

# Spain

## **Overview of the Vocational Education and Training System**

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**Abstract:**

This is an overview of the VET system in Spain. Information is presented according to the following themes:

1. General policy context - framework for the knowledge society;
2. Policy development - objectives, frameworks, mechanisms, priorities;
3. Institutional framework - provision of learning opportunities;
4. Initial education and training - pathways and transition;
5. Continuing vocational education and training for adults;
6. Training VET teachers and trainers;
7. Skills and competence development and innovative pedagogy;
8. Validation of learning - recognition and mobility;
9. Guidance and counselling for learning, career and employment;
10. Financing: investment in human resources;
11. European and international dimensions: towards an open area of lifelong learning.

This overview is part of a series produced for each EU Member State (plus Norway and Iceland). Each report is prepared by Cedefop's national network member (ReferNet) and is updated on an annual basis: this one is valid for 2006. Later editions can be viewed from August 2007 onwards at [http://www.trainingvillage.gr/etv/Information\\_resources/NationalVet/](http://www.trainingvillage.gr/etv/Information_resources/NationalVet/) where more detailed thematic information on the VET systems of the EU can be found.

**Keywords:**

training system; training policy, initial training, continuing vocational training, training of trainers, skill development, vocational guidance, recognition of competences, validation of non formal learning; financing of training

**Geographic term:**

Spain

## THEMATIC OVERVIEWS



Spain

### 01 - GENERAL POLICY CONTEXT - FRAMEWORK FOR THE KNOWLEDGE SOCIETY

#### 0101 - POLITICAL AND SOCIO-CULTURAL/ECONOMIC CONTEXT

Spain is a country in the south-west of Europe occupying the greater part of the Iberian Peninsula, as well as the archipelagos of the Balearic Islands (in the Mediterranean) and the Canary Islands (in the Atlantic Ocean). It also has territory on the north coast of Africa.

Under the Spanish Constitution of 27<sup>th</sup> December 1978, Spain became a parliamentary monarchy based on social values, democracy and the rule of law. The previous centralised regional structure was replaced by a new model of *Comunidades Autónomas* (Autonomous Regions), provinces (50 in all) and municipalities. The Autonomous Regions (17 plus the autonomous cities of *Ceuta* and *Melilla*) have their own legal identity. The regions considered distinctive for linguistic, cultural or historical reason have received a greater transfer of powers from central government.

However, the trend is now for greater uniformity of powers. In fact, the Autonomous Regions now have responsibilities for education and training, consisting of implementing and developing the national standards and regulating the non-essential aspects of the education and the vocational training system, as well as executive and administrative powers to manage the system in their own regions.

Article 27 of the Constitution establishes the basic rights to education. Article 40.2 explicitly establishes the duty of public authorities to promote vocational retraining and training.

The right of education is recognized for the resident foreign population in Spain in the article 13, where the Spanish Constitution establishes that “Aliens in Spain shall enjoy the public freedoms guaranteed by the present Part (PART I , articles 10 to 55, Fundamental Rights and Duties, where is included the basic rights to education), under the terms to be laid down by treaties and the law”.

#### 0102 - POPULATION AND DEMOGRAPHICS

Spain occupies a total surface area of 505 990 km<sup>2</sup>, 85% of which is on the Iberian Peninsula.

The number of inhabitants in 2004 was 43 197 684, with women slightly outnumbering men (51.06%), according to the latest figures from the Municipal Census. The population density is an average of 85.40 people per square kilometre, with wide variation: in general, the density in the coastal areas is higher than inland, with the exception of Madrid.

During the last 30 years, changes in the Spanish population have not been constant and the age structure of the Spanish population has altered significantly. Thus, whereas the population grew relatively fast until 1981 (an increase of 3 640 824 people in ten years), in the 1980s and 1990s growth was more moderate (an increase of only 1 189 913 inhabitants from 1981 to 1991 and 1 627 523 from 1991 to 2000). As a result, there has been a narrowing of the base of the population pyramid and, at the same time, the over-65 population has increased.

The number of inhabitants in 2001 was 41 116 842, according to the National Statistical Institute census. Part of the population increase is caused by immigration, especially from the middle of the 1990s. As a result, in 2004 the total population was 43 197 684 from which 7.02% were foreigners.

Table 1: Spanish population group broken down by age group as follows in 2004 (*)		
AGE GROUP	Nº	%
UNDER 25 YEARS OF AGE	12 340 157	28.56
25-59 YEARS OF AGE	21 573 132	49.94
OVER 60	9 284 395	21.50
	43 197 684	100.00

Source: INE National Statistical Institute

Table 2: Foreign population in Spain 2004 (*)	
TOTAL FOREIGN POPULATION	3.034.326 (7.02% over Spanish population)

(\*) Source: INE. National Statistical Institute. Anuario Estadístico de España

Table 3: The demographic forecasts for 2025 by age group	
AGE GROUP	NO. OF INHABITANTS
UNDER 25 YEARS OF AGE	10 346 677
25-59 YEARS OF AGE	20 545 494
OVER 60	12 588 633
	43 480 804 <sup>1</sup>

Source: Instituto Nacional de Estadística (INE) National Statistical Institute

<sup>1</sup> This trend is indexed using the 2001 Census as the base year.

The general aims of the education and vocational training in Spain are enunciated in the National Reform Program 2005. The third Pillar, increased and enhanced Human Capital, is essential for an adequate operating and quality of the education system to the formation of human capital at the various phases of education. It constitutes the reference to the Spanish and vocational training system. Regarding the non university

education, for the academic year 2005/2006 the number of pupils was 6 978 395 (16, 15% over Spanish population).

