

Monitoring and evaluation of vocational training in the labour scope

POLICY DEVELOPMENT

REGULATION/LEGISLATION

 SPAIN

Timeline



ID number 28689

Description

Vocational training for employment in the labour scope was last reformed in 2015. The reform aimed at an efficient system for monitoring and prospecting the labour market, based on coordination of all actors (administrations, social agents, experts). It also aimed at:

- (a) promoting the assessment of the impact of training (on accessing and maintaining employment);
- (b) enhancing enterprise competitiveness;
- (c) improving workers' skills;
- (d) meeting labour market needs;
- (e) ensuring efficient use of resources.

A subsequent regulation followed, but needs further development and regulations. There is a process of continuous improvement applicable at all levels of the national employment system. Annual evaluation plans are drawn up with the Autonomous Regions and social partners. Their results, including proposals for improving the training offer, are used in planning the training for the following year. Several reports evaluated different initiatives that promote training at work:

- (a) the Report on the annual plan for evaluation of the quality, impact, and efficiency of the vocational training system for employment 2015/16 was presented to the General Council of the national employment system (CGSNE) in November 2018;
- (b) reports by the State Foundation for Training in Employment (Fundae) on evaluations carried out throughout 2018: evaluation report on the efficacy and efficiency of company training, in 2015/16; evaluation report on the quality of company training courses from the results of the questionnaire completed by participating workers, in 2015; evaluation report on the quality of the training providers of continuous training, in 2016;
- (c) reports by SEPE's Observatory of Occupations on prospective sectoral studies (retail trade sector); job opening profiles; forecasting and identification of training needs.

Continuous monitoring is a tool for public authorities and policy makers to shape training policies for the benefit of learners, trainers and companies involved in the system of vocational training for employment under the labour remit.

2015 Approved/Agreed

2016 Implementation

2017 Implementation

2018 Implementation

2019 Implementation

The main evaluation areas in 2019 focus on effectiveness, efficiency and impact of training initiatives within the VET for employment system under the remit of the labour ministry, and assessing the quality of the training actions and of certain aspects of the system:

- (a) an evaluation of the VET for employment system, which is part of the *Annual plan for evaluation of the quality, impact, effectiveness and efficiency of the VET for employment system*. The plan comprises significant innovations to improve and feed the indicators used in the final report;
- (b) an evaluation of the private provision (without public funds) of the professional certificates programmes in 2017/18 which aims to help monitor implementation of such programmes;
- (c) an analysis of the regional evaluation systems with reference to the quality of the training providers, relevant and useful to develop the State registry of training providers, regulated by a Ministerial Order;
- (d) integration of the main results, conclusions and recommendations from the specific Evaluation report on training in companies 2017/18.

A technical group - coordinated by the State Public Employment Service (SEPE) in collaboration with the regions, social partners and Fundae - is working on the annual plan with main areas of work: design of the plan, data collection to feed the indicators to be used in the final report, and further assessment on improving the indicators' system. The final report to be submitted to the General Council of the national employment system is expected to be published in 2020.

Other evaluations carried out by the State Foundation for Training in Employment (Fundae):

Evaluation of the impact assessments of the specific programmes for the improvement of employability, qualification and job placement of young people under 30 and of young people enrolled in the National youth guarantee register (calls for proposals published in 2015). The following areas are considered: evaluation of outcomes (effects on qualification and competences; effects on employability) and impact assessment (entry into the labour market, return to the education system, entrepreneurship, institutional effects).

Evaluation of training organised by companies for their employees, and of individual training leave corresponding to 2017 and 2018, started at the end of 2019. The main results, expected in 2020, will be incorporated into the 2017-18 annual evaluation plan report. This evaluation aims to assess effectiveness, impact and quality of the initiatives, their efficiency and transparency regarding public resources' management, and will offer conclusions, recommendations and proposals for action.

Evaluation of the quality of training actions delivered via e-learning: this considers training actions financed by the company training initiative (for the companies' own employees) (2017-18) within the VET for employment system. The evaluation focused on analysing the technological, didactic and learning quality of the actions in this modality, as well as assessing the adequacy of its cost model.

Quality evaluation of training activities by participants (companies): this is based on quality assessments made by the companies at the end of the training actions. This evaluation is periodically carried out, analysing different aspects, such as: organisation and contents of the course, duration and scheduling, trainers and tutors, teaching and technical means, facilities, learning evaluation mechanisms and assessment and

overall satisfaction of the course. The evaluation report covers training actions in 2016 and 2017 and was published in 2019.

SEPE's Observatory of Occupations also published a report on forecasting and identification of training needs 2019 and a prospective study of the economic activities related to the circular economy in Spain 2019.

