING

Mine-sounders 95

FISHING

High sea fishing skippers 364
 Marine mechanics 100
 Steersmen 20

Total. 484

SERVICES AND VARIOUS

Automobile drivers 40
 Ladies hairdressers 110
 Cinema operators 11
 Occupational University monitors. 48
 Puericultural instructresses. 60
 Administrative assistants 20
 Management secretaries 45
 Typists 25
 Grenadine handiworkers (carpets). 30
 Quality control specialists 18
 Better method specialists 20
 Chronometric verifiers 90
 Delineators, tracers, planners 338

TOTAL 855

TEXTILE

Weavers 105
 Industrial handiworkers 155
 Cut and preparation 30
 Bobbing workers 20

Total 310

RESUME

AGRICULTURE AND STOCK-RAISING	1.452
SHOE-MAKING	30
CONSTRUCTION	1.386
ELECTRICITY	1.155
WOOD	377
METAL	2.478
MINING	95
FISHING	484
SERVICES AND VARIOUS	855
TEXTILES	310

TOTAL 8.622

GRANTS FOR INTENSIVE VOCATIONAL TRAINING CONDED FROM THE
1st JANUARY TO THE 30th SEPTEMBER 1963

AGRICULTURE

Agriculture in General	200
Alimentation and bettering of live-stock	320
Managerial and administrative assistants of real estate appendages	28
Aviculture	40
Cultivation foremen	75
Agricultural mechanics foremen	65
Cultivation and pruning	194
Rural domestics	45
Fruit growing	102
Stock-breeders	99
Agricultural mechanics	291
Plagues of the field	91
Pruners	165
Irrigators	70
Tractor Drivers	1.058
Viticulturists	261

TOTAL 3.104

ALIMENTATION

Cookery and Baking	32
Sausagemaking and ??	30

TOTAL 62

HANDICRAFT

City handicraft	20
Ceramics	20
Basket-making	20
Decoration of ceramics	25
Toy-making	45
Manufacture of wicker	40

Total 170

GRAPHIC ARTS

Printing	25
Composition	10
Book-binding	25

Total 60

AUTOMOBILISM

Drivers	50
Electricity	84
Assembly mechanics	101

Total 235

COMMERCE

Clerks	30
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TAILORING AND MILLINERY

Shoe-dressers	40
Home-embroidery	20
Shoe-making in general	15
Industrial tailoring	868
Shoe-making cutters	10
Tailoring machinists	115
Industrial machinists for embroidery	12
Ladies hairdressing and manicure	453
Industrial pressers	34
Darners	55

TOTAL 1.622

CONSTRUCTION

Brick-laying	1.306
Durch tiling	25
Metalic carpentry	89
Heating engineers	36
Geheral Construction	146
Timbering	220
Brick-laying	20
Floating	50
Iron working	5
Plumbers	227
Concrete mixer	24

House painting 93

TOTAL 2.241

ELECTRICITY

Television fitters 30
Coil workers 424
Cable makers 45
Connection makers 140
Electro mechanis. 85
Electronics 328
Assemblers 240
Installers 1,174
Assemblers of telephonic centres 50
Radio and television assemblers 116
Assemblers of relex and shields 50
Operators of audio-visual means 20
Radiotechnics 77
Electricity technicians 40
Verifiers 15

Total 2.834

PUBLIC SPECATACLES

Cabin operators 25

EXTRACTION WORKS

Mine shovers 30
Earth borer operators 30

Total 60

CIVIL INVALIDS

Damaskeen 20
Engraving 20

Total 40

WOOD

Carpenters 935
Upholsteres 116
Furniture polishing 15

TOTAL 1.066

MARINE INDUSTRIES

Management of detectors 25
Marine mechanics 64
Fishing skippers 50
Conservation fisherman 25

Total 164

METAL

Fitters	2.173
Tracers	45
Locksmiths	27
Panel beaters	208
Industrial forgers	108
Millers	141
Mould makers	25
Machinists	479
Pattern makers	102
Forecasting	50
Assembly	16
Assembly 2nd flange	80
Assembly 2nd floating	32
Prefabrication assembly	48
Oxicorte assembly	14
Point welding	10
Field rectifiers	48
Riveting	12
Diesel Engines	35
Welders	959
Gas welders	106
Turners	643
Conduits	64

Total 5.425

MEDICINE

Nurses	25
Puericulturists	23

Total 48

OFFICES

Administration and Accounty	20
Administrative assistants	108
Technical assistants	15
Publicity drawers	20
Administrative Secretariat	10
Delineators	418
Typists	51