Table 4: The net schooling rate by age or age groups	
AGE OR AGE GROUP	%
3 YEARS OF AGE	95.9
FROM 4 TO FIFTEEN YEARS	100.0
16-17 YEARS OLD	81.8

#### EDUCATIONAL CHALLENGES

Finally, it is necessary to cite as a challenge for the Spanish education system the high number of school dropouts within the 18-24 age group.

The percentage of the population within the cited age interval that have not completed secondary education during its second phase, and who have not followed any type of study-training program, amounted to 30.8% in 2004, figure that significantly exceeds the EU average (15 countries - 18.5%) (25 countries - 16.5%). In Europe, only Portugal, 38.6%, and Malta, 41.2%, surpass this percentage.

So that the figure of early school dropouts does not surpass 10% of students by the year 2010, as proposed by the EU, this figure should decrease by 2 million.

With regards to the proposals put forth by experts in order to improve this situation, the majority refer to aspects related to equity.

One of these is to facilitate part time study, as well as policies oriented towards the labour market, such as reductions in the working day for determined contracts.

Also suggested is the improvement of the quality of the intermediate level vocational training cycles, with the purpose of favouring the education and labour insertion of lower income groups.

The introduction of applied or vocational subjects within the “*Bachillerato*” course (General Certificate of Secondary Education), and the in-depth reform of the scholarship system, with a greater focus towards the non-compulsory secondary education levels, not just university, are some of the other proposals accepted.

**Table 5: Percentage of persons between the 18-24 age group that have prematurely dropped out of the education system, by gender, 2003**

	BOTH GENDERS	MEN	WOMEN
<b>NATIONAL TOTAL</b>	28.7	42.0	30.4
<b>ANDALUCÍA</b>	36.3	29.1	13.2
<b>ARAGÓN</b>	21.4	29.5	24.6
<b>ASTURIAS (PRINCIPADO DE)</b>	27.1	45.4	25.8
<b>BALEARES (ISLAS)</b>	35.8	41.9	23.0
<b>CANARIAS</b>	32.6	36.2	18.6
<b>CANTABRIA</b>	27.6	30.2	15.2
<b>CASTILLA Y LEÓN</b>	22.9	42.3	23.4
<b>CASTILLA-LA MANCHA</b>	33.2	35.1	21.2
<b>CATALUÑA</b>	28.3	38.7	26.5
<b>COMUNIDAD VALENCIANA</b>	32.7	42.0	27.0
<b>EXTREMADURA</b>	34.8	31.9	18.1
<b>GALICIA</b>	25.2	22.8	14.4
<b>MADRID (COMUNIDAD DE)</b>	18.6	37.4	29.8
<b>MURCIA (REGIÓN DE)</b>	33.7	23.2	13.3
<b>NAVARRA (COMUNIDAD FORAL DE)</b>	18.2	20.3	10.8
<b>PAÍS VASCO</b>	15.7	33.9	25.2
<b>RIOJA (LA)</b>	29.7	44.0	34.2
<b>CEUTA AND MELILLA</b>	39.3	42.0	30.4

Source: INE

## 0103 - ECONOMY AND LABOUR MARKET INDICATORS

### INFLATION AND CONSUMER PRICE INDEX EVOLUTION

Inflation has been rising in Spain since 1999, with its continued margin over the euro area eroding competitiveness.

The differential has to be reduced, but close to 1% point has persisted. The positive growth differential with the euro area, which amounted to 1¼ percentage points on average between 1996 and 2003, narrowed to ¾ of a percentage point in 2004 because of less favourable foreign trade developments, despite the improvement of the international environment.

TABLE 1: CONSUMER PRICE INDEX	
YEAR	%
1992	5.9
1995	4.7
1999	2.3
2001	3.6
2002	3.5
2003	3.0
2004	3.3
2005	3.7

Source: Bank of Spain

#### LABOUR MARKET

Significant progress has been made in improving the functioning of the labour market since the late 1990s, thanks to a series of labour market reforms. This is evident even in some traditionally lagging areas, such as long-term unemployment and the employment rate among older workers.

While these trends have moved Spain closer to the EU average, it continues to lag significantly behind key Lisbon Objectives.

Recent trends were seen to provide confidence in a gradual improvement in female employment rates. The authorities acknowledged that the root causes of Spain's low female employment rate in comparison, some observers attributing it also to working hours that hamper balancing work and family commitments.

They observed however that female labour market participation had grown steadily, following reforms that increased the flexibility of part-time work, established tax incentives for the creation of workplace childcare centers, and granted tax rebates for working mothers. The authorities noted marked changes in the pattern of female activity rates over the last few decades as providing confidence for the future: cohorts were increasingly participating in the labour market by joining later but remaining active longer. Among other factors, these changes were seen to reflect the increasing level of female education.

