



## **GOOD PRACTICES REPORT IN TRAIN of TRAINERS IN SPAIN**

**Elaborated by: ARAGONESE ASSOCIATION OF LOCAL AUTHORITIES**

**PROJECT ETCoaching (RO/06/C/F/TH-84202)**

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## INTRODUCTION

Vocational Training comprises the teaching procedures that, within the educational system, qualify for the skilled performance of the different professions. Nowadays, it consists of 142 official titles.

Vocational Training, in the scope of the educational system, has as its aim the preparation of the students for the activity in a professional field, providing them with a multi-purpose training that allows them to adapt to the labour changes that can happen all through their lives.

Other objectives are:

- ✓ Understanding the organisation and the corresponding sector characteristics as well as the labour insertion mechanisms.
- ✓ Obtaining an identity and professional maturity, incentive of future learning and adaptations to qualification changes.

Vocational Training includes the learning group. It comprises basic training as well as specific vocational training of intermediate and higher level.

The **basic Vocational Training** is the basic training of a professional kind that students receive in the compulsory secondary education and in high school.

The **specific Vocational Training** comprises training cycles with a modular organisation, of variable duration, consisting of theoretical-practical knowledge areas regarding different professional fields.

The specific Vocational Training will help young people to have access to labour, will contribute to the permanent training of citizens and will fulfil the requirements for qualification of the productive system.

The people who can have **access to intermediate level Vocation Training** are the ones who possess any of these certificates or following studies:

- ✓ Graduate from Compulsory Secondary Education.
- ✓ Technical Assistant.
- ✓ Technician.
- ✓ Having passed the second year of Unified and Multi-Purpose High School.
- ✓ Having passed the second year of the first experimental cycle of the Reformation of Intermediate Training.
- ✓ Having passed, from Applied Craft and Artistic Works, the third year of the 1963 Plan or the second of experimental common subjects.



- ✓ Having passed other studies, declared equivalent, for academic effects, to any of the previous ones.
- ✓ The people who can have access to the higher level specific Training will be the ones who hold any of the titles or following studies:
- ✓ High School.
- ✓ Specialist Technician, Higher Technician or equivalent for academic effects.
- ✓ Having passed the last year of University Orientation Course.
- ✓ University studies.

In order to study higher level Vocational Training there also exist other option: through a test regulated by Educational Administrations. For that, it will be required to be 20 years of age. For the people who proves to be holder of the Technician title and wish to study a higher level training cycle of the same professional branch or from a similar branch established regulatory, the age requirements to do the test will be eighteen years old (Article 69 of the Law 55 from 29 December of Fiscal, Administrative and Social Order Measures. Official Spanish Bulletin from 30 December).

Such test will have to prove:

- ✓ For intermediate level, the knowledge and enough skills to study profitably such course.
- ✓ For higher level, maturity with relation to the high school objectives and skills corresponding to the professional field referred. From this last part, those who prove to have a working experience corresponding to the professional subject wished to study will be able to be exempt.

The length of each cycle is variable regarding the professional competence of each one, and ranges from 1,300 to 2,000 hours. Up to 25 % of them will be completed at the company, in other words, in a productive centre where production processes and rendering of service will be developed in real time.

The students who pass the intermediate and higher level specific Vocational Training obtain, respectively the title of **Technician and Higher Technician**.

### **Possibilities of incorporation to other educations from Vocational Training.**

- ✓ With the title of Technician one can have access to High School.
- ✓ With the title of Higher Technician one can have access, without access test, to certain University Studies related to the studies of Vocational Training made, determined by the corresponding regulations.



## 1. Vocational Training in Spain

Particularly in our country, from its access to the European Community, some deficiencies in the Vocational Training System arisen. The main reasons for these deficiencies could be the following:

- ✓ The inability of our Vocational Training System to respond to the needs of modernisation and competitiveness increase of the Spanish productive system and to satisfy the demands of qualification of working people.
- ✓ The need to facilitate the free circulation of workers within the communitarian zone, which demands an approximation of the training offers to the European framework needs as well as the establishment of studies and degrees which can be certified by the University Council within the European Union.

This situation resulted in a **process of revision and reformation** of the Vocational Training System, which has affected the Vocational Training managed by Public Administrations (educational and labour) as well as the one carried out by the productive system and addressed to employed workers.