Total 642

CHEMICAL INDUSTRIES

Pharmacy helpers	20
Laboratory assistants	40
Enology	20
Oil extraction from seeds	25
Cold Industry	45
Plastic manufacture	85

Total 235

TEXTILES

Carpet-makers	120
Cotton textile machinists	35
Weavers	269

TOTAL 424

VARIOUS

University students	86
Managerial training	45
Intermediate orders	466
A.V.T. monitors	255
Soldiers	697
Not classified	342

Total 1.891

R E S U M M E

<u>DEPARTMENT</u>	<u>Number of Specialists</u>
Agriculture	3.104
Alimentation.	62
Handicraft	170
Graphic Arts	60
Automobilism	235
Commerce	30
Tailoring and millinery	1.622
Construction	2.241
Electricity	2.834
Public spectacles	25
Extraction work	60
Civil invalids	40
Wood	1.066
Marine industries	164
Metal	5.425
Medicine.	48
Offices	642
Chemical industries	235
Textiles	424
Sundry	1.891

TOTAL 20.378
 =====

MINISTRY OF LABOUR

General Directorate of
Social Advancement.

The General Rules of application of the II plan for investments from the National fund for the Work Insurance (O.M. July 26th, of the current year) establish in their second section grants in aid for those employed workers who, having shown themselves worthy of them, wish to become self-employed. They also set forth that the General Directorate of Social Advancement should summon periodic competitions for the granting of these aids.

In the fulfilment of this,

THIS GENERAL DIRECTORATE FOR SOCIAL ADVANCEMENT, in the name of the Association for Work Insurance, convokes the First National Competition for the adjudication of 40 Aids, each consisting of 150,000 pesetas, for employees who wish to become self-employed, with regard to the following :

C O N D I T I O N S

First. - That 40 Grants in Aid, each consisting of 150,000 pesetas, be convoked in National Concourse for employees who wish to become self-employed.

The General Directorate for Social Advancement in view of the applications presented, will be able to propose to the Association for Work Insurance the granting of aids whose amounts will be somewhat inferior to the aforementioned. However, in this budget, the excess specie will go towards augmenting the number of Grants in Aid until the total amount reaches 6,000,000 pesetas.

Second. - The Loan shall have a duration of 10 years and a maximum interest of 3 per cent per annum shall be charged, with regard to the current rate in each case and according to the circumstances of the same.

Third. - The concession of the said grants in Aid shall have as a fundamental base and guarantee, the honour, competence and trust, proven by the solicitant worker during his working life.

Nevertheless, the instruments and work tools purchased with the loan, or any other concrete guarantee offered by the interested party will, if the Association for the Insurance decides so, constitute a safeguard for the restitution of the Grant.

In any case, if the beneficiary acquires capital equipment or rights, whose income is equivalent or superior to the interest charged on the loan, if the worker continues to enjoy it, they shall lawfully remain included in the guarantee for the loan through the Constitution of the Laws concerning mortgage or deposit, according to the decision reached by the Association for Work Insurance.

Fourth. - The said Grants in Aid may be solicited by those who are able to assemble the following conditions :

1) Being a Spaniard and an employee in a state of involuntary employment or unemployment.

2) Being over 21 but under 55 years of age.

3) Being able to show 5 years of effective work in someone else's employ within the national territory or abroad (as a consequence of emmigration brought about by the intervention of the organization concerned in the matter). Including in this, the period of time it was necessary to remain in involuntary unemployment.

4) Being free from illness or physical defect which may diminish the working capacity as required for the professional activity which the worker proposes to realize.

5) That the worker promises to practice his profession or office in the place of work which he is going to inaugurate at his own risk without being dependent on or subject to any work contract with any other concern whatsoever.

Fifth. - That preference shall be given to those who have shown themselves worthy of receiving the said grant, in accordance with paragraph one of the third condition, and show themselves to be subject to one of the following considerations :

1) Being the head of a large family, especially if it be proposed that they be employed in the proposed place of work.

2) Having been in receipt of a grant from the National Association for Work Insurance to attend courses of managerial training.

SIXTH. - The applicants must present themselves in the Registry of their Provincial Labour Office, in person or by registered mail, before midday, 15th October next.

1) The petition directed to his Excellency, the President of the Association for Work Insurance for its procedure through the General Directorate for Social Advancement to whom the expedient will be given by the receiving office.

The said petition shall contain the following data :

Christian Name and Surname
Circumstances
Age
Number of Children
Occupation
Domicile
Employment during the preceding five years,
giving details of :

The name and address of the businesses or employers to
whome the services were given,

Time spent in the employment

Position (s) attained

Actual Salary (ies) received

Reasons for the respective changes of employment.