TABLE 2: EMPLOYMENT RATE (4 <sup>th</sup> quarter, population over 16)					
YEAR	1996	2001	2002	2003	2005
BOTH SEXES	40.3	47.7	54.30	55.38	64.87
MALES	54.1	61.6	67	67.55	77.15
FEMALES	27.3	34.6	42.32	43.90	52.57

Source: EPA (Labour Force Survey)

TABLE 3: EMPLOYMENT BY ECONOMIC SECTORS					
	1996	2001	2003	2005	
AGRICULTURE	1 056 000	1 007 200	951 900	992 200	
INDUSTRY	3 907 300	5 042 600	5 067 400	5 727 000	
SERVICES	8 036 500	10 071 200	10 842 800	12 491 700	
TOTAL	12 999 800	16 121 000	16 832 000	19 210 900	

Source: EPA (Labour Force Survey)

TABLE 4: UNEMPLOYMENT RATE					
	1996	2001	2002	2003	2005
BOTH SEXES	21.7	10.5	11.36	11.30	8.45
MALES	17.1	7.5	8.05	8.17	6.51
FEMALES	29.2	15.2	16.36	15.91	11.22
< THAN 25 YEARS	42.0	21.0	24.8	26.17	26.34

Source: EPA (Labour Force Survey)

## **EDUCATION EXPENDITURE**

Public expenditure in Education rounds the 4.5% of the Spanish GDP (4 500 millions €). It was increased in 21.4% (constant prices) in the last 10 years.

TABLE 5: Education expenditure in Spain/GDP	
YEAR	% OF THE GDP
1997	4.7
2003	4.5
2005	4.5

Source: INE (National Statistics Institute- M. of Economy)

## **ECONOMIC AND GDP FRAMEWORK**

According to the Stability Programme for the 2005/2008 period: for the years following 2005, the economy is expected to grow 3% in real terms, while the GDP deflator slows down and the growth composition tends to balance as a result of a lesser contribution of internal demand and a smaller detraction of external demand. In this scenario, the Spanish economy will reach the tendential level of its product in 2008.

TABLE 6: GDP at 1995 constant prices. In millions of Euros	
YEAR	MILLIONS OF €
1997	609 734
2001	743 046
2004	837 316

Source: INE (National Statistics Institute- M. of Economy)

## **0104 - EDUCATIONAL ATTAINMENT OF POPULATION**

According to the data shown from Eurostat, Labour Force Survey Population aged 25-64 by highest level of education attained 2004, the high percentage of the Spanish population between 25 and 64 years of age found to have ISCED educational level 0-2, it is important to mention that 80% of elderly people over 50 in Spain have such a level (OECD indicators. Education at glance 2002), which points to the relatively recent access to general education of the Spanish population (it was not until 1970 that the General Education Law was passed). On the other hand, it is necessary to take into account the traditional lack of official recognition of professional experience, as well as the fact that the education system does not recognise non-compulsory education when granting their accreditation.

With respect to the percentages of the Spanish population between 25 and 64 years of age who have an upper secondary education degree or post-secondary non-tertiary education degree (ISCED levels 3-4), the percentage is low (19%) when compared to the European average. However, this figure should be taken in the context of other formative cycles that are also reflected in this table, and in relation to the traditional organisation of degrees and accreditation of the Spanish Education System.

Taking into account the relationship between different formative levels, Eurostat shows ISCED levels 5-6 in Spain as representing the 27% of the total population between 25 and 64 years of age, compared to the European average, which is 21%. This is explained by a growing tendency among young people to continue with purely academic education upon completion of their compulsory education, instead of choosing Vocational Training options.

The election of academic studies, to the detriment of vocational training, has to be linked to diverse factors. Historically, regulated vocational training in Spain has not functioned as a genuine option for students who had completed primary education. According to Pérez Díaz Víctor (*"La Educación Profesional en España"* Vocational Education in Spain, Edit. Santillana.2003), the option of the professional path was during a long period of time "...a stronghold for those students that failed in primary education and had less economic resources ...The discredit derived from this implied that in time less and less students followed the professional path, choosing instead the academic path".

Another factor to be taken into account that influences statistical figures, is a genre difference related to the consideration of regulated vocational training as a traditionally masculine activity that excluded women from said studies. Thus, women understood that the continuation of academic and university studies was more appropriate for their genre and social model. (*"Trayectorias personales y profesionales de mujeres"* CIDE. Instituto de la Mujer. MTAS 2003" "Personal and professional trajectories of women").

To improve this situation, a policy for education and training is being promoted by all public agencies, focusing on lifelong learning and recognising professional experience through the National System of Professional Qualifications (Organic Law 5/2002 from 19<sup>th</sup> June) and Professional Certificates RD 1506/2003, from 28<sup>th</sup> November.

Another objective that is currently being tackled by education authorities is to substantially reduce the number of young people who abandon the system before they attain a basic degree, given the high rate of school dropouts among young people between 16 and 25 years of age.

Another important goal is to increase the currently low number of young people who go for a career in science, technology and "new" professions.

## 02 - POLICY DEVELOPMENT - OBJECTIVES, FRAMEWORKS, MECHANISMS, PRIORITIES

### 0201 - OBJECTIVES AND PRIORITIES

The proportion of the population in education is growing in all age groups, and in particular between the ages of 16 and 17, where it has increased from 77.8% in 1997 to 81.8% in 2005.

The most important recent measures have been two constitutional laws: Education Organic Law (LOE) Ley Orgánica de Educación on educational quality and training, regulating the pre-university and university levels of the educational system. And the Vocational Qualifications and Training Act.

The LOE (2006) substitutes the previous education laws (LOGSE (1990), LOPEG (1995) and LOCE (2002) and has as main goals: the enhancement of the pre-school and post comprehensive stages and so the promotion of the lifelong learning.

### **THE VOCATIONAL QUALIFICATIONS AND TRAINING ACT**

The Constitutional Law 5/2002, the Vocational Qualifications and Training Act, was dealt with in detail in the NAP 2002. It is a modular system of vocational training and academic and career guidance, responsive to changes in occupational skills needs. It organizes training and vocational guidance using feedback from the authorities and social agents involved and establishes guidelines for the National System of Qualifications.