This reform began clearly in **year 1991**, with the **Law of Order of the Educational System (LOGSE)**, where the vocational training is shaped as an instrument of decisive importance to satisfy the needs of professional qualification of working population and achieve the process of integration of Spain in the European Economic Community.

In December **1996** the "**Agreement of Bases about Policies of Vocational Training**" was signed by the Ministers of Education and Culture, Work and Social Affairs and Social Agents, agreement that implies the initiation of the New National Programme of Vocational Training. In it, three sub-systems of Vocational Training are recognised for the first time, which must act in a global and co-ordinated way: Regulated Vocational Training, Occupational Vocational Training and Continuous Vocational Training. The New National Programme of Vocational Training was approved on 13th March 1998, in it the approved contents in the above mentioned Bases Agreement are defined and widened.

In order to understand each sub-system and the reason for this differentiation, it is necessary to give references of what happened in previous years. A brief outline of what happened in our country, with respect to Vocational Training and its reformation process is a meaningful sample to valorise the need to adjust the levels of qualification to the needs of production, and to the conditions of the new context of labour relations, where multi-discipline and personal and professional attitudes acquire an essential character.

It is necessary to remark that, in all this process of changes and adjustments for the definition of a new Vocational Training, the participation



and implication of social agents acquires an essential relevance in the global design of training, in the development of the processes of acquisition of professional competences within the global system of Vocational Training and in the monitoring and assessment of the system to achieve quality levels adequate to the requirements of citizens and companies.

Nowadays we find ourselves with a Vocational Training system that tries to establish itself as it has been designed and defined in the National Programme. The challenge of our system, at this moment, is to establish the Regulating Rule of the National System of Qualifications. The approval of such Rule will open new lines and working strategies co-ordinated for the three training sub-systems.

The **New National Programme of Vocational Training (1998-2002)** is constituted as a basic tool to guarantee the training offer, counting on social agents and Autonomous Communities. It is built on the following bases:

1. The consideration of Vocational Training as investment in human capital.
2. The integration of Vocational Training into the active policies of employment in communitarian issues.
3. The participation of the State General Administration, of the social agents and of the Autonomous Communities, within the General Council of Vocational Training.
4. The creation of the National System of Qualifications.

The basic objectives are the following:

- ✓ The creation of the National System of Qualifications with the participation of the Autonomous Communities, which allows the training during life through the integration of the three sub-systems of Vocational Training, through the establishment of a basic regulating rule, the creation of the Institution for Qualifications and the regulation of the system of correspondence, validations and equivalence among the three systems, including labour experience.
- ✓ Professionalize for the labour access through companies, promoting the collaboration company-school to achieve a bigger and better insertion in the labour market.
- ✓ Develop an integrated system of Information and Professional Orientation.
- ✓ Guarantee the quality of Vocational Training, its assessment and monitoring.
- ✓ European framework and dimension of Vocational Training, supported by the idea, established in the European Union, about learning for life.



- ✓ Plan the offer for groups with specific needs, with the social guarantee training and other aspects within the occupational training.

In the New Programme an only Vocational Training System is defined with three different sub-systems. These three sub-systems are analysed as follows.

**One of the more important aspects to take into account is the increase of the demand of Vocational Training.**

The number of students of training cycles of intermediate level has passed from 75,766 in the year 97-98 to 158,337 during the year 99-00 and to 191,550 in the year 00-01. In higher level training cycles, the number of students has passed from 79,900 in the year 97-98 to 148,439 in year 99-00 and to 185,928 in year 00-01. If the evolution of the last two years courses is taken into account, it can be appreciated that the number of students in intermediate level cycles has increased 21.6% and in higher level 26.1%.

The centres that teach Vocational Training Cycles have also increased. From 2,285 centres in Spain, in year 1999-00 there were 2,488.

But the Spanish Vocational Training system has not measured up to the European systems

Whereas in the European Union 58% Non-Compulsory Secondary School students follow studies of Vocational Training, in Spain only 41% do it.

In fact, the productive system shows that there are maladjustments between the people qualifications and demand of workers.

For instance, workers are wanted for the following sectors: "Building and Civil Work", "Maintenance and Services to Production", "Catering Trade and Tourism" (particularly what is referred to as tourist trade) and "Food Industry Activity" (service of restaurants and bars).

