



A bridge to the future

European policy for vocational education and training 2002-10

National policy report - Spain

Progress in VET in the Context of the Copenhagen Process



This report is one of a set of European country reports on VET policy development. It has been produced as a contribution to CEDEFOP's third policy report, which reviews progress in VET toward the policy goals of the Copenhagen Process. The opinions expressed in this national report are not necessarily those of CEDEFOP.

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REFERNET Country Report on Progress in VET in the Context of the Copenhagen Process (2002/2010)

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GENERAL CONTEXT

The European Union initiated the Bruges-Copenhagen process in 2002 as part of the Lisbon Strategy, with the aim of promoting cooperation on Vocational Education and Training (VET). One requirement of this process was the setting up of processes to modernize the European VET systems that would be based, on the one hand, on ensuring the quality, transparency and recognition of qualifications and, on the other, on achieving social progress in terms of equity, social inclusion, employability and competitiveness.

A new economic and social context has grown up in this decade. It has been characterized by processes of economic opening up and globalization, by rapid changes brought on by the incorporation of new technologies and information and communications systems, and by the increasing level of competence required because of the value placed on knowledge. This new context has highlighted new social and productive needs that must be responded to quickly and effectively.

Faced with this situation, VET systems are needed that are capable of providing answers to the new challenges. In this country, an improvement and modernization process has been set in motion that is designed to produce a coherent, comprehensive framework for vocational training. It includes a common point of reference for the training courses offered and for the recognition and accreditation of what has been learned, the evaluation of the quality and effectiveness of the training, coordination between the civil service departments, the participation of the social interlocutors, the involvement of companies and the incorporation of a European dimension into training.

Using this context and taking the year 2002 as the starting point for analyzing and evaluating the progress made in the process of modernizing and updating the Spanish VET system, it should be noted that a number of legislative initiatives have been created in which the national civil service, through the Ministries of Education and Labour, and the Autonomous Communities and the Social Agents have all been involved.

✓ 2002:

- Law 5/2002 of 19 June on Qualifications and Vocational Training is approved. Its purpose is to create the **National Qualifications and Vocational Training System** (Spanish initials, **SNCP**) as a regulatory framework for integrating the different types of training course offered and for evaluating and accrediting qualifications.

✓ **2003:**

- The ***National Catalogue of Professional Qualifications*** (Spanish initials, **CNCP**) is approved in Royal Decree 1128/2203 of 5 September (later modified by Royal Decree 1416/2005 of 25 November). It is designed to be the central tool and the institutional hub of the SNCP, which organizes the competencies and qualifications identified in the productive system and sets up a framework for evaluating and accrediting professional competencies.
- Law 56/2003 of 16 December on Employment is approved. It sets up the instruments for implementing this policy, among them the **Active Employment Policies** (a series of information, guidance, employment and training programmes and measures).

✓ **2005:**

- Royal Decree 1558/2005 of 23 December regulating the basic requirements for the **Integrated Vocational Training Centres** is approved. At these centres, vocational training courses will be offered that lead to Vocational Training Diplomas and Certificates of Professionalism.
- The ***Spanish National Reform Programme*** is presented. It is based on the twenty-four integrated guidelines for growth and employment agreed to in the Lisbon Strategy (2000-2010). The programme emphasizes the priority objective of achieving an employment rate of 66% and the specific objective of halving the early school dropout rate of 15%. Priority no. 3 focuses on commitments to increasing and improving human capital. (CONVERGENCE AND EMPLOYMENT: *Spanish National Reform Programme*. October 2005).

✓ **2006:**

- Law 2/2006 of 3 May on Education is approved. It sets the bases for ***Vocational Training within the education system***, which includes a series of intermediate and advanced level training courses that seek to qualify young people for a variety of professions and give them access to employment and active participation in social, cultural and economic life. Article 30 of the Law creates the ***Initial Professional Qualification Programmes*** (Spanish initials, PCPI).
- Royal Decree 1538/2006 of 15 December establishing the general organization of vocational training in the education system is approved. This law determines the structure of the ***new vocational training diplomas***.

✓ **2007:**

- Royal Decree 395/2007 of 23 March regulating the **vocational training for employment subsystem** is approved. It reforms the model of vocational training at work by making improvements in the way training for the employed and for the unemployed is adapted to fit the new economic and social realities and the needs of the job market.

✓ **2008:**

- Royal Decree 34/2008 of 18 January, regulating **certificates of professionalism** is approved. These are the instrument for officially accrediting the professional competencies included in the CNCP that have been acquired through vocational training for employment courses or through work experience and non-formal methods of training.
- Royal Decree 229/2208 of 15 February regulating the **National Reference Centres** in the field of vocational training is approved. These are public centres whose mission is to carry out innovative and experimental activities in the field of vocational training. They specialize in particular productive sectors and are the national reference point for their appointed professional family.

✓ **2009:**

- Royal Decree 1224/2009 of 17 July on **recognising professional competencies acquired through work experience or non-formal methods of training**, through a single process applicable to the areas of both work and education, is approved.

✓ **2010:**

- Progress continues to be made in creating an **integrated vocational training and employment guidance and information system** as a number of initiatives in the so-called "**Road Map**" are proposed and promoted.
- Progress continues to be made in defining and implementing a **quality evaluation system for the system**, which needs to be completed with indicators related to vocational training.
- The **Sustainable Economy Bill** is presented, approved by the Government and is currently going through Parliament. It includes a chapter on **Vocational Training**. This chapter emphasizes specific measures to make the vocational training on offer more flexible, thereby allowing the public to have access to

training without disrupting either their work or family obligations. Within this framework, a draft ***Organic Law supplementing the Law on a Sustainable Economy*** has been presented. It modifies Organic Law 5/2002 of 19 July on qualifications and vocational training and Law 2/2006 of 3 May on Education, with the aim of improving the ***adaptability of vocational training***.

- The Government has implemented a process to achieve a ***Social and Political Pact on Education***, which presents various proposals affecting VET. One of the aims of these proposals is to make ***Vocational Training a key factor in advancing toward a new model of economic growth***.

In line with the commitments to VET made by Spain and the legislative framework that has been approved to guarantee its definition and implementation, a number of political priorities have been set that are designed to bring about progress in this area. They will be reinforced by measures and actions that will strengthen VET and make available a system that better matches the new social and productive needs.

The following diagrams summarize the ***priorities, measures and actions for VET taken by Spain between 2002 and 2010***. They include their status and what had been achieved as of April 2010 and the short-term forecast for each one. The different sections of each chapter of this report include a "report card" for each of the actions that shows in greater detail what the action consists of, how it has been implemented and expanded, the results of evaluation and proposed improvements.

1. IMPLEMENTING AND DEVELOPING THE NATIONAL QUALIFICATIONS AND VOCATIONAL TRAINING SYSTEM

	Status as of April 2010	Short-term forecast
National Catalogue of Professional Qualifications.	441 professional qualifications have been published in the Official State Gazette (BOE) (63.45%).	The forecast for 31 December 2010 for the CNCP is 640 qualifications published (92.09%) and 55 in process (7.91%).
Catalogue of Vocational Training Diplomas	35 new VT diplomas have been published in the BOE.	150 new diplomas should be published between 2010 and 2012, to complete the Catalogue.
National Repertory of Certificates of Professionalism	98 new certificates of professionalism have been published in the BOE and 114 are awaiting publication.	130 new certificates should be published by the end of 2010, giving a total of 372 (58%).
Network of Integrated Centres	85 integrated centres, in all the Autonomous Communities, have been regulated and implemented.	By 2011, 450 integrated centres should have been regulated.
Network of National Reference Centres	30 centres, for 18 professional families, in almost all the Autonomous Communities, except Aragon, have been qualified.	Continue to implement the network of national reference centres: 44 to be operational in 2010, with priority for the 8 professional families not yet covered: Maritime-Fishing; Personal Image; Safety and the Environment; Textiles, Clothing and Leather; Image and Sound; Sales and Marketing; Physical and Sporting Activities; Handicrafts.
Evaluation and accreditation of work experience	<ul style="list-style-type: none"> ▶ Cooperation agreement between Min. Equality, Min. Education, SPEE and UNED to further regulate the training of professionals in the accreditation process for competencies acquired through work experience. ▶ Training of actors: 100 tutors have been trained who will train 3,000 candidates for the posts of evaluators, assessors and counsellors. ▶ Information and publicity: Official presentation and start up of the online Information and Guidance Platform. 	<ul style="list-style-type: none"> ▶ Train 3,000 evaluators, assessors and counsellors. ▶ Create the Register of units of competency and of accredited actors. ▶ Publish national and Autonomous Community announcements of specializations available in Dependency and Pre-School Education. ▶ Expand the published announcement for the Canary Islands for accrediting units of competency for qualifications in: Health transport; Health care for numerous victims and catastrophes; Social and health care for dependent people in social institutions; Pre-school education.

2. DESIGN AND IMPLEMENTATION OF A VET EVALUATION AND QUALITY SYSTEM

	Status as of April 2010	Short-term forecast
Evaluation and assessment systems and follow-up indicators	Development of evaluation by the different authorized bodies (National Public Employment Service with the cooperation and technical assistance of the Tripartite Foundation for Training in Employment, the Autonomous Communities and the Social Agents).	Develop the Annual Evaluation Plan to coordinate the actions of SPEE and the Autonomous Communities for evaluating VT in employment.
Refresher and advanced courses for teachers and trainers	Development of the annual advanced technical course plan for teachers of VT for Employment. Refresher courses for VT teachers.	Improve and expand their training and bring it up to date.
Quality evaluation questionnaire for training for employment actions	Publication in April 2009 of the Decision on quality evaluation questionnaires for training for employment actions. One single questionnaire for all public and in-company courses.	Information will be available in Q3 2010.

3. CREATING AN INTEGRATED VET AND EMPLOYMENT GUIDANCE AND INFORMATION SYSTEM

	Status as of April 2010	Short-term forecast
Integrated vocational information and guidance system	<ul style="list-style-type: none"> ▶ Currently being defined and developed, with the participation of all the actors involved in the General Vocational Training Council. ▶ Providing a VET-related professional guidance service. 	<ul style="list-style-type: none"> ▶ Propose a regulatory framework, set up, implement and expand the Integrated Vocational Information and Guidance System. ▶ Create a summary and training document for guidance professionals on vocational guidance and its role in the quality of VET.
Creation of vocational guidance Internet portals and platforms	<ul style="list-style-type: none"> ▶ Portal for guidance within the education system currently being designed and created. ▶ Presentation of the Information and Guidance Portal for the accreditation of competencies acquired through work experience. ▶ Implementation of redtrabaj@ employment portal, to give information, guidance, process and publicize Employment Service initiatives, actions and benefits. 	<ul style="list-style-type: none"> ▶ Ministry of Education Vocational Guidance and Training portal: www.todofp.es ▶ Implement and publicize the portal. ▶ Make the network into a modern, accessible platform for the Employment Services.
Guidance-related plans and measures	<ul style="list-style-type: none"> ▶ Joint training for guidance professionals in the areas of education and employment in the context of accrediting professional competencies. ▶ Technical group on guidance in the education system (national and Autonomous Community civil service departments) Group organization pending. ▶ Development of initiatives by the Autonomous Communities, the social interlocutors and other bodies. 	<ul style="list-style-type: none"> ▶ Create a working document on measures leading to the implementation of an integrated Vocational Guidance system. ▶ Create a report on the status of regulatory implementation and guidance practices in Spain. ▶ Improve and implement actions.
Extraordinary Plan for Guidance Measures	<ul style="list-style-type: none"> ▶ Hiring additional 1.500 counsellors. ▶ Helping 859.349 unemployed workers. 	<ul style="list-style-type: none"> ▶ Revamp the plan, to continue developing and expanding actions.

4. EXPANDING AND IMPROVING VOCATIONAL TRAINING WITHIN THE EDUCATION SYSTEM

	Status as of April 2010	Short-term forecast
Creation of a Virtual VT Education Platform	<ul style="list-style-type: none"> ▶ A public access portal is in operation for distance VT (VT within the education system). ▶ An online VT platform offering VT courses within the education system is operational. ▶ Transfer to the Autonomous Community civil services of the online VT platform to help expand this method of offering VT. 	<ul style="list-style-type: none"> ▶ Expand and strengthen the number of distance VT training courses offered. ▶ Permit supplementary training to be offered to those who pass an evaluation and accreditation process on professional competencies. ▶ Prioritize growth sectors or those that are generating employment.
Increasing the no. of people who obtain an intermediate level VT diploma.	The number of students in intermediate level VT has increased by 7.8%.	Include 200,000 more students in intermediate level VT between 2008-2012.
Initial Professional Qualification Programmes	The number of students in Initial Professional Qualification Programmes has increased by about 30%.	Consolidate this initiative, as a way to ensure that more people have higher levels of professional qualifications and greater possibilities of making progress through the education system.
Increasing the ways to enter and promote VT (Bridges)	A process of agreement and consensus, to be regulated later on, for initiatives that promote bridges between the courses offered by VT and the education system.	Increase the possibilities and opportunities for obtaining more and more advanced levels of professional qualification.

5. EXPANDING AND IMPROVING THE VOCATIONAL TRAINING FOR EMPLOYMENT SYSTEM

	Status as of April 2010	Short-term forecast
On-demand Training: In-company training actions and individual leaves of absence for training	Increasing the amount of training and number of companies involved in training actions and leaves of absence.	Expand into micro-businesses through publicity and guidance measures.
Training primarily intended for the employed	Access to national training for 700,000 participants, mainly in transverse training actions.	National and Autonomous Community planning and coordination. Match the courses on offer to the needs of different sectors and regions.
Training primarily intended for the unemployed	Making national training intended for the employed more accessible to the unemployed.	Promote measures to make access easier and to improve employability.
Training intended for specific groups	Includes specific programmes intended for special groups; positive results for generating employment and entry into the labour market.	Expand no. of agreements with commitments to hire and improve the quality of the centres providing the training.
Alternance training: Workshop schools, craft centres and employment workshops	Improving the qualifications and job prospects of groups with greater difficulties in finding employment.	Continue to develop and promote this type of training and employment programme.
Alternance training: Training Contracts	Included as a specific training for employment initiative.	Promote and publicize the initiative to help young people have stable employment.
Actions offering support during training	Development of quality products with future possibilities of their being publicized and used by the various agencies involved.	Improve coordination between the state and Autonomous Communities to establish common criteria and priorities for the entire subsystem.
VT activities in the tourism sector	<p>An agreement on VT actions in the tourism sector was approved by the Council of Ministers in July 2009:</p> <ul style="list-style-type: none"> ■ No. of professional qualifications approved: 28 ■ New certificates of professionalism: 12 ■ New VT diplomas: 5 ■ National reference centres: 2 	<ul style="list-style-type: none"> ▶ Carry out three studies: a) identify qualification needs; b) training courses on offer; c) social and demographic features and skills profiles. ▶ Make public announcements of accreditation for professional competencies acquired through work experience.

Training employment partnerships networks

- and**
- ▶ Network of Job Market Observatories, made up of regional observatories, SPEE and INCUAL.
 - ▶ TTNET network, sponsored by Cedefop and SPEE, to promote the training of trainers and turn them into professionals.
 - ▶ EURES, cooperation network between European employment services to foster the free movement of workers.
 - ▶ *RedTrabaj@*, sponsored by SPEE, to network the public employment services, workers, companies and the self-employed.

Strengthen the synergies between the various agencies, to make it easier for them to work together on the entire training and employment system.

6. PROMOTING THE EUROPEAN DIMENSION IN VOCATIONAL TRAINING

	Status as of April 2010	Short-term forecast
Definition of the Spanish qualifications framework	The framework document is currently being drafted for discussion and approval.	Define the structure of the Spanish qualifications framework and get the agreement of the actors involved.
Mobility and practical professional experience	<ul style="list-style-type: none"> ▶ Mobility of students and participants in training actions promoted as part of the Lifelong Learning Programme. <i>Erasmus</i> (advanced level courses); <i>Leonardo</i> (intermediate level courses and VT for employment). ▶ Mobility programme for counsellors to promote the European dimension in guidance. 	Increase the number of mobile people and improve their quality.

TOPIC 1: SOCIOECONOMIC CHALLENGES FOR FUTURE VET POLICY DEVELOPMENT

Since the summer of 2007, the major developed economies have been affected by two situations that have forced them to revise their forecasts of growth and economic stability. On the one hand, there is the financial crisis that had its origins in sub-prime mortgages and has led to tougher credit conditions for families and companies and, on the other hand, the raw materials crisis, which has seriously affected the price of oil and had a direct impact on production costs and inflation.

This situation, which has been described in various places, has led to structural changes that have had consequences for the labour market and the education and training systems:

- a) The increased economic power of emerging countries such as Brazil, Russia, India and China has led to new methods of production and job market relationships that are linked to the globalization and internationalization processes.
- b) New demographic trends are being seen, such as an aging population, the movement of population groups away from their homes to other countries and different surroundings and unequal access to and enjoyment of existing resources.
- c) The rapid progress and implementation of technology, climate change and the need for sustainable development require adjustments to be made in entrepreneurial activities and the demand for skills and qualifications.

From the standpoint of the European Union, it can be seen that the crisis that is affecting the world economy has led to serious consequences for employment and a significant increase in the unemployment figures. All the signs point to an altered trend, in which forecasts of low growth and the loss of jobs continue, but affect some countries more than others. In this context, it is important to encourage investment in VET in order to make the skills and qualifications of the population fit the demands and requirements of production.

Specifically, as stated in the *Declaration of Principles for Stimulating the Economy, Employment, Competitiveness and Social Progress*¹, the Spanish economy has moved from a process of intense growth to one of deceleration, for which the growth forecasts have had to be revised down. The factors that have influenced or are influencing Spain's economy and explain the current situation revolve around the adjustment in the construction sector and other features of the country's economy, such as:

¹ DECLARACIÓN PARA EL IMPULSO DE LA ECONOMÍA, EL EMPLEO, LA COMPETITIVIDAD Y EL PROGRESO SOCIAL (Declaration of Principles for Stimulating the Economy, Employment, Competitiveness and Social Progress). The signing of the Declaration of a Social Dialogue 2008 took place in Madrid on 29 July 2008. The text is available in Spanish at www.la-moncloa.es.

- a) A very open economy, which causes its dynamism to depend in great part on the behaviour of the developed economies.
- b) An economy with a strong dependence on energy.
- c) An economy with a high foreign trade deficit and a need for international financing.
- d) A job market structure characterized by a heavy reliance on the construction and service sectors, a high rate of temporary hiring and, according to some experts, excessive rigidity.

Another factor that directly affects this country's economy is a strong deceleration in private consumption, which started in 2008 and still continues today. This trend was caused by, among other things, a lack of confidence in the current situation and the dwindling disposable income of families, since at that time they were subjected to *increased inflation* and *higher rates of interest*, a situation that no longer exists. But the situation that is really setting the pace for the economy is job destruction, which directly results in an increase in the unemployment rates. The Spanish economy has therefore abandoned the growth rate of recent years and has entered a *period of deceleration*, which is essentially signalled by a downturn in household consumption and investment, a serious increase in unemployment and a lack of confidence in the markets.

All these changes call for the modernization of the education and training systems, in order to set up direct links to economic growth and development policies that can offer rapid, dynamic answers to the question of how to increase access to and improve the levels of qualification needed.

1.1. THE IMPACT ON VET OF GLOBALIZATION

Europe's response to the effects of globalization is included in the Lisbon Strategy (2000-2010), a strategy that rests on three pillars:

- a) Promoting a knowledge- and innovation-based society and economy.
- b) Modernizing the social model by investing in human resources and combatting social exclusion.
- c) Economic growth that is in keeping with sustainable environmental development.

The Council of Europe has debated the European Union's new strategy for employment and growth (Europe 2020)² and reached an agreement on the key areas and priority objectives, which focus on knowledge and innovation, on having a more sustainable economy and on attaining a high level of employment and social integration. This strategy will be formally adopted in June 2010.

² Conclusions of the COUNCIL OF EUROPE, 25 and 26 March 2010.

Globalization is both a source of opportunity and a challenge for the European Union, as Europe must be capable of reconciling economic growth, social cohesion and environmental protection. The new context of globalization shows that there is a need for the improvement of human capital to be a strategic factor in the new productive model and for emphasizing, as a key objective, the need to develop solid structural policies that will increase productivity and competitiveness by improving physical, human and technological capital.

The *National Catalogue of Professional Qualifications* (Spanish initials, CNCP) was created to respond to the changing needs of the productive system and the possible demands of society in a way that encourages the professional and social development of individuals and meets the needs of the productive system. The Catalogue includes the standards set for the skills involved in the different professional profiles. Its very creation means that a commitment has been made to keep it up to date and in tune with the prevailing social and productive situation.

The vocational training diplomas are listed in the *Catalogue of Vocational Training Diplomas* and the certificates of professionalism in the *Repertory of Certificates of Professionalism*. New diplomas and certificates are defined in accordance with the standards set out in the SNCP, which is the sole point of reference for the various training courses offered.

1. Example of an Initiative: **CATALOGUE OF VOCATIONAL TRAINING DIPLOMAS**

IMPLEMENTING AND DEVELOPING THE NATIONAL QUALIFICATIONS SYSTEM CATALOGUE OF VOCATIONAL TRAINING DIPLOMAS	
<i>April 2010</i>	
Context; Objectives; Groups; Implementation	
<p>The vocational training diplomas offered within the education system, those of Technician and Advanced Technician, are a way of accrediting the qualifications and competencies set for each diploma and of ensuring a level of training that includes professional, personal and social skills that will lead to competitiveness, employability and social cohesion.</p> <p>The Technician and Advanced Technician diplomas are grouped into the twenty-six professional families. The training leading to the diplomas of Technician and Advanced Technician is organized into intermediate and advanced level courses, respectively. The diplomas respond to the needs of the productive system and the personal and social values required of a citizen of a democracy. Each professional profile is determined by the units of competency listed in the National Catalogue of Professional Qualifications. The Technician and Advanced Technician diplomas make up the Catalogue of Vocational Training Diplomas, which meets the productive sector's need for professional skills and economic development at the local, regional, national and European levels, as well as the demands of society and the interests and expectations of the public.</p> <p>Vocational Training within the Education System attempts to make the VET offered more flexible, with the aim of permitting students to combine their studies and training with work or other types of activity. Part time and full time courses are therefore offered and it is possible to take the professional modules in class or as distance learning. The flexibility of this type of education is designed to bring more adults into VET, since the courses are adapted to their personal abilities and needs, allow them to combine learning with other activities and responsibilities and have a flexible, open methodology based on self-teaching.</p> <p>One of the priority objectives of VET policy is to match the vocational training diplomas to the professional profiles demanded by the productive sector and the realities of the labour market and to open up access to more members of the public.</p>	
OPERATION AND MANDATE	
Level; Scope; Actors	
<p>The Ministry of Education, in cooperation with the Autonomous Communities, draws up and updates the Vocational Training Diplomas, a report is presented by the General Vocational</p>	

Training Council and the diplomas are approved in a Royal Decree.

The Professional Diplomas are drawn up and updated based on the professional qualifications in the CNCP. For this reason, whenever a professional qualification or a unit of competency is modified or updated, the Diploma is also reviewed and changed. The issuing of diplomas is the responsibility of the competent education department and diplomas are awarded to those who have passed all the modules that make up the Diploma course.

EVALUATION

Effectiveness, efficiency and impact; Indicators of success; Results

The first new intermediate and advanced level technician diplomas were approved in 2007 and they began to be implemented in the 2008/2009 academic year. They will need to have been in operation for some time before their effects and their fit with the supply of and demand for qualifications can be evaluated. A total of 35 new diplomas out of the forecast 150, approximately, have been approved. All these diplomas have a new structure that includes personal and social skills. They also include a EUROPASS Supplement, which will make it easier to integrate them with European tools (the EQF).

NEW VOCATIONAL TRAINING DIPLOMAS PUBLISHED (30 March 2010)

PROFESSIONAL FAMILY	INTERMEDIATE LEVEL	ADVANCED LEVEL	TOTAL
FOOD INDUSTRIES	2	1	3
TRANSPORT AND VEHICLE MAINTENANCE	1	1	2
HOTELS AND TOURISM	2	3	5
TEXTILES, CLOTHING AND LEATHER	1	1	2
HEALTH	2	1	3
ADMINISTRATION AND MANAGEMENT	1	-	1
AGRICULTURE	2	-	2
ELECTRICITY AND ELECTRONICS	2	-	2
MECHANICAL MANUFACTURING	2	3	5
CHEMICALS	1	2	3
COMPUTING AND COMMUNICATIONS	1	1	2
INSTALLATION AND MAINTENANCE		2	2
GLASS AND CERAMICS		1	1
SOCIOCULTURAL AND COMMUNITY SERVICES		1	1
ENERGY EFFICIENCY AND SOLAR AND THERMAL ENERGY		1	1
TOTAL	17	18	35

SOURCE: Ministry of Education.

The demand for vocational training in this country is concentrated in the professional families of *Administration and Management, Computing and Communications, Health, Sociocultural and Community Services, and Transport and Vehicle Maintenance*. There are few graduates, however, from the *Construction and Civil Engineering, Hotels and Tourism, Installation and Maintenance* and *Personal Image* families. The social interlocutors and the productive sectors are involved in the creation of the certificates of professionalism.

CONCLUSIONS

Obstacles; Topics addressed

We can conclude that, after great efforts have been made, by the end of 2012 we will have a Catalogue of Vocational Training Diplomas that will be gradually updated as the professional competencies in the CNCP are reviewed and modified.

SOURCES/REFERENCES

- *ORGANIC LAW 5/2002 of 19 July on qualifications and vocational training. Article 10. Vocational Training Courses. Official State Gazette (Spanish initials, BOE) no. 147 of 20 June 2002.*
- *ORGANIC LAW 2/2006 on Education.*
- *ROYAL DECREE 1538/2006 of 15 December establishing the general organization of vocational training in the education system. Article 5. Catalogue of vocational training diplomas. BOE no. 3 of 3 January 2007.*
- *The text of the Royal Decrees setting up the different Vocational Training Diplomas can be found on the Ministry of Education web site:*
<https://www.educacion.es>

2. Example of an Initiative: **REPERTORY OF CERTIFICATES OF PROFESSIONALISM**

IMPLEMENTING AND DEVELOPING THE NATIONAL QUALIFICATIONS SYSTEM	
NATIONAL REPERTORY OF CERTIFICATES OF PROFESSIONALISM	
<i>April 2010</i>	
Context; Objectives; Groups; Implementation	
<p>The Certificates of Professionalism are a way to officially accredit the professional qualifications in the National Catalogue of Professional Qualifications (the CNCP) in the area of employment. They have an official character and are valid all over the country, although they do not regulate the exercise of a profession. They are issued by the National Public Employment Service (Spanish initials, SPEE) and the competent Autonomous Community departments. Their aim is to:</p> <ul style="list-style-type: none">▪ Accredit the professional qualifications or units of competency included in them, regardless of the way in which they were acquired: through training, work experience or non-formal methods of training.▪ Provide lifelong learning to all citizens by offering open, flexible and accessible training that is linked to a certificate.▪ Increase the transparency of the job market, at both the national and European levels, for employers and workers.▪ Organize the training courses offered by the vocational training for employment subsystem that are linked to the CNCP.▪ Contribute to offering high quality vocational training for employment.▪ Contribute to the integration, transparency and recognition of the different vocational training courses on offer that are linked to the CNCP. <p>A Certificate of Professionalism represents a professional profile, which can be defined as being a set of professional competencies that are identifiable in the productive system and recognized and valued in the labour market, and ensures that the training needed to acquire these competencies has been given in the framework of the vocational training for employment subsystem.</p> <p>Each Certificate of Professionalism accredits a professional qualification listed in the CNCP, although, exceptionally, when the professional profile requires it, it can include fewer units of competency than those defined in the CNCP for that particular professional qualification. In both cases, a unit of competency constitutes the minimum accreditable unit for obtaining a certificate of professionalism. The training modules in the certificate of professionalism are listed in the Modular Catalogue of Vocational Training.</p> <p>The <i>National Repertory of Certificates of Professionalism</i> lists the Certificates of Professionalism by sector in the 26 professional families in accordance with the levels of qualification established in Appendices I and II of Royal Decree 1128/2003 of 5 September, regulating the National Catalogue of Professional Qualifications, subsequently modified by Royal Decree 1416/2005 of 25 November.</p>	
OPERATION AND MANDATE	
Level; Scope; Actors	
<p>The National Public Employment Service, with the cooperation of the National Reference Centres, creates and updates the Certificates of Professionalism, a report is made by the General Vocational Training Council and the General Council of the National Employment System and finally the certificates are approved in a Royal Decree. The Autonomous Communities, the social interlocutors and the productive sectors are all involved in creating the certificates of professionalism.</p> <p>The Certificates of Professionalism are created and updated based on the professional qualifications in the CNCP. For this reason, whenever a professional qualification or a unit of competency is modified or updated, the corresponding Certificate of Professionalism is also reviewed and changed.</p>	

They are issued by the competent labour department to those who have passed the corresponding modules or have obtained accreditation for the units of competency. Those who have not passed all the units receive a certificate for the modules that they have passed, which serves as partial accumulable accreditation. A register is kept listing the names and specializations of the certificates and partial accreditations issued.

EVALUATION

Effectiveness, efficiency and impact; Indicators of success; Results

As of April 2010, 98 certificates of professionalism had been published in the Official State Gazette and 144 more were awaiting publication.

It is forecast that by the end of the year 130 new certificates of professionalism will have been created. This means that by the end of 2010 the National Repertory of Certificates of Professionalism will include a total of 372 certificates, i.e., 58% of the 640 professional qualifications that the National Institute of Professional Qualifications intends to have published by that date.

CERTIFICATES OF PROFESSIONALISM PUBLISHED IN THE OFFICIAL STATE GAZETTE AS OF 28 FEBRUARY 2010

PROFESSIONAL FAMILY	LEVEL I	LEVEL II	LEVEL III	TOTAL
PHYSICAL AND SPORTING ACTIVITIES	-	1	-	1
ADMINISTRATION AND MANAGEMENT	-	1	4	5
AGRICULTURE	4	11	4	19
GRAPHIC ARTS	-	1	1	2
COMMERCE	-	1	1	2
CONSTRUCTION AND CIVIL ENGINEERING	1	1	2	4
ELECTRICITY AND ELECTRONICS	1	2	-	3
ENERGY AND WATER	-	4	3	7
MECHANICAL MANUFACTURING	1	4	2	7
HOTELS AND TOURISM	4	3	5	12
PERSONAL IMAGE	2	2	1	5
IMAGE AND SOUND	-	-	3	3
FOOD INDUSTRIES	1	2	-	3
EXTRACTIVE INDUSTRIES	1	2	-	3
COMPUTING	1	-	-	1
INSTALLATION AND MAINTENANCE	1	2	1	4
WOOD, FURNITURE AND CORK	-	5	-	5
MARITIME AND FISHING	-	2	-	2
CHEMICALS	-	2	4	6
SAFETY AND THE ENVIRONMENT	-	1	-	1
SOCIOCULTURAL AND COMMUNITY SERVICES	1	2	-	3
TOTAL	18	49	31	98

SOURCE: *Ministry of Labour and Immigration. SPEE.*

All the professional families have new certificates of professionalism, especially *Agriculture* and *Hotels and Tourism*, which have the largest number of certificates published to date.

CONCLUSIONS

Obstacles; Topics addressed

We can conclude that, after great efforts have been made, by the end of 2012 we will have a National Repertory of Certificates of Professionalism that lists most of the certificates of professionalism for the professional qualifications published and that the Repertory will be gradually updated as the professional qualifications are reviewed and modified.