### **MAIN FEATURES OF POLICIES FOR THE PERIOD 2003/2006**

Based on the above mentioned constitutional Laws, the most recent policy developments are the following:

#### **THE TRAINING OF WORKERS**

The Tripartite Foundation (now the National Foundation for Training in Employment) has steadily increased its resources from 763 million € in 2002 to 854 million € in 2003. The number of workers benefiting from this training increased from 1.3 million in 1997 to an estimated 1.8 million in 2002, of whom 45.4% were employed in SMEs.

Continuing training now extends to groups which were not included before the EES, such as the self-employed and partners in co-operatives. These represent about 10% of workers currently receiving this training. The finance received by these groups is 72 million €.

When offering financial support for training, priority is given to women, workers over 45 years of age and the unskilled; priority is also given to training in new technologies. The proportion represented by these groups out of the total number of workers trained is 18.54% for workers over 45 years of age, 42.38% for women and 38.39% for unskilled workers.

The new model (Royal Decree 1046/2003 of 1<sup>st</sup> August) establishes reductions in social security contributions for companies which train their employees, and gives small and medium-sized enterprises special treatment (the smaller the company, the greater the reductions).

The companies will be able to deliver training themselves or through the employers' organizations, trade unions or specialist training bodies. The aim is to create a flexible, objective, efficient and transparent management model, which guarantees finance for companies with the minimum of red tape. The new model also applies strict control systems to the financing of continuing training in order to prevent fraud.

### **THE NATIONAL SYSTEM OF QUALIFICATIONS AND VOCATIONAL TRAINING**

Three new vocational training diplomas have been agreed on, so that now there are 142 in the Catalogue of Vocational Training at the middle and higher level. In addition, a new law has been passed creating the qualifications of Vocational Training Technician and Higher Technician (Royal Decree 942/2003 of 18<sup>th</sup> July). This means that everybody can use these qualifications as a reference for validating the skills they have acquired, whether totally or partially.

In terms of the Occupational Aptitude Certificates (*Certificados de Profesionalidad*), there is now a range of 130 categories. The number will be increased, and improvements made in their subject matter and procedure. Before the end of the year the government will approve the law regulating the award of the Occupational Aptitude Certificates.

From the year 2004 anyone who is able to prove one of the skills established in the certificates, whether totally or partially, will have the skill officially recognized with a certificate from the year 2004.

### **THE NATIONAL REFORM PROGRAM 2005**

At present time the general aims of the education and vocational training in Spain are enunciated in the National Reform Program 2005. The third Pillar, Increased and enhanced Human Capital, is essential for an adequate operating and quality of the education system to the formation of human capital at the various phases of education. It constitutes the reference to the Spanish and vocational training system

In this Pillar Human capital is a productive resource vital for economic growth. It is also one of the basic pillars to achieve equality of opportunity in our society. An adequate operating and quality of the education system is essential to the formation of human capital at the various phases of education.

Nursery education improves individuals' learning performance and capacity. It also facilitates the inclusion and permanence of women in the labour market.

In compulsory education, while there have been very notable advances in recent decades, the country is facing several changes: firstly, school failure 13 remains at very high levels compared with the EU. Secondly, the quality of teaching is insufficient. Several national and international studies make clear the need to significantly improve results in various disciplines such as reading comprehension, mathematics and science. It is also necessary to improve learning in other languages, especially English, and make full use of Information Society tools. Also, there is a need for resources and measures to enhance the integration of immigrants into the education system.

In upper secondary education, (secondary education and medium grade vocational training), there are two fundamental problems awaiting solution. On the one hand, secondary level dropout 14 is very high: Spain is at the bottom of the EU-25, ahead only of Malta and Portugal. On the other hand, the number of graduates in secondary school and medium-grade vocational training must be increased as Spain is still far from the European average. The percentage of young people who finishes vocational training successfully is particularly worrying.

This third Pillar observes also the following measures:

- **Measures to improve vocational and education training:**

Thus the National Qualifications and Professional Training System has been created to satisfy individual needs and those of the production system, promoting quality training and a quality system of information and guidance.

- **Measures for continuing education and training:**

The continuing education and training of both those in work and the unemployed must be significantly upgraded. Reform is proposed of the training model, to foment life-long apprenticeship, combining the regional reality of the Spanish state and the inclusion of training in collective bargaining by sector.

Finally, the National Reform Program 2005 consider the continuing education and training as the key to improving human capital, offering people in work new knowledge and skills for current and future employment and those out of work more and better possibilities to rejoin the labour market.

### 03 - INSTITUTIONAL FRAMEWORK - PROVISION OF LEARNING OPPORTUNITIES

#### 0301 - ADMINISTRATIVE FRAMEWORK

The administrative framework of VET in Spain is as follows, in each of its three subsystems:

- Responsibility for initial vocational training lies with the education authorities (Ministry of Education, Culture and Sport), though this has now been transferred to the authorities of the 17 Autonomous-Regions.
- Responsibility for vocational training for the unemployed lies with the Ministry of Labour and Social Affairs and has been transferred to all the Autonomous Regions except the Basque Country.
- Continuing training is administered jointly between central government (Ministry of Labour and Social Affairs) and the social partners through the Tripartite Foundation for Training and Employment.