Work situation, giving details of :

Christian name, surname and address of the business or
employer to whom the services were given.

Length of time in the employment

Position attained

Actual salary received.

If the worker is in an state of involuntary unemployment,
he should give details of the circumstances and reasons.

2) - Memo expounding the need for a grant in Aid containing :

a) Projects.

Explanation of the projects proposed by the applicant,
erection of a business establishment etc., with refe-
rence to the work this may create, the general benefits
it may extend to the locality where it is erected, needs
which it may satisfy, etc!

b) Resources to be taken into account.

If the worker has no place of work or work-tools, some
money, be it his own or on loan from the state, quasi
state-loan or from private sources, etc.

c) The loan requested and proposed method of use.

Expounding the way in which he intends to invest the loan, capital equipment, payment of hired hands, purchasing of primary materials or stock in hand, etc.

d) Estimate of returns.

With reference to the benefits he hopes to obtain, mentioning the favourable or unfavourable circumstances he may expect to cope with, the period after which he may expect to start production, etc!

e) Guarantees offered

Through any of the forms offered by Law, mortgage, pledge, guarantee, vouchsafe, personal warranty, etc. or divers of these simultaneously stipulated which would secure part of the loan - each formula.

f) Managerial training

This training may have been acquired through some teaching centre or through personal experience, Each supposition should be mentioned and expounded - at its concurrence.

g) Proposals for its repayment

With reference to the number of years in which it is proposed that the grant be repaid, mentioning whether repayment will be made in the first or second year.

h) Observations

Such data, as much the petition as the material, refer to known situations and must be answered with complete honesty. The Association reserves the right to carry out any investigations it may consider necessary.

- 3.- Memo concerning the morality and personal conduct of the applicant as effected by the Mayor's office.
- 4.- Summarised version of Birth Certificate or literal copy of the national identification card which must be authorized by the office receiving the expedient.
- 5.- Medical Certificate covering the conditions as laid out in paragraph 4, sub-paragraph 4.
- 6.- Such documents which, in the judgement of the applicant, illustrate the circumstances which make him worthy of receiving the solicited aid.
- 7.- The documents indicated under paragraphs 3, 4, 5 and 6 shall be presented only on the injunction of the Association, with the supposition that the Grant in Aid may be bestowed upon the solicitant, the petition shall be accompanied only by a comprehensive declara-

tion of the extremes to which the said paragraphs refer.

SEVENTH. - The transfer or cessation of the industry or autonomous establishment shall cause the repayment of the loan to fall due, and the necessity for its immediate reintegration should the new titular be unable to show sufficient cause for continuing as a beneficiary in accordance with the afore-mentioned regulations. In which case he may remain responsible, according to the rights and obligations of the loan executed on the petition of the interested party.

Eighth. - The voluntary cessation of work by the holder of the grant will necessitate the immediate restitution of the same.

NINETH. - The death, retirement or physical incapacity of the worker or the greater stress into which his industry may fall, he will determine - it being remembered that the appropriate representative organ may proceed with the redemption of the loan in view of the circumstances of those who continue in the industry, should they exist.

TENTH. - The resolution of this competition shall be brought into being in accordance with that set forth in paragraph 3 of Article 14 of the Mandate of July 26th, 1963, and its fulfilment shall be brought into effect by the corresponding provincial labour delegation.

ELEVENTH. - The necessary juridical and administrative operations to bring in effect the direct grants in aid to the workers shall be realised through the Savings department of the National Providential Institute, Labour Delegation, by request of the worker.

TWELFTH. - The expenses or fees which may be occasioned by the formalization of the Loan shall be incurred by the applicant.

THIRTEENTH. - That which has not been foreseen in these conditions will be as set forth in Section 2 of the Mandate of this Ministry, dated 26th July of the current year.

FOURTEENTH. - The petitions soliciting grants in aid as set forth herein which were presented before the date of this competition, will be considered as remaining within the dates established by under sub-paragraph 1 of paragraph 6, but the interested parties must adapt their expedients to meet the requirements of these conditions, should they fail to do so.

Madrid, September 20th, 1963
THE GENERAL DIRECTOR FOR SOCIAL ADVANCE-
MENT

SYNDICAL WORK "VOCATIONAL TRAINING"

It is impossible to talk about the Vocational Training of the working man in Spain, without mentioning the Syndical Organization, and most especially, the Syndical Work on Vocational Training. That this should be so is because of the tangible realities accomplished by it since 1940, when the Law of that year concerning the Basis of the Organization indicated, as one of its most important charges, this important and necessary task of Vocational Training.