SOURCES/REFERENCES

- *ORGANIC LAW 5/2002 of 19 July on qualifications and vocational training. Article 10. Vocational training courses offered (BOE 147 of 20 June 2002).*
- *ROYAL DECREE 34/2008 of 18 January, regulating certificates of professionalism. Article 7. Creating and updating the certificates of professionalism. (BOE no. 27 of 31 January 2008)*
- *The Royal Decrees that establish the various certificates of professionalism can be found on the web pages of the different professional families at:*
<https://www.redtrabaja.es/es/redtrabaja/static/Redirect.do?page=cf05>

1.2. IMPACT ON VET OF TECHNOLOGICAL PROGRESS

To be able to make effective use of a productive apparatus that has higher levels of technological capitalization and for people to be able to do the jobs currently in demand, it is essential to improve education levels. A combination of technological investment and human capital is a necessary condition for improving productivity and competitiveness. It is essential to invest in human capital so as to produce more qualified manpower, which will permit the country, on the one hand, to reach the level of productivity called for by the current social and economic context and, on the other, to maintain employment rates that meet the requirements of society.

Scientific and technological progress is one of the priorities of Spanish economic policy. In 2007, three tools for long-term, medium-term and short-term planning were approved as part of the country's R+D+i Strategy (INGENIO 2010). These tools were designed to promote a culture of technology that will permit us to develop a knowledge-based economy in which education and training will play a key role:

- d) The National Science and Technology Strategy, which will last until 2015.
- e) The National R+D+i Plan (2008-2011).
- f) An annual work programme, which will be constantly updated during the time allotted to the development of the National Plan.

In addition, a set of system indicators and results was devised and is to be applied in 2011 and 2015. These tools will permit us to closely monitor the strategy with the aim of matching its development to the varying situations facing a society that is in a constant state of flux. In order to implement and strengthen the R+D+i education policies, they have been granted more equipment and resources in recent years, as shown by the General State Budgets that have been approved.

Specifically, the Spanish vocational training system includes a number of activities and initiatives that involve research, development and innovation, both in the definition and in the planning and development of the training courses offered. One of these initiatives proposes the setting up of training for employment actions for the unemployed that will give them qualifications and an opportunity to enter the labour market in occupations that involve the intensive use of new technologies, especially the information and communications technologies. This training will also give them an adequate level of economic and sectoral competitiveness³.

³ *ORDEN TAS/2965/2006, de 26 de septiembre, por la que se establecen las bases reguladoras de la concesión de subvenciones públicas para el desarrollo de un programa de formación e inserción laboral de demandantes de empleo en tecnologías de la información y de las comunicaciones y en actividades emergentes que utilicen nuevas tecnologías (ORDER TAS-2965/2006 of 26 September setting the regulatory bases for granting public subsidies for developing a labour training and insertion programme for job seekers in information and communications technologies and emerging activities that use new Technologies). BOE no. 232 of 28 September 2006.*

One outstanding example in this area is the creation of a virtual platform for offering distance vocational training that is of a sufficiently high quality and flexible enough to give trainees the possibility of combining training with working and their other responsibilities. This initiative provides a way to offer intermediate and advanced level training courses, either part time or full time, that will lead to the diplomas listed in the Catalogue of Vocational Training Diplomas.

3. Example of an Initiative: **VIRTUAL EDUCATION PLATFORM**

EXPANDING AND IMPROVING VOCATIONAL TRAINING WITHIN THE EDUCATION SYSTEM
CREATION OF A VIRTUAL EDUCATION PLATFORM
<i>April 2010</i>
Context; Objectives; Groups; Implementation
<p>One of the objectives of the Organic Law on Education of 2006 refers to flexibility in gaining entry to the education system with the aim of permitting training routes to be devised that fit people's personal needs and interests, as well as making it easier to move from work to training and combine the two. To help meet this objective, an online platform for delivering VT distance training courses has been created and implemented.</p> <p>With this technology, VET can be made more flexible, so that education and training can be combined with working or other responsibilities, and with any personal circumstances that make it difficult to attend in-class education or training. The project to create a single virtual platform for distance vocational training currently has three parts:</p> <ul style="list-style-type: none"> ▪ A common public portal for the Ministry of Education and the Autonomous Communities with one URL offering information and guidance on the distance training offered over the Internet. ▪ The creation of a computer-based tool for delivering distance vocational training courses. Two training courses were offered during the 2009-2010 academic year: A) Pre-School Education (advanced level) and B) Health Emergencies (intermediate level). The courses were assigned to one centre where they were developed before being delivered. ▪ Materials are also being created for the training courses that will be implemented.
OPERATION AND MANDATE
Level; Scope; Actors
<p>This unique national platform was proposed by the Ministry of Education, because it holds the authority, and agreed to by the Autonomous Communities. The site includes various distance training courses and the professional modules that make up the courses can be taken at both the intermediate and advanced levels. The courses can be taken either part time or full time, which gives trainees a more flexible way to complete the training course and get a diploma.</p>
EVALUATION
Effectiveness, efficiency and impact; Indicators of success; Results
<p>Two training courses were implemented during the 2009/2010 academic year and it will be necessary for some time to pass before their effects and results can be evaluated. It is intended to expand the number of courses on offer so as to meet the realities of the labour market and the needs of the productive and social environment and to permit those who pass a process that evaluates and accredits the professional competencies that they have acquired through work experience to take the additional training needed to be awarded a diploma.</p>
CONCLUSIONS
Obstacles; Topics addressed
<p>The implementation and expansion of this platform will provide one single site on which all distance vocational training courses can be offered, thereby guaranteeing increased access to this type of training for those groups of people that, because of their circumstances, have greater difficulty taking in class training.</p>
SOURCES/REFERENCES
<ul style="list-style-type: none"> ▪ <i>COUNCIL OF MINISTERS of 14 November 2008. Report on the "ROAD MAP" for strengthening and promoting VET.</i> http://www.la-moncloa.es/ConsejodeMinistros/Referencias

1.3. IMPACT ON VET OF DEMOGRAPHIC CHANGES AND INTERNATIONAL MIGRATION

In the first decade of the 21st century, the population of Spain has recorded the highest growth rate in the country's history, with an annual average increase of around 630,000 people. This increase is due to the intensity of the migratory flow, which is very unequally distributed among the regions.

— Total population of Spain

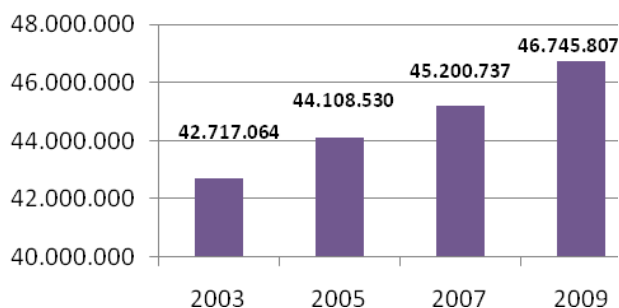
According to figures from the National Statistics Institute (Spanish initials, INE), the Municipal Census shows the total population of Spain as being 46,745,807, of which 14.58% is under the age of 16, 68.76% between 16 and 65, and 16.4% over the age of 65 (information as of 1 January 2009). Between 2002 and 2009, there was an increase of 4,907,913 people; in other words, an 11.7% increase in the total population of Spain.

► Total Population

YEAR REFERENCED	TOTAL NO. INDIVIDUALS	TOTAL NO. MEN	TOTAL NO. WOMEN	UNDER 16	16 TO 65	OVER 65
2002	41,837,894	20,564,089 49.15%	21,273,805 50.84%	5,908,503 14.12%	26,891,347 64.27%	9,037,443 21.60%
2003	42,717,064	21,034,326 49.24%	21,682,738 50.75%	6,043,479 14.14%	27,516,991 64.41%	9,156,594 21.43%
2004	43,197,684	21,285,247 49.27%	21,912,437 50.72%	6,571,054 15.21%	29,672,035 68.68%	6,954,595 16.09%
2005	44,108,530	21,780,869 49.38%	22,327,661 50.61%	6,719,131 15.23%	30,361,817 68.83%	7,027,582 15.93%
2006	44,708,964	22,100,466 49.43%	22,608,498 50.56%	6,825,177 15.26%	30,853,018 69.00%	7,030,769 15.72%
2007	45,200,737	22,339,962 49.42%	22,860,775 50.57%	6,927,730 15.32%	30,343,839 67.13%	7,929,168 17.54%
2008	46,157,822	22,847,737 49.49%	23,310,085 50.50%	7,113,961 15.41%	31,807,899 68.91%	7,235,962 15.67%
2009	46,745,807	23,116,988 49.45%	23,628,819 50.54%	6,817,880 14.58%	32,145,023 68.76%	7,782,904 16.64%

Source: National Statistics Institute (Spanish initials, INE). Official population figures. Municipal census.

► Change in Total Population



The resident population of Spain continues to display a high rate of growth. In 2009, there were 1,545,070 more people than in 2007.

Source: INE. Official population figures. Municipal census.

Although the total population is increasing significantly year to year, the population under 16 years of age is decreasing in proportion to the total population. The

opposite is true, however, for the 16 to 44 and 65 to 84 age groups, and there has been a proportional increase in population for the 45 to 64 age group and the over 85's.

In the last 10 years, the Spanish population has increased by around five million people, with the older age groups showing most growth, both in absolute values and as a proportion of the total population.

The education level of the Spanish population has increased considerably at the primary and higher education levels and there has been a decrease in the number of people who have had no education.

► **Population Distribution in Spain by Level of Education**

YEAR	TOTAL	NO EDUCATION	PRIMARY	SECONDARY	HIGHER EDUCATION
2002	32,990,300	1,015,700	12,207,000	13,459,400	6,154,000
2003	33,079,900	947,100	11,731,400	13,866,000	6,371,100
2004	33,147,600	935,900	11,355,900	14,076,400	6,599,600
2005	33,152,500	697,600	10,431,200	14,588,600	7,435,100
2006	33,168,500	736,300	10,472,900	14,450,300	7,509,000
2007	33,239,100	758,800	10,348,500	14,279,000	7,852,900
2008	33,304,300	766,200	10,111,200	14,535,800	7,891,000
2009	33,309,000	766,000	9,828,400	14,604,200	8,110,500

Source: INE. Official population figures. Survey of the Active Population (Spanish initials, EPA).

— **Foreign Population of Spain**

With regard to the foreign population, the figures for 2009 show 5,648,671 foreigners living in Spain, 12.08% of the total resident population. 87.18% of these foreigners were nationals of European countries, 15.96% were from Africa, 33.56% from the Americas and 4.90% from Asia.

Between 2002 and 2009, there was an increase in the number of foreigners in Spain of 3,670,725, which represents an average annual increase of some 532,000. The current figures show that the average increase is declining significantly.

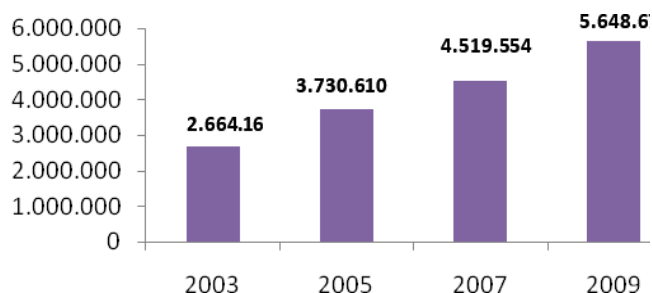
► **Foreign Population**

YEAR	TOTAL	PERCENTAGE OF TOTAL POPULATION	EUROPE (except Romania and Bulgaria)	RUMANIA AND BULGARIA	AFRICA	NORTH AMERICA	CENTRAL AND SOUTH AMERICA	Asia	REST OF THE WORLD
2002	1,977,946	4.72%	1,249,031	95,650	399,836	28,290	656,629	93,329	1,836
2003	2,664,168	6.23%	1,587,302	186,996	492,951	36,901	962,338	122,208	2,173
2004	3,034,326	7.02%	807,587	271,968	541,518	38,660	1,237,441	135,108	2,044
2005	3,730,610	8.46%	999,936	400,121	663,156	47,107	1,441,573	176,290	2,427
2006	4,144,166	9.27%	1,158,410	493,161	725,960	47,650	1,509,954	206,476	2,555
2007	4,519,554	10%	1,306,784	626,214	737,400	43,175	1,595,519	207,850	2,612
2008	5,268,762	11.4%	1,428,646	885,779	909,757	49,620	1,735,270	256,728	2,962
2009	5,648,671	12.08%	4,924,552	916,983	901,843	50,573	1,845,570	277,122	3,006

Source: INE. Official population figures. Municipal census.

► **Change in Foreign Population**

Overall, the foreign population of Spain is continuing to grow but at a slower pace. In 2009, the population grew by some 379,909 people, as compared to 2008.



Source: INE. Official population figures. Municipal census.

By age, more or less 15% of foreigners are under the age of 16, 90% between the ages of 16 and 64 and 5% over the age of 65.

► **Distribution of Foreigners in Spain by Age Group and Sex**

YEAR	TOTAL	MEN	WOMEN	UNDER 16	16 TO 64	OVER 65
2002	1,977,946	1,048,178 52.99%	929,767 47.01%	277,134 14.02%	1,570,019 79.37%	130,795 6.61%
2003	2,664,168	1,414,750 53.10 %	1,249,418 46.90 %	389,016 5.99%	2,119,562 7.32%	155,590 2.14%
2004	3,034,326	1,605,723 52.91%	1,428,603 47.09%	470,981 7.17%	2,415,334 8.24%	148,011 2.03%
2005	3,730,610	1,992,034 53.39%	1,738,576 46.61%	564,741 8.40%	2,986,534 9.94%	179,335 2.45%
2006	4,144,166	2,215,469 53.45%	1,928,697 46.55%	616,635 9.03%	3,324,365 10.94%	203,166 2.71%
2007	4,519,554	2,395,685 53.00%	2,123,869 47.00%	679,819 9.81%	3,616,892 11.77%	222,843 2.96%
2008	5,268,762	2,802,673 53.19%	2,466,089 46.81%	793,927 11.16%	4,219,056 13.43%	255,779 3.35%
2009	5,648,671	2,992,636 52.98%	2,656,035 47.02%	861,495 11.86%	4,504,246 14.21%	282,930 3.64%

Source: INE. Official population figures. Municipal census.

By level of education, some 2.7% of foreigners have had no education, 78% have had a secondary education and about 19.3% have had higher education.

► **Population Distribution in Spain by Level of Education**

YEAR	TOTAL	NO EDUCATION	PRIMARY	SECONDARY	HIGHER EDUCATION
2002	1,738,400	58,600	449,300	823,900	406.600
2003	2,220,400	79,100	564,600	1,092,800	484.000
2004	2,727,700	106,300	636,700	1,365,500	619.300
2005	3,305,400	75,500	761,500	1,762,100	737.200
2006	3,809,000	94,900	817,700	2,141,000	785.500
2007	4,373,800	96,300	1,030,400	2,406,700	853.300
2008	4,742,100	119,400	1,052,200	2,660,200	923.600
2009	4,760,100	127,500	1,070,600	2,649,200	912.800

Source: INE. Official population figures. Survey of the Active Population (Spanish initials, EPA).

— **Population Forecasts and Growth**

According to INE's short-term *Population Forecast for Spain 2008-2019*, taking into account the presumed figures for births, deaths and migration, it is estimated that the total resident population of Spain will be over 46,000,000 in 2019 (an annual rate of growth of around 380,000 people over the next 11 years). There will be a slowing down in the growth rate of the resident population of Spain: from 1.8% per annum in 2007 to 0.7% in 2010, a figure that will remain stable until 2019.

With regard to growth by age group, the population aged between 16 and 64 will grow by 4.7%, an increase of 1.44 million people by 2018. The under 15 age group will increase by 13.1%, or 921,000 people. It is estimated that the greatest increase will occur in the over 64 age group, which will grow by 19.2%.

► **SPANISH POPULATION GROWTH (2010-2019)***

	2010	2012	2014	2016	2018	2019
TOTAL	46,017,560	46,257,974	46,462,195	46,668,600	46,861,257	46,955,030
MEN	22,699,847	22,771,050	22,825,142	22,879,752	22,925,996	22,947,640
WOMEN	23,317,713	23,486,925	23,637,053	23,788,848	23,935,261	24,007,390

Source: INE

* The population on 1 January 2009, at the start of the projection, reflects the results of the Current Population Estimates for that date, which are considered to offer the best statistical approximation to the resident population of Spain, the Autonomous Communities and the provinces at any given moment. This guarantees that the results of the projection are consistent with the retrospective population figures used by INE in all its statistics. The calculations were made using the resident population. Source: Monthly Statistics Bulletin. INE (http://www.ine.es/inebmenu/mnu_cifraspob.htm)

— **Population Features**

The current state of the Spanish population has been caused by a series of factors that affect today's society: in recent years, there has been a) a notable increase in life expectancy; b) low birth rates; and c) a significant increase in population due to the impact of immigration. These factors have created the following situation, to which there must be a response from a number of areas, especially the social and economic:

- A national population with a low birth rate.
- The appearance of a new, fertile generation from abroad.
- A group of people with few or no qualifications.

The population of Spain has grown significantly and, therefore, the social and economic order is faced with wide ranging challenges. The training systems must offer appropriate learning processes that guarantee that people will acquire professional qualifications and then access to the labour market. A solid, unified training system has been devised, with initiatives that respond to a variety of situations. One of the initiatives that combines training and employment is the *training contract*, which has been proposed as a valid option for consolidating learning and contributing to stable employment.

4. Example of an Initiative: **TRAINING CONTRACTS**

EXPANDING AND IMPROVING THE VOCATIONAL TRAINING FOR EMPLOYMENT SYSTEM TRAINING ALTERNATING WITH EMPLOYMENT TRAINING CONTRACTS	
	<i>April 2010</i>
Context; Objectives; Groups; Implementation	
<p>With the organization in 2007 of the vocational training for employment subsystem, which established a common framework of training for both the employed and the unemployed, various training initiatives were developed. Regulations were set for <i>on-demand training</i>, the training that meets the specific training needs of companies and their workers; for <i>training on offer</i>, which seeks to offer workers training that will qualify them for their professions and give them access to employment; and for <i>training alternating with employment (training actions for training contracts and public employment/training programmes)</i>, which aims to help workers acquire the professional competencies for an occupation through a mixed process of employment and training, thereby permitting them to combine formal learning and practical, on the job work experience.</p> <p><i>Training contract training actions</i> include theoretical training that is linked to the courses for the certificates of professionalism for that particular occupation or, if there is no certificate, to the training listed in the file of training specialities. If the trainees have not reached the objectives of Compulsory Secondary Education (Spanish initials, ESO), the training will also seek to fulfil them. The training cannot last for more than 15% of the maximum working day, is supplemented by help from tutors and is the object of accreditation. It can be financed through a system of allowances (for <i>on-demand training</i>).</p> <p>The Inter-Confederation Collective Bargaining Agreements signed in recent years, which set the general criteria and guidelines for employment, include a reference to the promotion of training contracts as a way to get people into the labour market and to produce qualified young people. Having these workers join a company permanently after completing a training contract contributes to job stability.</p>	
OPERATION AND MANDATE	
Level; Scope; Actors	
<p>Training contracts aim to provide the theoretical and practical training needed to work competently in an occupation or job that requires a level of qualification that can be formally accredited or, alternatively, a basic level of qualification that will fit any occupation included in a company's job classification scheme.</p> <ul style="list-style-type: none">— The basic requirements are that training contracts can be signed with workers between the ages of 16 and 21 who do not have the qualifications needed to get a work experience contract for a particular occupation or job. After Royal Decree-Law 5/2006 of 9 June on improving growth and employment came into force, the maximum age was raised to 24 years when the contract is with an unemployed worker who is entering a Workshop School or Employment Workshop programme as a student-worker (the maximum age limit does not apply when the contract is with an unemployed worker who is joining an Employment Workshop programme as a student-worker or is disabled).— The duration of the contract can be from six months to two years, unless different time periods are established in the sectoral Collective Agreement, but in no case can it be more than three years. Up to two extensions can be agreed, with a minimum duration of six months. The working day must be full time. There can be a probationary period of no longer than two months. When the training contract reaches the maximum time limit, the worker cannot be hired by the same company, or another one, with the same type of contract.— The practical training, which takes place when the actual work that is the object of the contract is done, must be carried out under the supervision of the employer or of a worker who is qualified or has the appropriate professional experience. No tutor may be assigned more than three workers who were hired on training contracts, unless the Collective Agreement states otherwise.	

EVALUATION

Effectiveness, efficiency and impact; Indicators of success; Results

Training contracts are proposed by companies. Because of the current crisis, the number of contracts has decreased considerably. The following tables show the figures for the last three years.

Number of Training Contracts

	2007	2008	2009
MEN	67,936	46,370	33,758
WOMEN	41,471	32,616	27,769
TOTAL	109,407	78,986	61,527

Source: National Public Employment Service Statistics

Distribution by Type of Theoretical Training Worker Receives

Type of theoretical training	2007	2008	2009
Occupational training	39,885	24,820	14,923
Completing compulsory education	41,020	25,803	15,221
Workshop schools, craft centres and employment workshops	28,502	28,363	31,383
TOTAL	109,407	78,986	61,527

Source: National Public Employment Service Statistics

CONCLUSIONS

Obstacles; Topics addressed

Training contracts are a valid option for acquiring the theoretical and practical training needed to work in a job that requires a level of qualification that can be accredited. They are an initiative that should be promoted with the aim of consolidating learning and contributing to stable employment.

SOURCES/REFERENCES

- *Workers' Statute, Article 11.2.*
- *ROYAL DECREE 395/2007 of 23 March regulating the vocational training for employment subsystem. BOE no. 87 of 11 April 2007.*
- *ROYAL DECREE 488/2007 of 23 March expanding article 11 of the Workers' Statute on the subject of training contracts.*
- *LAW 43/2006 of 29 December on improving growth and employment.*
- *ROYAL DECREE-LAW 2/2008 of 21 April on measures to promote economic activity.*

1.4. IMPACT ON VET OF THE GREEN ECONOMY

On 23 November 2007, the Spanish Strategy for Sustainable Development⁴ was approved by the Council of Ministers. It had been drawn up by the interministerial group responsible for reviewing the European Union's Strategy for Sustainable Development and preparing the Spanish strategy, which has three goals: environmental, social and overall sustainability.

⁴ ESTRATEGIA ESPAÑOLA DE DESARROLLO SOSTENIBLE (SPANISH STRATEGY FOR SUSTAINABLE DEVELOPMENT) (2007). Ministry of the Presidency. Available in Spanish at www.la-moncloa.es

This is a strategy that must be used to help modernize the country and create a climate of economic prosperity that is compatible with increasing social well-being and improving the environment.

The Spanish Climate Change and Clean Energy Strategy, Horizon 2007-2012-2020 (approved by the National Climate Council on 25 October 2007 and by the Council of Ministers on 2 November 2007) brings together the policies for meeting the Kyoto commitments and for directing our abilities toward helping to meet the general Europe-wide objective of reducing emissions by 20% by 2020. In July 2008, six strategic lines to combat climate change were adopted: a) Waste and Manure Management; b) Sustainable Mobility; c) Sustainable Building; d) Energy Sustainability; e) Forestry and Drainage Policy; f) Innovation.

The Energy Saving and Efficiency Activation Plan was also approved. It contains 31 measures designed to reduce oil consumption in three years by the equivalent of 10% of the annual imports of fossil fuels.

In September 2008, the results of the 2006 Survey of Company Spending on Environmental Protection were presented. Expenditure on environmental protection by industry in 2006 rose by 10.9 percent over the previous year (a total of 2,607.5 million euros). The largest investments were made in reducing atmospheric emissions, managing waste water and managing waste. The sector with the highest level of investment in environmental protection was electricity. The Autonomous Community that invested most in environmental protection was Catalonia.

Sustainable development and alternative sources of energy, or green energy, appear as strategies for modernizing and developing this country, especially the electricity sector, which has made the biggest investment in environmental protection.

The **EXAMPLES** in this section refer to the following topics:

a) The ***Catalogue of Vocational Training Diplomas***: The following professional families have diplomas that are of particular importance: a) *Agriculture*: ecological agriculture; b) *Energy and Water*: renewable energies; c) *Hotels and Tourism*: rural tourism and sustainable tourism.

b) The ***National Repertory of Certificates of Professionalism***. The certificates have been defined for the professional families listed above.

c) ***National Catalogue of Professional Qualifications***: For the approval of professional qualifications in the above-mentioned sectors.

d) ***National Reference Centres*** for vocational training: There are currently three centres for the *Agriculture* family and two centres each for *Energy and Water* and *Hotels and Tourism*.

1.5. OTHER CHANGES IN VET

In Spain, there is a considerable disparity between the number of students who choose to study for the *Bachillerato* (post-compulsory secondary education), which is the route to university studies, and of those who decide to take vocational training, which receives considerably fewer students than in other European countries. Some other factors that could influence this situation are: continuing to study because higher degrees mean greater employability, and receiving insufficient guidance about taking professional studies, even if the possibilities of employment have increased.

Currently, the figures on entry into the labour market of those who have completed intermediate or advanced level vocational training show that between 60 and 70% of them succeed in entering the world of work in a short period of time (around six months).

Other factors that influence the decision on which training route to take are the state of the markets and how specialized production is in the different regions.

Because of the low level of participation in vocational training, measures and initiatives have been adopted to encourage and produce a large number of people with vocational training diplomas, especially at the intermediate level.

5. Example of an Initiative: **INTERMEDIATE LEVEL VOCATIONAL TRAINING**

EXPANSION AND IMPROVEMENT OF VOCATIONAL TRAINING WITHIN THE EDUCATION SYSTEM INCREASING THE NUMBER OF PEOPLE WHO ARE AWARDED AN INTERMEDIATE LEVEL TRAINING DIPLOMA	
	<i>April 2010</i>
Context; Objectives; Groups; Implementation	
<p>One of the main objectives of the report on the "<i>road map</i>" for fostering and promoting VET in Spain, which was presented by the Minister of Education and the Minister of Labour and Immigration, focuses on attracting 200,000 more students into intermediate level vocational training. It is a question of encouraging people to go into this type of training, since Spain is 10 points below the European average in the number of diplomees (35%, as compared with the 45% average for the OECD). Various initiatives already exist and the measures proposed in the roadmap will contribute to attaining this objective:</p> <ul style="list-style-type: none">▪ Since there is a significant number of young people between the ages of 18 and 24 who drop out of the education system without a compulsory education diploma or who have only this diploma, with the help of the social agents, a programme of scholarships will be set up that will make it possible to combine working with taking training courses, with the objective of drawing this group back into the education system.▪ Both training contracts and part-time contracts will be promoted, as they are particularly intended for this age group so that they can complete their training.▪ A virtual platform has been implemented that allows distance training modules to be taken in order to get a certificate of professionalism or an intermediate or advanced level vocational training diploma.▪ A vocational information and guidance system is being created on an Internet portal that will provide the tools that are needed to guarantee that people can select the best training or employment route for them. This is a measure for increasing the public's knowledge of VET and the number of students who opt for this type of professional education.	

- A system has been designed for evaluating and accrediting knowledge acquired through experience and/or non-formal methods of training. This system, which is included in Royal Decree 1224/2009 on recognizing competencies acquired through work experience, has the aim of allowing workers who have no official accreditation to take advantage of their experience. Accredited professional competencies can be co validated with training modules, which will permit workers who complete the remaining training to obtain a Vocational Training Diploma or a Certificate of Professionalism.
- Having open registration that meets the real needs of the market is going to make the courses offered in vocational training for employment more flexible.

Other initiatives to reinforce and publicize the opportunities offered by vocational training are: a) the VET Fair (the last one was held in April 2009) in which the Autonomous Communities and the Ministry of Defence took part, offering courses for all the professional families; b) the Skills championship; and c) participation in the *Aula* and *Integra* fairs. All of these initiatives contribute to making vocational training a quality alternative and to improving its social and professional prestige.

OPERATION AND MANDATE

Level; Scope; Actors

All these initiatives came out of the Ministry of Education and the Ministry of Labour and Immigration and it is they who promote their development and implementation, with the involvement and participation of the Autonomous Communities. However, it is the competent education departments in the Ministry of Education and the Autonomous Communities that guarantee that those citizens who wish to enter this type of education are able to enter and obtain vocational training diplomas.

EVALUATION

Effectiveness, efficiency and impact; Indicators of success; Results

The available figures confirm that improvements have occurred in the number of people wanting to take intermediate level vocational training courses: the level of participation has increased by 7.8% in comparison with previous years. There are also positive results with regard to access to employment after this training.

CONCLUSIONS

Obstacles; Topics addressed

Intermediate level vocational training is becoming a valid option for obtaining a qualification level that matches current social, economic and productive requirements and finding stable employment in those sectors that still have adequate levels of productivity and employability.

The efforts made by the education departments, and by the labour departments to a lesser degree, show that progress has been made by offering vocational training as an alternative route that has social and professional recognition.

SOURCES/REFERENCES

- *COUNCIL OF MINISTERS of 14 November 2008. Report on the "ROAD MAP" for strengthening and promoting VET.*
<http://www.la-moncloa.es/ConsejodeMinistros/Referencias>

TOPIC 2: THE ECONOMIC CRISIS – VET POLICIES AS RECOVERY MEASURES

The current economic crisis and the need to make progress in changing the productive model to one based on competitiveness and knowledge requires the majority of the population to have high levels of training and qualifications. It is therefore essential to have quality education and training in order to fuel economic growth, employment and social cohesion.

The long period of intense growth in the world economy and business ended abruptly in 2008 and gave way to the beginning of a real economic crisis that has affected all economies with greater or lesser intensity. Faced with this global crisis, all countries have adopted measures and sought to get together and agree on how to respond to this crisis and bring about an enduring economic recovery, which has led to the meetings of the leaders of the Group of 20, the G/20 countries⁵, and the International Monetary Fund, the IMF.

In Europe, the European Commission has responded to this economic situation by adopting a packet of urgent measures intended to counteract the effects of the financial crisis. Among them is the approval of a ***European Economic Recovery Plan***⁶ that promotes short term measures to stimulate demand, preserve employment and contribute to re-establishing confidence. The Plan rests on two pillars:

- a) A massive injection of liquidity into the economy with the aim of stimulating demand and generating confidence (200,000 million euros, 1.5% of GDP, in accordance with the Stability and Growth Pact).
- b) Reinforcing the long-term competitiveness of Europe with an overall programme to direct spending into “intelligent” investment (qualifications to fit future needs, energy efficiency, clean technologies, infrastructure and interconnectivity).

The underlying principle of this plan is solidarity and social justice, working to protect employment and improve the employment prospects of those who are losing their jobs (the European Globalization Adjustment Fund and the European Social Fund), reducing the cost of energy for the most vulnerable and meeting the needs of those who do not yet have access to the Internet as a means of communication.

⁵ The G-20 summit meetings that took place on 15 November 2008 in Washington and in London on 2 April 2009.

⁶ COMUNICACIÓN DE LA COMISIÓN AL CONSEJO EUROPEO (COMMUNICATION FROM THE EUROPEAN COMMISSION TO THE EUROPEAN COUNCIL). *Un Plan Europeo de Recuperación Económica. (A European Economic Recovery Plan)*. European Commission. Brussels, 26-11-2008. COM (2008) 800 final.

One of the measures in the area of the priorities and objectives of the renewed Lisbon strategy that was included in the European Recovery Plan focuses on “*improving the fit between qualifications and current and future job vacancies as well as supervising and developing them*”. Starting in June 2010, the new *European Employment and Growth Strategy, Europa 2020*, will be formally adopted. It centres on the areas of knowledge and innovation, a more sustainable economy and a high level of employment and social integration.