#### RESPONSIBILITIES FOR EDUCATION AND INITIAL VOCATIONAL TRAINING (FORMACIÓN INICIAL)

A. Central government (Ministry of Education, Culture and Sport) is responsible for:

- The enactment of basic standards which implement the constitutional right to education by establishing general rules for the educational system.
- Setting minimum standards for teaching centres.
- Establishing the overall education programme, setting the minimum contents of education programmes, and regulating the validity of academic and occupational qualifications across Spain.
- Guaranteeing the right and obligation to know the Spanish language, without impairing the right of those Autonomous Regions with languages of their own to establish their own standards guaranteeing that individuals know and use their own linguistic heritage.

B. The Autonomous Regions:

- The Autonomous Regions are responsible for the regulatory development of the basic national standards and the regulation of the non-basic elements or aspects of the education system, as well as having executive and administrative management authority over the education system in their own regions, except a limited number of

such powers which remain the responsibility of central government.

## **RESPONSIBILITIES FOR VOCATIONAL TRAINING OF THE UNEMPLOYED (FORMACIÓN OCUPACIONAL)**

A. Central government (The Ministry of Labour and Social Affairs) is responsible for:

- Implementing the *Plan Nacional de Formación e Inserción Profesional FIP* (National Vocational Education and Training Plan);
- Implementing the National Plan for School-Workshops, Trade Learning Centres and Employment Workshops (programming, organisation and management, and the issue, accreditation or recognition of vocational certificates);
- Running the National Census of vocational training centres and collaborating agencies, in which the centres and collaborating agencies administered by the Autonomous Regions will be included;
- Keeping national vocational training statistics (students, centres, resources, costs and documentation) for general use throughout Spain;
- In exceptional cases, owning and administering of one or various National Vocational Training Centres located in Autonomous Region with devolved powers in this respect;
- Regulating the conditions for obtaining, issuing and recognising labour certificates as valid throughout Spain;
- Implementing the *Plan Nacional de Prospección de Necesidades del Mercado de Trabajo* (National Plan for the Investigation of Labour Market Needs), which sets up a jobseeker qualification programme and regulates the *Observatorio Permanente* (permanent monitoring system) of the labour market;
- Cooperating at an international bilateral and multilateral level in vocational training for the unemployed;
- Initiating high-level inspection procedures;
- Representation on the Economic and Social Council, the General Council for Vocational Training (in which the social partners have input) and the sectoral conferences on labour and social affairs.

The process of transferring responsibilities for implementing labour standards and the regulating the employment policies from the central government to the Autonomous Regions has been completed in all regions except the Basque Country and the cities of Ceuta and Melilla.

B. Autonomous Regions:

The labour councils or departments with devolved responsibilities for vocational training are responsible for:

- Programming, organising, managing, administrating and inspecting the provision of training, according to the Plan FIP (Training and Employment Plan);
- Drawing up operating contracts covering their regions;
- Authorising and validating the courses organised by collaborating centres within the regions;
- Selecting students in accordance with the priorities and preferences established in the Plan FIP (pre-selection is carried out in collaboration with the INEM);
- Running the vocational training centres which used to belong to the INEM (fixed centres, action units and the mobile teams within the region at the time);
- Preparing, enacting and implementing investment programmes in line with national economic policy;
- Recording the centres and collaborating agencies within their region, in partnership with the General Register of the INEM;
- Issuing vocational qualifications or certificates in line with generally accepted standards;
- Monitoring vocational training for the unemployed within their region.

#### C. Local Government

Municipalities cannot function as labour authorities. They can promote the setting up of School-Workshops, Trade Learning Centres or Employment Workshops. This involves applying for the corresponding grant, though apart from the subsidies received from the European Social Fund and the INEM, they have to offer some of their own material and economic resources to cover part of the costs. Local authorities can also promote *Unidades de Promoción y Desarrollo* (Promotion and Development Units) when they cover a *comarca* (a traditional geographical area made up of a number of towns or villages), or *Centros de Iniciativa Empresarial* (Entrepreneurship Centres).

Many municipal councils have implemented their own initiatives in the field of adult education. The rural municipalities usually use the same classrooms for their adult education programmes as they do for basic adult education. Hiring teachers is usually done through agreements with the appropriate educational Administration. The larger municipalities which do not offer public adult education or which offer insufficient public adult education have implemented their own adult education initiatives, especially in the form of centres dedicated to basic education or public universities dedicated to non-formal education. In some regions, such as Madrid, community adult education services are offered through regional centres where the teachers, hired through agreements to serve the student body of the various classrooms located throughout the towns of the community.

## CONTINUING VOCATIONAL TRAINING (*FORMACIÓN CONTINUA*)

The social partners and the labour authority (Ministry of Labour and Social Affairs) share the powers and responsibilities for continuing vocational training.

Table 1: Institutional Structure of the Spanish Vocational Training System		
SUBSYSTEM OF INITIAL VOCATIONAL TRAINING	SUBSYSTEM OF VOCATIONAL TRAINING FOR THE UNEMPLOYED	SUBSYSTEM OF CONTINUING VOCATIONAL TRAINING
Management MEC (Ministry of Education and Culture) CCAA (Autonomous Regions)	Management SPEE-INEM(Ministry of Labour and Social Affairs) CCAA (Autonomous Regions)	Management Social Partners Public Administration

## 0302 - LEGISLATIVE FRAMEWORK FOR VOCATIONAL EDUCATION AND TRAINING

### THE 1978 CONSTITUTION

The 1978 Constitution establishes the basic legislation on education. Article 40.2 explicitly establishes the duty of public authorities to promote vocational retraining and training.