On the other hand, some activities for which there are no corresponding titles are surging in Spain, such as geriatrics, decorative stone treatments, or use of Information or Communication Technologies.

All this shows the need to articulate the system so that it can satisfy the demands of the labour market.



## 2. Types of Vocational Training

### ***Regulated/Initial Vocational Training. (Ministry of Education and Science, MEC)***

The responsibility assigned to this sub-system is compiled in the following aims:

- ✓ Develop an initial/regulated Vocational Training of a high quality which favours its dimension as regards profession.
- ✓ Promote innovative experiences for its generalized application in the new initial/regulated Vocational Training.
- ✓ Foment the qualification of human resources as a priority factor of change and improvement of the initial/regulated Vocational Training.
- ✓ Supply material resources adequate to the programme objectives.
- ✓ Promote the social guarantee programmes, provided in the article 23.2 of LOGSE and increase their offer, connecting them with the training and employment policies.

The Titles of Vocational Training constitute an essential aspect of the development of LOGSE, having to take their respective training programmes, as a basic reference, the needs of qualification of the productive system, focusing from the perspective of acquisition of the professional experience required in the employment, according to the Royal Decree 676/1993 from 7 May. Presently, in June 2000 there are 136 Vocational Training Titles approved and published. In the annexes, there appears a detailed list of the approved Titles grouped into professional branches.

### ***Occupational Vocational Training: INAEM (Aragonese Institution of Employment)***

This is the training addressed to the unemployed. For this sub-system these following objectives are established:

- ✓ Foment the training and employment policies: develop its mutual interrelation through orientation and qualification of unemployed people to facilitate their insertion and labour re-insertion.
- ✓ Promote mechanisms of mutual integration and accreditation between the Occupational Vocational Training and the other two sub-systems of Vocational Training, adapting, if it is the case, the contents.



- ✓ Direct the Occupational Training to the collectives which need it, paying attention to the principle of equality in the treatment and of opportunities before the labour market.
- ✓ Develop yearly the master plans of the extraordinary European Council about the employment of Luxembourg to improve the capacity of professional insertion, fight young unemployment and prevent the long-term unemployment, adopting anticipatory measures.
- ✓ Promote training actions which favour technological innovation, quality, autonomous employment, social economy, the new employment sources.

The **certificate of professionalism** has the aim of accrediting the professional competences acquired through occupational vocational training actions, training workshop programmes and occupational centres, learning contracts, continuous training actions, or professional experience. This means that professionalism can be achieved by training, by experience or by a combination of both. The list of Certificates of Professionalism, approved and published in June 2000, is a total of 133.

### **Continuous Training. Social Agents**

For this sub-system these objectives are established:

- ✓ Develop continuous vocational training for a greater professionalism and integration with the rest of sub-systems.
- ✓ Establish the certification of continuous training actions, in relation with the national system of qualifications, through its integration in the system of professional certificates.
- ✓ Promote the training of employed people as an essential instrument for a better competitiveness of the companies and companies network, better security in the employment and as a factor of social integration and cohesion.
- ✓ Improve monitoring and assessment procedures of continuous training.

This vocational training sub-system is managed by Social Agents: companies and union organisations, through the Foundation for continuous training FORCEM. The decision-making bodies are joint committees and are constituted according to what is established in the signed Agreements.

Other Programmes and Actions in the scope of Vocational Training are the ones described as follows:

### **Guaranteed Education Programmes**

They are training programmes for young people without professional qualifications, devoted to improve their general knowledge and enable them to develop certain jobs, occupations and professional profiles. Their duration



ranges, usually, from 720 to 1,800 hours of training distributed between 26 and 30 hours per week.

They are non-regulated training.

Their objectives are facilitating labour insertion or educational re-insertion of young people.

Some modalities are compatible with a job contract.

They contemplate the possibility of doing practical training in companies.

They are responsibility of the Educational Administration but they are open to collaboration with other public and private institutions.

### ***Training Workshop Programmes and Occupational Centres***

They are public programmes of employment-training which have as objective to qualify young unemployed people, younger than 25, through their training alternated with professional practice, by means of doing a real and productive job. This programme started in 1985, being regulated by Decree in 1988, achieving the highest rate of participation with a total of 50,000 students.