After 14 years of continuous growth, the Spanish economy has been particularly affected by the international financial crisis. This led to an economic crisis, starting in the second half of 2008, that accelerated the adjustment of the residential construction sector, which was overheated and was responsible for more than 40% of the net destruction of jobs last year. The figures from this period of crisis reveal a situation that required immediate action since employment was destroyed and the entrepreneurial system was weakened.

The breadth and depth of the repercussions that the world economic crisis has had on the employment situation in Spain, the increase in unemployed workers, the increase in public spending to be able to offer them protection and the current difficulties in getting them back to work have created an extraordinary situation that requires the immediate implementation of measures to prevent and mitigate these effects.

2.1. RECOVERY INITIATIVES

Because of the worsening economic situation in Spain, at the beginning of 2008 Royal Decree-Law 2/2008 of 21 April⁷ on measures to promote economic activity was approved. Its aim was to stimulate household consumption and company activity, slow down the slump in the property market and lessen the negative effects on employment and therefore it included fiscal and financial measures as well as an *Extraordinary Guidance, Vocational Training and Labour Insertion Measures Plan*⁸ designed to

⁷ REAL DECRETO-LEY 2/2008, de 21 de abril, de medidas de impulso a la actividad económica (ROYAL DECREE-LAW 2/2008 of 21 April on measures to promote economic activity). BOE no. 97 of 22 April 2008.

⁸ REAL DECRETO -Ley 2/2009, de 6 de marzo, de medidas urgentes para el mantenimiento y el fomento del empleo y la protección de las personas desempleadas (ROYAL DECREE-LAW 2/2009 of 6 March on urgent measures to maintain and promote employment and protection for unemployed people). Final resolution one permits the government to prolong the extraordinary plan for guidance, vocational training and labour insertion measures approved by a Council of Ministers Agreement on 18 April 2008, so as to provide a better service to the growing number of unemployed and especially vocational guidance so as to obtain more rapid labour insertion. At the Council of Ministers' meeting of 26 February 2010, an agreement was reached, in accordance with the terms of article 86 of the General Law on Budgets, to formalize the financial commitments for the General State Administration that resulted from the approval by the Sectoral Conference on Employment and Labour Affairs at its meeting of 23 June 2009 of the criteria for distributing a credit to finance the costs, attributable to the 2010 financial year, of extending the measure to hire 1,500 counsellors to strengthen the Employment Office network, which was included in the extraordinary guidance, vocational training and labour insertion plan.

increase hiring and reinforce professional stability both for the unemployed and for those who are at risk of being excluded from the labour market.

Faced with new requirements to modernize and to respond to the changes brought about by the incorporation of new technologies and the globalization process, the levels of investment in human capital must be increased and improved so that it is possible for the VET systems to adapt to the current need for change demonstrated by the economic/productive and social/labour environments.

The analyses show that an increase in the number of VET diplomées guarantees, on the one hand, an improvement in the productivity of the economy as a whole and provides, on the other, evidence that VET has positive effects on the competitiveness of companies and sustained growth.

More specifically, the *Spanish Plan for Stimulating the Economy and Employment (PlanE)* has been approved. The Plan includes actions that have been coordinated with the other European Union countries and were adopted to provide the financial system with liquidity because of the current abnormally unstable situation. It consists of a wide range of measures that are all linked to four spheres of action: a) measures to support companies and families; b) measures to promote employment; c) financial and budgetary measures; and d) measures to modernize the economy.

In Spain, a measure known as the "**Roadmap**"⁹ has been implemented. It was presented jointly by the Ministry of Education and Ministry of Labour and Immigration in October 2008 with the aim of having vocational training that would meet the requirements of the 21st century by following four strategic priority lines of action:

- The need to attract another 200,000 students into intermediate level vocational training. Spain has a lower rate of diplomées at this level than the countries around (35%, as compared to the average of 45% for the OECD).
- Achieving integrated vocational training that responds to the needs of the labour market, uses a variety of tools and involves all the civil service departments and social agents.
- Promoting a knowledge-based model of growth, together with sustainable economic development and increased welfare and social cohesion.

The proposed objectives for developing and putting into effect the goals laid out in the roadmap focus on:

- a) Promoting continuing training (lifelong learning).
- b) Recognizing, evaluating and accrediting professional competencies acquired through work experience or non-formal methods of training.
- c) Making it easier to move between professional activities and for students and workers to move between countries.

⁹ Available in Spanish at www.mtin.es // www.educacion.es

The deadline for achieving this objective is the end of the current legislature (2008-2012). This action is built around four points:

- *Excellence in Vocational Training*: Promoting the network of National Reference Centres.
- *Recognizing Experience*: The approval of Royal Decree 1224/2009 of 17 July recognizing professional competencies acquired through work experience.
- *Increasing the number of courses offered*: Creating new diplomas and scholarship programmes, and creating an information and professional guidance system web site.
- *European Vocational Training*: Student mobility; practical, professional work experience; National Qualifications Framework.

And, specifically, among its main actions, are those that appear in the following table:

► **Roadmap: Main Actions**

MAIN ACTIONS
<ul style="list-style-type: none"> ▪ Implementing a network of National Reference Centres for the 26 official families defined by this framework. ▪ Expanding the network of integrated VT centres. ▪ Speeding up the creation of new VET diplomas, giving priority to those that are related to emerging and economically innovative sectors, and creating professional qualifications and certificates of professionalism ▪ Increasing the number of people holding intermediate level vocational training diplomas. ▪ Setting up a scholarship and aid programme for workers aged between 18 and 24 who do not have a VET diploma, so that they can combine working and training. ▪ Setting up a virtual platform to deliver professional modules leading to diplomas and certificates. ▪ Creating a vocational information and guidance system on the Internet. ▪ Setting up a system for accrediting competencies acquired through work experience or non-formal methods of training. ▪ Gaining practical work experience through mobility programmes.

Source: Based on information provided by the Ministry of Education and Ministry of Labour and Immigration.

Another initiative that should be highlighted is the *Sustainable Economy Bill*, which includes a chapter on vocational training that refers to aspects such as:

- Objectives for vocational training.
- Quality in vocational training.
- The participation of the social agents.
- Cooperation with private companies.
- Teaching facilities and equipment.

The National Public Employment Service (Spanish initials, SPEE) has put into effect initiatives that are designed to respond to the crisis, since one of its effects is a considerable increase in the number of people who have been made unemployed. The outstanding initiatives are those designed to improve the qualifications of this group or

to requalify them by means of *training actions intended primarily for the unemployed* and the implementation of an *Extraordinary Guidance, Vocational Training and Labour Insertion Measures Plan*.

6. Example of an Initiative: **TRAINING ACTIONS INTENDED PRIMARILY FOR THE UNEMPLOYED**

DEVELOPMENT OF THE VOCATIONAL TRAINING FOR EMPLOYMENT SUBSYSTEM TRAINING ON OFFER Training actions designed primarily for unemployed workers	
<i>April 2010</i>	
Context; Objectives; Groups; Implementation	
<p>With the organization in 2007 of the vocational training for employment subsystem, which established a common framework for training both the employed and the unemployed, various training initiatives were developed. Regulations were set for <i>on-demand training</i>, the training that meets the specific training needs of companies and their workers; for <i>training on offer</i>, which seeks to offer workers training that will qualify them for their professions and give them access to employment; for <i>training alternating with employment (training actions for training contracts and public employment/training programmes)</i>, which aims to contribute to workers acquiring the professional competencies for an occupation through a mixed process of employment and training, thereby permitting them to combine formal learning and practical, on the job work experience.</p> <p>The aim of <i>training on offer</i> is to provide training that meets the needs of the labour market, the requirements for company productivity and competitiveness and the professional promotion and personal development of workers and will qualify them for their professions and give them access to employment. This training is intended for employed and unemployed workers. It includes a broad range of permanent, accessible training that is offered in a modular format since it is intended to lead to certificates of professionalism through partial, accumulable accreditation. The Ministry of Labour and Immigration draws up multi-annual plans to determine the priorities, general objectives and recommendations for the courses offered by the entire vocational training for employment subsystem. The training offered includes various forms of subsidized training: training plans intended primarily for employed workers; training plans intended primarily for the unemployed; specific programmes for those with special training needs or difficulties in finding employment; training for those who have been deprived of their freedom and professional soldiers in the army and navy; and training actions that include an undertaking to hire that are intended mainly for the unemployed.</p> <p>The main objective of training actions intended primarily for unemployed workers is finding them employment or reemployment. These actions are programmed taking into account the needs for qualifications and the job offers found. The training on offer tends to include actions that lead to the certificates of professionalism listed in the National Catalogue of Professional Qualifications and to promote professional work experience that is not employment. Unemployed workers who take part can receive aid and scholarships.</p>	
OPERATION AND MANDATE	
Level; Scope; Actors	
<p>The bodies responsible for programming, managing and evaluating this type of training are the National Public Employment Service (SPEE) and competent bodies in the Autonomous Communities. SPEE and the Autonomous Communities collaborate and cooperate through and are coordinated by the Sectoral Conference on Labour Affairs and the Coordination and Monitoring Committees.</p> <p>The main body in the vocational training for employment sub-system in which the civil service and the social interlocutors participate and are consulted is the National Employment System's General Council, through the National Vocational Training Commission. One of the duties of this National Commission is to coordinate with the General Vocational Training Council on developing the essential actions and instruments for the National Qualifications and Vocational Training System.</p>	

EVALUATION

Effectiveness, efficiency and impact; Indicators of success; Results

According to the information collected on participation in training actions intended primarily for the unemployed, the total number of participants has decreased in recent years. The results are presented by sex, age, education level, sector and professional family.

UNEMPLOYED WORKERS. PARTICIPANTS BY SEX

SEX	2006	2007	2008	Advance on 2009
MEN	150,488	142,938	125,280	121,573
WOMEN	234,613	212,964	173,236	129,471
TOTAL	385,101	355,902	298,516	251,044

Source: National Public Employment Service

UNEMPLOYED WORKERS. PARTICIPANTS BY AGE GROUP

AGE GROUP	2006	2007	2008	Advance on 2009
Under 25 years old	116,315	106,349	82,697	55,805
Between 25 and 45	222,314	203,479	173,580	157,784
Over 45	46,472	46,074	42,239	37,455
TOTAL	385,101	355,902	298,516	251,044

Source: National Public Employment Service

UNEMPLOYED WORKERS. PARTICIPANTS BY EDUCATION LEVEL

EDUCATION LEVEL	2006	2007	2008	Advance on 2009
NO EDUCATION	67,911	74,153	66,302	53,683
BASIC EDUCATION	120,617	113,965	95,761	77,603
UPPER SECONDARY (BACHILLERATO)	59,119	52,792	43,643	35,842
VOCATIONAL TRAINING	80,868	69,778	57,510	53,203
HIGHER EDUCATION	56,586	45,214	35,300	30,713
TOTAL	385,101	355,902	298,516	251,044

Source: National Public Employment Service

* No education: Participants have completed compulsory education without getting a diploma; Basic education: Participants have taken compulsory education and obtained a diploma (high school graduate, graduate of compulsory secondary education); Vocational Training: Participants have obtained some kind of vocational training diploma (VT-I, VT-II, Technician, Advanced Technician); Bahillerato: Participants have obtained a diploma for the Bachillerato or Unified Polyvalent Bachillerato (Spanish initials, BUP) (i.e., upper secondary education); Higher education: Participants have obtained an intermediate or advanced level university diploma

UNEMPLOYED WORKERS. PARTICIPANTS BY SECTOR AND PROFESSIONAL FAMILY

SECTOR	PROFESSIONAL FAMILY	2006	2007	2008	Advance on 2009
AGRICULTURE AND FISHING	AGRICULTURE	6,043	5,543	4,159	3,122
	MARITIME AND FISHING	196	147	78	25
	Total	6,239	5,690	4,237	3,147
CONSTRUCTION	CONSTRUCTION AND CIVIL ENGINEERING	15,630	15,640	12,919	11,158
	Total	15,630	15,640	12,919	11,158
INDUSTRY	GRAPHIC ARTS	18,431	16,092	14,342	11,209
	ARTS AND HANDICRAFTS	2,920	2,517	1,737	1,092
	ELECTRICITY AND ELECTRONICS	10,459	10,724	10,089	9,677
	ENERGY AND WATER	2,710	3,400	3,722	5,229
	MECHANICAL MANUFACTURING	11,547	11,395	9,500	10,770
	FOOD INDUSTRIES	4,758	4,566	3,962	2,996
	EXTRACTIVE INDUSTRIES	59	81	303	313
	INSTALLATION AND MAINTENANCE	3,893	4,122	3,980	3,755
	WOOD, FURNITURE AND CORK	3,348	2,812	2,214	2,090
	CHEMICALS	1,323	1,137	1,049	1,276
	TEXTILES, CLOTHING AND LEATHER	1,526	1,200	939	657
	TRANSPORT AND VEHICLE MAINTENANCE	24,289	27,225	22,708	17,448
	GLASS AND CERAMICS	85	91	51	141
	Total	85,348	85,362	74,596	66,653
SERVICES	PHYSICAL AND SPORTING ACTIVITIES	2,963	2,650	2,472	2,031
	ADMINISTRATION AND MANAGEMENT	99,680	87,875	73,295	55,283
	SALES AND MARKETING	15,694	13,242	9,742	8,414
	SUPPLEMENTARY TRAINING	1,737	454	217	221
	HOTELS AND TOURISM	16,175	17,147	15,011	13,293
	PERSONAL IMAGE	7,520	8,081	6,062	4,236
	IMAGE AND SOUND	4,119	3,985	3,587	3,605
	COMPUTING AND COMMUNICATIONS	78,544	65,853	51,925	43,914
	HEALTH	23,656	21,088	19,347	18,656
	SAFETY AND THE ENVIRONMENT	1,708	2,470	2,348	1,836
	SOCIOCULTURAL AND COMMUNITY SERVICES	26,088	26,365	22,758	18,597
	Total	277,884	249,210	206,764	170,086
	TOTAL	385,101	355,902	298,516	251,044

Source: National Public Employment Service

CONCLUSIONS

Obstacles; Topics addressed

The implementation of the vocational training for employment subsystem in 2007 led to the establishment of a new model that featured improved access to training, so that the employment situation of a worker (employed vs. unemployed) was not a reason for being unable to enter or being excluded from a training action. Similarly, this new model ensured that training courses linked to the National Catalogue of Professional Qualifications could exist at the same time as other courses that were not linked to the catalogue.

In the last two years, various initiatives have been implemented in the subsystem and great efforts have been made both by SPEE and the Autonomous Communities to implement and adapt the systems and the procedures for programming, delivering and evaluating the training intended primarily for unemployed workers.

Special mention should be made of the activities carried out in recent years to promote the link between this type of training and the National Catalogue of Qualifications and Vocational Training, which gave priority to training that would lead to certificates of professionalism.

SOURCES/REFERENCES

ROYAL DECREE 395/2007 of 23 March regulating the vocational training for employment subsystem. BOE no. 87 de 11 April 2007

ORDER TAS/718/2008 of 7 March developing Royal Decree 395/2007 of 23 March regulating the training courses offered in the vocational training for employment sub-system and establishing the regulatory bases for granting the public subsidies to finance them. BOE no. 67 of 18 March 2008.

SPEE Decision of 27 April 2009 publishing the quality evaluation questionnaires for training for employment actions. BOE no. 141 of 11 June 2009.

SPEE Decision of 12 March 2010 setting up the procedure for including new specializations in the training specializations file. BOE no. 72 of 24 March 2010.

LAW 56/2003 of 16 December on Employment. BOE no. 301 of 17 December 2003.

Annual Laws on the General State Budgets.

LAW 38/2003 of 17 December on Employment. BOE no. 276 of 18 November 2003.

ORDER TIN/867/2010 of 12 March on the territorial distribution for the 2010 financial year of subsidies in the area of labour financed by the General State Budgets, to be managed by the Autonomous Communities that have this power. BOE no. 69 of 20 March 10.

7. Example of an Initiative: ***EXTRAORDINARY GUIDANCE, VOCATIONAL TRAINING AND LABOUR INSERTION MEASURES PLAN***

CREATION OF AN INTEGRATED VET AND EMPLOYMENT GUIDANCE AND INFORMATION SYSTEM EXTRAORDINARY GUIDANCE, VOCATIONAL TRAINING AND LABOUR INSERTION MEASURES PLAN
<i>April 2010</i>
Context; Objectives; Groups; Implementation
<p>The great demand for vocational guidance caused by the current economic crisis has shown up deficiencies in the system that had remained hidden in the bonanza years. The Extraordinary Guidance, Vocational Training and Labour Insertion Measures Plan “has served to strengthen the leading role played by vocational guidance as a key factor for the public employment services and a way to enter the world of work along personalized routes”.</p> <ul style="list-style-type: none"> — It has led to the inclusion of 1,500 professional counsellors to reinforce and increase the use of technology among the staff of the employment offices at a time when it was necessary to stop treating people <i>en masse</i> and to pay the due professional attention to numerous unemployed people. — By providing personalized insertion routes, it has offered support at a sensitive time to people who have lost their jobs and has promoted the activity of job seeking and professional recycling among more than half a million unemployed people. — It has also encouraged the administration of a <i>Job Market Survey</i>, with the aim of approaching employers and offering them the services of the public employment service: personalized attention, information, access to computerized services, help with their human resources needs and setting up cooperation agreements.
OPERATION AND MANDATE
Level; Scope; Actors
<p>The <i>Extraordinary Guidance, Vocational Training and Labour Insertion Measures Plan</i> was sponsored and developed by the Ministry of Labour and Immigration (the National Public Employment Service) under <i>PlanE</i>.</p> <ul style="list-style-type: none"> ■ Last year <i>Vocational Guidance</i> was given to 700,000 people more than the previous year. 507,880 were helped under the <i>Extraordinary Plan</i>, an average of 62,000 insertion routes per month. ■ During the application of the Extraordinary Plan (September 2008 to August 2009), registered unemployment increased by 1,064,346 people as compared to the same period the previous year. Confronted by this situation, the Autonomous Community Public Employment Services and SPEE made great efforts to respond to the difficult circumstances faced by those recently made unemployed. ■ The profile of the users has changed: for the first time in many years more men than women need help. It is also noticeable that they are older. This has a direct effect on the aid collected, as it tends to be for people who have worked longer and therefore are older. ■ It has served to make 28% of visits to companies end in job offers. For every 3.6 visits made, one job has been found, for which the public employment office can serve as the intermediary. <p>The extraordinary plan was implemented in three phases:</p>

1. Integrating guidance and ways of finding possible vacancies into the employment offices: New techniques for participating in training actions and in normal evaluation and follow-up processes were incorporated.
2. The employment offices approached employers and others with job offers. Visits were made to companies and institutions; information meetings were held; job market studies were made; new technologies were applied to mediation; attention was paid to companies; and the exploration of possibilities was extended to public employment.
3. High quality personal insertion routes were developed: personal insertion routes are the type of guidance that has characterized the plan. In the Autonomous Communities, the routes have different formats depending on the activities associated with them. Among these different activities are the following, in order of frequency: in-depth individual interviews, follow-up interviews, information sessions, referral to other services, and group job seeking workshops.

EVALUATION

Effectiveness, efficiency and impact; Indicators of success; Results

While the plan was in force, a total of 587,880 people were helped, of whom 55% were men and 45% were women. It was implemented in all the Autonomous Communities and the results support its being revived.

Extraordinary Guidance, Vocational Training and Labour Insertion Measures Plan, September 2008-August 2009

AUTONOMOUS COMMUNITIES	Counsellors		Recipients		
	Appointed	Hired	TOTAL	% men	% women
ANDALUSIA	413	413	97,776	72%	28%
ARAGON	47	47	9,554	49%	51%
PRINCIPALITY OF ASTURIAS	54	39	8,475	53%	47%
BALEARIC ISLANDS	19	16	14,903	49%	51%
CANARY ISLANDS:	56	53	13,520	50%	50%
CANTABRIA	17	17	2,094	57%	43%
CASTILLA LA MANCHA	88	82	54,966	56%	44%
CASTILLA-LEÓN	116	108	26,158	31%	69%
CATALONIA	150	150	79,506	52%	48%
VALENCIAN COMMUNITY	120	114	133,385	55%	45%
EXTREMADURA	77	77	9,059	22%	78%
GALICIA	109	113	54,142	47%	53%
MADRID	88	82	37,584	58%	42%
MURCIA	51	48	6,701	55%	45%
NAVARRRE	21	21	7,860	55%	45%
LA RIOJA	6	6	2,052	52%	48%
BASQUE COUNTRY	64	79	16,234	55%	45%
CEUTA	2	2	778	36%	64%
MELILLA	2	2	3,133	38%	62%
TOTAL	1,500	1,469	577,880	55%	45%

Source: *National Public Employment Service*

CONCLUSIONS

The Autonomous Community Public Employment Services have evaluated the implementation of the *Extraordinary Plan* very positively and support continuing and expanding it.

The setting up of the *Extraordinary Guidance, Vocational Training and Labour Insertion Measures Plan* strengthened the public employment services by hiring 1,500 professional counsellors, giving the network of public employment service offices more qualified personnel and increasing their ability to respond in a professional manner with individualized attention and mediation. 577,880 unemployed people were given an opportunity to resume their employment activities by taking a personal insertion route that matched their characteristics and those of the surrounding employment environment.

The public employment services left their offices to offer their services to more than 40,000 employers, giving them the possibility of using professionals to manage their job offers and finding 12,000 job offers in the first year. The Extraordinary Plan eased the way toward unifying the efforts of the different Autonomous Community Public Employment Services by coordinating their actions and meeting all those involved. Working together brought out the knowledge that was needed to offer a quality service to all comers regardless of the area in which they lived.

SOURCES/REFERENCES

- *Autonomous Community Public Employment Service Report.*
- *ROYAL DECREE-LAW 2/2009 of 6 March on urgent measures to maintain and promote employment and protection for unemployed people.*
- *LAW 14/2009 regulating the temporary unemployment and insertion protection programme.*
- *ORDER TIN/1940/2008 of 4 July on the territorial distribution for the 2008 financial year of the financing by SPEE of the cost of the Extraordinary Guidance Plan that will be managed by the Autonomous Communities. ORDER TIN/381/2009 of 19 February (extension till August 2009 of the previous Ministerial Order), ORDER TIN/835/2010 of 26 March (Extension for 2010).*

TOPIC 3: IMPACT AND IMPLICATIONS OF THE JOINT WORK ON EUROPEAN PRINCIPLES AND TOOLS

According to the Bordeaux Communiqué¹⁰, which was agreed in November 2008, the process of cooperation on VET begun in Copenhagen in 2002 has been effective. From Copenhagen to Maastricht, Helsinki and Bordeaux, a European VET space has been constructed that is based on transparency and mutual trust.

This process has resulted in the voluntary implementation of a number of tools and instruments by the member states:

- a) The *Common European Principles for Identifying and Validating Non-Formal and Informal Learning*¹¹. In 2004, Europe-wide principles and guidelines were established for validating non-formal and informal learning as a common guide and reference for the development and implementation of methods and systems of recognition in the member states.
- b) *Europass*¹². This is a tool that makes a citizen's knowledge, skills and qualifications more easily understood, thereby promoting mobility in Europe. It consists of five documents: a) Curriculum Vitae; b) European Language Passport c) Europass Mobility; d) Certificate Supplement; and e) Diploma Supplement.
- c) *European Qualifications Framework (EQF)*¹³. This is a common European reference framework linking national qualifications so that they can be more easily understood by the various countries and systems. Its two main objectives are to promote the transnational mobility of European citizens and lifelong learning.

¹⁰ COMUNICADO DE BURDEOS sobre cooperación europea reforzada en educación y formación profesional (BORDEAUX COMMUNIQUE on enhanced European cooperation on vocational education and training). Communiqué from the European Ministers of Education and Vocational Training, the European social agents and the European Commission, from a meeting held in Bordeaux on 26 November 2008 to review the priorities and strategies of the Copenhagen process.

¹¹ Conclusions of the May 2004 meeting at the European Council of the Council and the representatives of the governments of the member states on common European support for recognizing and validating non-formal and informal education.
http://ec.europa.eu/education/policies/2010/doc/validation2004_es.pdf

¹² The documents that make it easier to train and work in Europe: a) Europass Curriculum Vitae ; b) European language passport; c) Europass mobility document; d) Europass supplement for diplomas and certificates; and e) Europass supplement for higher education diplomas.

¹³ Propuesta de Recomendación del Parlamento Europeo y del Consejo relativa a la creación del Marco Europeo de Cualificaciones para el aprendizaje permanente. (Draft Recommendation of the European Parliament and Council for the creation of the European Qualifications Framework for lifelong learning). COM (2006) 479 final. Brussels 05/09/2006.

- d) *European VET Credit System (ECVET)*¹⁴. The transparency of qualifications and the recognition of the results of learning is made possible by tools that allow credits obtained in the learner's country of origin or abroad to be transferred. The system includes a European **system for the transfer and accumulation of higher education credits** (ECTS) and a **European system for VET credits** (ECVET).
- e) *European Quality Assurance Reference Framework (EQARF)*¹⁵. Ensuring the high quality of the European Union's VET systems is an essential factor contributing to the success of the European economy. European cooperation on guaranteeing quality has made it possible to develop this reference framework for vocational training.

The development of these instruments is intended to encourage the VET systems to modernize, to promote the transparency of qualifications and the development of mobility, and to guarantee and promote lifelong learning. The VET credit system will make it easier for people who are being trained to be mobile, for the results of lifelong learning to be validated, for qualifications to be transparent and for mutual trust and cooperation between those who offer vocational training to be built up.

In 2008, another outstanding European Union initiative was the adoption of a Regulation ¹⁶ setting up a common framework for the systematic production of Community-wide statistics on education and lifelong learning. It will be applied in three areas:

- Statistics on the education and training systems.
- The participation of adults in lifelong learning.
- The benefits of education to society, the economy and human capital.

From the European point of view, the objective is to encourage all countries to develop national qualification frameworks and systems based on the results of learning. This will create a European space that is based on the principles of transparency and mutual

¹⁴ Propuesta de Recomendación del Parlamento Europeo y del Consejo relativa a la creación del Sistema Europeo de Créditos para la Educación y la Formación Profesionales (Draft Recommendation of the European Parliament and Council for the creation of a European Credit System for VET) (ECVET). COM (2008) 180 final. Brussels 09/04/08.

¹⁵ Propuesta de Recomendación del Parlamento Europeo y del Consejo sobre el establecimiento de un Marco de Referencia Europeo de Garantía de la Calidad en la Educación y Formación profesionales (Draft Recommendation of the European Parliament and Council for the creation of a European Quality Assurance Reference Framework for VET). COM (2008) 179 final. Brussels 09/04/08.

¹⁶ REGLAMENTO (CE) N° 452/2008 DEL PARLAMENTO EUROPEO Y DEL CONSEJO de 23 de abril de 2008 relativo a la producción y al desarrollo de estadísticas sobre educación y aprendizaje permanente (REGULATION (EC) No 452/2008 OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 23 April 2008 concerning the production and development of statistics on education and lifelong learning). DO L145, 04/06/2008.

trust, in which it will be possible to recognize and transfer credits so that the competencies and professional qualifications can be accredited.

Finally, we should also mention the creation of the European Training Foundation¹⁷. Its mission is to promote, publicize and facilitate the development of vocational training systems in European Union countries.

3.1. IMPACT OF THE JOINT WORK ON EUROPEAN PRINCIPLES AND TOOLS ON NATIONAL LIFELONG LEARNING POLICIES AND PRACTICES AND ON THE DEVELOPMENT OF VET

To stimulate greater mobility among European citizens and strengthen their qualifications and educational successes, common European tools, principles and frameworks have been or are being developed that are designed to meet the objectives of the Lisbon Strategy. They all have the aim of strengthening European cooperation, increasing transparency and recognition and guaranteeing the quality of all sectors of education and training.

The European Qualifications Framework (EQF) is a key common European reference point for the international organizations that represent particular economic sectors and wish to develop their own qualifications in the different countries. The EQF can help to link VET policies with the long-term demands of the labour market for qualifications, in response to the changes and restructuring caused by globalization.

8. Example of an Initiative: *SPANISH QUALIFICATIONS FRAMEWORK*

PROMOTING THE EUROPEAN DIMENSION IN VOCATIONAL TRAINING SPANISH QUALIFICATIONS FRAMEWORK AND SPANISH HIGHER EDUCATION QUALIFICATIONS FRAMEWORK	
	<i>April 2010</i>
Context; Objectives; Groups; Implementation	
<p>The development of the <i>Spanish Qualifications Framework</i> is the result of the commitment made by Spain after the creation of the European Qualifications Framework for Lifelong Learning (Recommendation of the European Parliament and of the Council of 23 April 2008 establishing a European Qualifications Framework for Lifelong Learning).</p> <p>The Spanish Qualifications Framework is an effective instrument for promoting and improving access to lifelong learning for all citizens and the recognition and use of qualifications at the national and European levels. It has two aims:</p> <ul style="list-style-type: none">▪ To inform students of the teaching/learning requirements of each level and employers of the skills of those they hire.▪ To permit international mobility and make the international recognition of diplomas and training easier.	

¹⁷ REGLAMENTO (CE) N° 1339/2008 DEL PARLAMENTO EUROPEO Y DEL CONSEJO de 16 de diciembre de 2008 por el que se crea una Fundación Europea de Formación (REGULATION (CE) No. 1339/2008 OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 16 December 2008 establishing a European Training Foundation). DO L354, 31/12/08.

It is a framework that includes the entire qualifications spectrum: qualifications obtained from compulsory education, from post-compulsory secondary education, from higher education (university and VT) and from non-formal and informal educational processes. The levels of qualification are described in terms of the results of learning so as to make it easier to validate knowledge acquired outside institutions that offer formal education programmes. An authorized body carries out the evaluation process that gives accreditation to the qualifications and issues the corresponding diploma or certificate.

The *Spanish Higher Education Qualifications Framework* (Spanish initials, *MECES*) that is being created has two aims: a) To inform society, especially students, of the learning requirements and b) to inform employers of the competencies of those who are going to be hired. MECES therefore seeks to make mobility and the international recognition of diplomas and training easier.

MECES organizes higher education studies into a series of levels. The description of each level and of the diplomas awarded at that level has changed significantly: each level can include a number of diplomas (or types of diploma) with similar "entrance requirements" and "final competencies of the graduates". The descriptions of the levels must be in line with the European Qualifications Framework so that students can move between the different types and levels of study and employers can understand the relationships between the different qualifications.

The committee responsible for designing the Spanish Higher Qualifications Framework (MECES) was constituted on 29 October 2009.

OPERATION AND MANDATE

Level; Scope; Actors

The responsibility for developing the Spanish Qualifications Framework lies with the Government and it has appointed the Directorate General for Vocational Training of the Secretariat of State for Vocational Education and Training of the Ministry of Education to coordinate and drive the process, as well as to set up the National Coordination Point for the European Qualifications Framework. Because of the active role that it is playing in the development of the Spanish Qualifications Framework, the Ministry of Education is drafting a proposal for organizing the different levels, which it will present to all the social agents and social interlocutors involved as the possible point of departure for their joint work.

The Director General for University Policy of the Secretariat General of Universities of the Ministry of Education has been appointed to deal with the Spanish Higher Education Qualifications Framework. It is his department that is driving the actions that will lead to the adoption of the framework.

EVALUATION

Effectiveness, efficiency and impact; Indicators of success; Results

The process of creating the *National Qualifications Framework* is founded on guaranteeing quality, as this is a key element in creating trust among the participating countries. It takes as its basis the European Common Reference Framework for Quality in VET and the Standards and Guidelines for Guaranteeing Quality in Higher Education, which, in turn, are based on the principles agreed to by the European countries as those that will be applied to the National Qualifications Frameworks. The final aim of the Spanish Qualifications Framework is to be a reference for the new diplomas and certificates issued by the competent authorities in Spain that matches the levels in the European Qualifications Framework. Experts from a variety of fields will validate the definition of the Spanish framework, which will be presented by the Ministry of Education in a detailed report, when this process has been completed.