As to how rapidly the Syndical Centres of Vocational Training multiply - covering the entire Spanish compass, professionally forming the working youth to fulfill a double, fundamental objective : contributing to the raising of the Spanish worker's standard of living through specialization and as a second objective, favouring the national economy by proportioning to industry the men technically prepared for the processes of production. An exact idea of the proportion of Centres is given in the first schedule of this report. The second schedule, in which appear details of the number of pupils and teachers in these Centres during the years between 1940 and 1962. The third schedule completes the second by enumerating the pupils of the academic year 1961-62 according to the grades of training, scholastic regime, and sex. Lastly, in the fourth schedule, the courses of Specialization which can at present be followed in our Centres, are exhaustively itemized.

The Work was born on the 6th June, 1941. What reasons had determined its creation ? Our starting point was the following : if the syndicates are the social unities which bind the national production, in its double aspect of economy and work, thus representing the impulse of the total, national labour force, to he who endeavours to increase vocational training, the Syndicate must play an important part in this task which it cannot and must not desert.

The syndical work on Vocational Training very soon comprehends the complexity, the volume of work which this necessitates and for this reason imposes a work rythm, which in a gradual and cyclic manner allows us to overcome the problem.

In a first phase it realizes an investigation of occupations and professions, both from the statistical point of view and that of their definition of their characteristics and applications.

It is the preoccupation of the Work - in its foundational stage - to know the labour problems associated with the various regions and localities, tying up the making of labour centres. Afterwards, using this data and the level of specialization realized in the region and the possibilities for industrial

development which it offers, projects, plans and studies the possible creation of Centres which serve, by means of Vocational Training, the present needs of the area and foresees those of the future.

The fundamental facets which characterize the syndical work on Vocational Training in the task with which it has been charged, are perfectly defined: on one hand, institutional encouragement, that is, the creation of Centres, the propagation of schools and collaboration with firms to support them; on the other hand, the task of educational and technical direction - a task of major importance which is accomplished within the specific activity attributed to it.

Covering the first five years, from 1941 to 1946 during which the work continues the simultaneous realization of both tasks, we arrive at the 9th March 1946 - the Statutes concerning Economic and Social functions already issued by the Syndical Organization, in which appears the so-called statute concerning the Aid function, whose second title is dedicated to the study of Syndical Works, and Articles 78 and 94 to the minute examination of the content or task of the Syndical Work on Vocational Training.

In the first of the afore-mentioned articles, whilst enumerating the well differentiated activities of aid, it cites the following, in sub-paragraph e)

"e) - The Vocational Training of the Workers in all its aspects, making possible the means by which they may know in detail the technicalities of one or more trades, with the aim of obtaining a better income or continuity of work".

Further clarifying the specific task of the Work in Article 94 in the following terms :

"Article 94. - Vocational Training is the specific charge of the Syndical work :

a). - The investigation of occupations and professions in the light of both definition and statistics, the length of apprenticeship required, the workshops in which they must be carried out, the machinery they must use and the extent and type of education to be followed.

b). - The Vocational Training of future producers in the establishments organized by and for the Work within the Syndicate and firms beneath its direction and financial collaboration.

c). - Vocational Training of adults in an attempt to convert the labourer into a specialist.

d). - The creation of methods of Vocational Education of a unitary nature and its propagation throughout the country, erecting institutions especially dedicated to the fact.

e). - The collaboration with the competent ministerial departments, discharging the task which in every case can be assigned to the Work through their delegation.

f). - The broadcasting and vigilance of the fulfilment of that law before the legislation in force concerning the Vocational Training of workers.

g). - Any other charge which could be referred to it in the specific order of Vocational Training."

This report would remain too incomplete, were we not to make a special mention of another specific facet of our present work : Accelerated Vocational Training.

There used to exist in our Country the problem relative to the dead weight of an excessive number of unskilled workers proceeding as a result of an excess of agricultural labourers. They were people condemned for life to an uncertain existence, which nobody could do anything about, because noone knew how. To attend to the remedy for this state of affairs, the Syndical Organization brought into effect an effort so gigantic in manner and form, that it could be thought to be disproportionate to its possibilities. On account of this, the Centres for Accelerated Vocational Training (Formacion Profesional Accelerada, F.P.A.) were born. The A.C.T., as they are known in all parts of the country, were born with such powers, spirit and push, that they very soon became the best known and popular facet of the entire complex of Vocational Training for Workers in our country. They are completed in the present day by the so-called short Courses of Intensive Training which, using classical Vocational Training installations, in special scholastic systems, achieve the revindication of numerous groups of non-qualified adults in very short spaces of time. In the fifth schedule, the existing A.C.T. Centres are detailed together with an explanatory summary of their work systems, specialties and grades.