### ***Training Contracts***

The contract in practice is addressed to people who have had access recently to a high qualification or vocational training or recognised as equivalent. The current regulation establishes a minimum period of 6 months and a maximum of 2 years, with no more than two renewals. The bonus for these contracts consists of economic incentives by means of bonuses on contributions only in the case of handicapped workers. On the other hand, 50% bonus for two years for the contracts becoming open-ended and the training contract, re-installed in 1997 in substitution for the apprenticeship contract, which, before, had been created in 1993 replacing the older training contract. The company must give theoretical training to the worker related with the work place (or let the worker acquire the training outside the company) for a time not less than 15% of the labour day. The salary is fixed by the corresponding collective agreement and is never inferior to the basic inter-professional salary in proportion to the time of effective work. They do not pay for unemployment or have right to the corresponding unemployment benefits.

### ***What is the FCT?***

The professional module of **Training in Working Centres (FCT)** is a Specific Training block which contents are organised around productive activities proper of a professional profile.

The most relevant feature of this training is that it is developed in a real productive scope (the company), where students will be able to observe and make activities and develop functions proper to the different working places of one profession, to know the organisation of productive processes or



services and labour relations, always oriented and monitored by the Tutors of the Educational Centre and of the Working Centre.

***FIP Plan (Training in Professional Insertion).***

It is competence of the Autonomous Communities transferred from the Ministry of Education and INAEM (Aragonese Institute of Employment).

The National Plan of Professional Training and Insertion includes the group of actions of occupational vocational training oriented to the unemployed people to provide them with qualifications required by the productive system and insert them in the labour market, specially when this sector of population could have a lack of specific training or their qualification results insufficient or not adequate for the demands of the labour market.

It is developed through the National Plan of Professional Training and Insertion:

✓ Actions planning:

Those actions, included in the established programme, that have as their object to provide them with required qualifications demanded by the labour market.

✓ Training Actions

Vocational Training courses will be of compulsory attendance or at distance and will include a practical part that will be developed in workshop classrooms or in companies under the corresponding co-operation agreement.

The practical placement done in the companies will not imply the existence of labour relations between the trainees and the company and previously its implementation will be communicated to the legal representatives of the workers in the company.

The companies will be able to receive an economic compensation per trainee/per hour practical placement, in which the cost of the subscription of an insurance policy for job accidents will be included.

It will be implemented by the same managing bodies of the Fip Plan (INAEM or Autonomous Communities that have assumed the transfer of the function).

The following will also be able to collaborate in the development of these occupational vocational training actions through their inclusion in the programme by means of the corresponding contract-programme or co-operation agreement with the managing bodies:

- ✓ The Collaborating Centres, to teach those training specialities validated. They are validated centres according to the criteria established by the Autonomous Community and change regarding the specialities taught.



- ✓ Companies or union organisations, the joint committees of training in the sectorial state scope and the Organisations representative of Social Economy, previous subscription of a contract-programme of triennial character, whenever the actions are developed through their own authorised Collaborating Centres.
- ✓ Public or Private Training Entities or the companies under a collaboration agreement, whenever the actions are developed within their own authorised Collaborating Centres.
- ✓ The call for proposals to the Entities and Collaborating Centres to participate in the corresponding programme, will have to be made during the term previous to the beginning of the fiscal year.
- ✓ • The Public or Private Training Entities or the companies under a collaboration agreement, whenever the actions are developed through their own collaborating centres, authorised according to what is established in the article 9.



### 3. Problems and actions

The Draft Bill of Vocational Training becomes necessary for the reasons explained below:

#### ***1. Vocational Training has to adapt itself to the quick evolution of new professions.***

The development of Information and Communication Technologies, proper of the Knowledge Society, is transforming the labour market. On one hand, they are transforming the human factor into the key to development. On the other hand, they make the worker more vulnerable to the maladjustments between supply and demand of employment, as the employment oscillates from low-qualification occupations to highly-qualified ones. As a consequence, the unemployment can exist together with the demand of workers for professional profiles, for which there are no people prepared.

These transformations of the labour market require that national and international governments develop training actions oriented to achieve a better labour insertion of people.

#### ***2. The European Union is demanding training actions that qualify people professionally.***

With the objective of planning efficient strategies in employment creation, the member states of the European Union, in recent international summits, have reached the conclusion that it is necessary to design training actions that permit a constant renewal and adaptation of professional competences.