When the Spanish Higher Education Qualifications Framework has been defined and validated in this country, it will then undergo a process of recognition by the European Higher Education Framework to check that it fits the agreed common structure.

According to the Agreement of the Sixth Ministerial Summit of the Bologna Process, Spain has made positive progress on evaluating quality, recognizing experience and lifelong learning and implementing a system of levels and ECTS credits. However, it is necessary to advance particular aspects of the mutual recognition of qualifications, the diploma supplement and setting up the National Qualifications Framework.

CONCLUSIONS
Obstacles; Topics addressed
Discussion is ongoing about the different ways in which countries are going about making their qualifications match the different levels in their national framework and how this can affect the process of matching these qualifications to the European Qualifications Framework.
SOURCES/REFERENCES
<ul style="list-style-type: none"> ▪ <i>RECOMMENDATION OF THE EUROPEAN PARLIAMENT AND COUNCIL of 23 April 2008 concerning the creation of the European Qualifications Framework for lifelong learning. DO. C111, 06/05/2008.</i>

3.2. PROMOTION OF GEOGRAPHICAL MOBILITY AMONG VET STUDENTS, APPRENTICES, TEACHERS AND TRAINERS

The *Lifelong Learning Programme* is the name given to the European VET programme. Its aim is to promote the European dimension in education and improve its quality by encouraging cooperation between the countries involved. The programme is made up of the following actions:

- [Comenius](#): Education in schools.
- [Erasmus](#): Higher education (which includes advanced level vocational training).
- *Leonardo da Vinci*: Vocational training;
- [Grundtvig](#): Adult education and alternative education streams.
- [Teaching and learning languages](#).
- [Information and communications technology in education](#).
- [Observation and innovation in education systems and policies](#).
- [Dissemination and exploitation of results](#).
- [Euroguidance](#): Information on mobility for teachers and counsellors.

The new VET allows students to get practical work experience and to work in Europe while becoming acquainted with the world of work in other countries and obtaining diplomas that are recognized throughout Europe. In VT within the education system, they can take the compulsory Workplace Training module (Spanish initials, FCT) abroad, which makes it possible to continue studying and working in another European country.

9. Example of an Initiative: **PRACTICAL WORK EXPERIENCE AND MOBILITY**

PROMOTING THE EUROPEAN DIMENSION IN VOCATIONAL TRAINING PRACTICAL WORK EXPERIENCE IN OTHER EUROPEAN COUNTRIES
<i>April 2010</i>
Context; Objectives; Groups; Implementation
Gaining practical work experience in another European country is part of Spain's <i>Lifelong Learning Programme</i> (Spanish initials, PAP). The aim of the programme is to contribute to creating an advanced knowledge society, with sustainable economic development, more and better jobs and greater social cohesion. It aims to foster interaction, cooperation and mobility between education and training systems within the European Community. It is the main source of European funding for education and training for the period 2007-2013: it has a budget of 7,000 million euros to finance projects that will foster interaction, cooperation and mobility

between the European countries.

The aim of the Erasmus programme is to advance higher education (university and advanced level VT). It promotes several types of mobility: a) through consortia, formed by groups of higher education institutions and b) directly, through the institution to which the student or teacher belongs, such as a university or a vocational training centre. The actions are designed to train students and teachers.

Leonardo da Vinci actions promote international exchanges and cross-border projects in the field of vocational training. The programme is designed to promote innovation and entrepreneurship, to improve the quality of training and to help people to obtain and use their training and professional competencies in other European countries. Different measures are included: a) cross-border mobility for people who are taking vocational training and b) mobility for those who are responsible for training in Europe. The mobility projects include cross-border placements in companies or VT centres for people who are in training or in the labour market, and placements and exchanges for VT professionals.

OPERATION AND MANDATE

Level; Scope; Actors

The *Autonomous Organization of European Educational Programmes* (Spanish initials, OAPEE) is the Spanish National Agency of the Lifelong Learning Programme (Spanish initials, PAP). It reports to the Ministry of Education through the Secretariat of State for Universities and coordinates the 17 regional reference points, one for each Autonomous Community. It is responsible for developing the decentralized actions for the different programmes: *Comenius* for education in schools, *Erasmus* for higher education, *Leonardo da Vinci* for Vocational Training and *Grundtvig* for adult education. To these four programmes, we should also add the Transversal Programme, which has four key activities: 1) policy cooperation and innovation in lifelong learning (study visits, research projects); 2) promoting language learning; 3) the development of ICT-based content, services, pedagogies and practice; and 4) the dissemination and exploitation of the results of actions.

EVALUATION

Effectiveness, efficiency and impact; Indicators of success; Results

The *Socrates*, *Erasmus* and *Leonardo da Vinci* activities are the main source of support for student mobility. Spain continues to be the main recipient of Erasmus students and ranks third among the countries that send Erasmus students abroad.

A total of 1,482 vocational training students have achieved mobility under the Erasmus programme. The countries most often selected have been Italy, Great Britain and Germany; the advanced level training courses with the greatest mobility have been *Administration and Finance*, *International Commerce*, the *Development of computer Applications* and *Pre-school Education*. 60% of the people who achieved mobility were taken in by small businesses.

STUDENTS WITH ERASMUS MOBILITY

Academic Year	Mobility – VT students	Mobility – VT teachers
2007-2008	1.482	53
2008-2009	1.855	--
TOTAL	3.337	53

Source: OAPEE

Up to 2008, *Leonardo da Vinci* actions had made 46,121 participants mobile. About 65% of them were in the labour market, while 15% were taking part in training and guidance and 20% were in initial training.

PARTICIPANTS IN LEONARDO MOBILITY

Year	2000	2001	2002	2003	2004	2005	2006	2007	2008	TOTAL
Participants	3.353	4.226	4.682	4.667	5.207	6.120	6.843	5.648	5.375	46.121

Source: OAPEE

An evaluation of the mobility experience reveals that adaptability, the ability to interact with others, knowledge of other countries, the ability to face new challenges, self-confidence and intercultural skills have all improved.

CONCLUSIONS

Obstacles; Topics addressed

Some recommendations for improving the quality of mobility are: Improving the selection of host institutions; providing tutoring during the placement and holding activities that lead contact with the local population; improving the certification of the activity and its adaptation to the labour market (Europass); increasing the presence of companies as organizations; increasing the presence of young people from different sectors; improving the financing; publicizing the benefits of mobility among students and teachers more effectively; improving quality; involving public and private institutions; increasing the accreditation and evaluation processes; guaranteeing the principles of equity and accessibility; creating international relations services.

SOURCES/REFERENCES

- *DECISION No. 1720/2006/CE OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 15 November 2006 establishing an action programme in the field of lifelong learning.*
- *2010 Guide to the Lifelong Learning Programme in Spain.* <http://www.oapee.es>

TOPIC 4: LINKS BETWEEN VET AND THE JOB MARKET

The job market has undergone a great transformation in recent years in the areas of sectors and structure, which has been exacerbated by changes in the economic cycle and in employment and the latest occupational trends. It is therefore necessary to make a decisive investment in training so that it can adapt to the new social and economic realities and support the profound changes that have occurred in the productive system.

In a crisis situation like the present one, where there is a high level of unemployment plus the results of technological change and globalization, Spain's job market has structural problems that make it necessary to make changes in and alterations to the country's employment policies in order to minimize the impact on workers and companies and to respond to these changes with economic, productive and employment models that are better adapted to and more sustainable in these new scenarios.

The current state of the job market is quite different from that of previous years. Jobs have been lost in most of the productive sectors, especially in construction, signalling the start of a new trend and forcing different measures to be implemented in the next few years.

Faced with this crisis situation and reduced growth, rapid investment is being made in the Social Dialogue as a way to encourage and strengthen the implementation of policies by promoting a model of growth that will permit new jobs to be created and maintained. In May 2006, the *Agreement to Improve Growth and Employment*¹⁸, was signed as part of the *Declaration of a Social Dialogue*, which was issued in July 2004.

¹⁸ *Acuerdo para la mejora del crecimiento y del empleo (Agreement to improve growth and employment)*, signed on 9 May 2006 and available in Spanish at www.la-moncloa.es.

In 2008, resources were made available so that the measures included in the Agreement could be applied. The aim of these measures was to increase productivity and the quality of employment by encouraging permanent hiring:

- a) Measures to encourage and aid permanent hiring and the conversion of temporary employment into permanent employment.
- b) Measures to improve the use of temporary hiring, the illegal transfer of workers, contracts and subcontracts, the labour inspection and Social Security.
- c) Measures to bolster active employment policies and improve protection for workers faced with a lack of jobs.

All the analyses point to the transcendence of employment in Spain's current economic situation and the need to modernize the public employment systems. Another point that should be emphasized is the setting up of a National Employment Service to bring about greater cooperation and coordination between the national and Autonomous Community Public Employment Services. To this end, Royal Decree 1722/2007 was approved¹⁹, extending the bodies and instruments of the National Employment Service, including the General Council of the National Employment System, a consultative body dealing with employment policy.²⁰

In February 2009, the General Council was constituted and the following lines of action for the annual work programmes of the National Employment System were approved:

- a) To define and implement a stable guidance system to aid in the development of routes to employment;
- b) To identify the processes for accrediting and certifying training for employment and to set up mechanisms to implement them;
- c) To make the training courses offered on the market accessible to a wide range of people and to improve the indicators of mediation;
- d) To set objectives and indicators for employment programmes and training programmes;
- e) To set up a coordination system for the network of public employment offices;
- f) To give preferential treatment to job offers and the insertion of groups in unfavourable circumstances;
- g) To extend and broaden the direct management of the employment services and of user benefits using the Internet.

One of the main objectives was to set up an integrated system of vocational training, qualifications and accreditation that would respond to social and economic demands. It

¹⁹ *Acuerdo para la mejora del crecimiento y del empleo (Agreement to improve growth and employment)*, signed on 9 May 2006 and available in Spanish at www.la-moncloa.es.

²⁰ REAL DECRETO 1722/2007 de 21 de diciembre, por el que se desarrolla la Ley 56/2003, de 16 de diciembre, de Empleo, en materia de órganos, instrumentos de coordinación y evaluación del Sistema Nacional de Empleo (ROYAL DECREE 1722/2007 of 21 December extending Law 56/2003 of 16 December on Employment in the area of bodies and instruments for coordinating and evaluating the National Employment System). BOE no. 20 of 23 January 2008.

should be a system that guarantees that the social agents have access to and participate in the structure of lifelong learning.

4.1. IDENTIFYING AND ANTICIPATING THE NEED FOR SKILLS

Training is a key strategic factor in responding to the new needs and demands of society and the economy and of making companies more productive and people more employable. Therefore, a new model of training for employment has been created in Spain, as a response to the need to integrate training and employment.

One of the key initiatives that helps to identify the standards for the skills required by the current national productive environment is the National Catalogue of Professional Qualifications (Spanish initials, CNCP) as it serves as the sole reference point for setting up the appropriate range of vocational training courses. It is an instrument that permits us to keep the competencies and professional qualifications demanded by the job market up to date by organizing them into the 26 professional families and the five qualification levels (until the Spanish qualifications framework has been completed) that have been set.

10. Example of an Initiative: **NATIONAL CATALOGUE OF PROFESSIONAL QUALIFICATIONS**

IMPLEMENTATION AND DEVELOPMENT OF THE NATIONAL QUALIFICATIONS AND VOCATIONAL TRAINING SYSTEM NATIONAL CATALOGUE OF PROFESSIONAL QUALIFICATIONS	
<i>April 2010</i>	
Context; Objectives; Groups; Implementation	
<p>The National Catalogue of Professional Qualifications (Spanish initials, CNCP) is the instruments that will systematize the qualifications identified in the productive system. It will be flexible, anticipate changes and be constantly updated and will set up a framework for defining, evaluating, recognizing and accrediting professional skills (competencies). It constitutes a set of standards for skills that have significance for employment and is complemented by the modular catalogue of associated training, which constitutes the set of training modules that defines the training courses that may be offered and that already exist in the interest of attaining definitive standards. Among its goals are the following: a) To help match the training to the productive system; b) to create an integrated range of training courses; c) to promote lifelong training by accrediting what has been learned; d) to contribute to transparency, market unity and the mobility of workers.</p> <p>The Catalogue identifies the qualifications and sets the content of the training and evaluates and recognizes competencies acquired through work experience and non-formal methods of training. It also helps with vocational guidance and the processes to improve the quality of the National System of Qualifications and sets up appropriate training courses for groups with specific needs. It contains the professional qualifications and associated training, which are organized by level and grouped into the 26 professional families.</p>	
OPERATION AND MANDATE	
Level; Scope; Actors	
<p>The CNCP is compiled jointly by the Labour and Education Departments, in consultation with the General Vocational Training Council. There must also be consultation and cooperation with the Autonomous Communities, the social interlocutors and the productive sectors, while other agents may propose new qualifications or the updating of existing ones. The CNCP must be kept up to date and each qualification revised not more than five years after its inclusion in the Catalogue. The CNCP serves as the reference when drafting professional diplomas, which is the responsibility of the education departments, and certificates of professionalism, which is the responsibility of the labour department. On 31 March 2010, a total of 441 qualifications were listed in the CNCP.</p>	

EVALUATION

Effectiveness, efficiency and impact; Indicators of success; Results

By the end of 2010, 640 qualifications should have been published, or 92.09% of the total. 12 professional families will then have all their qualifications published. One group of 55 qualifications (7.91%), for the remaining 14 families, will still be going through the approval process.

FORECAST STATUS OF THE NATIONAL CATALOGUE OF PROFESSIONAL QUALIFICATIONS ON 31 DECEMBER 2010	Published	In process	TOTAL	Completed in 2010
PROFESSIONAL FAMILY				
1. Agriculture	41	0	41	100.00%
2. Maritime-Fishing	39	0	39	100.00%
3. Food industries	27	0	27	100.00%
4. Chemicals	28	1	29	100.00%
5. Personal Image	14	0	14	100.00%
6. Health Care	27	0	27	100.00%
7. Safety and the Environment	31	0	31	100.00%
8. Mechanical Manufacturing	24	5	29	100.00%
9. Installation and Maintenance	19	1	20	100.00%
10. Electricity and Electronics	29	2	31	100.00%
11. Energy and Water	14	2	16	100.00%
12. Transport and Vehicle Maintenance	34	5	39	100.00%
13. Extractive Industries	18	0	18	100.00%
14. Construction and Civil Engineering	24	5	29	100.00%
15. Glass and Ceramics	14	0	14	100.00%
16. Wood, Furniture and Cork	18	0	18	100.00%
Textiles, Clothing and Leather	47	1	48	100.00%
18. Graphic Arts	27	4	31	100.00%
19. Image and Sound	18	0	18	100.00%
20. Computers and Communications	23	0	23	100.00%
21. Administration and Management	16	1	17	100.00%
22. Sales and Marketing	19	0	19	100.00%
23. Socio-Cultural and Community Services	23	5	28	100.00%
24. Hotels and Tourism	28	1	29	100.00%
25. Physical and Sporting Activities	24	11	35	100.00%
26. Arts and Crafts	14	11	25	100.00%
TOTAL	640	55	695	100.00%
TOTAL	92.09%	7.91%	100.00%	

Source: Instituto Nacional de Evaluación (National Institute of Evaluation)

CONCLUSIONS

Obstacles; Topics addressed

We can conclude that, after a great effort has been made over a considerable period of time, we will have the first complete CNCP at the beginning of 2012, even if it will then need to be constantly updated, revised and adapted because of its dynamic character and its links to the prevailing productive environment.

SOURCES/REFERENCES

- *ORGANIC LAW 5/2002 of 19 July on qualifications and vocational training. Article 4. Instruments and actions of the National Qualifications and Vocational Training System. Article 7. The National Catalogue of Professional Qualifications. BOE no. 147 of 20 June 2002.*
- *ROYAL DECREE 1128/2003 of 5 September (BOE, 17 Sept. 2003) regulating the National Catalogue of Professional Qualifications. BOE 223 of 17 September 2003. Modified by Royal Decree 1416/2005 of 25 November. BOE of 03 December 2005.*
- *Royal Decrees approving the various Professional Qualifications. These are available in Spanish on the web pages of the Professional Families at: <http://www.educacion.es/educa/incual>*

4.2. INTEGRATING COMPETENCE NEEDS INTO THE JOB MARKET AND THE PROVISION OF VET

The Spanish job market is segmented, so that a difference is made between qualified and unqualified workers. When the crisis began in 2008, changes had to be made to employment policies, including labour mediation, active employment policies (among which are training policies) and policies for the protection of the unemployed. One of the key challenges, therefore, for the Spanish job market was integrating the

immigrant population and those who were in more vulnerable situations into society and employment.

Employment policy tends to adopt a preventive stance when faced with unemployment and to anticipate change by adopting training actions that will help workers to maintain and improve their professional qualifications, employability and, if appropriate, help them to retrain and adapt their professional skills to the requirements of the job market. LAW 56/2003 of 16 December on Employment.

11. Example of an Initiative: **VOCATIONAL TRAINING IN THE TOURISM SECTOR**

DEVELOPMENT OF THE VOCATIONAL TRAINING FOR EMPLOYMENT SUBSYSTEM	
VOCATIONAL TRAINING ACTIONS IN THE TOURISM SECTOR	
<i>April 2010</i>	
Context; Objectives; Groups; Implementation	
<p>The Council of Ministers, at their meeting on 24 July 2009, approved a proposal from the Ministry of Labour and Immigration for an Agreement to set up a variety of VT for employment actions designed for workers in the tourism sector. The current economic crisis has made it necessary to review the human resources schemes currently applied by companies in the tourism sector and the VT for employment programmes and initiatives sponsored by the public employment services.</p> <p>The training offered to unemployed workers in the training specialities belonging to the hotel and tourism professional family decreased by 9.5% in 2008 as compared to the previous year and the number of employed workers on training courses fell by more than 50% between 2004 and 2009.</p> <p>On-demand training, the training organized by companies for their workers, increased both in terms of the number of training companies, which went from 3,084 in 2004 to 18,901 in 2008, and the number of trainees, which rose from 45,946 to 156,516 over the same period.</p> <p>The difference between the two types of training poses a series of questions, among them, whether enough effort has been made to meet the demands of qualified workers in this sector and whether the content of the training actions was relevant and met the demands of the companies. There is also a problem of coordination since the training courses offered mainly to unemployed workers are managed by the Autonomous Community Employment Services, while those for employed workers are mainly managed by the social interlocutors.</p>	
OPERATION AND MANDATE	
Level; Scope; Actors	
<p>For this reason, and in order to give valid information to the various players in the training market, so that they can decide on their training courses and investment in facilities and equipment for the coming five year period, the following actions have been approved:</p> <ul style="list-style-type: none"> ▪ To speed up the creation of the Certificates of Professionalism that complete the set for the hotel and tourism professional family. ▪ To expedite the procedure for qualifying the National Reference Centres for the hotel and tourism professional family. ▪ To gradually implement the procedure for evaluating and accrediting the professional competencies acquired through work experience or non-formal methods of training, by negotiating and coming to agreements with the companies and the social interlocutors in this sector. ▪ To carry out three studies: a) to identify the qualification needs of the tourism sector; b) to offer vocational training that is designed for the tourism sector; c) to study the socio-demographic features and skills profiles of the workers in this sector. 	

EVALUATION

Effectiveness, efficiency and impact; Indicators of success; Results

In the *Hotel and Tourism* professional family: a) It is intended to approve 29 qualifications for the National Catalogue of Professional Qualifications and 28 have already been approved and published (i.e., almost all); b) 5 new diplomas have been included in the Catalogue of Vocational Training Diplomas; c) 12 certificates have been published in the Repertory of Certificates of Professionalism; d) There are currently two National Reference Centres, in Andalusia and the Balearic Islands.

The following figures show the participation in government sponsored and in-company training actions for employed and unemployed workers in the Hotel and Tourism sector between 2004 and 2008:

PARTICIPANTS IN HOTEL AND TOURISM TRAINING COURSES

TRAINING	2004	2005	2006	2007	2008
IN-COMPANY	45,946	78,258	90,133	116,864	156,516
GOVERNMENT SPONSORED - EMPLOYED	137,258		56,701	76,205	
GOVERNMENT SPONSORED - UNEMPLOYED			16,175	17,147	15,011

Source: Tripartite Foundation for Training in Employment and the National Public Employment Service.

CONCLUSIONS

Obstacles; Topics addressed

The planned studies are now being carried out, as are the calls for applications for the recognition and accreditation of work experience in this sector.

SOURCES/REFERENCES

- *COUNCIL OF MINISTERS* of 24 July 2009. *Actions in the field of vocational training for the tourism sector.*
<http://www.la-moncloa.es/ConsejodeMinistros/Referencias>

4.3. INVOLVEMENT IN VET OF THE JOB MARKET ACTORS

A new *Declaration on the Social Dialogue* was signed in July 2008: The *Declaration of Principles for Stimulating the Economy, Employment, Competitiveness, and Social Progress*²¹ which gave priority to the creation of employment and setting up of the conditions needed to develop a new model of growth based on a knowledge economy. The measures adopted and the results obtained show that progress has been made in the strategy of "flexicurity" announced by Europe as a way to modernize the job markets.

As far as training and investment in human capital are concerned, it has been suggested that lifelong training strategies should be developed that permit progress to be made toward interconnecting the education and training systems, increase training in and outside of employment and foster vocational training within the education system and training for employment as part of one integrated system.

²¹ DECLARACIÓN PARA EL IMPULSO DE LA ECONOMÍA, EL EMPLEO, LA COMPETITIVIDAD Y EL PROGRESO. (DECLARATION OF PRINCIPLES FOR STIMULATING THE ECONOMY, EMPLOYMENT, COMPETITIVENESS AND SOCIAL PROGRESS). The signing of the Declaration on the Social Dialogue 2008 took place in Madrid on 29 July 2008. The text is available in Spanish at www.la-moncloa.es.

Among the topics discussed regarding improving and dynamizing human capital, an objective that has a strategic side, we should mention the analysis of possible, urgent actions designed in response to the current crisis and to other questions, as well as other aspects in the medium term, such as the ongoing development of the National Qualifications and Vocational Training System, achieving an integrated vocational guidance system, ways to improve public and private training, the financing of the system and coordinating and managing the training for employment subsystem.

One of the most recent results of the social dialogue was achieved in the area of corporate social responsibility, with the signing in December 2007 of the Tripartite Agreement, the *Agreement on the Social Responsibility of Companies*.

In the area of collective bargaining, in 2008, the *2007 Interconfederation Agreement on Collective Bargaining* (Spanish initials, ANC) was extended, with an undertaking to help create employment and review wages, with the agreed goal of raising wages by around 2%.

The contents of bargaining were expanded to include topics such as equal treatment and equal opportunities, the use of temporary hiring, workplace health and safety and additional social security.

Also of interest is the approval of the Spanish Strategy on Safety and Health at Work 2007/2012, which was agreed in the context of the Social Dialogue and was in line with the aims of the Community Strategy on Safety and Health at Work (2007-2012), which are to achieve continuing, gradual improvement in workplace health and safety and a constant, significant reduction in the number of workplace accidents.

Europe has established a principle of shared responsibility, shared among the State and all the actors involved (the social agents, the local actors and the public), which implies that all these agents must play a part in VET policies.

As part of this same dialogue and agreement with the social interlocutors, the various Autonomous Communities have approved and now have multi-annual plans in place to improve competitiveness and employment. These are plans to promote employment that have been agreed between the Autonomous Community governments and the social interlocutors.

► ***Autonomous Community Growth and Development Strategies***

AUTONOMOUS COMMUNITY	STRATEGY/PLAN
ANDALUSIA:	<ul style="list-style-type: none"> ▪ Competitiveness Strategy for Andalusia 2007-2013
ARAGON	<ul style="list-style-type: none"> ▪ Economic and Social Agreement for Progress in Aragon 2008-2011 ▪ Strategic Initiative for Growth in Aragon
ASTURIAS	<ul style="list-style-type: none"> ▪ Asturias Science, Technology and Innovation Plan (Spanish initials, PCTI) 2006-2009 ▪ Strategies for Developing an Information Society in the Principality of Asturias
BALEARIC ISLANDS	<ul style="list-style-type: none"> ▪ Bases for the Balearic Islands Competitiveness Pact ▪ Balearic Islands Consensus Agreement on Employment
CANARY ISLANDS:	<ul style="list-style-type: none"> ▪ Canary Islands Economic Dynamization Strategy ▪ Canary Islands Employment Strategy 2008-2013

CANTABRIA	<ul style="list-style-type: none"> Productivity and Employment, Equity and Sustainability Governance Plan 2008-2011
CASTILLA-LEON	<ul style="list-style-type: none"> Framework Agreement for Competitiveness and Industrial Innovation in Castilla-Leon 2006-2009 IV Castilla-Leon Employment Plan 2007-2010
CASTILLA LA MANCHA	<ul style="list-style-type: none"> Castilla-La Mancha Development and Competitiveness Pact
CATALONIA	<ul style="list-style-type: none"> Strategic Agreement on internationalization, the quality of employment and the competitiveness of the Catalan economy
VALENCIAN COMMUNITY	<ul style="list-style-type: none"> Valencian Growth and Employment Pact 2001-2006 Strategic Infrastructure Plan (Spanish initials, PIE) for the Valencian Community 2004-2010
EXTREMADURA	<ul style="list-style-type: none"> Extremadura Employment and Industry Plan Extremadura Employment Promotion Plan 2008-2011
GALICIA	<ul style="list-style-type: none"> Agreement on the Competitiveness of Galicia 2008-2011 Galicia Technology Research, Development and Innovation Plan 2006-2010
MADRID	<ul style="list-style-type: none"> Industrial Promotion and Competitiveness Plan
MURCIA	<ul style="list-style-type: none"> Region of Murcia Strategic Plan 2007-2013
NAVARRRE	<ul style="list-style-type: none"> Navarre Plan 2012 Navarre Technology Plan
BASQUE COUNTRY	<ul style="list-style-type: none"> Economic Context Programme and Growth and Social Progress Reforms 2006-2009
LA RIOJA	<ul style="list-style-type: none"> La Rioja Social Agreement on Productivity and Employment
CEUTA	<ul style="list-style-type: none"> Ceuta European Social Fund Operational Programme 2007-2013 Ceuta FEDER Operational Programme 2007-2013
MELILLA	<ul style="list-style-type: none"> Melilla Strategic Plan

Source: *National Reform Programme Annual Progress Report 2008*

The Social Agents participate in the Vocational Training System through:

- The General Vocational Training Council, which was created by **Law 1/1986 of 7 January** and later modified by **Law 19/1997 of 9 June**. The latter set up a revised General Vocational Training Council as a consultative body with a tripartite structure in which the employers' organizations, trade unions and civil service are represented. Among its duties are the following: A) To draw up and propose to the government, for its approval, the National Vocational Training Programme; B) to evaluate and control the execution of the programme and to propose that it be updated; C) to report on projects for vocational training study plans and diplomas and the certificates of professionalism; D) to send proposals and recommendations on vocational training to the competent civil service departments; E) to propose actions to improve vocational guidance; F) to evaluate and monitor the actions that are carried out in the area of vocational training.
- Article 6 of ORGANIC LAW 5/2202 of 19 June on Qualifications and Vocational Training (*BOE 147* of 20 June 2002) states: *Cooperation of companies, the social agents and other bodies*: They shall participate in training teaching personnel, training students, carrying out professional practical experience and professional guidance and making sure that qualified professionals participate in the training system. They shall also set up procedures for cooperating on identifying qualification needs.

- Article 33 of ROYAL DECREE 395/2007 of 23 March regulating the vocational training for employment subsystem (*BOE no. 87 of 11 April 2007*) states: *Participatory body for the Civil Service and the Social Interlocutors*. The General Council of the National Employment System is the consultative body with institutional participation (of the civil service departments and the social interlocutors) in the area of employment policy and, therefore, of vocational training for employment. To carry out its duties, a State Commission on Training for Employment shall be constituted. Also, Article 34 states: The *Tripartite Foundation for Training in Employment*. Its board is made up of the civil service (the Ministry of Labour and the Autonomous Communities) and the *employers' organizations and trade unions*. Its duties focus on: giving technical support and assistance to SPEE, cooperating in the management of announcements and making proposals for regulatory decisions; helping to publicize the subsystem; giving technical support to the civil service, employers' organizations and trade unions; giving advice to small and medium sized businesses; promoting the improvement of quality, drawing up the national statistics and keeping the national register of training centres; taking part in national and international forums.

The vocational training initiatives in which the social agents have greater involvement are those that are designed for companies and employed workers and managed by the Tripartite Foundation for Training in Employment, which partners with SPEE. A point that should be noted is that the national training courses intended primarily for employed workers follow the priorities set in the sectoral reference plans approved by the Joint Sectoral Committees.

12. Example of an Initiative: **TRAINING ACTIONS INTENDED PRIMARILY FOR THE EMPLOYED**

<p>EXPANDING AND IMPROVING THE VOCATIONAL TRAINING FOR EMPLOYMENT SYSTEM</p> <p>TRAINING ON OFFER</p> <p>Training intended primarily for the employed</p> <p>AGREEMENTS FOR IMPLEMENTING TRAINING PLANS</p>	
<p><i>April 2010</i></p>	
<p>Context; Objectives; Groups; Implementation</p>	
<p>With the organization in 2007 of the vocational training for employment subsystem, which established a common framework of training for both the employed and the unemployed, various training initiatives were developed. Regulations were set for <i>on-demand training</i>, the training that meets the specific training needs of companies and their workers; for <i>training on offer</i>, which seeks to offer workers training that will qualify them for their professions and give them access to employment; for <i>training alternating with employment (training actions for training contracts and public employment/training programmes)</i>, which aims to contribute to workers acquiring the professional competencies for an occupation through a mixed process of employment and training, thereby permitting them to combine formal learning and practical, on the job work experience.</p>	
<p>The aim of <i>training on offer</i> is to provide training that meets the needs of the labour market, the requirements for company productivity and competitiveness and the professional promotion and personal development of workers and that will qualify them for their professions and give them access to employment. This training is intended for employed and unemployed workers. It includes a broad range of permanent, accessible training that is offered in a modular format since it is intended to lead to certificates of professionalism through partial, accumulable accreditation. The Ministry of Labour and Immigration draws up multi-annual plans to determine the priorities, general objectives and recommendations for the courses offered by the entire vocational training for employment subsystem. The training offered includes various forms of subsidized training: training plans intended primarily for employed workers; training</p>	

plans intended primarily for the unemployed; specific programmes for those with special training needs or difficulties in finding employment; training for those who have been deprived of their freedom and professional soldiers in the army and navy; and training actions that are intended mainly for the unemployed that include an undertaking to hire the trainees after the course.

Training actions intended primarily for employed workers can include inter-sectoral training plans (training actions in which competencies common to various economic sectors are acquired) and sectoral training plans (training actions for workers in one particular sector), as well as training plans for workers in the social economy and self-employed workers. They are implemented through written agreements between the beneficiary organizations listed in the regulations and the competent national or Autonomous Community body. They can be annual or multi-annual.

OPERATION AND MANDATE

Level; Scope; Actors

The bodies with the authority to programme, manage and monitor this initiative are the National Public Employment Service, with the assistance and technical support of the Tripartite Foundation for Training in Employment, and authorized Autonomous Community bodies. SPEE and the Autonomous Communities collaborate and cooperate through and are coordinated by the Sectoral Conference on Labour Affairs and the Coordination and Monitoring Committees.