2020 Implementation

The final report of the Annual evaluation plan of the national employment system (*Sistema nacional de empleo*, SNE) for the 2017/2018 financial years was approved by the Council of the national employment system in the last quarter of 2020. This report presents the results of the evaluation of the training for employment system as a whole and was coordinated by the State Public Employment Service.

At the same Council meeting, the 2019 Annual evaluation plan was approved for the whole of the training for employment subsystem, which is expected to be developed throughout 2021.

In March 2020, the final report of the evaluation of the Training initiative in companies 2017/2018 was completed, which included, as a focus of interest, the feasibility study of the Individual training leave, within the current credit scheme based in the application of social security bonuses. This report is currently pending presentation to the Board of Trustees of the Foundation and dissemination.

In the second quarter of 2020, the main results of the quality evaluation of the training actions in the distance learning mode were published online. The evaluation reports on the Youth programme and the Youth guarantee programme are expected in 2021.

An evaluation of the first State-wide subsidised training programmes (delivered through public calls) launched in 2016 after introduction of the VET reform (Law 30/2015) has been conducted by Fundae. The final report is expected in 2021; some first results indicate that distance learning delivery accounts for more than 60% of all training actions.

In the framework of the evaluation of the quality of training for employed workers, the participants' satisfaction survey results in the 2018 in-company training initiatives and in the 2016 State-wide calls for subsidies were analysed in 2020 and are expected in 2021.

2021 Implementation

In 2021, several evaluation reports on training actions funded within the framework of the system of vocational training for employment in the labour scope have been in operation:

- (a) the report of the in-company training initiative 2017/18 was published and the report for 2019/20 is expected in 2022;
- (b) the report on the State-wide initiative for supplying training aimed primarily at employed workers and job-seekers is expected in 2022. It was the first initiative governed by Law 30/2015. It was implemented in the 2016 budget for 2017-20 in line with the principle of competitive concurrence for financial aid established by the 2015 Law;
- (c) an evaluation of the call for public subsidies to acquire and improve professional skills related to technological changes and digital transformation is continuing; projects were funded from the 2018 budget for 2018-20.

The evaluation report of the 2017 annual evaluation plan (*plan annual de evaluación* - PAE) was also published in 2021. To assess the quality, impact and efficiency of the vocational training system for employment in 2017/18, a system of indicators was developed within the framework of this evaluation to enable comparative analysis over time of the performance and assessment of in-company training funded through social security contributions. The system consists of 58 indicators (sheets) on the efficiency

of the physical and financial execution of the actions and the impact and quality of the training offer. Each indicator follows a common structure and methodology for the selection and interpretation of data (coding, name and definition, source of information, unit of measurements, scope, justification and disaggregation variables).

A new evaluation category was included in the development of the national employment system annual evaluation plan (PAE) 2019 by the State Public Employment Service, with the participation of the Autonomous Communities and the collaboration of Fundae. The new indicators facilitate the measurement of the training system matching the needs of specific groups, such as the rural population and young people.

2022 Implementation

The *annual plan for the quality, impact, effectiveness and efficiency of the entire Vocational Training System for employment in the workplace 2019*, was submitted to a report by the General Council of the National Employment System on September 30, 2020. It has been published on April, 8th 2022.

The *Annual plan implementation report on the quality, impact, effectiveness and efficiency of the entire training system for employment in the labour scope in 2020 and 2021* is to be submitted to the General Council of the National Employment System in 2023.

Also from March 2022 to February 2023, these different evaluation activities have been carried out within the framework of the national training system for employment:

1. Evaluation of the effectiveness, efficiency, quality and impact of the 2019 and 2020 company training scheme and individual training leaves. Once presented to the governing bodies, it was published on the website Fundae website. Highlighted outcomes are as follows:

2019 was a year of economic and labour stability, so the participation of workers in company training continued the positive trend of previous years, with the worker coverage rate standing at 22%. However, the arrival in 2020 of the COVID-19 pandemic marked a change in trend caused by confinement and social distance preventive measures. There was a reduction in the percentages of outreach and coverage of trained workers, a drop that, without being drastic (-2.6%), placed coverage below 20% for the first time after many years.

One of the exceptional measures taken by the Spanish Public Employment Service (SEPE) to ensure the continuity of training during the pandemic was the introduction of virtual classrooms as an alternative to face-to-face training. Most companies considered the virtual classroom to be an effective teaching tool (82%) and efficient in terms of cost (86%), and around half thought that the learning results achieved were very similar to those of face-to-face training. However, only 4 out of 10 companies said that the virtual classroom encouraged participation or that the virtual classroom was a sufficient resource to replace face-to-face training for all content.

According to this report, more than 80% of the companies considered training in digital skills necessary, fundamentally directing efforts towards digital literacy.

2. Evaluation of the effectiveness, efficiency, quality and impact of 2018 training programmes for the acquisition of professional skills related to technological changes and digital transformation (ICT call). The evaluation was carried out in 2022 and published in January 2023.