More particularly, a new planning of education has been proposed, the so-called "learning through life", "permanent education", or "continuous training", and it is conceived as a need to respond to the multiple organisational and technical changes experimented by the production systems and companies. Under this planning, it is intended to create a system, flexible enough so that everybody, whatever their age, is always in a good condition to learn and work.

As a consequence, most occidental countries are modifying their vocational training systems to qualify people for the entrepreneurial world, and ensure mobility in a system which is more and more globalised.

#### ***3. The Spanish Vocational Training System does not measure up to the European Systems.***

Although some data show a positive evolution of Vocational Training in Spain, it is necessary to continue in order to measure these studies up to the situation in Europe.

For the last few years, the prestige of Vocational Training has increased in society. The demand for this type of training has tripled. The employment figures of recent years have also increased: 67% of qualification holders get



an employment as soon as they finish studies. The training offer has also improved: nowadays we count on a Catalogue of Professional Qualifications that reaches a number of 136, and comprises almost the whole of the productive sectors.

But figures demand more effort: whereas in the European Union 58% Non-Compulsory Secondary School students follow vocational training studies, in Spain only 41% do it.

The labour market shows, on the one hand, that there are maladjustments between the persons qualification and demand of workers. On the other hand, some activities are surging in Spain for which there is no corresponding title.

All this shows the need for a new system that articulates training offers with market needs.

***4. Current Vocational Training in Spain does not have an integrated system, but it is provided by three different ways, which are independent.***

A person in Spain can receive Vocational Training through the following systems:

- a) Initial Vocational Training, also called Regulated, is the one compiled in the LOGSE and is competence of Educational Administration. It comprises Basic Vocational Training, taught in the ESO and High School, the Specific Vocational Training, taught through the corresponding Cycles of Intermediate and Higher Levels, and Social Guarantee Programmes, which are oriented towards the students who have not obtained their degree in their ESO studies.
- b) Occupational Vocational Training is the one taught to the unemployed people and is competence of the Labour Administration. As active employment policy, it is oriented particularly to promote professional re-insertion of the unemployed, through qualification or updating of their professional competence.
- c) Continuous Vocational Training is the group of training actions carried out by companies, workers or their respective organisations, devoted both to the improvement of competences and qualifications and to the re-qualification of occupied workers.

Nowadays, the qualification obtained through any of these ways is not recognised by the other two.

A regulation of the correspondence, homologations and equivalence system becomes necessary between these three sub-systems, including labour experience, so that the effort made by these people in any of these three ways can be recognised.



**5. The evolution of Vocational Training in Spain shows the need of a regulation with a class decree and enforced by law that regulates this type of training.**

Vocational Training in Spain lacks regulation enforced by law. The Organic Law of General Order of the Educational System (LOGSE), from 1990, contemplates the need for training to get professional qualification; but it refers only to initial regulated training, and sends us to the specific regulation for occupational and continuous training.

Since 1993 several actions have been carried out with the aim of creating an integrated system of Vocational Training. On this date, the First National Programme of Vocational Training began. In 1996, and as a result of the social dialogue with all sectors, a basic agreement was reached about the policy of Vocational Training. In 1997, the Autonomous Communities became incorporated to the General Council of Vocational Training. In 1998, the Ministers Council approved the Second National Programme of Vocational Training, conceived as a Working Programme for five years (1998-2002). This Programme intends, starting from the principle of active co-operation of the General Administration of the State, Autonomous Communities and social agents, to connect the provided measures for the sub-systems of initial regulated training, with the aim of reaching life-learning, proposed by the European Union.

Central Administration, Autonomous Administrations and Social Agents now agree on the need to endow with formal status the text of the II National Programme of Vocational Training, adapting it to the contents proper of a Law.



## 4. Training the trainers

There exists the possibility to follow this specific training in a private or in a public way.

For what does it prepare you for?: To be teacher of training actions belonging to the FIP Plan (Occupational Vocational Training), as well as the ones from other official plans such as Continuous Training (FORCEM), Forintel, Occupational Centres, Training Workshops, etc.

Addressed to:

- teaching professionals, working or not working, who want to orient their career to teach training actions of Occupational Training and Continuous Training,
- Any professional, qualified or not, who desires to teach OFFICIAL COURSES OR WORKSHOPS.
- Students and Candidates for a competitive examination who want to improve their professional qualifications and score, for the effects in their curricula as well as for employment bureau.