All the programmes and measures that stem from the Active Employment Policies are guaranteed through the National Employment System and organized into a network made up of the National and Autonomous Community public employment services, which share the responsibility within their own management areas. The Sectoral Conference on Employment and Labour Affairs sets the objective criteria for distributing the resources allocated for subsidies among the regions. The subsidies are then managed by the Autonomous Communities.

National announcements are published by the National Public Employment Service, with the technical assistance of the Tripartite Foundation for Training in Employment, and regional announcements are published by the Autonomous Communities.

EVALUATION

Effectiveness, efficiency and impact; Indicators of success; Results

Between 2006 and 2009, national announcements paved the way for sectoral training plans (93.65%), inter-sectoral training plans (1.56%), training plans for the social economy (2.00%) and training plans for self-employed workers (2.79%). The announcements for 2007-2008 were biennial and all others were annual.

No. OF TRAINING PLANS UNDERWRITTEN (nationwide announcements)

TRAINING PLANS	2006	2007/2008 <small>(Biennial announcement)</small>	2009
Sectoral training plans	320	258	263
Inter-sectoral training plans	6	4	4
Social Economy training plans	6	6	6
Self-employed workers training plans	7	9	9
TOTAL	339	277	282

Source: Tripartite Foundation for Training in Employment

PARTICIPANTS TRAINED (National announcements)

TRAINING PLANS (participants)	2006	2007/2008 <small>(Biennial announcement)</small>	2009*
Sectoral training plans	553,147	959,811	657,545
Inter-sectoral training plans	65,577	119,048	68,763
Social Economy training plans	22,393	45,272	24,348
Self-employed workers training plans	18,843	31,703	19,401
TOTAL	659,960	1,155,834	770,057

Source: Tripartite Foundation for Training in Employment

* Participants contacted

FINANCING UNDERWRITTEN (national announcements)

TRAINING PLANS (financing)	2006	2007/2008 <i>(Biennial announcement)</i>	2009
Sectoral training plans	305,729,023€	330,329,998€	333,827,535€
Inter-sectoral training plans	35,128,047€	37,998,841€	37,998,347€
Social Economy training plans	9,149,351€	9,693,015€	9,828,644€
Self-employed workers training plans	8,403,168€	9,694,444€	12,284,861€
TOTAL	358,409,590€	387,716,300€	393,939,388€

Source: Tripartite Foundation for Training in Employment

The evaluations of these plans have highlighted a need to increase the number of specific training actions, not transversal actions. This fact has already been included in the Sectoral Reference Plans drawn up by the Joint Sectoral Committees for the 2010 financial year. Another aspect to consider is increasing and improving the possibilities of accreditation for the training received and as a result allowing workers to progress and update their qualifications. It has also been recommended that the level of access of workers to actions included in these training plans should be increased.

CONCLUSIONS

Obstacles; Topics addressed

The national announcements include the priorities set in the sectoral reference plans, which are approved by the Joint Sectoral Committees. Autonomous Community announcements provide a way for the different Communities to design announcements that specifically match the training needs of their local productive fabric. Progress must be made within this framework toward holding joint coordination and planning sessions, at which the common criteria and priorities for improving the training for employment subsystem can be set.

SOURCES/REFERENCES

- *National Public Employment Service DECISION of 1 February 2010 approving the announcement of public subsidies from the 2010 budget for the implementation of training plans through agreements at the national level that are intended primarily for employed workers, in application of Order TAS/718/2008 of 7 March regulating the training courses offered and setting the regulatory bases for granting the public subsidies intended to finance them (BOE No. 35 of 9 February 2010).*
- *National Public Employment Service DECISION of 27 April 2009 publishing the quality evaluation questionnaires for training for employment actions (BOE no. 141 of 11 June 2009).*
- *CORRECTION OF ERRORS in Order TAS/2388/2007 of 2 August, partially expanding on Royal Decree 395/2007 of 23 March regulating the training courses offered in the vocational training for employment sub-system and establishing the regulatory bases for granting the public subsidies financing them that fall within the scope of the National Civil Service (BOE of 27 August 2007).*
- *ORDER TAS/2388/2007 of 2 August, partially expanding on Royal Decree 395/2007 of 23 March regulating the training courses offered in the vocational training for employment subsystem and establishing the regulatory bases for granting the public subsidies financing them that are within the scope of the National Civil Service (BOE No. 186 of 4 August 2007).*
- *ORDER TAS/718/2008 of 7 March expanding on Royal Decree 395/2007 of 23 March regulating the training courses offered in the vocational training for employment subsystem and establishing the regulatory bases for granting the public subsidies to finance them (BOE 67 of 18 March 2008).*

4.4. PROMOTING WORKPLACE LEARNING

Within the framework of vocational training for employment, initiatives intended for alternance training (training alternating with employment) have been regulated with the aim of promoting workplace learning through mixed education and work

programmes. In Spain, there are various initiatives offering this type of training, including public employment/training programmes. In vocational training within the education system, there is a compulsory workplace training module (Spanish initials, FCT) that is included in all intermediate and advanced level training courses.

13. Example of an Initiative: **WORKSHOP SCHOOLS, CRAFT CENTRES AND EMPLOYMENT WORKSHOPS**

EXPANDING AND IMPROVING THE VOCATIONAL TRAINING FOR EMPLOYMENT SYSTEM				
TRAINING ALTERNATING WITH EMPLOYMENT				
Workshop schools, Craft Centres and Employment Workshops				
				<i>April 2010</i>
Context; Objectives; Groups; Implementation				
<p>With the organization in 2007 of the vocational training for employment subsystem, which established a common framework of training for both the employed and the unemployed, various training initiatives were developed. Regulations were set for <i>on-demand training</i>, the training that meets the specific training needs of companies and their workers; for <i>training on offer</i>, which seeks to offer workers training that will qualify them for their professions and give them access to employment; for <i>training alternating with employment (training actions for training contracts and public employment/training programmes)</i>, which aims to contribute to workers acquiring the professional competencies for an occupation through a mixed process of employment and training, thereby permitting them to combine formal learning and practical, on the job work experience.</p> <p>The public employment/training programmes (Workshop Schools, Craft Centres and Employment Workshops) aim to improve the qualifications and employment possibilities of particular groups of unemployed people. The workers who take part receive occupational vocational training that alternates with work and professional practical experience. The content is linked to the training offered for the units of competency in the certificates of professionalism and, if there are none, those listed in the file of training specialities. The qualification or the professional competency acquired receives accreditation under the established terms. When the participants have not reached the objectives of Compulsory Secondary Education (Spanish initials, ESO), specific programmes are organized so that they can achieve them. They are governed by specific regulations.</p>				
OPERATION AND MANDATE				
Level; Scope; Actors				
<p>In order to meet the challenges created by the process of modernizing the VET systems, the Workshop School, Craft Centre and Employment Workshop programmes offer alternating training and professional work experience in areas related to the recovery of the natural or cultural environment or of our national heritage, and social care.</p> <p>The Workshop Schools and Craft Centres are designed for unemployed young people between the ages of 16 and 24 and the Employment Workshops for people over the age of 25 with difficulties in finding work and/or the long-term unemployed and special groups.</p> <p>The management of these programmes is the responsibility of the Autonomous Communities that have the authority to implement them. The number of recipients of these programmes has increased because of the new social and employment circumstances.</p>				
EVALUATION				
Effectiveness, efficiency and impact; Indicators of success; Results				
Results of the Workshop Schools, Craft Centres and Employment Workshops (2002-2008)				
Years	No. of WS, CC and EW projects	No. of WS, CC and EW students	No. of WS, CC and EW Teaching Staff, Directors and other Personnel	Budget used (millions of euros)
2002	2,393	68,871	14,969	472.9
2003	2,225	63,925	14,340	475.7

2004	2,067	55,040	12,434	493.8
2005	2,500	61,037	14,060	494.4
2006	2,712	63,618	14,888	497.0
2007	2,712	61,581	14,831	507.1
2008	2,957	60,253	14,291	524.5

Source: *National Public Employment Service*

On leaving these programmes, between 60 and 65% of trainees from Workshop Schools and Craft Centres and 45 to 50% of trainees from Employment Workshops have found employment.

Although the range of activity is very wide, the most representative areas are: *Construction* 45%; *Environment-Gardening* 24%; and *Community Services* 16%.

CONCLUSIONS

Obstacles; Topics addressed

The results of these programmes are not only shown by the figures given above, they are also evident in the other knowledge that trainees gain, in addition to a knowledge of the occupation studied: entrepreneurship, self-employment, safety and hygiene, risk prevention, basic computing, basic education, etc.

All this training is supplemented by concern for groups with greater difficulties, improving their social inclusion, working for the good of the community and enticing many young people back into the formal education that they had abandoned.

SOURCES/REFERENCES

ROYAL DECREE 395/2007 of 23 March regulating the vocational training for employment subsystem (BOE no. 87 of 11 April 2007).

Workshop Schools: Ministry of Labour and Social Affairs Ministerial Order of 14 November 2001. BOE no. 279 of 21 November 2001.

Employment Workshops: ROYAL DECREE 282/1999 of 22 February (BOE no. 4 to 6 of 20 see figure in 1999) and Ministry of Labour and Social Affairs Ministerial Order of 14 November 2001 (BOE No. 279 of 21 November 2001).

TOPIC 5: EQUITY, SOCIAL INCLUSION AND ACTIVE CITIZENSHIP

The European Commission has emphasized the need to provide all students with the skills they are going to need to live their lives in a society with a knowledge-based economy that is becoming increasingly globalized and rapidly incorporating the changes produced by new models of social organization and new technologies.

This is a social context that is undergoing constant change and demands a process of adjustment and adaptation that will require greater efforts from those groups that have more social difficulties and fewer professional qualifications. It is a situation that obliges us to maintain high levels of social inclusion. Compensating for unequal origins is one of the great challenges for the education systems because these inequalities significantly affect people's opportunities to have adequate levels of education and professional qualifications.

5.1. EQUITY IN VET

The greatest challenge that faces our education system is reducing the high level of failure and early school leaving, as Spain is one of the countries with the highest early drop-out rates in the entire European Union. From the figures on access to training provided by the Survey of the Active Population (Spanish initials, EPA), we can draw the following conclusions:

- a) 15.24% of the population aged over 16 is taking regulated or unregulated studies or both and 84.8% is not studying.
- b) 13.52% of the active population is studying and 86.48% is not.
- c) 13.12% of the employed population is studying, while 86.48% is not.
- d) 15.9% of the unemployed population is taking regulated studies, unregulated studies or both.

It is necessary to increase the qualification levels of older workers, those who are less qualified and workers in small and medium sized businesses, since a higher level of training leads to a better job, a decrease in the possibility of becoming unemployed and higher wages. As shown by the EPA, the Spanish population has the following qualification levels:

- a. The qualification levels of the over-16 population are rising every year.
- b. 55.50% of the *active* population has a qualification level equivalent to the second stage of secondary education or higher education.
- c. 58.13% of the *employed* population has a qualification level equivalent to the second stage of secondary education or higher education.

- d. 39.82% of the *unemployed* population has a qualification level equivalent to the second stage of secondary education or higher education.

One of the initiatives that can most influence equity and provide equal opportunities for entering the education and training systems is a solid, widespread system of scholarships, which will make it possible for people to further their education.

14. Example of an Initiative: *STUDY SCHOLARSHIP PROGRAMME*

EXPANDING AND IMPROVING VOCATIONAL TRAINING SCHOLARSHIP PROGRAM (WORK + TRAINING COURSES)	
<i>April 2010</i>	Context; Objectives; Groups; Implementation
<p>The "<i>general announcement</i>" of scholarships offers aid for non-compulsory education: university, <i>bachillerato</i>, intermediate and advanced level vocational training, artistic education, sports education and official language schools, plus non-university education for students who need educational support. Scholarships have also been created for the Initial Professional Qualification Programmes. The scholarships include a variety of components (materials, tuition fees, mobility, transport, accommodation, compensation) that are awarded according to the family income, the studies being taken and other factors, such as the distance between home and school, or the need to live away from home or outside the Autonomous Community.</p> <p><i>Specific scholarships for Initial Professional Qualification Programmes:</i> these are intended for students over the age of 16 who have not been awarded a diploma as a graduate of compulsory secondary education, with the aim of permitting these students to acquire the professional competencies that correspond to the level one qualifications in the CNCP and find employment. They are organized according to the professional profiles associated with the productive sectors and have a modular structure. Each Autonomous Community regulates the profiles for its own area of management.</p> <p>The <i>scholarships for students at post-compulsory, non-university levels</i> are designed for students in intermediate and advanced level VET and Initial Professional Qualification Programmes who have a specific need for educational support.</p> <p>The <i>scholarships for language courses abroad</i> include a scholarship of 1,650 euros for young people between the age of 18 and 30 who take a course lasting at least three weeks in an English-speaking country.</p>	
OPERATION AND MANDATE	
Level; Scope; Actors	
<p>The different programmes of scholarships, aid and subsidies are managed by the General Sub-Directorate for Scholarships of the Ministry of Education and the Director General of University Training and Guidance of the General Sub-Directorate for Training.</p>	
EVALUATION	
Effectiveness, efficiency and impact; Indicators of success; Results	
<p>The education departments are working together diligently on designing a new model that will guarantee greater social cohesion and more equal opportunities. They are looking at new methods, updating the income thresholds, increasing flexibility and promoting national and international mobility and the learning of languages in order to eliminate the inadequacies of the current model.</p>	
CONCLUSIONS	
Obstacles; Topics addressed	
<p>The ultimate aim is to ensure that no student is prevented from studying because of a lack of financial resources and to respond to the new needs of society and motivate the student body to greater achievements. Scholarships and aid guarantee equal opportunities of access to education and social and regional cohesion. In the area of higher education, it is necessary to become a part of the European higher education space and meet the requirement for students to become more involved in their training.</p>	

The document "*Proposals for a Social and Political Education Pact*" makes the following proposals: to set up a Scholarship Observatory; to continue to increase the financial thresholds; to increase the budget allocated to ensure that at least 50% of secondary school students have a scholarship and 30% of higher education students can have one; to increase the scholarship-salary for higher education; to extend scholarships and aid for mobility.

SOURCES/REFERENCES

- *ROYAL DECREE 922/2009 of 29 May establishing income thresholds and family assets and the amounts of study scholarships and aid from the Ministry of Education for the 2009-2010 academic year (BOE no. 131 of 30 May 2009).*
<http://www.educacion.es/educacion/becas-y-ayudas>

5.2. SUPPORT SERVICES FOR GROUPS AT RISK

Periods of economic crisis, like the one in which we find ourselves, which, according to the analysts, is one of those with the greatest impact and consequences, always have an effect on employment and produce transformations in the job market that require changes to be made. These changes involve employment policies, labour mediation, unemployment protection policies and other active employment policies, such as placement, guidance and VT policies, and promoting employment for groups with greater difficulties in finding employment.

In this process of transformation and change in employment policies, another aspect that must also be tackled is modernizing the public employment services so that mediation rates and the number of guidance and training actions can be increased.

One of the priority objectives in the area of active unemployment policies is making sure that the unemployed population and groups with a lower level of employability take part in employment, labour market entry and professional retraining measures and actions. Some of the measures that have been developed are:

- a) The implementation of instruments to coordinate and evaluate the national employment system²², with the aim of improving the way in which the job market operates and the opportunities for entering it.
- b) The approval of the Law on the Self-Employed Workers' Statute²³, to promote self-employment and entrepreneurial activity.

²² REAL DECRETO 1722/2007, de 21 de diciembre, por el que se desarrolla la Ley 56/2003, de 16 de diciembre, de Empleo, en materia de órganos, instrumentos de coordinación y evaluación del Sistema Nacional de Empleo (ROYAL DECREE 1722/2007 of 21 December extending Law 56/2003 of 16 December on Employment in the area of bodies and instruments for coordinating and evaluating the National Employment System). BOE no. 20 of 23 January 2008.

²³ LEY 20/2007, de 11 de julio, del Estatuto del Trabajo Autónomo (LAW 20/2007 of 11 July on the Self-Employed Workers' Statute). BOE no. 166 of 12 July 07.

An *Employment Strategy for People with Disabilities* has been created. Also, regulations have been passed for an *Employment with Support Programme* and for placement companies specializing in integrating people in situations of social exclusion into society and subsequently incorporating them into the normal labour market.

15. Example of an Initiative: INITIAL PROFESSIONAL QUALIFICATION PROGRAMMES

EXPANDING AND IMPROVING VOCATIONAL TRAINING INITIAL PROFESSIONAL QUALIFICATION PROGRAMMES	
<i>April 2010</i>	
Context; Objectives; Groups; Implementation	
<p>The aim of preventing early school leaving, opening up expectations for training and qualifications and access to the world of work led to the establishment of the Initial Professional Qualification Programmes (Spanish initials, PCPI) for people over the age of 16 (with some exceptions) who have not graduated from compulsory secondary education.</p> <p>The aim of these programmes is to have all the students attain the professional competencies that correspond to a level one qualification in the current structure of the National Catalogue of Professional Qualifications, and for them to have the possibility of entering society and employment successfully and expanding their basic competencies so that they can continue to study in other types of education.</p>	
OPERATION AND MANDATE	
Level; Scope; Actors	
<p>The Initial Professional Qualification Programmes are the responsibility of the education departments and include three types of modules:</p> <ul style="list-style-type: none"> ▪ a) Specific modules related to the units of competency that correspond to the level one qualifications in the National Catalogue of Qualifications. ▪ General training modules that increase basic competencies and help in the transition from the education system to the world of work. ▪ Optional modules that lead to the Graduate of Compulsory Secondary Education diploma. <p>Passing a programme of this type entitles students to obtain a Graduate of Secondary Education diploma, if they take the optional modules, which are specifically oriented to obtaining this diploma, and the compulsory professional modules.</p>	
EVALUATION	
Effectiveness, efficiency and impact; Indicators of success; Results	
<p>Because of the way the Initial Professional Qualification Programmes operate, it would be advisable to introduce modifications to help students with greater difficulties to take a training course that will allow them not only to be awarded a certificate for a level one professional qualification but also a diploma as a Graduate of Compulsory Secondary Education.</p> <p>The PCPIs implemented offer 23 professional profiles that correspond to level one professional qualifications listed in the National Catalogue of Professional Qualifications.</p>	
INITIAL PROFESSIONAL QUALIFICATION PROGRAMMES	
Greenhouse, garden and park operations assistant	
Bricklaying, alternations and housing development assistant	
Pottery and ceramic products manufacturing assistant	
Tourist accommodation and catering assistant	
Sales and stores assistant	
Riding and stock breeding assistant	
Office and administrative management assistant	
Hairdressing assistant	
Restaurants services assistant	
Aesthetician's assistant	
Information technology assistant	
Painting and plastering assistant	
Kitchen help	
Agriculture and Food Processing operations assistant	
Vehicle and maintenance operations assistant	
Curtaining and decorating accessories operations	

Laundry and textile article mending operations
Cork operative
Plumbing, heating and domestic air conditioning operative
Welding and metal and PVC carpentry operative
Upholstery and coverings operative
Shoe and leather goods repairer and creator of small leather goods
Glass

Source: <http://www.educacion.es/educacion/que-estudiar/formacion-profesional/que-puedo-estudiar/pcpl.html>

CONCLUSIONS

Obstacles; Topics addressed

The Initial Professional Qualification Programmes are an initiative designed for those who could abandon the education system without a suitable professional qualification level and with no opportunity to continue their training.

SOURCES/REFERENCES

- *ORGANIC LAW 2/2006 of 3 May on Education (Spanish initials, LOE). Article 30: Initial Professional Qualification Programmes (BOE no. 106 of 4 May 2006).*
- *ROYAL DECREE 1631/2006 of 29 December establishing the minimum education for Compulsory Secondary Education. Article 14: Initial Professional Qualification Programmes (BOE no. 5 of 05 January 2007).*
- *ROYAL DECREE 1538/2006 of 15 December establishing the general organization of vocational training in the education system. Article 23. Exemption from parts of the entrance test for intermediate level vocational training. Additional Resolution Eleven. Initial Professional Qualification Programmes (BOE no. 3 of 03 January 07).*

5.3. ACTIVE CITIZENSHIP

On 16 February 2007, the Council of Ministers approved a proposal from the Ministry of Labour and Immigration for an agreement approving the Strategic Citizenship and Integration Plan 2007-2010. It was intended for the entire population, including the immigrant population, as it was designed to increase social cohesion by promoting public policies based on equal rights and duties, equal opportunities, the development of a sense of belonging to Spanish society among the immigrant population and respect for diversity.

The approval of this Strategic Plan contributed to meeting one of the most important challenges facing society, the integration of immigrants, which is one of the four pillars of the integrated immigration policy implemented by the government in 2004, together with the fight against illegal immigration, linking legal immigration with the needs of the job market and cooperating with the development of the immigrants' countries of origin. The plan is the responsibility of the Secretariat of State for Immigration and Emigration, through the General Directorate for Immigrant Integration. For the area of education, the plan includes the following objectives:

- To guarantee access for immigrant students to all the stages of compulsory education under equal conditions.
- To guarantee quality compulsory education, regardless of the situation or origin of the student, through educational support and learning the languages of the host society.
- To match the education system to the diversity of the student body by appropriately managing this diversity and promoting the acquisition of intercultural knowledge and skills.

- To turn schools into a place for communication, living together and integration.
- To help immigrant students access the non-compulsory stages by promoting their access to pre-school education and helping them to enter and remain in post-compulsory education in order to contribute to equal opportunities.
- To improve the access of immigrants to adult training by improving the vocational training courses offered by adapting them to the needs of adult immigrants.
- To improve the procedures for standardizing academic diplomas.

In the area of employment, some of the objectives proposed are to promote the maintenance of employment, promotions and training and to adapt the skills of the immigrant working population to the opportunities of the job market through measures such as improving access to active employment policies and to integrated social and labour insertion routes.

16. Example of an Initiative: **TRAINING ACTIONS FOR SPECIFIC GROUPS**

DEVELOPMENT OF THE VOCATIONAL TRAINING FOR EMPLOYMENT SUBSYSTEM TRAINING ON OFFER Training intended for specific groups	
<i>April 2010</i>	
Context; Objectives; Groups; Implementation	
<p>With the organization in 2007 of the vocational training for employment subsystem, which established a common framework of training for both the employed and the unemployed, various training initiatives were developed. Regulations were set for <i>on-demand training</i>, the training that meets the specific training needs of companies and their workers; for <i>training on offer</i>, which seeks to offer workers training that will qualify them for their professions and give them access to employment; for <i>training alternating with employment (training actions for training contracts and public employment/training programmes)</i>, which aims to contribute to workers acquiring the professional competencies for an occupation through a mixed process of employment and training, thereby permitting them to combine formal learning and practical, on the job work experience.</p> <p>The aim of <i>Training on offer</i> is to provide training that meets the needs of the labour market, the requirements for company productivity and competitiveness and the professional promotion and personal development of workers and that will qualify them for their professions and give them access to employment. This training is intended for both employed and unemployed workers. It includes a broad range of permanent, accessible training that is offered in a modular format since it is intended to lead to certificates of professionalism through partial, accumulable accreditation. The Ministry of Labour and Immigration will draw up multi-annual plans to determine the priorities, general objectives and recommendations for the courses offered by the entire vocational training for employment subsystem. The training offered includes various forms of subsidized training: training plans intended primarily for employed workers; training plans intended primarily for the unemployed; and training actions for specific groups.</p> <p>The training actions intended for specific groups include:</p> <ol style="list-style-type: none"> a) specific programmes for those with special training needs or difficulties in finding employment; b) training for those who have been deprived of their freedom and professional soldiers in the army and navy who have a temporary employment relationship with the armed forces; c) training actions that include an undertaking to hire the trainees after the course has ended that are intended mainly for the unemployed and immigrant workers in their country of origin. 	

OPERATION AND MANDATE

Level; Scope; Actors

The body authorized to announce, programme, manage, control and monitor these actions is the National Public Employment Service through its Provincial Directorates. The training includes the following groups:

- Training for professional soldiers in the army and navy.
- Training for people who have been deprived of their freedom.
- Training for the unemployed (agreements with companies with an undertaking to hire the trainees after the training has ended).
- Specific programmes: Training for groups with special difficulties in finding employment or retraining.

PARTICIPANTS TRAINED

YEAR	DEFENCE	PRISONS	UNDERTAKING TO HIRE
2003	711	468	2,840
2004	1,350	476	2,104
2005	1,290	486	2,099
2006	1,875	972	1,469
2007	1,050	1,020	1,398
2008	1,010	855	871
2009	1,300	2,175	629

Source: General Sub-directorate of Active Employment Policies

With regard to the implementation of specific programmes, the training for groups with special difficulties in finding employment or being retrained was only started in 2009/2010 and it will be necessary for some time to pass before its effects and results can be evaluated. Self-teaching training actions have been designed for unemployed women in rural areas, unemployed young people in a situation or at risk of social exclusion and unemployed young people with difficulties finding employment or being retrained.

EVALUATION

Effectiveness, efficiency and impact; Indicators of success; Results

The results for the students trained under the Agreements with an Undertaking to Hire scheme were positive, as an average of 69.81% were hired within 180 days and 80.26% within 360 days (calculated as the total number of contracts for the training body, its subsidiaries and other bodies over the total number of students trained but without taking into account the length of the contracts). Difficulties were found in discovering the type of contract and if they were related to the training received.

On the other hand, Order TAS/718/2008 of 7 March established that the National Public Employment Service and the Autonomous Communities should promote and guarantee the implementation of systems and mechanisms to continuously improve the quality of the centres that deliver the training actions by carrying out quality evaluations. The National Public Employment Service therefore issued its Decision of 27 April 2009 publishing the quality evaluation questionnaires for training for employment actions.

CONCLUSIONS

Obstacles; Topics addressed

In spite of the limitations discovered when calculating whether students had found employment, we can confirm that these Agreements had a positive result as a tool for generating employment. The training received under the Agreements with the Ministry of Defence and the Prisons also made it possible for trainees to find better jobs and/or adapt better to their positions.

SOURCES/REFERENCES

- *LAW 56/2003, of 16 December on Employment. Article 13 section e) regulates the authority of the National Public Employment Service over the management of programmes financed from the credit reserve set up in its budget for expenditure. Point 2 includes programmes for improving the occupation of job seekers through cooperation between the National Public Employment Service and national or Autonomous Community civil service bodies in order to carry out training actions and implement work and services of general or social interest related to the exclusive competencies of the State (BOE no. 301 of 17 December 2003).*
- *ROYAL DECREE 395/2007 of 23 March regulating the vocational training for employment*

subsystem (BOE no. 87 of 11 April 2007).

- *ORDER TAS/718/2008 of 7 March expanding on Royal Decree 395/2007 of 23 March regulating the training courses offered in the vocational training for employment subsystem and establishing the regulatory bases for granting the public subsidies to finance them (BOE 67 of 18 March 2008).*
- *National Public Employment Service DECISION of 18 November 2008 regulating the justification of expenditure made to carry out vocational training for employment actions in the area of training courses on offer intended primarily for unemployed workers (BOE no. 305 of 19 December 2008).*
- *National Public Employment Service DECISION of 18 June 2009 announcing subsidies for the year 2009 to carry out a specific training and labour insertion programme for unemployed women in rural areas with special training needs or difficulties in finding employment or being retrained (BOE no. 214 of 4 September 2009).*
- *National Public Employment Service DECISION of 07 July 2009 announcing subsidies for the year 2009 to carry out a specific training and labour insertion programme for unemployed young people with special training needs or difficulties in finding employment or being retrained (BOE no. 210 of 31 August 2009).*
- *National Public Employment Service DECISION of 22 September 2009 announcing subsidies for carrying out a specific training and labour insertion programme for unemployed young people in situations of or at risk of social exclusion (BOE no. 256 of 23 October 2009).*

Related sources:

- *LAW 8/2006 24 April on the Army and Navy (BOE no. 98 of 25 April 2006).*
- *LAW 38/2003 17 November, general law on subsidies, and Royal Decree 887/2006 of 21 July approving the regulations in Law 38/2003 17 November, the General Law on Subsidies (BOE no. 276 of 18 November 2003).*
- *ROYAL DECREE 357/2006 of 24 March regulating the direct granting of particular subsidies in the areas of employment and occupational vocational training (BOE no. 83 of 7 April 2006).*
- *LAW 26/2009 of 23 December on the General State Budgets for 2010 and any regulation that develops or is related to the additional resolution 12 of this law (BOE no. 309 of 24 December 2009).*

TOPIC 6: QUALITY, EXCELLENCE AND ATTRACTIVENESS OF VET

A constant preoccupation of vocational training systems is improving their quality and equity. The Spanish education and training system faces a high rate of failure and subsequent early school dropout. This situation leads to a low number of graduates from post-compulsory education and vocational training in particular, which has consequences for the qualification levels of the population and the competitiveness of the country's productive system.

Raising the quality and excellence of vocational training essentially requires that the processes and training courses offered adapt to the current and future needs of the labour market. It is also necessary to strengthen the organizational and management autonomy of training centres and to modernize and improve their equipment. Another point that deserves mention is the need to promote lifelong training among the teachers and trainers and to develop a policy to support research into and innovation in the teaching of vocational training. It is also necessary to pay attention to the evaluation of the results (the performance of the students and the employability of the workers) as an essential factor in continuing to improve the quality of education and training in this country.

The evaluation of the Spanish education system was established in the 1990 Law on Education, known as LOGSE, with the creation of the *National Quality and Evaluation Institute*. Currently, two basic instruments are used: a) a state system of indicators and b) general plans for evaluating the education system, to which it is necessary to add criteria and indicators for vocational training, which have been lacking up to now.

Similarly, in vocational training for employment, in recent years instruments have been incorporated to evaluate its quality. Among these is the implementation of a common quality questionnaire for training actions on offer and on demand, for the employed and the unemployed, that are filled in by the participants and evaluate various aspects that directly affect quality, such as the organization of the training, the trainers and tutors, the teaching resources and the facilities and technical resources.

Because of the undertaking to strengthen and promote vocational training in Spain, a "*roadmap*" was presented in 2008 by the Ministries of Education and Labour, which highlighted the current challenges for the system, including that of offering quality vocational training. To meet these challenges, the roadmap is based on a number of different lines of action: a) excellence in vocational training; b) recognizing experience; c) expanding the training courses offered; d) strengthening the character and the European dimension of Spanish vocational training. All these complement and add to the lines of action developed in recent years in this country.

6.1. IMPROVING THE QUALITY OF VET

The education and labour departments are sponsoring measures to bring about continuous improvement so as to meet the needs of the different actors and participants in vocational training and to fulfil the European objectives.

In June 2009, the European Parliament and Council issued a Recommendation for a European Quality Assurance Reference Framework (EQARF) to serve as a reference point for member states when promoting and supervising the continuing improvement of the training systems. It was based on common European criteria and constituted the starting point for improving the quality of vocational training. This framework should contribute to increasing the level of transparency and coherence among member states and to promoting mutual trust and the mobility of workers and of people who take part in lifelong learning processes.

With the aim of improving the standardized quality management models for VET systems and of adapting to the European quality model (EQARF), the Ministry of Education has proposed that a national quality network be created in order to bring the recommendations of the European reference framework to this country and to guarantee the quality of our vocational training. To reach this objective, the following quality criteria will be reinforced:

1. Support for VT planning, in the form of a strategic plan that will be shared by all and will define common objectives, actions and indicators that are capable of measuring the quality of the system and of education centres.
2. The development of quality management projects at the state level with the broad consensus of the education departments.
3. The creation of a system for evaluating results and processes that will support the measurement, analysis and improvement models for education centres.
4. Reinforcing the improvement of the education system based on its results and proposing strategic plans based on measurements and objective knowledge.