These then, schematically displayed, are our functions and task. The solitary account of the fruits obtained from the middle points within our reach.

The way is open and the Spanish Syndical Organization, its Work on Vocational Training goes forward in the Service of Spain and of its men.

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SCHEDULE I

Albacete

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|----------------|--|
| 1. - Albacete | Workshop School "Nuestra Senora de los Llanos" |
| 2. - Albacete, | Syndical Workshop School for women. |

Alicante

- | | |
|------------------|--|
| 3. - Alicante | Syndical School for Banks and Stock-market |
| 4. - Alicante | Syndical School for Fine Arts |
| 5. - Alicante | Syndical Workshop for Women |
| 6. - Benisa | Syndical Workshop School |
| 7. - Crevillente | Syndical Workshop School |
| 8. - Elda | Syndical Workshop School |
| 9. - Ibi | Syndical Workshop School |
| 10. - Monovar | Syndical Workshop School |
| 11. - Villena | Syndical Workshop School. |

Almeria

- | | |
|---------------|---|
| 12. - Almeria | Syndical Institution "Francisco Franco" |
| 13. - Adra | Syndical Workshop School |
| 14. - Borja | Syndical Workshop School |

Avila

- | | |
|--------------------------|-------------------------------------|
| 15. - Avila | Syndical Workshop School for Women |
| 16. - Hoyo de Pinaros | Syndical Workshop School |
| 17. - Piedralavos | Syndical Workshop School |
| 18. - Santa C. del Valle | Syndical Workshop School "San José" |

Badajoz

- | | |
|-------------------------|---|
| 19. - Badajoz | School for Commercial Training |
| 20. - Badajoz | Syndical Workshop School "San José" |
| 21. - Almendralejo | Syndical Workshop School "N. Sra. de la Piedad" |
| 22. - Azuaga | Syndical Workshop School "N. Sra. del Humilladero" |
| 23. - Don Benito | Syndical Workshop School |
| 24. - Pregonal Sierra | Syndical Workshop School "N. Sra. de los Remedios" |
| 25. - Jerez Caballero | Syndical Workshop School "Nunez de Balboa" |
| 26. - Montijo | Syndical Workshop School "N. Sra. de Barbano" |
| 27. - Villanueva Serena | Syndical Workshop School "San José" |
| 28. - Zafra | Syndical Workshop School "Santo Cristo del Rosario" |

Baleares

- | | |
|-------------------------|---|
| 29. - Palma de Mallorca | Syndical Workshop School "Virgin del Lluch" |
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Barcelona

- | | |
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| 30. - Barcelona | Centre No. 2 for Accelerated Vocational Training |
| 31. - Barcelona | Syndical Institution "Virgen de la Merced" |
| 32. - Barcelona | Syndical Workshop School for Women |
| 33. - Barcelona | Syndical Workshop School for Painters and Decorators |
| 34. - Hospitalet | Syndical Workshop School "Francisco J. Sanz Orrio" |
| 35. - Igualada | Syndical Workshop School |
| 36. - Igualada | Syndical Advanced Workshop of Tenerife |

Burgos

- | | |
|------------------------------|--------------------------|
| 37. - Burgos | Syndical Workshop School |
| 38. - Aranda de Duero | Syndical Workshop School |
| 39. - Miranda de Ebro | Syndical Workshop School |
| 40. - Quintanar de la Sierra | Syndical Workshop School |

Caceres

- | | |
|-----------------|---|
| 41. - Caceres | Syndical Workshop School "Virgen del Guadalupe" |
| 42. - Plasencia | Syndical Workshop School "Virgen del Paero" |

Cadiz

- | | |
|---------------------------------|--|
| 43. - La Linea de la Concepcion | Centre No. 4 for Accelerated Vocational Training |
| 44. - Puerto Real | Syndical Institution "Virgen del Carmen" |
| 45. - Ubrique | Syndical Workshop School. |

Ceuta

- | | |
|-------------|---|
| 46. - Ceuta | Syndical Workshop School "Virgen de Africa" |
|-------------|---|

Cordoba

- | | |
|--------------|---|
| 47. - Cabra | Syndical Workshop School "Felipe Solis V" |
| 48. - Priego | Syndical Workshop School "Virgen del Buen Suceso" |