The *Ley Orgánica Reguladora del Derecho a la Educación LODE* (Right to Education Act) of 1985, and 5 years later the [LOGSE](#) were both laws which developed the Constitutional provisions. They were modified by two new laws: the *Ley de la Formación Profesional y de las Cualificaciones Profesionales* (Vocational Training and Qualifications Act) which affects the aspects mentioned in the title; Law 10/2002 *Calidad de la Educación* (Educational Quality Act). Finally and recently the LOE (Education Organic Law 2006) substitutes the previous education laws LOGSE LOPEG and LOCE.

### LEGAL DEVELOPMENT

The LOGSE marked the start of a process of comprehensive reform of vocational training including a renewal of its contents, with the collaboration of the Ministry of Education, the Autonomous Regions and labour market experts. The first step was the enactment of general basic guidelines of a common structure for vocational schooling, leading to the adoption of a system of vocational qualifications and their corresponding minimum educational content for the whole country.

The Autonomous Regions have completed work relating to this basic guideline, establishing the curriculum of training courses for their region corresponding to each qualification. The education centres must develop this curriculum by preparing curriculum projects and the annual projects, whose objectives, content, evaluation criteria, follow-up and methodology must reflect the needs of the trainees involved and the training possibilities available to them.

The *Estatuto de los Trabajadores* (Workers' Statute) establishes that "in-company promotion and vocational training" is a basic workers' right.

The 2002 Qualifications and Vocational Training Act aims to consolidate the three vocational training subsystems into one. The Act states that vocational training includes all training actions that provide access to employment and active participation in social, cultural and economic life and allow workers to carry out their job with the necessary skills. It includes training at the level of initial vocational training, measures for the entry or re-entry of the unemployed into the labour market, and continuing in-company training enabling workers to acquire and continuously update their vocational skills.

The law has also created the National System of Qualifications and Vocational Training, with the following objectives:

- to train for the efficient performance of jobs, to promote the delivery of up-to-date quality training adapted to the needs of the labour market and workers' own vocational training;
- to provide suitable information and guidance on questions of vocational training and qualification for employment;
- to ensure that the training provided includes measures to help with business skills and self-employment, as well as to promote entrepreneurship;
- to officially evaluate and accredit vocational qualifications, however they have been acquired; and to promote public and private investment for training workers and optimising resources dedicated to vocational training.

The "National Catalogue of Vocational Qualifications" has been created at the institutional level to match training to labour market needs, and promote lifelong learning and the mobility of workers within a unified labour market. The catalogue covers the whole country and includes the qualifications identified as needed by the economy and their corresponding training, organised into training modules included in a modular catalogue of vocational training.

### **TRAINING OF WORKERS**

The III National Agreements for Continuing Training (December 2000) for the period 2001/2004 regulate the system of continuing training through social dialogue and collective bargaining. The responsibility for their development and administration reside with the social partners through a joint management model with central government represented by the Ministry of Labour and Social Affairs through the INEM. The delivery of training is the responsibility of the Tripartite Foundation for Training and Employment.

The Constitutional Tribunal ruled on 25<sup>th</sup> April and 17<sup>th</sup> October 2002 that certain aspects of the regulations relating to continuing training in Spain were unconstitutional. As a result, the management model which will come into effect on 1<sup>st</sup> January 2004 has been modified, following a reasonable level of agreement from the social partners.

The new model (Royal Decree 1046/2003 of 1<sup>st</sup> August) establishes reductions in social security contributions for companies which train their employees, and gives small and

medium-sized enterprises special treatment (the smaller the company, the greater the reductions). The companies will be able to deliver training themselves or through the employers' organizations, trade unions or specialist training bodies. The aim is to create a flexible, objective, efficient and transparent management model, which guarantees finance for companies with the minimum of red tape. The new model also applies strict control systems to the financing of continuing training in order to prevent fraud.

### **THE EDUCATION ORGANIC ACT (LOE)**

Three fundamental principles preside this Law.

The first consists in the requirement of providing quality education to all citizens from both sexes, on all levels of the education system. The aim is to improve the general results and reduce the current high rates of students that finish basic education without a diploma and drop out of school early, reconciling quality in education with equity in the distribution.

The second principle consists of the need for all the components of the education community to collaborate to attain such an ambitious objective. The education administrations will have to facilitate for all the components of the education community the compliance of their functions, providing the necessary resources and obtaining at the same time their commitment and efforts.

One of the most relevant consequences of the principle of shared efforts consists in the need to carry out an equitable schooling of students. Lastly, the intention is for all education centres, both public as well as private state assisted schools, to assume their social commitment with the education system, and carry out schooling with any exclusions, emphasising in this manner the complementary character of both school networks, although without losing their singularity.

The third principle that inspires this Law consists in a commitment based on the education objectives fixed by the European Union for the upcoming years. This firstly implies improving the qualifications of the teaching staff, developing the necessary aptitudes for the knowledge society. Secondly, facilitate general access to the education and training systems, equal opportunities and social cohesion. Thirdly, reinforce ties with the labour force, with research and society in general, develop an innovative spirit, improve the learning of foreign languages, increase mobility and exchanges and reinforce European cooperation.

### **0303 - ROLE OF SOCIAL PARTNERS**

In the frame of the National Reform Program (October 2005) and among the measures for continuing education and training observed in said Program the proposed reform enhances social concord between the Government and the social agents.