In order to develop actions that fit the EQARF recommendations, the following plans of action have been proposed:

PROPOSED ACTION PLANS	EXPECTED RESULTS
Implementing and improving the quality management systems of the education system and education centres.	<ul style="list-style-type: none"> ▪ Quality VT from suppliers. ▪ Transparent quality for training. ▪ Mutual trust in providing training.
Promoting integrated management models that improve the results.	<ul style="list-style-type: none"> ▪ Training for teachers and trainers. ▪ Training those responsible for centre administration in environmental management systems and the prevention of professional risks. ▪ VT's ability to respond to changes in labour market demand.

	<ul style="list-style-type: none"> ▪ Information on mechanisms for determining the changes in the demand for training from the labour market at different levels. ▪ Development of individual learning abilities. ▪ The people who take part in learning processes. ▪ Access to vocational training.
Measuring the results and objectives of the system.	<ul style="list-style-type: none"> ▪ Basic information on the attractiveness of VT. ▪ User satisfaction with VT. ▪ Access to VT of underprivileged groups.
Measuring the results and objectives of training processes.	<ul style="list-style-type: none"> ▪ Success of the training process: education and quality. ▪ Dropout rates vs. participation rates. ▪ Successfully completing training programmes. ▪ Training for underprivileged groups. ▪ Centres with quality management systems.
Analyzing objectives and improvements to increase the employability of users of the VT system.	<ul style="list-style-type: none"> ▪ Improvement plans. ▪ Analysis of results and measurements. ▪ Strategic plans.

As with any model of continuous improvement, it is necessary to use a variety of indicators to measure the progress made in order to understand the current status and to propose medium and long-term objectives. Taking into account various quality objectives, the following examples are proposed:

1. Number of suppliers who apply internal quality systems defined in law or on their own initiative.
2. Percentage of accredited VT suppliers.
3. Number of teachers and trainers who take part in supplementary training programmes with improvement models.
4. Number of management teams or system administrators trained in environmental management systems.
5. Number of management teams or system administrators trained in occupational risk systems.
6. Amount of funds invested.
7. Number of people who have successfully completed or dropped out of VT programmes, by type of programme and specific criteria.
8. Number of participants in VT programs by type of programme and specific criteria.
9. Current circumstances of VT recipients at some given moment after the end of training, by type of programme and specific criteria.
10. Number of VT recipients who have been hired at a given moment after the end of training, by type of programme and specific criteria.
11. Information on the employment found by recipients after end training ends, by type of training and specific criteria.
12. Satisfaction of recipients and employers with the abilities/skills acquired.
13. Unemployment rate, by specific criteria.
14. Percentage of participants on VT programmes classified as underprivileged groups (in a particular region or employment area), by age and sex.
15. Success rate for underprivileged groups, by age and sex.
16. Measurement of the effectiveness of the VT system.

On 18 June 2009, the member states of the European Union took on a commitment to implement the structure defined for EQARF at the European level in their own country. To fulfil this commitment, it is necessary to have a national plan of action.

With the aim of promoting the use of quality management models in the VT system, the Ministry of Labour and Immigration has set up common instruments and indicators to evaluate the quality of vocational training for employment. These initiatives are specified in the *Annual Training for Employment Evaluation Plan*, a tool for administrative managers to use in evaluation activities within their area of management, and in the *Training for Employment Training Action Quality Questionnaire* designed for employed and unemployed workers.

1. Example of an Initiative: **EVALUATION SYSTEMS AND MONITORING INDICATORS**

DESIGN AND IMPLEMENTATION OF A VET EVALUATION AND QUALITY SYSTEM EVALUATION SYSTEMS AND MONITORING INDICATORS	
<i>April 2010</i>	Context; Objectives; Groups; Implementation
<p>The vocational training for employment system as a whole must pay attention to the requirements for quality, monitoring, auditing and evaluation, as regulated by Chapter V of Royal Decree 395/2007 of 23 March. With reference to quality, the competent civil service departments must promote improvements in the quality of training in the areas of content, duration, teaching staff and facilities, by measuring the results, pointing out possible actions that could be taken, drawing up plans for the advanced training of the teaching staff and plans for staffing and equipping the training centres.</p> <p>In relation to the evaluation of the vocational training for employment subsystem, article 37 of chapter V of Royal Decree 395/2007 of 23 March establishes the new evaluation and quality requirements for vocational training in the area of employment. The article states that “the National Public Employment Service and the competent bodies in the Autonomous Communities shall evaluate the impact of the training on accessing employment and remaining employed, and on improving the competitiveness of companies, the effectiveness of the system, as far as the scope of the training and the match between the actions and the needs of the labour market and companies are concerned, and the efficiency of the financial resources and methods employed”. It also states that “the National Public Employment Service and the corresponding organizations or bodies in the Autonomous Communities shall draw up an annual plan evaluating the quality, impact, effectiveness and efficiency of the entire vocational training for employment subsystem, which can serve to introduce improvements into the way this subsystem operates”.</p> <p>Finally, we should mention that, because the vocational training for employment sub-system is an active employment policy regulated by Law 56/2003 of 16 December on Employment, it forms part of the actions included in the National Employment System (Spanish initials, SNE). The evaluation of the National Employment System is regulated by Royal Decree 1722/2007 21 December, which aims to guarantee that the goals set and the structures and actions of the SNE are guaranteed in the best way possible, so as to improve their adaptation to the real needs of the labour market in accordance with quality, efficiency and effectiveness criteria.</p>	
OPERATION AND MANDATE	
<p>The evaluation of the training for employment subsystem is an activity in which a variety of actors can be involved, depending on the area of competence in which the training initiatives that make up the subsystem are implemented. Therefore, the following managing bodies can be responsible for developing and executing the evaluation processes listed in R.D. 395/2007 for the initiatives, according to their area of competence: the national civil service, the Autonomous Communities and the Tripartite Foundation for Training in Employment.</p> <p>The regulations also contemplate the cooperation and participation of training centres and bodies, the social agents, companies and workers in the evaluations.</p>	
EVALUATION	
Effectiveness, efficiency and impact; Indicators of success; Results	
<p>Currently, each of the managing bodies makes the evaluations for its own area of competence so that there is some information available on the system even if it is not coordinated and integrated. The information available is wide ranging and deals with efficiency, effectiveness and impact. In many cases, the evaluations of the subsystem are published or are posted on the managing bodies’ web sites. There are still no mechanisms in place to evaluate the subsystem</p>	

as a whole or to compile the individual evaluations.

CONCLUSIONS

The vocational training for employment subsystem is an active employment policy that is part of the national Employment System. Therefore, it is necessary define organizations and instruments to coordinate and evaluate it that will make it easier to build up a system of specific objectives and indicators for the VT for employment programmes. In this way, we will be able to measure their effectiveness in dealing with working people and companies using the National Employment System's Annual Work Programme.

From this perspective, it is necessary to promote the definition of an Annual Evaluation Plan and the establishment of workgroups to design and build an evaluation system that helps to improve the quality of the training courses offered by the system.

The Annual Evaluation Plan should be of use when dealing with the common minimum criteria for the different elements that make up an evaluation process and with coordinating the actions that will be developed, so that SPEE, the Tripartite Foundation and the competent departments or bodies in the Autonomous Communities can guarantee that there is an equivalent joint evaluation process that brings together all these initiatives and provides a vision of the whole subsystem. To be able to develop this type of integrated evaluation, it is necessary to define the main elements on which to base a proposal: a workgroup, a model and a methodology for the evaluation, sources of information, a common system of indicators, and financing.

SOURCES/REFERENCES

ROYAL DECREE 395/2007 of 23 March regulating the vocational training for employment subsystem. BOE no. 87 de 11 April 2007

LAW 56/2003, of 16 December on Employment. BOE no. 301 de 17 December 2003

ROYAL DECREE 1722/2007 of 21 December extending Law 56/2003 of 16 December on Employment in the area of bodies and instruments for coordinating and evaluating the National Employment System. BOE no. 4440 de 23 January 2008.

ORGANIC LAW 5/2002 of 19 July on qualifications and vocational training. BOE no. 147 de 20 June 2002.

17. Example of an Initiative: **QUALITY EVALUATION QUESTIONNAIRE**

DESIGN AND IMPLEMENTATION OF A VET EVALUATION AND QUALITY SYSTEM QUALITY EVALUATION QUESTIONNAIRE FOR VOCATIONAL TRAINING FOR EMPLOYMENT ACTIONS

April 2010

Context; Objectives; Groups; Implementation

Article 36 of Royal Decree 395/2007 23 March regulating the vocational training for employment subsystem states that the actions and delivered under the terms of that Royal Decree must have the required quality so that vocational training for employment responds to the needs of workers and companies. It also regulates particular actions for evaluating the quality of the training actions and, in article 37.3, states that the students will participate in this evaluation and that proof of this must appear in the documentation for each group taught.

To meet this objective, a Decision on the quality evaluation questionnaire for vocational training for employment actions was approved. This Decision basically establishes a single common instrument for all the departments responsible for managing the initiatives for on-offer and on-demand courses that are developed within the framework of the vocational training for employment subsystem. This instrument will make it possible to carry out comparative analyses of all the training.

OPERATION AND MANDATE

Level; Scope; Actors

All the bodies that deliver training as part of the on-offer and on-demand training initiatives mentioned in RD 395/2007 must administer the quality evaluation questionnaire to the participants at the end of the course. This questionnaire is divided into three sections: a) identification of the training action; b) information classifying the student; c) an evaluation of

the training action that measures its organization, content, length, timetable, trainers and tutors, teaching methods, facilities and technical resources and mechanisms for evaluating the learning and the usefulness of the course.

Training bodies that receive aid must collate the information in the questionnaires and send in the results, preferably electronically, to the competent civil service department. These departments will then analyze and evaluate the information received so that relevant data on the quality of the training financed under these initiatives can be published.

EVALUATION

Effectiveness, efficiency and impact; Indicators of success; Results

This questionnaire obliges the civil service departments to collect information on the quality of training actions from a vital primary source, the students themselves. The amount of information available is important, as this is not a mere sample but comes from all the participants who have filled in the questionnaire.

However, the sheer volume of the information received will require data storage systems that can cope with large amounts of data and a standardized format for electronic delivery that will make it easy to process the information in a homogeneous manner. The fact that there is no single format for delivery is currently extending the time needed to publish the results, so that they will not be available until the second half of 2010.

CONCLUSIONS

Obstacles; Topics addressed

The implementation of initiatives such as the training action quality evaluation questionnaire is a step forward in producing common instruments that are designed to improve VET. However, it is necessary to continue working on the technical and logistical aspects that will permit their potential to be maximized. Therefore, issues such as standardizing the delivery format and developing standardized computer applications for all civil service departments are priorities for this stage.

SOURCES/REFERENCES

- *SPEE Decision of 27 April 2009 publishing the quality evaluation questionnaires for training for employment actions. (BOE no. 141 of 11 June 2009).*

6.2. PROMOTING EXCELLENCE IN VET

One of the strategies that has been implemented to promote excellence in VET is the *Network of Integrated Centres*. This is a nationwide network, to be distributed among all the Autonomous Communities, that is defined as being a set of training centres that teach all the training courses on offer for all the professional families, are in permanent contact with the labour market and emerging markets and cater to young people in the education system and employed and unemployed workers in vocational training for employment. Implementing this network will be one of the major challenges facing the Spanish VET system in the next few years.

18. Example of an Initiative: **NETWORK OF INTEGRATED CENTRES**

CREATING A NATIONAL PROFESSIONAL QUALIFICATIONS SYSTEM NETWORK OF INTEGRATED CENTRES

April 2010

Context; Objectives; Groups; Implementation

The integrated VET centres teach all the training courses offered in the National Catalogue of Professional Qualifications, including those intended for the employed. Their aims are to evaluate and accredit professional competencies acquired through work experience and non-

formal methods of training and to offer vocational information and guidance services, in addition to providing people with qualifications and retraining throughout their lives.

They are seen as being an institution that serves the public and the productive sector and contributes to qualifying and retraining people. They must be autonomous and have a flexible organization, as well as offering a versatile range of training and having the ability to respond to the needs of the world of work. The competent civil service departments will be able to authorize their creation and constitution.

OPERATION AND MANDATE

Level; Scope; Actors

The integrated centres may be public or private, newly created or existing centres that are adapted for this purpose. The competent civil service departments (Labour and Education) will organize a network of public integrated centres. These departments will cooperate with the employers' organizations and the trade unions to set up a common model for planning the network of integrated centres in their area. The organization, teaching methods and financial and personnel management of the centres will all be autonomous.

EVALUATION

Effectiveness, efficiency and impact; Indicators of success; Results

Currently, there is a network of 85 qualified integrated centres and it is forecast that by the end of 2011 a total of 450 will have been authorized.

CONCLUSIONS

Obstacles; Topics addressed

Because of their autonomy and their organizational flexibility, the integrated centres offer a versatile training programme that is capable of responding to the needs of the world of work. The possibility is being considered of offering integrated courses in centres that are not authorized integrated centres. (Bill on Sustainability and draft Education Pact).

SOURCES/REFERENCES

- *ORGANIC LAW 5/2002 of 19 July on qualifications and vocational training. Article 11. Vocational Training Courses. BOE no. 147 of 20 June 2002.*
- *ROYAL DECREE 1558/2205 of 23 December regulating the basic requirements for integrated vocational training centres. BOE no. 312 of 30 December 2005.*

6.3. RAISING THE QUALIFICATION LEVELS FOR VET

The need to progress toward a new productive model that is based on competitiveness and knowledge has led to the development of a society that requires more people to be highly qualified. For this reason, the number of graduates from higher education is one of the key indicators for measuring progress in education and training.

The creation and development of an Internet-based vocational information and guidance system that will provide the public with the tools they need to guarantee a better choice of training and employment routes and allow them to further their careers is one of the strategies selected to promote high-level qualifications.

This measure will be supplemented by scholarships for workers, which will allow them to continue working while taking an advanced level vocational training course. These measures are designed to enhance the work that has been done over the years on the Individual Leaves of Absence for Training Initiative (Spanish initials, PIF), which offers

aid to workers so that they can receive training from the vocational training for employment system.

19. Example of an Initiative: **INTEGRATED INFORMATION AND GUIDANCE SYSTEM**

INTEGRATED VET AND EMPLOYMENT GUIDANCE AND INFORMATION SYSTEM Developing and Implementing the Integrated System <i>April 2010</i>
Context; Objectives; Groups; Implementation
<p>In Spain, there is a wide range of vocational guidance. A large number of professionals work in guidance but the services are scattered and belong to a variety of bodies and institutions. The resources therefore need to be rationalized and an integrated system planned in order to guarantee the quality and accessibility of the service.</p> <p>The development of regulations for an integrated VET information and guidance system and its implementation require a joint effort by a variety of institutions and bodies involved in providing guidance at the national and Autonomous Community levels in the fields of education and labour.</p> <p>This objective has generated discussion and negotiations with representatives from the national and Autonomous Community education and labour departments and with representatives from the social agents in order to start work on getting together and drawing up reports containing proposals reached by consensus.</p>
OPERATION AND MANDATE
Level; Scope; Actors
<p>The national and Autonomous Community education and labour departments and the employers' organizations and trade unions are all involved. Tentative contacts have also been made with guidance professionals, through their corporate associations, and other entities involved in vocational guidance, such as the universities.</p>
EVALUATION
Effectiveness, efficiency and impact; Indicators of success; Results
<p>Initiatives have been implemented to make progress toward and facilitate the implementation of an integrated vocational guidance system. They include:</p> <ul style="list-style-type: none"> — Experimental design of a joint training course for guidance professionals from the education and labour sectors on accrediting professional competencies. The universities are also involved since they take part in the initial and continuing training of these professionals. — Creation of a joint web site by the Ministries of Education and Labour to host the process for recognizing professional competencies acquired through work experience. — Development of vocational guidance materials by the National Vocational Guidance Resource Centre – Euroguidance Spain (Ministry of Education) – that are based on the principles of an integrated guidance system and contain information on professional and training routes. <p>The joint training course has been evaluated very positively by the professionals trained, as cooperation between them began in the course and has since continued. Publicity materials on vocational guidance are also constantly being requested by the counsellors from the National Vocational Guidance Resource Centre (Spanish initials, CNROP) – Euroguidance Spain.</p>
CONCLUSIONS
Obstacles; Topics addressed
<p>There is unanimous agreement on the part of all the institutions involved that there is a need to develop an integrated vocational guidance system, so it seems reasonable to think that significant progress will be made in this area in the medium term.</p>

Work is already being done on implementing the Internet vocational guidance web site, "TODO FP" (ALL VET). This web site will bring together information on studying and training, occupations and the labour market so that professional and training routes can be designed at both the national and regional levels and the access of the public to these services is improved. The web site is currently being developed. It belongs to the Ministry of Education's CNROP-Euroguidance Spain centre, and

Implementation of redtrabaj@ employment portal, to give information, guidance, process and publicize Employment Service initiatives, actions and benefits.

SOURCES/REFERENCES

- *COUNCIL OF MINISTERS of 14 November 2008. Report on the "ROAD MAP" for strengthening and promoting VET.*
<http://www.la-moncloa.es/ConsejodeMinistros/Referencias>

20. Example of an Initiative: ***GUIDANCE PLANS AND MEASURES***

CREATING AN INTEGRATED VET AND EMPLOYMENT GUIDANCE AND INFORMATION SYSTEM

VOCATIONAL INFORMATION AND GUIDANCE PLANS AND MEASURES

April 2010

Context; Objectives; Groups; Implementation

No regulations have yet been developed out of Title III of Organic Law 5/2002, which deals with vocational information and guidance. It was the current Sustainable Economy Bill that first addressed the common guidelines for the system overtly and defined it as being "an integrated vocational information and guidance system, setting up a network that ensures, at least, that the public receives advice on the possibilities for training, employment and the recognition of competencies, permits coordination and seeks to standardize the mechanisms of the education and labour departments, the local civil service departments, the social interlocutors and any other organization or body that offers guidance services as a public service".

OPERATION AND MANDATE

Level; Scope; Actors

The duties of the Vocational Information and Guidance System will be carried out by the education and labour departments, the local civil service departments, the social agents, the Chambers of Commerce and other public and private bodies and organizations, the National Reference Centres and the bodies appointed to carry out these duties for the Integrated Vocational Training Centres.

The recipients of vocational information and guidance will be students in the education system, families, unemployed and employed workers and society in general; the social interlocutors for any information that can serve as a guideline for collective bargaining; companies, especially small and medium sized businesses; and self-employed workers, as this is a resource that will allow them to optimize their human capital and design training actions that match their needs.

The following types of information will be used for vocational information and guidance: opportunities for finding employment; opportunities for self-employment and all training designed to develop an entrepreneurial spirit; possibilities for acquiring, evaluating and accrediting competencies and professional qualifications and for improving them throughout one's life; the training courses on offer and possible training routes.

EVALUATION

Effectiveness, efficiency and impact; Indicators of success; Results

Since no regulations have been developed that set up common criteria for action, in order to show the results obtained in this area, the initiatives implemented by various public and private socio-economic actors are listed below

- *Autonomous Communities: The Madrid Entrepreneurs Portal, the Murcia Orienta (Murcia Guidance) platform, the Navarre Labour Guidance Network and the Aragon Expert Video Service.*

- **Social agents:** For the trade unions, the *Unión General de Trabajadores (UGT)* (General Workers' Union) has developed projects such as the *Andalucía Orienta* (Andalusia Guidance) programme and the Castilla-La Mancha *Integrated Employment Programme*, and *Comisiones Obreras (CCOO)* (Workers' Commissions) has set up *Personalized Insertion Routes* (Spanish initials, IPI) in Andalusia and *Integrated Employment Centres* in Madrid. The Employers' Confederations are managing *Red PAIT* (Advice and Paperwork Starting Point Network) to provide advice to companies and *SEIT* (Training and Employment Information System).
- **Foundations and non-profit associations:** At the national level, the Red Cross has set up the *Red Interlabor@* (Interlabour Network) to offer attention, advice and follow-up services to job seekers, *Fundación ONCE* (Spanish National Organisation for the Blind), the *INSERTA* programme, *Red Araña* (an association of non-profit organizations), and *CEPAIM* (Consortium of Bodies for Integrated Action with Immigrants) have a national network of social and labour insertion centres.
- **Universities.** *University Student Guidance Services* have been developed by university foundations such as FUNDECOR (University Foundation for the Development of the Province of Cordoba).

CONCLUSIONS

Obstacles; Topics addressed

One of the main topics when developing this initiative is the need to guarantee the coordination and complementarity of the mechanisms of the integrated vocational information and guidance system. The type of information is similar but it is necessary to find tools for sharing relevant information.

One point that should be emphasized is that the Sustainable Economy Bill sets guidelines for the quality of the information and guidance services, regardless of the body that provides them. It therefore seems necessary to establish criteria and instruments that will make it easier to monitor and measure the quality of the service provided and the satisfaction of the users with attaining their professional objectives. The information obtained gives important feedback to the civil service departments assigned to define the vocational training courses offered and the active employment policies.

SOURCES/REFERENCES

- *COUNCIL OF MINISTERS of 14 November 2008. Report on the "ROAD MAP" for strengthening and promoting VET.*
<http://www.la-moncloa.es/ConsejodeMinistros/Referencias>

6.4. IMPROVING THE HORIZONTAL AND VERTICAL PERMEABILITY OF THE TRAINING SYSTEMS

One of the principle improvements to the system is the approval of the process for evaluating work experience and co validating it with the corresponding modules in order to obtain a certificate of professionalism. After this, trainees can take the remaining modules and be awarded a diploma for vocational training within the education system. This process, therefore, means that there is permeability between training and education so that workers can raise their qualification levels.

Objectives have also been proposed to reduce the early school dropout rate and their gradual progress will mean an increase in the number of young people who remain in the education system beyond compulsory secondary education. This will lead to an increase in professional qualifications and in the percentage of people who enter the job market with more training. As workers with low qualifications move on to intermediate qualifications, in 2020 more than 4% of the active population will be

better qualified and GDP will grow by 1.3% and employment by 1% more than they would have if there had been no reforms²⁴

It is also a question of promoting mobility between vocational training and *bachillerato* and between vocational training and the university, as well as combining vocational training for employment and initial training so that they can share centres, equipment, teaching staff and programmes²⁵.

The process of permeability can be strengthened by including training actions that lead to certificates of professionalism in the training courses offered.

21. Example of an Initiative: **EVALUATING AND ACCREDITING WORK EXPERIENCE**

CREATING A NATIONAL PROFESSIONAL QUALIFICATIONS SYSTEM EVALUATING AND ACCREDITING WORK EXPERIENCE	
<i>April 2010</i>	Context; Objectives; Groups; Implementation
<p>In Spain, 60% of the active population does not have official accreditation for its professional skills. To remedy this situation, a process has been approved for evaluating and accrediting professional competencies acquired through work experience or non-formal methods of training. This process applies to and is valid all over the country and will include the following set of actions:</p> <ul style="list-style-type: none"> a) Assessing and evaluating the professional competencies acquired. b) Giving official accreditation to these competencies (through certificates of professionalism when all the units of competency needed have received accreditation). c) Giving information and guidance to people about lifelong learning and increasing their professional qualifications. <p>This process will promote worker mobility and an increase in qualifications and open up new ways to access training and employment.</p>	
OPERATION AND MANDATE	
Level; Scope; Actors	
<p>This process has been implemented all over the country. Announcements of evaluation processes have been published listing the professional competencies that they cover. These announcements may be published by the state and/or Autonomous Communities. The reference for accrediting work experience and non-formal learning is the National Catalogue of Professional Qualifications.</p> <p>One of the first actions at the national level has been the signing of an agreement between the Ministry of Labour (SPEE), the Ministry of Education (Education and UNED (National Distance Education University)) and the Ministry of Equality to set up online training actions for tutors, assessors, counsellors and evaluators on developing the accreditation process. The professional qualifications covered so far are pre-school education, social and health care for dependent people in social institutions, and social and health care for dependent people in their homes.</p> <p>The Autonomous Communities have published a variety of announcements for accrediting competencies under the terms of regulations included in previous decrees. We should highlight the experience of the Canary Islands, the first Autonomous Community announcement regulated by RD 1224/2009. The process is now being carried out and involves units of competency corresponding to the following Level 2 qualifications: Health transport; Health care for numerous victims and catastrophes; Social and health care for dependent people in social institutions; Pre-school education.</p>	

²⁴Update to the Stability Programme 2009-2010), approved by the Council of Ministers on 29 January 2010.

²⁵ Law on a Sustainable Economy): measures to promote competitiveness.

EVALUATION

Effectiveness, efficiency and impact; Indicators of success; Results

To date, 100 tutors have been trained who will be responsible for training 600 future evaluators and assessors and 150 counsellors. The online information and guidance platform has also been implemented and the Register of Units of Competency and Accredited Actors (evaluators, assessors and counsellors) has been created.

The objectives for 2009-2010 have been set for:

- Online training with in-class sessions for 100 tutors who will be responsible for carrying out the training (completed).
- Online training with in-class sessions for 600 assessors (in progress).
- Online training with in-class sessions for 600 evaluators (in progress).
- Online training with in-class sessions for 300 counsellors (in progress).
- Setting up the online Information and Guidance Platform.
- Creating the Register of Units of Competency and of accredited agents (evaluators, assessors and counsellors).
- Provisions for accrediting 8,000 professionals in the following sectors: pre-school education and social and health care for dependent people.

The following indicators of success have been set up to permit us to evaluate the impact of this initiative:

- Setting up a pool of tutors (trainers of counsellors, assessors and evaluators).
- Percentage of assessors trained.
- Percentage of evaluators trained.
- Percentage of counsellors who add new areas to their profile in this way.
- Percentage of users gaining recognition and accreditation in the three professional qualifications listed.
- Creation of a skilled group of assessors and evaluators to accredit competencies acquired through work experience and non-formal learning.
- Creation of a computer platform, *acredita-T*.

CONCLUSIONS

Obstacles; Topics addressed

This is an innovative project that requires unusual forms of organization and work that will at times conflict with the established procedures and require innovative solutions. It will also lead to changes in the organization of jobs, which must be more flexible and will require people to work together to coordinate the different departments and/or bodies, as well as technical rigour and high levels of quality.

SOURCES/REFERENCES

- *ORGANIC LAW 5/2002 of 19 July on qualifications and vocational training. Article 4. Instruments and actions of the National Qualifications and Vocational Training System. Article 8. Recognition, evaluation, accreditation and registration of professional qualifications: BOE no. 147 of 20 June 2002.*
- *Royal Decree 1224/2009 of 17 July recognizing professional competencies acquired through work experience. BOE of 25 August 2009.*
- *ROYAL DECREE 395/2007 of 23 March regulating the vocational training for employment subsystem states that "the Government shall implement an integrated information and guidance system that ensures that unemployed and employed workers receive advice related to opportunities for training and employment and the possibilities of recognition and accreditation for their qualifications".*
- *ORDER of 29 January 2010 announcing a process in the Autonomous Community of the Canary Islands to evaluate and accredit certain professional competencies acquired through work experience or non-formal methods of training. Canary Islands Official Gazette no. 30 of 15 February 2010.*

6.5. TEACHERS AND TRAINERS

One of the key elements in the VET system is its teachers and trainers. Many of the results in this field depend on their quality. At the present time, efforts are being made to increase the quality of teaching to the maximum by providing training that meets current needs, has more appropriate selection processes, invests in better prepared professionals who receive good, ongoing training and creates a system of evaluation and a teaching career that offer greater motivation.

Many of the results achieved by education and training depend on the quality and the prestige of the teachers and trainers. Teaching is becoming increasingly complex due to the constant social and economic changes that are taking place. In Spain, it is necessary to improve their initial and continuing training so that teachers can respond more effectively to today's challenges.

The new configuration of teacher training at the master's level, which will now qualify teachers to teach in compulsory secondary education, *bachillerato* and VET, calls for education and training to be demanding and of high quality.

The quality of education also depends on the teachers' and trainers' ability to retrain and adapt. Motivation is another essential part of quality education. The LOE states that plans to evaluate the role of the teacher will be created so as to improve the quality of education and the work of the teachers.

22. Example of an Initiative: **UPDATING TEACHERS AND TRAINERS**

IMPLEMENTING A VET EVALUATION AND QUALITY SYSTEM	
UPDATING AND ADVANCED TRAINING FOR TEACHERS AND TRAINERS	
<i>April 2010</i>	
Context; Objectives; Groups; Implementation	
<p>The National Public Employment Service's General Subdirectorate for Active Employment Policies sets up an annual Advanced Technical Training Plan for teachers of vocational training for employment in cooperation with the Autonomous Communities, the National Occupational Training Centres and the Provincial Directorates. The aim of the Advanced Technical Training Plan is to respond to the teachers' needs for advanced technical and pedagogical updating and advanced training. The general objective of the training options is to develop their technical abilities, improve their teaching skills and increase their professionalism. The advanced technical training for these teachers is also a key strategy in improving the quality of vocational training for employment. The specific objectives of the plan are:</p> <ul style="list-style-type: none"> ▪ To update the professional knowledge of the trainers in specialities or competencies that form part of their teaching duties. ▪ To give the teachers theoretical and practical training in new technologies, new trends in training or those that involve some innovation and areas with priority. ▪ To supplement the theoretical and practical training needed for new occupations or specialities. 	
OPERATION AND MANDATE	
Level; Scope; Actors	
<p>The advanced technical training courses taught by the network of National Vocational Training Centres include theoretical and practical content, as well as training courses in methodology and updating technical and teaching skills and competencies that will help them to apply new techniques or innovative processes. The annual programme of courses is technical and specifically refers to the National Centre's area of competence or it can be transversal and apply to all trainers from the different areas of expertise.</p>	

The advanced technical training plan is designed for teachers who:

- Are teaching vocational training courses at that time.
- May be hired within one year for future actions since they previously carried out their teaching duties satisfactorily.
- May be hired for the first time and it is considered necessary to update their technical knowledge so as to increase the degree of compliance of the programme under development by including new technologies or highly innovative topics.

EVALUATION

Effectiveness, efficiency and impact; Indicators of success; Results

Provision has been made for a set of measurements to assess the quality of, evaluate, monitor, follow up on and audit the training, and therefore the National Public Employment Service and the corresponding departments or bodies in the Autonomous Communities draw up an annual plan to evaluate the quality, impact, effectiveness and efficiency of the whole of the vocational training for employment subsystem. This plan can serve to introduce improvements into the running of the system (article 37.2, Royal Decree 395/2007), which obliges the civil service departments to promote improvements in the quality of the content, duration, teaching staff and facilities of vocational training for employment and to measure the results. The regulations that have developed out of this Decree for both training courses on offer and on demand courses require that their quality be measured by means of a quality questionnaire (SPEE Decision of 27 April 2009 publishing the quality evaluation questionnaires for training for employment actions).

CONCLUSIONS

Obstacles; Intended topics

Since Order TAS/718 of 7 March 2008 regulating the vocational training for employment subsystem came into force, aid to teachers for programming actions has been eliminated, so that the number of students trained has decreased annually.

SOURCES/REFERENCES

- *ROYAL DECREE 395/2007 of 23 March regulating the vocational training for employment subsystem.*
- *ORDER TAS/718/2008 of 7 March regulating the training courses offered in the vocational training for employment subsystem and establishing the regulatory bases for granting the public subsidies to finance them.*
- *ORDER TAS/2307/2007 of 27 July partially expanding on Royal Decree 395/2007 of 23 March regulating the training requested of the vocational training for employment subsystem and its financing, and creating the corresponding telematic system, as well as the files containing personal information that are owned by the National Public Employment Service. BOE no. 182 of 31 July 2007. CORRECTION of errors in ORDER TAS/2307/2007 of 27 July partially expanding on Royal Decree 395/2007 of 23 March regulating the training requested of the vocational training for employment sub-system and its financing, and creating the corresponding telematic system, as well as the files containing personal information that are owned by the National Public Employment Service (BOE no. 205 of 27 August 2007).*
- *SPEE Decision of 27 April 2009 publishing the quality evaluation questionnaires for training for employment actions. (BOE no. 141 of 11 June 2009).*

TOPIC 7: INCREASING CREATIVITY AND INNOVATION

The conclusions of the Brussels European Council of March 2008²⁶ emphasize that an essential factor for growth is a potential for innovation and creativity. They also state that there is a need to apply a strategy of innovation and that additional efforts must be made in both the public and private sector to invest more, and more efficiently, in research, creativity, innovation and higher education. Also, the objective of investing 3% in R&D should be met and the obstacles to the free circulation of knowledge should be eliminated in order to have a truly modern and competitive economy.