At a private level, we will refer to different specific trainings that are conducted. The official master in Education and TIC has as objective the training of coaches, designers, managers and administrators of the educational and entrepreneurial world, promoted by their need to improve and their will to profit from the TIC for education and training. Particularly, it is addressed to the professionals who want to optimize the processes that intervene in the demand, design, configuration and integration of the group of elements of a virtual learning project, in the directive and the managerial scope as well as in the instructional and technological design.

The syllabus of the course comprises the following modules:

**MODULE 1: THE TRAINING PLAN** depending on the characteristics of the organisation and on the levels of training intervention. It also refers to the elements that intervene in the training design and to the training modalities.

**MODULE 2: THE TRAINING-LEARNING PROCESS PROGRAMMING** in which one can see the analysis of the group of learners and the programme of one training session.

**MODULE 3: THE DIDACTIC INTERACTION**, including the learning activators and methodological strategies.

**MODULE 4: AUTONOMOUS LEARNING STRATEGIES**, supervision and monitoring of individual learning and didactic resources available.

**MODULE 5: ORIENTATION STRATEGIES**, referring to changes in the work organization and impact of the new technologies in the labour world.



MODULE 6: DESIGN OF LEARNING ASSESSMENT TESTS according to targets and types of this.

MODULE 7: ASSESSMENT OF TRAINING ACTIONS.

MODULE 8: TRAINING MONITORING, using improvement strategies and reinforcement without omitting the monitoring assessment.

MODULE 9: TEACHING INNOVATION AND UPDATING; the new professional competences of trainers.

Methodology:

The course follows a TUTORIAL SYSTEM. The trainee will have at his disposal a tutor expert in the subject matter to consult any doubt or question that can arise.

The methodology to be followed is reading carefully the syllabus and giving an answer to a series of activities and exercises related to each of the syllabus modules. Finally, one will have to answer a test exam attached to the received material, which the trainee will have to send it back together with the exercises in a sealed envelope, which is also part of this material.

## 5. Initiatives at private level

### *TTNET in Spain*

It is a European Network that depends on the Ministry of Employment and Social Affairs.

The Spanish Network is a professional space of co-operation and exchange and the point of reference of the Spanish Training professionals, with the aim of:

- Favouring the collective of trainers
- Exchanging and integrating different perspectives about planning and management of Training of trainers and teachers in the diverse sub-systems existing in Spain.
- Identification and analysis the innovative experiences in matters of Training of Trainers.
- Putting forward and analysing relevant issues of interest to make decisions regarding Training the Trainers.

A national supporter co-ordinates the Spanish Network activities, their relations with the CEDEFOP and with the other TTnet National Networks. The role of national supporter is assumed by the Public Service of State Employment – INEM, which has the mission of boosting, promoting and supervising the National Network.

### *Foundation Education and Life*

It is a non-profit organization which has as its aims:

1. The defence of the right to education for everybody in equal conditions
2. The assistance for the improvement of educational conditions, particularly for groups of risk of social exclusion for physical, social, cultural or sexual reasons.
3. The co-operation for the educational development in different scopes, at national level as well as at international level.
4. Assist and promote Training Workers in all fields and educational levels.
5. Help study and research in the social and educational fields.
6. Elaborate and supply information in the scope of education that involves a benefit for all workers and educational sectors.
7. Foment tolerance and school participation among the different educational professions at all levels and modalities.
8. Co-operate in the improvement of training quality contributing to the ethical-civil education.



9. Develop activities oriented to the dissemination of culture and education of the citizens of the world.
10. Defend the improvement in educational regulations that promotes equal opportunities and development.
11. Study educational policies to contribute to its reformation and adaptation to the needs at a moment and at a place.

In order to achieve these aims, the Foundation will carry out the following activities:

- a) The organisation of courses, conference cycles, congresses, discussions and sessions of study and research, in-person as well as by technical, computerised or electronic means, or distance video-conferences.
- b) Draft, edit, finance and disseminate, by any legally established means, publications, leaflets, monographs, videos...
- c) Promote research in the scope of education, social and legal sciences, etc.
- d) Establish systems of co-operation with other public or private entities, non-profit organisations, national or international, in order to achieve the suggested aims.
- e) Promote, organise and conduct the celebration of general or monographic exhibitions, periodical or permanent, in-situ or circulating or dissemination campaigns by any legally established means for the diffusion of the aims of the Foundation.