La Coruna

- | | |
|-----------------|--|
| 49. - La Coruna | Syndical School for Banking and Stock-Marketing |
| 50. - La Coruna | Centre No. 5 for Accelerated Vocational Training |

Cuenca

- | | |
|--------------|-------------------------------------|
| 51. - Cuenca | Syndical Workshop School "San José" |
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Gerona

52.-Gerona Syndical Workshop School "San Narciso"

Granada

53.-Granada Syndical Workshop School "Virgen de las Nieves"

Guipuzcoa

54.-Beasain Syndical Workshop School "San Martin de Loinaz"

55.-Irun Syndical Workshop School "Nrta. Sra. del Juncal"

56.-Renteria Syndical Workshop School "Nrta. Sra. Anuncion"

57.-Zumaya Syndical Workshop School "Nrta. Sra. Arri-kiota"

Huelva

58.-Valverde del Camino Syndical Workshop School "José Antonio"

Jaen

59.-Jaen Centre No. 3 for Accelerated Vocational Training

60.-Beas de Segura Syndical Workshop School "Virgen de la Paz"

61.-Martos Syndical Workshop School "San Felipe Neri"

62.-Villacarrillo Syndical Workshop School "José Antonio"

Leon

63.-Ponferrada Syndical Workshop School "Virgen de la Encina"

64.-Sabero Syndical Workshop School

65.-Torre del Bierzo Syndical Workshop School

Lerida

66.-Lerida Syndical Workshop School "Angel Montesinos"

Madrid

67.-Madrid Syndical Institution "Virgen de la Paloma"

68.-Madrid National Syndical School of Hostelry

69.-Madrid National Syndical School of vine-growing

70.-Madrid National Centre for the Training of Monitors

71.-Madrid Centre No. 1 for Accelerated Vocational Training

72.-Madrid Syndical School of Banking and Stock-Marketing

73.-Madrid Syndical School of Chorists and Dancers.

74.-Madrid Syndical Institution for Female Occupations

75.-Madrid Syndical Workshop School for Jewellery

76.-Madrid Syndical Workshop School for Hairdressing

77.-Madrid Syndical Workshop School for Shoe-Making

78.-Madrid	Syndical School of Bee-Keeping
79.-Madrid	Syndical School of Bird-Keeping
80.-Madrid	Syndical School of "Cunicultura"
81.-Madrid	Syndical School of Dairy Industry
82.-Madrid	Syndical School of Meat Industries
83.-Madrid	Syndical School of Physical Culture

Malaga

84.-Malaga	Syndical Institution "Francisco Franco"
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Murcia

85.-Cartagena	Syndical Workshop School "Almirante Bastarreche"
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Navarra

86.-Pamplona	Syndical Workshop school "Virgen del Camino"
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Orense

87.-Orense	Syndical Workshop School "12 de Octubre"
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Oviedo

88.-Strondio	Syndical Workshop School of Mining Aptitude
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Palencia

89.-Palencia	Syndical Workshop School "Virgen de la Calle"
90.-Barruelo de Santillan	Syndical Workshop School
91.-Guardo	Syndical Workshop School
92.-Venta de Banos	Syndical Workshop School

Las Palmas

93.-Las Palmas	Syndical Workshop School "Virgen del Pino"
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Salamanca

94.-Salamanca	Syndical Workshop School
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Santa Cruz de Tenerife

95.-Santa Cruz de Tenerife	Syndical Workshop School "Virgen de la Candelaria"
96.-La Laguna	Syndical Workshop School "San Alberto Magno"
97.-Icod	Syndical Workshop School "San Marcos"
98.-Santa Cruz Palma	Syndical Workshop School "Virgen de las Nieves"

Santander

99.-Guarnizo	Syndical Workshop School "Ntra. Sra. Remedios"
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- 6 -

Segovia

100.-Segovia Syndical Workshop School "Angel del Alcazar"

Sevilla

101.-Sevilla Syndical Workshop School of Hostelry

Soria

102.-Soria Syndical Workshop School "Virgen del Espino"

Teruel

103.-Teruel Syndical Workshop School "Santa Emerenciana"

Valencia

104.-Valencia Syndical Institution "San Vicente Ferrer"
105.-Valencia Syndical Workshop School for Female Occupations
106.-Valencia Syndical Workshop School "Ramon Contreras"
107.-Onteniente Syndical Workshop School "San Juan Bosco"

Valladolid

108.-Valladolid Syndical Workshop School "Onesimo Redondo"
109.-Medina del Campo Syndical Workshop School "Manuel Mateo"
110.-Mediande Rioseco Syndical Workshop School "San Francisco"