The conclusions of the European Council of 22 May 2008 on promoting creativity and innovation in education and training emphasized the need to:

- To foster creativity and an ability to innovate at all levels of education and training.
- To encourage teachers to facilitate and promote innovative learning environments.
- To facilitate and support networks and associations linking education to the world of work.
- To promote creativity and innovation as the objectives of European cooperation by developing environments that encourage this type of creativity and innovation.
- To foster the development, exchange and dissemination of good practices using the European Union's programmes and instruments

In this context, the Commission was invited to lend its support to research and the promotion of creative and innovative abilities through education and training and to design a new strategic framework for European cooperation on education and training after 2010.

In present-day society, knowledge is the engine of change and the factor that brings about progress. Our societies need to accumulate knowledge capital, which means promoting the development of both basic and applied research. The younger population will live to see new and important advances in scientific and technological knowledge, which means that they need to be involved in new training processes.

7.1. CREATIVITY, INNOVATION AND ENTREPRENEURSHIP IN VET

Research, innovation and creativity are considered to be essential factors for growth and economic development and are priorities for Spain's economic policy. The education and training systems play a key role in this development since they can

²⁶ Conclusions of the Presidency. Brussels European Council, 13-14 March 2008. Available at www.europa.eu

contribute to creativity and innovation at all levels from the perspective of lifelong learning.

The development of the vocational training for employment subsystem is one of the most effective ways to disseminate and promote lifelong training among workers, since this type of training makes it easier for companies and active workers to update their knowledge and skills for the new knowledge economy, in which innovation and creativity take precedence.

The training on demand initiative (company training actions and individual leaves of absence for training) permits companies to provide the training that they need to adapt to technological change and incorporate innovation into their productive and management processes. The training actions that are most often delivered deal with the new information and communications technologies, which help companies to adapt to the processes of change and technological innovation. These actions are considered to be a priority by the European Social Fund. With regard to individual leaves of absence for training, 71% are taken for training at the university level in engineering and courses leading to diplomas, bachelor's degrees, doctorates and postgraduate and masters' degrees.

23. Example of an Initiative: ***COMPANY TRAINING ACTIONS AND INDIVIDUAL LEAVES OF ABSENCE FOR TRAINING***

DEVELOPING THE VOCATIONAL TRAINING FOR EMPLOYMENT SUBSYSTEM ON DEMAND TRAINING COMPANY TRAINING ACTIONS AND INDIVIDUAL LEAVES OF ABSENCE FOR TRAINING	
	<i>April 2010</i>
Context; Objectives; Groups; Implementation	
<p>With the organization in 2007 of the vocational training for employment subsystem, which established a common framework of training for both the employed and the unemployed, various training initiatives were developed. Among them was <i>on demand training</i>, which includes company training actions and individual leaves of absence for training (Spanish initials, PIF), which are authorized by a company for taking officially accredited training.</p> <p><i>Company training actions</i> receive a credit in the form of allowances on Social Security contributions that are calculated by applying the percentage set in the Law on the General State Budgets to the amount paid in by the company for vocational training. Companies that give individual leaves of absence also receive an additional credit. The companies also provide funding out of their own resources according to minimum percentages established by a Ministerial Order, except for companies with less than 10 workers, which are exempt. The workers' legal representative is informed of these training actions and individual leaves of absence and failing to carry them out stops the allowance being granted. Also, if there are any disagreements, a joint commission or the competent civil service department will mediate. The training actions are carried out by the company or by a specialized organization hired for this purpose. Companies can form groups and appoint an organizing body to manage their training programmes. Reports are sent in at the beginning and end of the actions by electronic means. The allowances are applied annually in the manner determined by the General Treasury of the Social Security. Any undue amounts collected by companies will be the object of an administrative claim. The costs of actions and leaves of absence must be itemized in the company accounts and made available to the auditors.</p> <p>Individual leaves of absence for training are designed to make it easier for workers who wish to improve their personal and professional skills to take training that is recognized by an official diploma at no cost to the company where they work. The companies can finance the cost of the wages during a leave of absence with the annual credit received as training allowances and the additional credit, which is applied as the companies report the leaves of absence, up to the</p>	

budget limit that is set annually in the Law on the General State Budgets. The amount of additional credit that a company can receive is the equivalent of the cost of the wages for the leaves of absence that are reported, with certain limits depending on the hours of training and the number of workers, which are applied when the costs of the wages for the leave or leaves of absence granted by the company are more than 5% of their annual credit. Individual leaves of absence are granted to take the following training: a) official diplomas issued by the competent education departments; b) official accreditations listed in national regulations and issued by the competent department; c) certificates of professionalism; d) training actions that form part of the support plans for sectors in crisis. In-class training can be carried out as tele-training but distance training and leaves of absence to take exams are excluded. Leaves of absence can also be granted to obtain the evaluation and accreditation of professional competencies acquired through work experience or non-formal education.

OPERATION AND MANDATE

Level; Scope; Actors

The bodies with the authority to programme, manage and audit this initiative are the National Public Employment Service, with the technical support of the Tripartite Foundation for Training in Employment, and authorized Autonomous Community bodies. They are coordinated through the Sectoral Conference on Labour Affairs and the Coordination and Monitoring Commissions.

In 2009, a new electronic application was developed to make reporting and managing training actions easier and faster and to improve relations between companies and the civil service. Changes were made to the access to the computer application so that it could be used as a self-management tool by companies. The problems caused by a large number of users accessing the system simultaneously were also solved. General notices were created explaining how to comply with the conditions and warnings so as to make managing the credit easier. The processes for reporting the training were simplified. Security was improved. A series of video tutorials was published beforehand to make it easier to understand the new tool.

EVALUATION

Effectiveness, efficiency and impact; Indicators of success; Results

These measures have helped to increase the number of training companies - there are now 46% more than in the previous year – and the number of workers trained – 20.98% more than in 2008. Processing the paperwork to check the results of the allowances has also been speeded up.

Company training actions

	2007	2008	2009
No. of workers trained	1,247,220	1,588,102	1,863,031
No. of training companies	137,048	201,030	293,464
No. of training actions carried out	124,154	155,948	197,500
Credit available	315,814,799	390,036,809	463,601,131

Source: Tripartite Foundation for Training in Employment

Leaves of absence completed and qualifications entered

Qualification entered	2007	2008	2009
Primary education	2	9	8
Compulsory secondary education	12	10	7
<i>Bachillerato</i> (higher secondary education)	75	133	55
Intermediate level vocational training	37	51	76
Advanced level vocational training	113	140	169
Official language school	58	101	153
Entrance to university for the over 25's	37	46	24
University – 1 st stage Diploma/Technical Engineering	435	528	557
University -2 nd stage B.A./advanced engineering	185	292	417
University – 3 rd stage Doctorate courses	43	53	70
University courses for the university's own diplomas	229	276	485
Other official qualifications (specify)	13	0	0
Other accreditations	55	50	116
Certificates of Professionalism	1	1	1
TOTAL	1,295	1,690	2,138

Source: Tripartite Foundation for Training in Employment

CONCLUSIONS

Obstacles; Topics addressed

Since it was implemented in 2004, the participation of companies and workers in on-demand training has increased considerably, which shows that there is greater confidence in this initiative on the part of companies.

In the short term, there are possibilities for expansion and access by smaller companies (micro-companies) and it is intended to promote information, dissemination and on-going support measures to help them.

SOURCES/REFERENCES

- *ROYAL DECREE 395/2007 of 23 March regulating the vocational training for employment subsystem (BOE no. 87 of 11 April 2007).*
- *ORDER TAS/2307/2007 of 27 July partially expanding on Royal Decree 395/2007 of 23 March regulating the training requested of the vocational training for employment sub-system and its financing, and creating the corresponding telematic system, as well as the files containing personal information that are owned by the National Public Employment Service. (BOE no. 182 of 31 July 2007). CORRECTION of errors in ORDER TAS/2307/2007 of 27 July partially expanding on Royal Decree 395/2007 of 23 March regulating the training requested of the vocational training for employment sub-system and its financing, and creating the corresponding telematic system, as well as the files containing personal information that are owned by the National Public Employment Service (BOE no. 205 of 27 August 2007).*
- *ORDER TAS/2307/2007 of 27 July partially expanding on Royal Decree 395/2007 of 23 March regulating the training requested of the vocational training for employment sub-system and its financing, and creating the corresponding telematic system, as well as the files containing personal information that are owned by the National Public Employment Service (BOE no. 19 of 22 January 2008).*
- *National Public Employment Service DECISION of 27 April 2009 publishing the quality evaluation questionnaires for training for employment actions (BOE no. 141 of 11 June 2009).*
- *Annual Laws on the General State Budgets.*
- *Decisions that decide on the groups and areas with priority and the annual amounts co-financed by the European Social Fund available for on-demand training actions.*

7.2. IMPROVING THE QUALITY OF EDUCATION

To promote excellence and quality in training in the vocational training for employment subsystem, an subsidy initiative was decreed by the Ministry of Labour and Immigration that is managed at the national level by the Tripartite Foundation for Training in Employment and at the Autonomous Community level by the Autonomous Communities themselves. This initiative is designed to finance support and mentoring for training.

These actions are basically designed for research and innovation activities in the field of vocational training. These are actions that are related to surveying and analyzing the factors underlying the demand and needs for training; actions to create and experiment with innovative products, techniques and tools; actions to evaluate vocational training; promotion and dissemination actions; and information and guidance actions.

24. Example of an Initiative: **RESEARCH AND INNOVATION ACTIONS**

EXPANDING AND IMPROVING THE VOCATIONAL TRAINING FOR EMPLOYMENT SYSTEM SUPPORT AND MENTORING ACTIONS Research and Innovation Actions//information and Guidance Actions
April 2010
Context; Objectives; Groups; Implementation
<p>Royal Decree 395/2007 regulating the vocational training for employment subsystem establishes and regulates training support and mentoring actions. Research and innovation actions are also included as they are the basis for generating knowledge and experience. Their aim is to contribute to the improvement of the vocational training for employment subsystem by increasing the quality of the training for employed and unemployed workers at the sectoral and inter-sectoral level and by promoting and publicizing the training initiatives included in the subsystem. Information and guidance actions are also included, as their aim is to facilitate the development of the resources needed to achieve an integrated vocational guidance system for training and employment and the possibilities of accrediting the professional competencies acquired by workers. Order TIN/2805/2008 establishes the following types of action:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Actions to survey and analyze the factors underlying the demand for training and the specific needs of the various economic sectors. These actions aim to anticipate changes in professional qualifications and to adapt the training modules to the certificates of professionalism. They also seek to provide information on the knowledge and practices needed by unemployed and employed workers and the training needs of workers with difficulties in finding employment or remaining in the labour market and of small and medium sized businesses. <input type="checkbox"/> Actions to create and experiment with innovative products, techniques and/or tools to improve training for employment. These actions are intended to make worker training easier, especially through using tools and methodologies based on the new information and communications technologies so can training can be expanded to include small companies. <input type="checkbox"/> Actions to evaluate vocational training for employment in the different economic sectors or geographical areas and to develop evaluation tools that will improve the quality of training. <input type="checkbox"/> <i>Promotion and dissemination actions</i> to create knowledge networks for vocational training for employment using a number of methods and systems that will help to promote and disseminate training initiatives, studies, tools and products among the agents who take part in training and to foster groupings of small and medium sized businesses that can organize and manage their own training programmes. <input type="checkbox"/> Information and guidance actions to provide workers with information, mentoring and guidance on the possibilities of training and professional mobility and the different ways to enter training related to employment actions that produce professional competencies.
OPERATION AND MANDATE
Level; Scope; Actors
<p>All the programmes and measures that stem from the Active Employment Policies are guaranteed through the National Employment System and organized into a network made up of the National and Autonomous Community public employment services, which share the responsibility within their own management areas. The Sectoral Conference on Employment and Labour Affairs sets the objective criteria that are the basis for the geographical distribution of resources for subsidies managed by the Autonomous Communities.</p> <p>Nationwide announcements are published by the National Public Employment Service, with the technical assistance of the Tripartite Foundation for Training in Employment, and regional announcements are published by the Autonomous Communities. Joint multi-annual plans will be drawn up in accordance with the criteria and priorities of the employers' organizations and trade unions and the proposals of the Autonomous Communities so that instruments that guarantee coordination can be set up.</p>
EVALUATION
Effectiveness, efficiency and impact; Indicators of success; Results
<p>After national announcements were published in 2006, 2007 and 2009*, 191 training support and mentoring actions were approved (research and innovation actions and information and guidance actions) at a total cost of 11,990,759 euros in 2006, 40,990,645 euros in 2007 and 13,944,878 euros in 2009. Out of these total amounts, in 2006, 1,308,000 euros (10.9%) went to information and guidance actions, in 2007, 1,635,000 euros (10.9%) and in 2009 1,716,750 euros (12.3%).</p>

NO. OF RESEARCH AND INNOVATION ACTIONS APPROVED (national announcements)

TYPES OF ACTION	2006	2007	2009
Study and research / survey and analysis actions	24	31	28
Actions to create and experiment with innovative products, techniques and/or tools	23	23	34
Actions to evaluate continuing training	-	-	-
Promotion and dissemination actions	8	9	5
Information and guidance actions	2	2	2
TOTAL	57	65	69

Source: Tripartite Foundation for Training in Employment
 * In 2008 there was no annual announcement.

Most of the products, results of development and execution of actions were shown by the evaluations made to be of high quality and with possibilities of being disseminated among and used by the different agents, although efforts must be made to continue the strategy of encouraging potential users of the training for employment subsystem (companies, workers, trainers, social agents, etc.) to apply them.

CONCLUSIONS

Obstacles; Topics addressed

The various announcements have focused attention on several relevant aspects of the training for employment subsystem as they have promoted the creation of products, tools and systems that can improve training and be adapted to the needs of different groups, sectors and regions. Autonomous Community announcements provide a way for the different Communities to design announcements that specifically match the training needs of their local productive fabric.

Progress must be made within this framework to create joint coordination and planning sessions, at which the common criteria and priorities for improving the training for employment subsystem can be set.

SOURCES/REFERENCES

- *ROYAL DECREE 395/2007 of 23 March regulating the vocational training for employment subsystem. Chapter V: Quality, Evaluation, Monitoring and Auditing Training. Article 36. Quality of training. (BOE no. 87 of 11 April 2007).*
- *ORDER TIN/2805/2008 of 26 March developing Royal Decree 395/2007 of 23 March regulating the training support and mentoring options courses of the vocational training for employment sub-system and establishing the regulatory bases for granting the public subsidies to finance them. (BOE no. 242 of 07 October 2008).*

7.3. INSTITUTIONS THAT PROMOTE INNOVATION

The one of the main strategies implemented to promote and bring innovation to VET is the creation of the network of National Vocational Training Reference Centres.

This network, which is distributed among the different Autonomous Communities, is defined as being a set of leading specialized training centres that must serve as an engine of innovation for their sphere of reference (one of the 26 professional families) and as an engine of research programmes. They must always stay in contact with the labour market and the emerging markets and they must provide help with lifelong training both to young people in the education system and to workers. Implementing this network will be one of the major challenges facing the VET system in the next few years.

25. Example of an Initiative: **NETWORK OF NATIONAL REFERENCE CENTRES**

CREATING A NATIONAL PROFESSIONAL QUALIFICATIONS SYSTEM NETWORK OF NATIONAL VET REFERENCE CENTRES		
		April 2010
Context; Objectives; Groups; Implementation		
<p>The National Reference Centres are seen as being an institution serving VET that will lead to more competitive vocational training and will respond to changes in the demand for qualifications from the productive sectors. These Centres are different because they plan and carry out innovative, experimental and formative activities in the area of vocational training. The National Vocational Training Reference Centres are organized into a network that ensures the participation of all the Autonomous Communities and each Centre represents one professional family. The activities of these centres are carried out under the legislative framework of the National Qualifications and Vocational Training System.</p> <p>They are public centres where innovative and experimental vocational training actions that are specialized by productive sector and professional family are carried out.</p> <p>They specialize in different productive sectors and are a national reference point for their appointed professional family. One of the aims of the centres is to cooperate with the most representative employers' and trade union organizations and with the joint committees set up under national level sectoral collective bargaining.</p>		
OPERATION AND MANDATE		
Level; Scope; Actors		
<p>The centres are located in the different Autonomous Communities and serve as reference points for innovation in their region. They are in direct contact with companies in their sector and they are a reference point for the training provided for the professional family in which they specialize. They cater for workers, both employed and unemployed, and VET teachers. Currently, there are 30 qualified centres.</p>		
EVALUATION		
Effectiveness, efficiency and impact; Indicators of success; Results		
<p>The draft cooperation agreements between the Ministries of Labour and Immigration and Education and the Councils of the Autonomous Communities in which the National Reference Centres are located. The signed agreements should have been published as a Royal Decree by 1 September 2010. Later on, a multi-annual action plan will be approved for the entire network and an annual work plan for each Centre.</p>		
APPROVED NATIONAL REFERENCE CENTRES CENTRE	PROFESSIONAL FAMILY	AUTONOMOUS COMMUNITY
ANDALUSIA INTEGRATED LEISURE INDUSTRIES TRAINING CENTRE CONSORTIUM	HOTELS AND TOURISM	ANDALUSIA
BALEARIC ISLANDS HOTEL SCHOOL	HOTELS AND TOURISM	BALEARIC ISLANDS
WOOD SCHOOL CONSORTIUM	WOOD, FURNITURE AND CORK	ANDALUSIA
VALENCIA PATERNA NATIONAL OCCUPATIONAL VOCATIONAL TRAINING CENTRE	WOOD, FURNITURE AND CORK	VALENCIA
LANGREO NATIONAL OCCUPATIONAL VOCATIONAL TRAINING CENTRE	EXTRACTIVE INDUSTRIES	ASTURIAS
OVIEDO NACIONAL OCCUPATIONAL VOCATIONAL TRAINING CENTRE	MECHANICAL MANUFACTURING	ASTURIAS
MACHINE TOOLS INSTITUTE	MECHANICAL MANUFACTURING	BASQUE COUNTRY
SAN FELIÚ DE LLOBREGAT INNOVATION AND OCCUPATIONAL TRAINING CENTRE	MECHANICAL MANUFACTURING	CATALONIA
CENTRE DEL MAR (MARITIME CENTRE)	TRANSPORT AND VEHICLE MAINTENANCE	BALEARIC ISLANDS
LOS REALEJOS NATIONAL OCCUPATIONAL VOCATIONAL TRAINING CENTRE	AGRICULTURE	CANARY ISLANDS
DON BENITO NATIONAL OCCUPATIONAL VOCATIONAL TRAINING CENTRE	AGRICULTURE	EXTREMADURA
SANTIAGO DE COMPOSTELA NATIONAL OCCUPATIONAL VOCATIONAL TRAINING CENTRE	AGRICULTURE	GALICIA
TORRELAVEGA RESEARCH AND VOCATIONAL TRAINING CENTRE	ELECTRICITY AND ELECTRONICS	CANTABRIA
LEGANÉS NATIONAL OCCUPATIONAL VOCATIONAL TRAINING CENTRE	ELECTRICITY AND ELECTRONICS	MADRID
CIUDAD REAL NATIONAL OCCUPATIONAL VOCATIONAL TRAINING CENTRE	FOOD INDUSTRIES	CASTILLA LA MANCHA
SALAMANCA NATIONAL OCCUPATIONAL VOCATIONAL TRAINING CENTRE	FOOD INDUSTRIES	CASTILLA-LEÓN
GUADALAJARA NATIONAL OCCUPATIONAL VOCATIONAL TRAINING CENTRE	ENERGY AND WATER	CASTILLA LA MANCHA
CENIFER-IMARCOAIN NATIONAL OCCUPATIONAL VOCATIONAL TRAINING CENTRE	ENERGY AND WATER	NAVARRRE
GETAFE NATIONAL OCCUPATIONAL VOCATIONAL TRAINING CENTRE	COMPUTING AND COMMUNICATIONS	MADRID
THINK TIC NEW TECHNOLOGIES (LA RIOJA)	COMPUTING AND COMMUNICATIONS	LA RIOJA
PARACUELLOS NATIONAL OCCUPATIONAL VOCATIONAL TRAINING CENTRE	CONSTRUCTION AND CIVIL ENGINEERING	MADRID
EL ESPINAR NATIONAL OCCUPATIONAL VOCATIONAL TRAINING CENTRE	SOCIOCULTURAL AND COMMUNITY SERVICES	CASTILLA-LEÓN
HOSPITALET NATIONAL OCCUPATIONAL VOCATIONAL TRAINING CENTRE	GRAPHIC ARTS	CATALONIA
BONANOVA SCHOOL	HEALTH	CATALONIA
SECONDARY EDUCATION INSTITUTE FOR HEALTH	HEALTH	NAVARRRE
MORATALAZ NATIONAL OCCUPATIONAL VOCATIONAL TRAINING CENTRE	INSTALLATION AND MAINTENANCE	MADRID
FUENCARRAL INSURANCE AND FINANCE CENTRE	ADMINISTRATION AND MANAGEMENT	MADRID
MISERICORDIA PUBLIC INTEGRATED VOCATIONAL TRAINING CENTRE	ADMINISTRATION AND MANAGEMENT	VALENCIA
CARTAGENA NATIONAL OCCUPATIONAL VOCATIONAL TRAINING CENTRE	CHEMICALS	MURCIA
SERVEF CERAMICS TRAINING CENTRE	GLASS AND CERAMICS	VALENCIA

Source: National Public Employment Service

The following eight professional families still do not have a National Reference Centre: Maritime-Fishing; Personal Image; Safety and the Environment; Textiles, Clothing and Leather; Image and Sound; Sales and Marketing; Physical and Sporting Activities; Handicrafts.

<i>NATIONAL REFERENCE CENTRES BY PROFESSIONAL FAMILY</i>	<i>No. OF CENTRES APPROVED</i>	<i>AUTONOMOUS COMMUNITY</i>
AGRICULTURE	3	CANARIES; EXTREMADURA; GALICIA
FOOD INDUSTRIES	2	CASTILLA LA MANCHA; CASTILLA-LEON
CHEMICALS	1	MURCIA
HEALTH	2	CATALONIA; NAVARRE
MECHANICAL MANUFACTURING	3	ASTURIAS; BASQUE COUNTRY; CATALONIA
INSTALLATION AND MAINTENANCE	1	MADRID
ELECTRICITY AND ELECTRONICS	2	MADRID; CANTABRIA
ENERGY AND WATER	2	CASTILLA LA MANCHA; NAVARRE
TRANSPORT AND VEHICLE MAINTENANCE	1	BALEARIC ISLANDS
EXTRACTIVE INDUSTRIES	1	ASTURIAS
CONSTRUCTION AND CIVIL ENGINEERING	1	MADRID
GLASS AND CERAMICS	1	VALENCIA
WOOD, FURNITURE AND CORK	2	VALENCIA; ANDALUSIA
GRAPHIC ARTS	1	CATALONIA
COMPUTING AND COMMUNICATIONS	2	MADRID; LA RIOJA
ADMINISTRATION AND MANAGEMENT	2	MADRID; VALENCIA
SOCIOCULTURAL AND COMMUNITY SERVICES	1	CASTILLA-LEON
HOTELS AND TOURISM	2	ANDALUSIA; BALEARIC ISLANDS
TOTAL	30	

Source: National Public Employment Service

CONCLUSIONS

Obstacles; Topics addressed

The drafting and signing of the 30 cooperation agreements has proved to be a very complicated process as the Technical General Secretariats of the Ministries of Education and Labour have had to draw up a structure that can be sent out to the Autonomous Communities.

Some time in the future the map of Reference Centres will be complete and their potential as centres of innovation realized.

SOURCES/REFERENCES

- *ORGANIC LAW 5/2002 of 19 July on qualifications and vocational training. Article 11. Vocational Training Courses. (BOE no. 147 of 20 June 2002).*
- *ROYAL DECREE 229/2208 of 15 February, regulating the National Reference Centres in the field of vocational training. (BOE no. 48 of 25 February 2008).*

It is also important to point out that promoting innovation in education and training is a widely shared objective that has been incorporated into the daily routines of the administration. We should therefore mention the following centres and institutes created by and reporting to the Ministry of Education:

- **CIDEAD** (Distance Education Innovation and Development Centre). This centre is part of the General Subdirectorate for Lifelong Learning and is responsible for coordinating and organizing the constituent parts and processes of Distance Education. It also provides access to education for adults and children of school age who have special personal, social or geographical circumstances that prevent them from attending in-class education. <http://cidead.cnice.educacion.es/>
- **IFIEE** (Teacher Training, Educational Research and Innovation Institute) (formerly **CIDE** (Educational Research and Documentation Centre). This institute belongs to the General Directorate of Education, Vocational Training and Educational Innovation, which reports to the General Secretariat for Education of the Ministry of Education, Social Policy and Sport (Spanish initials, MEPSYD).

Its main aim is to improve the quality of teaching, in coordination with other departments in the Ministry of Education, other education departments and national and international governmental and non-governmental organizations. It therefore lends support to the upper management and directorial bodies of the Ministry of Education by preparing studies and analyses of the entire education system and of the different topics included in present-day education (intercultural education, women and education, wellness education, environmental education, etc.)
www.educacion.es

- **ITE (Educational Technology Institute).** The ITE is the department in the Ministry of Education that is responsible for integrating information and communications technologies into the non-university stages of education. It has the rank of a General Subdirectorate, is part of the General Directorate of Vocational Training, which, in turn, forms part of the Secretariat of State for Education and Vocational Training. <http://www.ite.educacion.es/>
- **INECSE (National Educational Evaluation and Quality Institute).** This is the department in the Ministry of Education, Culture and Sport that carried out the general evaluation of the education system (Organic Law 10/2002 of 23 December on the Quality of Education. Article 96: http://www.ince.mec.es/pres/que_inecse.htm

7.4. PARTNERSHIPS AND NETWORKS

Coordinated action, whether through partnerships or networks, is an essential part of growth. It helps to increase creativity and innovation, because it not only permits the exchange of objectives, results and information but also serves as an essential way to get together to share opinions and exchange ideas.

The efforts made in recent years to promote this type of activity have led to the setting up of numerous working networks in the different areas of education and vocational training. In this chapter, we will highlight the Job Market Observatory network because of its great importance in anticipating and adapting to the productive environment, a necessary part of bringing innovation and quality to the VET systems.

26. Example of an Initiative: **JOB MARKET OBSERVATORY NETWORK**

PARTNERSHIPS AND NETWORKS Job Market Observatory Network	
<i>April 2010</i>	Context; Objectives; Groups; Implementation
<p>The network of Job Market Observatories has the task of observing the entire job market, at both the national and regional levels. The network has made it possible to set up the procedures and agreements needed to ensure cooperation and a mutual flow of information between the different observatories for the professions, with the aim of gathering information on the changes in the supply of and demand for professions, occupations and job profiles in the job market and also of taking into account the systems of professional categorization that result from collective bargaining.</p>	

The network also helps in the search for new pockets of employment by observing the movements and changes in the job market and in the content of occupations, by compiling information and providing technical assistance to the bodies and agents/managers of the employment policies, to users with links to the job market and to the general public, with the permanent cooperation of other national and international observatories.

OPERATION AND MANDATE

Level; Scope; Actors

The Job Market Observatory Network comprises the Autonomous Communities, the National Public Employment Services and INCUAL (National Qualifications Institute). SPEE analyzes the status of and trends in the job market, occupations, groups of interest to employment and the changes that take place in order to anticipate the requirements of the job market. INCUAL actively promotes the cooperation of the other observatories in the different sectors and regions. The sectoral observatories are a support tool that make it possible to come to a better understanding of the realities of training as compared to the requirements of the unemployed and the productive sector.

LIST OF THE JOB MARKET OBSERVATORIES IN THE NETWORK

NATIONAL QUALIFICATIONS INSTITUTE (INCUAL)	Professional observatory
SERVICIO PÚBLICO DE EMPLEO ESTATAL (2005):	Occupational observatory
ANDALUSIA EMPLOYMENT SERVICE (SAE)	Argos observatory
ARAGON EMPLOYMENT INSTITUTE (INAEM)	Job market observatory
CANARIES EMPLOYMENT SERVICE (SCE)	Canary Islands employment and vocational training observatory
CANTABRIA EMPLOYMENT SERVICE (SCE)	Employment and training observatory
CASTILLA LA MANCHA PUBLIC EMPLOYMENT SERVICE	Occupational observatory
CASTILLA LEON PUBLIC EMPLOYMENT SERVICE	Regional employment observatory
DEPARTAMEN DEL TREBALL. (LABOUR DEPARTMENT) GOVERNMENT OF CATALONIA	Catalan work observatory)
VALENCIAN COMMUNITY EMPLOYMENT AND TRAINING SERVICE	Technical office
EXTREMADURA PUBLIC EMPLOYMENT SERVICE (SEXPE)	Mediation studies department
CATALAN GENERAL DIRECTORATE OF TRAINING AND PLACEMENT GALICIA	Occupational observatory
BALEARIC ISLANDS OCCUPATION SERVICE	Labour study and programme centre
LA RIOJA EMPLOYMENT SERVICE	Employment and training observatory
MADRID REGIONAL EMPLOYMENT SERVICE	Regional employment observatory
NAVARRRE EMPLOYMENT SERVICE	Employment and training observatory
NAVARRRE EMPLOYMENT SERVICE	Egailan Observatory
BASQUE COUNTRY PUBLIC LIMITED COMPANY FOR TRAINING AND EMPLOYMENT	Observatory
PRINCIPALITY OF ASTURIAS GENERAL DIRECTORATE FOR PROMOTION AND EMPLOYMENT	Observatory

EVALUATION

Effectiveness, efficiency and impact; Indicators of success; Results

The National Public Employment Service's occupational observatory has a network of technicians deployed in the Central Services department and the provincial directorates. They work in coordination, forming work teams around their different activities:

- Economic activities showing positive monthly trends in employment
- Statistics and reports containing job market information on each occupation provided by the different Public Employment Services
- Information on the job market, group job markets, mobility and occupations that are hard to fill

The INCUAL professional observatory researches the professional families in the Catalogue and studies the economy and training. INCUAL also announces the annual scholarships to be awarded to train specialists in the observation and design of professional qualifications and publishes informational and publicity materials, studies and reports.

CONCLUSIONS

Obstacles; Topics addressed

The network of Job Market Observatories plays a vital role in anticipating the trends and requirements of the productive system and the demands of the labour market so that the VET courses offered can be designed to match them. This work must continue in order to perfect and coordinate the elements in the network that will make it operate efficiently and effectively.

SOURCES/REFERENCES

- **SPEE occupational observatories:**
<https://www.redtrabaja.es/es/redtrabaja/static/Redirect.do?page=introObservatorio>
- **ROYAL DECREE 375/1999 of 5 March creating INCUAL states that an observatory with a data base that promotes cooperation between the sectoral and regional observatories shall be included in its structure.** http://www.educacion.es/educa/incual/ice_obsProfesional.html
- **SPEE DECISION of 14 November 2005 setting up a new procedure for creating a Catalogue of Hard to Fill Occupations.**
-

In addition to the Job Market Observatory Network, other networks exist to promote the creation of an integrated training and employment system.