The evaluation of the effectiveness of the ICT call presents good results, since between 75%-80% of the trained workers perceive improvements in competence areas defined in the European framework (DigComp): information and basic digital literacy (6.61 out of 10); communication and digital collaboration (6.41); security, work in safe, sustainable digital environments and with adequate privacy parameters (6.27); and the most moderate effects are perceived in the area of digital content creation (5.90 out of 10).

The effects of this call in terms of prioritised participating groups are very remarkable: 58.15% of the total were women, followed by workers over 45 years of age (35.01%); low qualified workers (32.20%); and, among the unemployed, those under 45 years of age accounted for 19.89%.

3. Evaluation of the effectiveness, quality and impact of the call for the granting of public subsidies for the execution of state-wide training programmes aimed primarily at employed workers. Call 2018. Its presentation and publication is scheduled for March 2023.

4. Evaluation of the effectiveness, efficiency, quality and impact of the training initiatives scheduled by the companies and individual training permits, financial year 2021. This evaluation began in November 2022 and is expected to be completed by the end of April 2023.

2023 Completed

Work continued on monitoring and validating the final products of the ex-post efficiency, effectiveness, impact and quality evaluations.

In November, according to RD 829/2023 on the restructuring of ministerial departments, the Ministry of Education, Vocational Training and Sports is in charge of proposing and executing the Government's policy on education and vocational training in the education system and for employment. The responsibilities for vocational training in Spain, both in education and employment, fall to the education ministry as part of the single and integrated VET system, providing lifelong training opportunities for the entire population (students and workers).

Bodies responsible

- Ministry of Education, Vocational Training and Sports
- State Public Employment Service (SEPE)
- Autonomous Communities (CC.AA.)
- Social partners (main businesses and trade unions organisations)

Target group

Learners

Adult learners

Unemployed and jobseekers

Persons in employment, including those at risk of unemployment

Education professionals

Trainers

Entities providing VET

Companies

VET providers (all kinds)

Other stakeholders

Social partners (employer organisations and trade unions)

Thematic categories

Governance of VET and lifelong learning

Coordinating VET and other policies

Optimising VET funding

Further developing national quality assurance systems

Modernising VET offer and delivery

Modernising VET standards, curricula, programmes and training courses

Diversifying modes of learning: face-to-face, digital and/or blended learning; adaptable/flexible training formats

Supporting lifelong learning culture and increasing participation

Financial and non-financial incentives to learners, providers and companies

Providing for individuals' re- and upskilling needs

Subsystem

CVET

Further reading

[The legal document \(in Spanish only\)](#)

[Royal Decree regulating aspects set by the reform \(in Spanish only\)](#)

[National employment system](#)

[Identification of training needs \[Informe de prospección y detección de necesidades formativas\]](#)

[Prospective study of economic activities related to the circular economy in Spain](#)

[Evaluation of impact assessments of training actions for young people under the Youth guarantee scheme \(Fundae\)](#)

[Evaluation of the quality of training actions delivered via e-learning - executive summary \(Fundae\)](#)

[Quality evaluation of training 2016 and 2017 by participants \(companies\) - 2019 report \(Fundae\)](#)

[Fundae's webpage for evaluation reports](#)

[Evaluation of in-company training and individual training leave. 2017 and 2018 \[Evaluación de la Formación Programada por las Empresas y de los Permisos Individuales de Formación \(PIF\). Ejercicios 2017 y 2018\]](#)

[System of evaluation indicators. In-company and individual training leave \[Sistema de indicadores de evaluación. Formación programada por las empresas y permisos individuales de formación \(PIF\)\]](#)

[Evaluation of the 2019 and 2020 in-company training scheme and individual training leaves \[Evaluación de las iniciativas de formación programada por las empresas y los permisos individuales de formación 2019 y 2020\]](#)

[Evaluation of the 2018 training programme for professional skills related to technological changes and digital transformation \[Evaluación del programa de formación de competencias profesionales relacionadas con los cambios tecnológicos y la transformaci](#)

Related policy developments

2020 **Discontinued**

Big data techniques for skills anticipation

The State Foundation for Training in Employment (Fundación Estatal para la Formación en el Empleo, Fundae) is testing big data techniques to improve skills anticipation and use them to design public training programmes in the short, medium and long term for the entire labour force.

 SPAIN

Type of development

Practical
measure/Initiative

Subsystem

CVET

2020 **Completed**

Subsidised training for employment supporting the acquisition of key competences

Subsidised training for employment supports the acquisition of key competences, especially for those who left school without a secondary education certificate, so they can access professional certificate programmes at levels 2 and 3.

 SPAIN

Type of development

Practical
measure/Initiative

Subsystem

CVET

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<https://www.cedefop.europa.eu/en/tools/timeline-vet-policies-europe/search/28689>