Vizcaya

111.-Bilbao Syndical Institution "San Ignacio de Loyola"
112.-Anorabieta Syndical Workshop School "Buen Pastor"
113.-Guernica Syndical Workshop School
114.-Munguia Syndical Workshop School "Santa Maria"
115.-Ortuella Syndical Workshop School "Ntra. Sra. de Begona"

Zaragoza

116.-Zaragoza Syndical Institution "Virgen del Pilar"

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INDEX OF COURSES OF SPECIALISATION FOLLOWED IN SYNDICAL CENTRES OF
VOCATIONAL TRAINING

1.- METAL WORKERS

- 1 Fitters
- 2 Millers
- 3 Turners
- 4 Forgers
- 5 Mould Makers
- 6 Welders
- 7 Lock-Smiths
- 8 Panel Beaters
- 9 Heating Technicians
- 10 Agricultural Machinery
- 11 Car mechanics
- 12 Jewellers
- 13 Horologists

2.- ELECTRICITY

- 14 House Wiring
- 15 Coil Workers
- 16 Radio-Repairing

3.- WOOD

- 17 Carpentry
- 18 Turning
- 19 Wood Carving
- 20 Cabinet Making
- 21 Upholstery

4.- CONSTRUCTION

- 22 Quarrying
- 23 Bricklaying
- 24 House Painting
- 25 Plumbing
- 26 Moulding
- 27 Ceramics

5.- MINING

- 28 Aptitude for Mining

6.- GRAPHIC ARTS

- 29 Type Setting
- 30 Printing
- 31 Linotyping
- 32 Photo-Engraving
- 33 Book Binding

7.- LEATHER

- 34 Tanning
- 35 Shoe-Making
- 36 Pattern-Making
- 37 Cutting
- 38 Dressing

8.- TEXTILES

- 39 Spinning
- 40 Weaving
- 41 Dying

9.- TAILORING

- 42 Tailoring
- 43 Dress-Making
- 44 Shirt-Making
- 45 Embroidering

10.- VINE

- 46 Wine Manufacturing Foreman

11.- MACHINE DRAWING

- 47 Construction and Industry

12.- HANDICRAFT

- 48 Doll Making
- 49 Fan Making

13.- FINE ARTS

- 50 Modelling and Casting
- 51 Singing and Dancing
- 52 Painting and Decoration

Schedule No. 4 (Cont'd)

14.- COMMERCIAL METHODS

- 53.- Banking and Stock-Marketing
- 54.- Accountancy
- 55.- Shorthand

15.- SERVICES

- 56 Hostelry
- 57 Hair-Dressing

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Schedule No. 2
REGISTERED PUPILS BY ACADEMIC YEAR AND LEVEL; CENTRES, GRADUATES AND TEACHING STAFF IN THE
ACADEMIC YEARS 1940/41 to 1961/62

YEAR	No. of CENTRES	No. of RE-							No. of	
		P	U	P	I	I	S		GRADUATES	STAFF
		NO. OF RE-	PRE-	APPRENTICE-	SHIP	SHIP	MANAGE-	ACCREDITED VO-	VOCATION-	
		GISTERED	APPRENTICE-	SHIP	SHIP	SHIP	MENT	CATIONAL	NAL BACCA-	
		PUPILS						TRAINING	LAUREATE	
1940-41	6	1.291	805	124.766	176,703	1.294	3.107	1.342	40.719	-
1941-42	10	3.570	1.318	2.252	3.288	-	-	-	151	200
1941-42	18	5.259	1.971	3.462	3.288	-	-	-	183	340
1943-44	27	5.580	2.118	4.091	3.462	-	-	-	258	620
1944-45	37	7.584	3.493	4.436	4.091	-	-	-	714	743
1945-46	44	7.661	3.225	4.436	4.436	-	-	-	714	875
1946-47	48	8.554	3.488	5.066	5.066	-	-	-	1.073	912
1947-48	51	10.707	5.020	5.687	5.687	-	-	-	1.596	978
1948-49	56	12.800	6.747	6.053	6.053	-	-	-	1.799	981
1949-50	64	12.950	5.311	7.639	7.639	-	-	-	1.818	870
1950-51	70	12.127	5.246	6.881	6.881	-	-	-	1.715	893
1951-52	73	13.174	5.802	7.372	7.372	-	-	-	1.910	922
1952-53	78	14.667	6.039	8.628	8.628	-	-	-	2.409	967
1953-54	80	16.330	7.164	9.166	9.166	-	-	-	2.621	1.049
1954-55	86	17.384	7.469	9.915	9.915	-	-	-	2.834	1.119
1955-56	90	18.253	7.713	10.540	10.540	-	-	-	2.918	1.203
1956-57	94	19.985	8.626	11.359	11.359	-	-	-	3.403	1.318
1957-58	102	20.604	8.817	11.787	11.787	-	-	-	3.615	1.400
1958-59	103	20.688	8.905	11.783	11.783	-	-	-	3.829	1.410
1959-60	105	22.859	8.190	14.430	14.430	239	-	-	3.891	1.546
1960-61	112	26.229	8.830	15.359	15.359	441	1.009	590	3.982	2.224
1961-62	110	28.956	8.469	17.023	17.023	614	2.098	752	4.115	2.281
TOTAL	-	307.212	124.766	176,703	1.294	3.107	1.342	40.719	-	-