At a national level, the social partners are represented in the General Council for Vocational Training, which is a joint consultative body advising the government on vocational training. The Autonomous Regions' vocational training councils act in the same way at regional level. These councils, regardless of the geographical area they cover, are made up of representatives from the government, trade unions and employers' organisations.

### **LOGSE AND THE COORDINATED TRAINING**

The LOGSE introduced the idea of participation by the social partners in the planning and administration of vocational training. This principle is called formación concertada

(coordinated training), as it involves a close relationship and exchange of services between the business sector and the education system.

Coordinated training is being developed through a series of measures:

- The educational authorities and labour experts are working together to prepare a catalogue of vocational qualifications in order to establish what training is to be provided within the educational system.
- Inclusion of an in-company training module within the training courses.
- Other initiatives, such as the training of teachers for in-company training, the involvement of technological experts from industry to teach in vocational training centres, and the delivery of training from these centres to companies.
- A system by which work experience can be credited towards training in specific training courses, in particular the in-company training module, so that trainees with previous work experience can capitalise on the knowledge they have acquired.

The aim of all these initiatives is to create a better link between vocational training and the world of work.

#### **VOCATIONAL TRAINING OF WORKERS AND SOCIAL PARTNERS' PARTICIPATION**

In the last 10 years, one of the main pillars of the government's policy on continuing training was the creation of the *Fundación para la Formación Continua FORCEM* (Foundation for Continuing Training) in 1993 to manage the training of workers. Subsequently, and following the I National Continuing Training Agreement (1993/1996), management of continuing training became the responsibility of the FORCEM Foundation, whose management bodies were bipartite in nature, with representation from employers' organisations and trade unions.

The Foundation maintained the name FORCEM until the III National Continuing Training Agreements (2000/2004), when it was changed to the Tripartite Foundation for In-company Training, managed by representatives from the main employers' organisations and trade unions and central government in the form of the Ministry of Labour and Social Affairs.

Continuing training in Spain is funded through the vocational training levy from workers and employers, the European Social Fund and private contributions.

The continuing training provided by public funds since 1986, originally within the framework of the Plan FIP, is funded through the vocational training levy which is equivalent to 0.7% of the total wage bill, with 0.6% being paid by the employer and the remaining 0.1% by the worker. This is collected by the General Treasury of the Social Security.

The Tripartite Agreement (III National Agreements for Continuing Training, December 2000) includes guarantees of the importance of the social partners in the development of continuing training and its link with collective bargaining at a sectoral level. The social partners also participate in the Foundation in 2 other ways: first, on the Board which

administers and represents the Foundation (9 representatives from employers' organisations, 9 from the trade unions and 9 from government). Secondly, they have a share in the management through the Board's representative commission, whose functions include preparing proposals for public subsidies prior to their presentation to the Board.

#### **SOCIAL PARTNERS' ROLE IN THE VOCATIONAL TRAINING FOR UNEMPLOYED**

The social partners participated in the technical support groups preparing the sectoral studies used as references to establish the Plan FIP

They will also take part in the accreditation process for the skills acquired through work experience when this system is established under the new Qualifications and Vocational Training Act.

**Table 1: Responsibilities of the Social Partners**

	<b>RESPONSIBILITIES OF THE SOCIAL PARTNERS</b>	<b>TYPE OF INTERVENTION (CONSULTING/DECISION-MAKING, DIRECTLY/INDIRECTLY)</b>
<b>AT THE NATIONAL LEVEL</b>	General Vocational Training Council	Advising the government on issues related to Vocational Training  Drafting and presenting a National Vocational Training Plan to the Government for its approval.
	General Council, National Public Employment Service, INEM	Proposing measures to better meet the objectives for which the institute was founded, such as vocational training management.
<b>AT THE REGIONAL LEVEL</b>	Autonomous Vocational Training Councils	Drafting Autonomous Vocational Training Programmes
<b>AT A SECTOR LEVEL</b>	Sectorial Peer Commissions for Continuing Training (FC)	Monitoring Continuing Training in their corresponding sector.
<b>AT COMPANY LEVEL</b>	Collective agreements within the company	Drafting Training Programmes within the company.

## 04 - INITIAL VOCATIONAL EDUCATION AND TRAINING

### 0401 - BACKGROUND TO THE IVET SYSTEM AND DIAGRAM

#### GENERAL CHARACTERISTICS OF THE EDUCATIVE SYSTEM

The compulsory and free period of schooling established by the LOGSE of 1990 covers the 10-year period from 6 to 16 years of age, and includes two educational stages: Primary Education from 6 to 12 years of age and compulsory secondary education from 12 to 16.

Compulsory education is considered a public service and, therefore, the responsibility of central government. It is provided by publicly-funded centres and publicly-subsidised private centres.

Initial Vocational Training in the Spanish education system is part of secondary education. This, in turn, is divided into compulsory secondary education and higher secondary education.

Compulsory secondary education as established by the LOGSE is defined as the final stage of basic education. It is comprehensive in nature and lasts from the ages of 12 to 16, in 2 2-year cycles.

The LOGSE defines the objectives of this stage as being to give students a basic grounding in culture, make them ready to exercise their rights and duties within society and to prepare them for entry into the labour market or access to middle-level Specific Vocational Schooling or the *Bachillerato*.

Specific Vocational Schooling is divided under the LOGSE into two educational levels, middle level and upper level (also called middle-level and upper-level “training cycles”), both of which lead to occupational qualifications. Middle-level Specific Vocational Schooling, which forms part of the secondary education system, is accessed after finishing ESO (compulsory secondary education); the upper level is accessed after the *Bachillerato*.