The **TTNET Network**, a project sponsored by CEDEFOP, is made up of the national networks of over 27 European countries, including Spain. It was founded in December 2000 when some 60 civil service, employer and trade union organizations got together to become the founding members of the network. All the members have experience in training, and especially of training trainers.

Spain's TTNNet Network has two general objectives: 1) To help develop the skills of trainers at the national level as these are the key component in the quality of training systems; and 2) To make sure that turning trainers into professionals becomes a transnational priority for VET.

Those involved in TTNNet are mainly teachers, trainers and civil service training and personnel experts from the fields of education and training. At the European level, the network cooperates closely with the European Commission to improve its contribution to implementing the priorities of the Copenhagen process among teachers and trainers and to promote "inspiration" among legislators.

The network operates as a platform for meetings, promotion and development. Also, two face-to-face meetings are held each year: the annual evaluation and planning meeting and a thematic seminar. A workgroup from TTNNet Spain also produces publications, like those produced by SPEE: "*Calidad y formación: binomio inseparable*" (Quality and Training: an Inseparable Binomial) and "*Formación sin distancias*" (Training without Distances). Work is also in progress on developing an Internet training encyclopaedia, TTWIKI, a number of workgroups, such as "*euroformador*" (eurotrainer) and "*iberoformador*" (iberotrainer), and accrediting the teaching skills of VET trainers.

One example of cooperation is the **EURES Network**, for cooperation between the European employment services, which is intended to facilitate the free movement of workers within Europe. Its main objectives are to inform, advise and counsel those interested in mobility about employment opportunities and living and working conditions in Europe, to help employers who wish to hire workers from other countries and to advise and counsel workers and employers in border regions.

The groups that have priority for the network are training for employment trainers, VET teachers, workers and employers. The network has been made operational by the Eures counsellors, who provide the information they need to job seekers and employers through personal contacts and group information sessions.

Finally, we should highlight the implementation in 2009 of **RedTrabaj@**. This is a national network sponsored by the National Public Employment Service that makes it possible for public employment services all over the country and workers, companies and self-employed workers to work together and offers a meeting place for companies and professionals.

The network also publishes the catalogue of training for employment actions. In addition, it offers a variety of services related to training and employment, such as searching for and publishing job offers, sending in employment contracts, applying for and calculating contributory benefits and changing bank account information. Self-employed workers can also benefit from handbooks and advice on developing business plans, founding a company and evaluating their "entrepreneurial profile".

TOPIC 8: FINANCING VET

In Spain, the financing for VET comes mainly from budget items in the *General State Budgets* for the Ministry of Education and Ministry of Labour and Immigration. The Education budget finances vocational training and other initiatives that are part of lifelong learning, such as training adults, while the Ministry of Labour and Immigration's budget finances initiatives in the vocational training for employment subsystem.

The training for employment subsystem is financed with funds from the vocational training contributions paid by companies and workers, aid from the European Social Fund and specific allocations in the National Public Employment Service budget.

The Autonomous Communities can also allocate funds from their annual budgets to finance the management of training initiatives, according to financing formulae they themselves set.

8.1. IMPROVING THE EFFICIENCY AND LEVELS OF FINANCING FOR VET

The budget allocated to VET policies has changed in recent years but financing for vocational training for employment activities has remained stable for the last three years at around 2,800 million euros per annum, with only slight variations. The following actions and initiatives are financed out of this budget:

- VT courses offered primarily to unemployed workers, which are managed by the Autonomous Communities.
- VT courses offered primarily to employed workers, which are managed by the Autonomous Communities.
- VT courses offered primarily to employed workers, which are managed by the National Public Employment Service and the Tripartite Foundation for Training in Employment.
- VT courses offered to specific groups.
- In-company, on-demand VT courses and individual leaves of absence for training.
- VT for public employees.
- Workshop schools, craft centres and employment workshops.
- Training actions for training contracts.
- Vocational information and guidance services.

All budget line items increased between 2008 and 2010, except for the funds for VT courses offered to employed and unemployed workers managed by the Autonomous Communities, which both fell by 9%. There has been an increase in the budget for training civil servants, however, of 9% and the budget for in-company, on-demand training has increased by 17% over the last three years.

There has also been an increase of around 6% for workshop schools and the vocational information and guidance services.

CHANGES IN THE BUDGET FOR VOCATIONAL TRAINING FOR EMPLOYMENT, 2008-2010

	2008	2009	2010
VT for the unemployed	820,086,870	836,488,610	744,327,350
VT for the employed managed by the Autonomous communities	391,893,800	386,261,960	353,527,250
VT for the employed managed by the Tripartite Foundation	413,824,240	408,205,180	428,615,430
On-demand VT	431,383,960	507,820,370	507,820,370
VT for civil servants	127,387,500	140,158,500	138,868,500
Workshop schools, craft centres and employment workshops	490,940,810	500,759,630	520,790,020
Vocational information and guidance services	88,764,870	90,540,170	94,161,780
TOTAL	2,764,282,050	2,870,234,420	2,788,110,700

Source: *General State Budgets*

The changes in the budget for the education system are shown below:

CHANGES IN THE BUDGET FOR VOCATIONAL TRAINING WITHIN THE EDUCATION SYSTEM, 2008-2010

	2008	2009	2010
Secondary education, vocational training and Language Schools	224,018,800	253,070,020	217,390,650
Ongoing teacher training	6,663,100	6,710,360	7,562,050
Permanent and distance non-university education	6,583,100	6,757,180	6,625,230
Scholarships and aid for students	1,334,703,480	649,219,650	1,395,518,470

Source: *General State Budgets. Organizational summary by programme. Chapters 1 to 9. Section 18. Ministry of Education and Science.*

8.2. USE MADE OF THE FUNDS OF THE LIFELONG LEARNING PROGRAMME

On 15 November 2006, European Parliament and Council Decision no. 1720/2006 established an action programme in the field of lifelong learning with the following objectives:

- To improve the quality of and promote innovation and a European dimension in European learning systems and support the realization of a European area for lifelong learning.
- To promote equal opportunities for access to lifelong learning and strengthen the contribution of lifelong learning to social cohesion, active citizenship and intercultural dialogue.

- To help promote creativity, competitiveness, employability and the growth of an entrepreneurial spirit.
- To promote language learning and linguistic diversity.
- To encourage the best use of results, innovative products and processes and to exchange good practices in the fields covered by the Lifelong Learning Programme, in order to improve the quality of training.

After this programme had been approved in Spain, the *Autonomous European Education Programme Organization* (Spanish initials, OAPEE) was set up. Its mission is to manage Spain's participation in the Lifelong Learning Programme (Spanish initials, PAP) and, therefore, to be responsible for developing the decentralized actions for the following programmes: *Comenius* for education in schools, *Erasmus* for higher education, *Leonardo da Vinci* for Vocational Training and *Grundtvig* for adult education.

This organization comes under the Ministry of Education, through the Secretary of State for Universities. Its Board is made up of representatives from the Autonomous Community education departments, rectors, top management from the Ministry of Labour and Immigration, the Ministry of Foreign Affairs and Cooperation and the Ministry of Education. Its duties are to approve the objectives, the annual and multi-annual plans of action, the national priorities of the Lifelong Learning Programme, and the quantitative and qualitative criteria for measuring the fulfilment of these objectives.

8.3. USE MADE OF OTHER EUROPEAN FUNDS

The European Funds are a very important source of financing for VET in Spain, especially the European Social Fund. Community co financing is basically organized through the European Social Fund's Operational Programme of Community Intervention under Priority 1, To promote entrepreneurship and improve the adaptability of workers, employers and enterprises, of Spain's convergence, regional competitiveness and employment objectives 2007-2013.

The following table shows the financial plan for this Operational Programme for the entire period using the budget for training actions intended primarily for employed workers as an example.

PRIORITY 1. TO FOSTER ENTREPRENEURSHIP AND IMPROVE THE ADAPTABILITY OF WORKERS, EMPLOYERS AND ENTERPRISES

	2007	2008	2009	2010	2011	2012	2013	TOTAL
TOTAL CONVERGENCE	74,703,131	76,202,748	77,702,365	79,257,523	80,868,222	82,478,922	84,200,704,03	555,413,615
TOTAL PHASING OUT	6,726,735	5,895,785	5,022,440	4,115,179	3,168,349	2,181,949	1,153,154,55	28,263,592
TOTAL PHASING IN	36,832,421	29,952,765	22,804,073	15,335,098	7,571,465	7,725,200	7,891,746,51	128,112,768
TOTAL COMPETITIVENESS	20,282,220	20,689,372	21,096,524	21,518,756	21,956,068	22,393,380	22,860,851,28	150,797,172
TOTAL	138,544,507	132,740,670	126,625,402	120,226,557	113,564,104	114,779,451	116,106,456,37	862,587,147

Source: European Social Fund's Operational Programme of Community Intervention for adaptability, employment convergence, regional competitiveness and employment, Spain 2007-2013.

The Decisions of the General Directorate of the National Public Employment Service also set the groups and areas that have priority and the amounts co financed by the European Social Fund for on-demand training actions²⁷.

AMOUNTS ALLOCATED TO ON-DEMAND TRAINING 2007-2010

Co financing (millions of Euros)	2007	2008	2009	2010
	130	130	145	145

For *co financed activities*, the amount allocated co finances training actions, including individual leaves of absence for training in companies with fewer than 250 workers.

8.4. IMPROVING THE GOVERNANCE OF VET

Since the mid nineties, a growing consensus has emerged, especially in Europe, that the efficiency and legitimacy of public action depends on the quality of the interaction between the different levels of government and between them and the social interlocutors and civil society. The new methods of governing that this concept embodies tend to be recognized as Governance, relational government or networks of public-private-civil interaction along a local/global axis. Reforming the structures and procedures of the civil service has changed: now this process is looked at from the viewpoint of the logic behind their contribution to the networks of interactions or to the structures and processes of governance.

Civil society groups together, above all, the employers' organizations and the trade unions (the "social interlocutors"), non-governmental organizations (NGOs), the family, the parents of students, women, young people, organizations related to culture, historical events, traditions, sports and professions, all of which are organizations through which the public plays a part in public life, especially at the local and municipal levels.

The concept of the VET system and, specifically, VT for employment considers the value of governance and the participation of the social agents to be one of the key points of the system. We should therefore, mention articles 33, 34 and 35 of Chapter IV of Royal Decree 395/2007, Organizational Structure and Participation, which expressly mention the participatory bodies on which the civil service and the social interlocutors are represented and which are embodied in the law with the aim of ensuring the governance of the system. The following are some of these participatory bodies:

- **National Training for Employment Commission, belonging to the National Employment System's General Council.** This commission is the main consultative body for training for employment in which the civil service and the

²⁷ National Public Employment Service DECISION of 3 February 2010 setting the groups and areas with priority and the amounts co financed by the European Social Fund for on-demand training actions for the 2010 financial year) (BOE no. 35 of 9 February 2010).

social agents participate. One of its main duties is to ensure that the regulations governing this type of VET are complied with.

- The ***Tripartite Foundation for Training in Employment***. The foundation belongs to the national civil service and has a tripartite structure, with a Board made up of the civil service and the most representative employers' organizations and trade unions. The foundation's duties are to provide the National Public Employment Service with technical assistance in planning, programming, management, evaluating and monitoring on vocational training for employment initiatives.
- ***Joint Sectoral Commissions***. These are participatory bodies that are part of the national sectoral collective bargaining system. Among their duties are setting the criteria and general priorities for the training offered to workers in the different sectors and taking part in and cooperating on sectoral activities, cooperating on studies or research and making proposals for the National Qualifications and Vocational Training System and for the National Reference Centres in their particular area.

The work of these bodies follows the path set by the creation of the ***General Vocational Training Council*** in 1997, which is a consultative body for VET that brings together the employers' organizations, the trade unions and the civil service.

TOPIC 9: PROGRESS IN MODERNIZING THE EUROPEAN VET SYSTEMS UNDER THE COPENHAGEN PROCESS AND PRIORITIES FOR FUTURE COOPERATION

At the present time, Europe is deeply involved in constructing a European Space for Vocational Education and Training based on transparency and mutual trust. This cooperative process took a step forward in 2008 with the Bordeaux Communiqué, which established four priority areas for future actions: a) Implementing the tools and schemes for promoting cooperation between education and vocational training at the national and European level; b) Heightening the quality and attractiveness of the education and training systems; c) Improving the links between VET and the labour market; and d) Strengthening European cooperation agreements. The following sections describe the different areas related to these future lines of action and others that can help to modernize our vocational training system.

9.1. IMPACT ON THE DEVELOPMENT OF NATIONAL VET POLICIES OF EUROPEAN COOPERATION ON VET

Because of the new demands on the economy and society for new qualifications and professional skills and a new organizational and labour relations framework, it is necessary to develop and implement processes to modernize the education and training systems that are directly linked to growth and economic development policies and can provide rapid, dynamic answers to the question of how to increase access to and improve the levels of qualification needed.

Modernizing and continuously improving the education and training systems are the key to increasing employability, growth and social cohesion, as long as all citizens can have access to lifelong learning.

In order to have true lifelong learning, it is necessary to guarantee access to and participation in the different types of training, to guarantee recognition and accreditation and therefore to develop an integrated vocational information and guidance system that provides advice on the many opportunities for training and employment and the possible routes for attaining them. Tools must be created that permit universal access, so that the most appropriate ones may be electronic.

To have transparency and mutual trust, the various training courses on offer must respond to common quality criteria that guarantee the principles listed above. It is therefore necessary to improve the quality of the content, duration, trainers and facilities for vocational training for employment, to make the results meet the needs of the productive fabric and to use the resources and methods efficiently.

The aim of creating an integrated VET system has led to the approval and enforcement of tools to make integration easier.

Cooperation is needed to set up and expand the network of Integrated Vocational Training Centres and to implement the network of National Reference Centres.

To increase the number of people who hold vocational training diplomas, which will lead to better qualifications for the workers and greater productivity and competitiveness for companies, access to diplomas must be made easier. One interesting proposal is the creation of a virtual platform that allows training modules to be taken by distance learning in order to get a certificate of professionalism or an intermediate or advanced level vocational training diploma.

A great deal of knowledge is acquired through work experience or non-formal methods of training. Therefore, on 17 July 2009, a Royal Decree was approved regulating the process for recognizing professional competencies acquired through work experience. In the first half of 2010, the technical instruments were developed and training began of the personnel who will carry out the first recognition process, which will probably take place at the beginning of the third quarter of the year.

There are groups that have only low qualification levels and greater difficulties in attaining more suitable levels that meet the demands and requirements of the current situation. It is therefore necessary to set up and provide practical actions for older workers, for people with low qualifications and those who work in small and medium sized businesses.

One of the other great challenges for our education and training system is the high rate of failure at school and dropout from the education system. Personalized professional routes are therefore needed for those who left school early.

In a world that relies on knowledge, creativity and innovation, processes are needed that will encourage investment in VET in order to guarantee that a new economic model will be adopted that values the development of knowledge and the incorporation of new technologies. Today's society is changing with increasing rapidity and even greater impact. It is therefore necessary to constantly anticipate and update the professional competencies of workers and to permit all groups to acquire key competencies that meet the demands brought about by the incorporation of new technologies, the challenges of climate change and sustainable development, new working relationships and new ways of organizing work.

The draft of the *"Proposals for a social and political pact on education"* set out the objectives for education for the decade 2010-2020. They include the following, which follow the European guidelines for cooperation:

- To guarantee equity and excellence at all levels of education and to evaluate the results of the students and the performance of the system as indispensable factors in continually improving the quality of education.
- To help all students to continue their training by increasing the flexibility of the training courses offered and by providing alternatives that make it possible to combine training with employment.

- To view vocational training as being a key tool in progressing toward a new model of economic growth, in which it is necessary to increase the amount of the vocational training offered and make it more flexible and to adopt measures that permit training and working to be combined, in order to increase the levels of training and the employability of the whole of the population.

9.2. GOVERNANCE, COOPERATION AND OWNERSHIP BY THE DIFFERENT ACTORS AT THE EUROPEAN LEVEL UNDER THE COPENHAGEN PROCESS

The *Sustainable Economy Bill* states that there is a need to strengthen cooperation between the education and labour departments and the social interlocutors on designing and implementing training actions, as well as promoting coordination between the existing information and guidance services.

There is also a need to promote cooperation between the Government and the Autonomous Communities and set up a network that ensures that the quality of VET is coherent with and responds to the European network by:

- Giving incentives to centres to strive to improve the quality of their VET by promoting specific training plans for teachers and trainers and developing actions to encourage the participation of students, workers, teachers and trainers in national and international mobility programmes.
- Seeking cooperation between the education and labour departments to promote research, development and innovation initiatives and cooperation with companies in the different productive sectors to promote innovation, the transfer of knowledge and specialization in VET.

With regard to the participation of the social interlocutors, it is considered to be necessary for the education and labour departments of each Autonomous Community to ensure that the vocational training courses that they offer meet the needs of the local society and economy by enacting participatory mechanisms in which the social interlocutors are given appropriate representation.

The education and labour departments must *promote cooperation with companies and employers' organizations*, especially those that are involved in developing initiatives that contribute to the sustainable economy and are related to the emerging or growth sectors. This cooperation includes actions such as: a) teaching training modules in the workplace; b) allowing companies to use teaching centre facilities; c) having teachers and trainers spend some time in companies in order to update their knowledge; and d) getting vocational training centres and companies together to develop innovative projects.

To link the requirements of the corporate productive environment with the different types of learning offered, there must be coordination between education and training centres and employers' organizations and the productive agents so that the curricula can meet the real needs of the job market.

Progress in the productive environment, the processes of modernization and the introduction of new production processes and strategies are making qualifications and professional competencies become obsolete so that it is necessary to adapt them to fit these new circumstances. Links must be created between education in school and training in the workplace in order to set up the most appropriate connections and synergies between them.

Rapid changes to and the constant revision of production processes mean that the professional standards defined in the National Catalogue of Professional Qualifications need to be constantly updated and that companies and the social agents must play a more active role.

The draft of the Organic Law supplementing the Law on a Sustainable Economy includes some measures to improve the adaptability of vocational training that reflect the need for *cooperation between the various agents involved* (the Ministry of Education, the Ministry of Labour and Immigration, the General Vocational Training Council, the competent Autonomous Community and regional education and labour departments, the social interlocutors, the network of Integrated Vocational Training Centres, both public and private, the National Reference Centres and the National Employment System Centres).

9.3. EXTERNAL DIMENSION OF EUROPEAN COOPERATION ON VET

The globalization process and the internationalization of trade relations have led to strategies being implemented that make it possible to maintain the levels of growth and development, while keeping in mind the fact that levels of social cohesion must also be maintained. It is necessary to develop tools to predict and envisage skills that will be needed in the future to be competitive in a globalized labour market that also has the objective of improving quality and social wellbeing.

In Europe, many initiatives have been implemented to achieve a common space for learning. The European qualifications framework (EQF), the European credit system for vocational education and training (ECVET) and the European Quality Assurance Reference Framework (EQARF) all need to be developed and implemented.

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IDEAD	http://cidead.cnice.mec.es/
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FTFE (Tripartite Foundation)	www.fundaciontripartita.org
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Instituto Nacional de Administraciones Públicas (National Institute of Public Administrations)	www.inap.map.es
ITE	http://www.ite.educacion.es/
IFIIE (Teacher Training, Research and Educational Innovation Institute)	http://www.educacion.es/cide/
INE (National Statistics Institute)	www.ine.es
MEC (Ministry of Education and Science)	http://www.educacion.es/
MTIN (Ministry of Labour and Immigration).	http://www.mtin.es/
Regulations for Certificates of Professionalism	https://www.redtrabaja.es/redtrabaja/static/Redirect.do?page=cf05
Argos Observatory	http://www.juntadeandalucia.es/servicioandaluzdeempleo/oficinavirtual/web/es/ARGOS
Observatorio de Mercado de Trabajo (Job Market Observatory)	http://inaem.aragon.es/portal/page/portal/INA/Observatori%20Mercado%20de%20Trabajo%20Laboral
OBECAN (Canary Islands Employment and Vocational Training Observatory)	http://www.gobcan.es/empleo/observatorio/portada.php
Observatorio de Empleo y Formación (Employment and Training Observatory), Cantabria	http://www.empleacantabria.com/es/portal.do?IDM=23&M=2
Observatorio Ocupacional (Occupational Observatory) Castilla La-Mancha	http://www.sepecam.jccm.es/otras-secciones/observatorio-ocupacional/
Observatorio Regional de Empleo Regional (Employment Observatory), Castilla-Leon	http://www.jcyl.es/web/jcyl?cid=1164899396117&idioma=es&pagename=Portal_Empleo%2FPágina%2FEmpleoPlantillaPaginaObservatorioRegional&paginaId=1164899396820
Observatori del Treball, Catalonia	http://www20.gencat.cat/portal/site/observatorit treball
Gabinete Técnico (Technical Office), Valencia	http://www.port talento.es/Empleo/AyudaSubvencion/Pagina s/Ayudassubvencion_Valencia.aspx
Área de Estudios de Intermediación (Mediation studies department), Extremadura	http://www.juntaex.es/consejerias/igualdad-empleo/sexpe/observatorio-ides-idweb.html
Observatorio Ocupacional (Occupational Observatory), Galicia	http://traballo.xunta.es/contenidos/gl/menu_transversal/fo rmacion_cualificaciones/sec_formacion_cualificaciones/sec_observatorio_ocupacional
Centro de Estudios y Programas Laborales (Labour Studies and Programmes Centre), Balearic Islands	http://www.caib.es/govern/organigrama/area.do?lang=es&coduo=1464
Observatorio de Empleo y Formación (Employment and Training Observatory), La	http://www.larioja.org/npRioja/default/defaultpage.jsp?idta b=423403

Rioja

Observatorio Regional de Empleo (Regional Employment Observatory), Madrid	http://www.madrid.org/cs/Satellite?c=CM_Agrupador_FP&cid=1132041401844&idConsejeria=1109266187284&idListConsj=1109265444710&idOrganismo=1132041401844&language=es&pagename=ComunidadMadrid%2FEstructura
Observatorio de Empleo y Formación (Employment and Training Observatory), Navarre	http://www.navarra.es/home_es/Temas/Empleo+y+Economia/Empleo/Informacion/Observatorio/
Observatorio Profesional (Professional Observatory), INCUAL	http://www.educacion.es/educa/incual/ice_obsProfesional.html
Observatorio Ocupacional Estatal (National Occupational Observatory)	https://www.redtrabaja.es/es/redtrabaja/static/Redirect.do?page=introObservatorio
OAPEE (Autonomous Organization of European Educational Programmes)	http://www.oapee.es/oapee/inicio.html
Plan Escuela 2.0	http://www.plane.gob.es/escuela-20/
Plan Proa	http://www.madrid.org/dat_este/upe/c_prior_proa.htm
Guidance web portals	http://www.todofp.es
Royal Decrees approved for the various Professional Qualifications	http://www.educacion.es/educa/incual
SPEE	www.sepe.es

Autonomous Community Web Sites

ANDALUSIA	http://www.juntadeandalucia.es/educacion/scripts/iacp/indice.asp?vismenu=0,0,1,1,1,1,1
ARAGON	http://www.educaragon.org/noticias/noticias.asp?idNoticia=29
ASTURIAS	http://trabajastur.com/trabajastur/
BALEARIC ISLANDS	http://www.caib.es/govern/organigrama/area.do?coduo=8&lang=ca/m7dml.ca.htm
CANARY ISLANDS:	http://www2.gobiernodecanarias.org/empleo/portal/portalInicio2.html
CANTABRIA	http://www.empleacantabria.com/es/portal.do
CASTILLA LA MANCHA	http://www.sepecam.jccm.es
CASTILLA-LEÓN	http://www.jcyl.es/
CATALONIA	http://www.gencat.net/educacio/icqp/
VALENCIA	http://www.gva.es/servef/portalv.htm
EXTREMADURA	http://www.extremaduratrabaja.es/
GALICIA	http://traballo.xunta.es/index.jsp?menu=em0&entry=&item=&content=4054
LA RIOJA	http://www.larioja.org/npRioja/default/defaultpage.jsp?idtab=423403
MADRID	http://www.madrid.org/servicio_regional_empleo/html/04_02.html
NAVARRRE	http://www.pnte.cfnavarra.es/cualificaciones/
BASQUE COUNTRY	http://www.hezkuntza.ejgv.euskadi.net/r432639/es/contenidos/informacion/sis_cualif_prof_v/es_2020/inicio_c.shtml
MURCIA	http://www.sefcarm.es/neweb2/servlet/integra.servlets.ControlPublico?IDCONTENIDO=8&IDTIPO=180
CEUTA	http://www.ceuta.es
MELILLA	http://www.opcionempleo.com/ofertas_empleo_melilla_34850.html

10.3. LIST OF ACRONYMS

ANC	Acuerdo Interconfederal para la Negociación Colectiva (Inter-Confederation Agreement on Collective Bargaining)
BDQ	Base de Datos de las Cualificaciones Profesionales (Professional Qualifications Database)
CA	Comunidad Autónoma (Autonomous Community)
CC.AA.	Comunidades Autónomas (Autonomous Communities)
CC.OO	Comisiones Obreras (Workers' Commissions Trade Union)
CEA	Confederación de Empresarios de Andalucía (Andalusia Employers' Organization)
CEIFOR	Centro de Información para la Formación en el Empleo (Training for Employment Information Centre)
CEIM	Confederación de Empresarios de Madrid (Madrid Employers' Organization)
CEPAIM	Consortio de Entidades para la Acción Integral con Inmigrantes (Consortium of Bodies for Integrated Action with Immigrants)
CFP	Centros de Formación Profesional (Vocational Training Centres)
CGFP	Consejo General de Formación Profesional (General Vocational Training Council)
CIDE	Centro de Investigación y Documentación Educativa (Centre for Educational Research and Documentation)
CIDEAD	Centro de Innovación y Desarrollo de la Educación a Distancia (Distance Education Innovation and Development Centre)
CIRCE	Red de Creación de Empresas (Company Creation Network)
C.I.S	Centros de Inserción Socio laboral (Social and Labour Insertion Centres)
CINE	Clasificación Internacional Normalizada de Educación (International Standard Education Classification)
CNCP	Catálogo Nacional de Cualificaciones Profesionales (National Catalogue of Professional Qualifications).
CREA	Confederación Regional de Empresarios de Aragón (Aragon Regional Employers' Confederation)
CRN	Centros de Referencia Nacional (National Reference Centres)
ECTS	European Credit Transfer System
ECVEET	European Credit System for Vocational Education and Training
EPA	Encuesta de Población Activa (Survey of the Active Population).
EQF	European Qualifications Framework
EQUARF	The European Quality Assurance Reference Framework
ESO	Educación Secundaria Obligatoria (Compulsory secondary education)
ETEFIL	Encuesta de Transición Educativo Formativa e Inserción Profesional (Survey of the Transition from Education/Training to Labour Market Entry)
FADAIS	Fundación para la Atención e Incorporación Social (Foundation for Social Support and Incorporation)
FAISEM	Fundación Andaluza para la Integración Social del Enfermo Mental (Andalusia Foundation for the Social Integration of the Mentally Ill)
FCT	Formación en Centros de Trabajo (Workplace Training)
FP	Formación Profesional (Vocational training)
FPE	Formación Profesional para el Empleo (Vocational Training for Employment)
FPO	Formación Profesional Ocupacional (Occupational Vocational Training)
IFIIE	Instituto de Formación del profesorado, Investigación e Innovación Educativa (Teacher Training, Research and Educational Innovation Institute)
INCUAL	Instituto Nacional de las Cualificaciones (National Institute of Qualifications).

INE (National Statistics Institute)	Instituto Nacional de Estadística (National Statistics Institute)
INEM	Instituto Nacional de Empleo (National Employment Institute). Currently, the Servicio Público de Empleo Estatal (National Public Employment Service).
IPIs	Itinerarios Personales de Inserción (Personalized Insertion Routes)
ITE	Instituto de Tecnologías Educativas(Educational Technology Institute):
IVT	Initial Vocational Training
LOCyFP	Ley Orgánica 5/2002, de 19 de junio de las Cualificaciones y de la Formación Profesional (Organic Law 5/2002 of 19 June on Qualifications and Vocational Training)
LOE	Ley Orgánica 2/2006, de 3 de mayo, de Educación. (Organic Law 2/2006 of 3 May on Education)
LOGSE	Ley Orgánica 1/1990, de 3 de octubre de Ordenación General del Sistema Educativo (Organic Law 1/1990 of 3 October on the General Organization of the Education System)
MEDU	Ministerio de Educación (Ministry of Education).
MECES	Marco Español de Cualificaciones de la Enseñanza Superior (Spanish Higher Education Qualifications Framework)
MEPSyD	Ministerio de Educación, Política Social y Deporte (Ministry of Education, Social Policy and Sport), currently the Ministerio de Educación (Ministry of Education).
MTAS.	Ministerio de Trabajo y Asuntos Sociales (actualmente Ministerio de Trabajo e Inmigración).
MTIN	Ministerio de Trabajo e Inmigración (Ministry of Labour and Immigration).
OBECAN	Observatorio Canario de Empleo y la Formación Profesional (Canary Islands Employment and Vocational Training Observatory)
OECD	Organización para la Cooperación y el Desarrollo Económico (Organization for Economic Cooperation and Development)
OAPEE	Autonomous Organization of Educational Programmes)
PAEM	Programa de Apoyo Empresarial a las Mujeres (Company Support for Women Programme)
PAP	Programa de Aprendizaje Permanente (Lifelong Learning Programme)
PCPI	Programas de Cualificación Profesional Inicial (Initial Professional Qualification Programmes)
PLM	People in the Labour Market
PNAE	Plan de Acción para el Empleo (Employment Action Plan)
PNAin	Plan de Acción para la Inclusión Social (Social Inclusion Action Plan)
PNFP	Programa Nacional de Formación Profesional (National Vocational Training Programme)
PNR	Programa Nacional de Reformas (National Reform Programme)
PIB	Producto Interior Bruto (GDP – Gross Domestic Product)
PIF	Permisos Individuales de Formación (Individual Leaves of Absence for Training)
Plan FIP	Plan Nacional de Formación e Inserción Profesional (National Vocational Training and Insertion Plan)
PYME	Pequeña y Mediana Empresa (Small and Medium Sized Business)
RED PAIT	Red de Asesoramiento e Inicio de Tramitación (Advice and Paperwork Starting Point Network)
RD	Real Decreto (Royal Decree)
SCOP	Servicio Cameral de Orientación Profesional (Chamber of Commerce Vocational Guidance Services).
SIFE	Sistema de Información sobre Formación y Empleo (Training and Employment Information System)

SIL	Servicio Integral Laboral (Integrated Labour Service)
SNCP	Sistema Nacional de Cualificaciones Profesionales (National Professional Qualifications System).
SNCFP	Sistema Nacional de Cualificaciones y Formación Profesional (National Professional Qualifications and Vocational Training System)
SOAE	Servicio Provincial (andaluz) de Orientación y Apoyo al Empleo (Andalusia Employment Advice and Support Centre)
SPEE	Servicio Público de Empleo Estatal (National Public Employment Service)
SSC	Ciclo formativo de Educación Infantil (Pre-school Education Training Course)
TIC	Ciclo formativo de Desarrollo de Aplicaciones Informáticas (Computer Application Development Training Course)
UE	Unión Europea (European Union)
UNED	Universidad Nacional de Educación a Distancia (National Distance Education University)
UGT	Unión General de Trabajadores (General Workers' Union)
VETPro	Vocational Education and Training Professionals