Schedule No. 3

PUPILS IN THE ACADEMIC YEAR 1961-62, BY LEVELS OF TRAINING, SCHOLASTIC REGIME AND SEX.

TOTAL SCHOLASTIC REGIME AND SEX	LEVELS OF TRAINING					
	NATIONAL TOTALS	PRE AP- PRENTICE- SHIP	APPREN- TICE- SHIP	MA- NAGE- MENT	ACCELE- RATED VO- CATIONAL TRAINING	VOCATIO- NAL BACCA- LAUREATE
TOTALS						
General.....	28.956	8.469	17.023	614	2.098	752
Men	25.876	7.910	15.258	610	2.098	—
Women.....	3.080	559	1.765	4	—	752
DAY CLASSES						
Total	20.158	7.947	9.281	225	2.098	607
Men.....	18.685	7.509	8.853	225	2.098	—
Women.....	1.473	438	428	—	—	607
NIGHT CLASSES						
Total.....	8.798	522	7.742	389	—	145
Men.....	7.191	401	6.465	385	—	—
Women.....	1.607	121	1.337	4	—	145

Schedule No. 5

CENTRES OF ACCELERATED VOCATIONAL TRAINING AND TRADES WHICH THEY PROFESS

CENTRE No. 1.- MADRID

Day school. Admission is effected from 21 to 40 years of age. Its trades are : Turning; Milling; Agriculture Machinery; Fitting Mechanics; Electromechanics; Electric Wiring; Gas Welding; Arc Welding; Panel Beating; Lock Smithying; Plumbing; Central Heating; Carpentry-Cabinet Making; Brick Laying; Shuttering-Iron Work; Painting; Tiling and Automobile Electricians'. The grade of industrial foreman may be reached. Two courses annually.

CENTRE No. 2 - BARCELONA

Day school. Admission is effected from 21 to 40 years of age. Its trades are : Turning; Milling; Mechanical Fitting; Electric Wiring; Gas Welding; Arc Welding; Industrial Forging; Panel Beating; Plumbing; Carpentry-Cabinet Making; Brick Laying; Shuttering - Iron Working; Painting-Tiling. The grade of industrial foreman may be attained. Two courses annually.

CENTRE No. 3 - JAEN

Day school. Admission is effected from 21 to 40 years of age. Its trades are : Turning; Milling; Agricultural Machinery; Electric Wiring; Gas Welding; Arc Welding; Panel Beating; Plumbing; Carpentry - Cabin Making; Brick-Laying; Shuttering - Iron Working; Painting and Tiling. The grade of industrial foreman may be attained. Two courses annually.

CENTRE No. 4 - LA LINEA DE LA CONCEPCION (Cadiz)

Day school. Admission is effected from 21 to 40 years of age. Its trades are : Agricultural Machinery; Electric Wiring; Plumbing; Brick-Laying; and Tiling. The grade of industrial foreman may be attained. This Centre, moreover, has a section for industrial vocational training, entry being effected at the age of 14. Two courses annually.

CENTRE No. 5 - LA CORUNA

Day school. Admission is effected from 21 to 40 years of age. Its trades are : Turning; Milling; Mechanical Fitting; Electro-Mechanics; Electric-Wiring; Gas Welding; Arc Welding; Industrial Forging; Panel Beating; Lock-Smithying; Plumbing; Carpentry; Cabinet Making; Brick-Laying; Shuttering - Iron-Working; Painting and Tiling. The grade of industrial foreman may be attained.

Schedule No 5 (Cont'd)

Continuing this work, the Syndical Organisation put forward a vast plan of development in this field and will soon be able to say once again, that the objective is covered. Then we will have reached the total of 10.000 workers transformed annually, which constituted the fixed level for the first stage. Thus, in the near future, 6 new centres for Accelerated Vocational Training will be put into service. They will have the following characteristics :