#### VOCATIONAL TRAINING CENTRES

Vocational training centres may be private or public.

Middle-level Specific Vocational Schooling may be given in dedicated centres or in centres teaching other schooling as well. Usually this form of education is offered together with compulsory secondary education and the *Bachillerato* in centres which are called *Institutos de Educación Secundaria* (secondary education institutes) in the majority of the Autonomous Regions.

In general, the centres which deliver upper-level Specific Vocational Schooling also offer middle-level training, although some Autonomous Regions are creating vocational training institutes exclusively for upper-level Specific Vocational Schooling.

All these centres must meet a series of requirements established nationwide. Among the most important are that the centres must offer at least 2 training cycles and that the maximum number of students per teacher is 30.

**Table 1: Number of students in pathways of secondary education and percentages in public establishments, 2002/2003**

	NUMBER OF PUPILS	% OF PUPILS STUDYING IN PUBLIC ESTABLISHMENTS
<b>EDUCACIÓN SECUNDARIA OBLIGATORIA ESO (COMPULSORY SECONDARY EDUCATION)</b>	1 878 175	65.8
<b>STUDENTS OF BACHILLERATO (UPPER SECONDARY EDUCATION) GENERAL BRANCH) (*)</b>	679 577	75.1

See the following attachment

[Diagram of the education and training system](#)

In the attached file:

Source: Statistical Office (Ministry of Education)

(\*) The *Bachillerato* certificate established by the Logse (Education System Reform Act) can be accessed by a two year- post-compulsory school course. It is targeted at students aged 16 and over.

(\*\*) Students of Social Guarantee Programmes provided within educational establishments and activities outside them are included.

**0402 - IVET AT LOWER SECONDARY LEVEL**

*Educación Secundaria obligatoria* (Compulsory secondary education), ESO, is studied by all pupils once primary education has been completed. Compulsory secondary education as established by the LOGSE is defined as the final stage of basic education. It is comprehensive in nature and lasts from the ages of 12 to 16, divided into 2 educational cycles of 2 years each.

Compulsory secondary education is offered in secondary education centres that can also offer the *Bachillerato* (baccalaureate) and the *Formación Profesional Específica* (Specific Vocational Schooling). The secondary education centres can be either private or public and in the majority of the Autonomous Regions they are called secondary education institutes. At present it is possible, on an exceptional basis, for the first cycle to be taught in a primary education centre linked to a secondary education centre.

Basic vocational schooling, which is part of the system of compulsory secondary education (ESO) takes shape during this stage, on the one hand, in a general technological education for all the students as a specific area (which must include not only training in the different techniques but also knowledge of the social and productive environment), and, on the other, in the introduction of diversified and optional education contents leaving room for experiences or occupational activities.

#### **0403 - IVET AT UPPER SECONDARY EDUCATION (SCHOOL-BASED AND ALTERNANCE)**

The first point to make is the difference between an academic or general pathway and a vocational pathway in upper secondary education.

The vocational pathway in upper secondary education is called Specific Vocational Schooling. This pathway is structured into 2 educational levels: middle-level Specific Vocational Schooling and upper-level Specific Vocational Schooling (also called, respectively, middle and upper level training cycles), both of which lead to vocational qualifications. Access to middle level Specific Vocational Schooling is via the Compulsory Secondary Education certificate; access to the higher level is via the *Bachillerato* and therefore is not included in this section but under section 0407 (post-secondary education).

<b>Table 1:General pathway</b>	
<b>NAME</b>	<b>BACHILLERATO (ESTABLISHED BY THE LOGSE)</b>
<b>PLACE IN THE SYSTEM</b>	Post-compulsory school course
<b>QUALIFICATION OBTAINED</b>	Bachillerato certificate
<b>TRAINING VENUE</b>	School
<b>DURATION</b>	2 years
<b>TARGET GROUP AND TYPICAL AGE OF PUPIL</b>	16 and over 1 <sup>st</sup> year: 16-17 2 <sup>nd</sup> year: 17-18
<b>PROVIDERS</b>	Secondary education centres (*) (are called secondary education institutes in most Autonomous Regions)  Public or private
<b>FIELDS OF STUDY</b>	Up to now: Arts, Natural and Health Sciences, Humanities and Social Science, and Technology  Since the Quality of Education Act: Arts, Science and Technology, and Humanities and Social Science
<b>ACCESS REQUIREMENT</b>	Graduate in Secondary Education certificate (Bachillerato in Art takes also into account the academic results in Art studies)
<b>TRANSITION TO FURTHER STUDIES</b>	Upper-level Specific Vocational Schooling  University

(\*) The secondary education centres, apart from fulfilling a series of minimum requirements, must also offer at least 2 of the *Bachillerato* categories and have four classes as a minimum. The facilities must include a computer room, gymnasium and library. They must have appropriate spaces and facilities for the categories offered.

Basic vocational training is part of the *Bachillerato*. It involves a practical and semi-vocational dimension to traditional subjects and also establishes objectives which favour transition to working life. Furthermore, the structure of a diversified *Bachillerato*, with different categories allowing the student to choose different fields of knowledge and employment-based activity, facilitate the transition to working life. In addition, students receive academic and vocational guidance, which offers them a further support tool for their future entry into working life.

## INITIAL VOCATIONAL TRAINING WITHIN THE EDUCATIONAL SYSTEM

This part deals exclusively with regulated vocational schooling within the educational system, including Specific Vocational Schooling as established by the LOGSE.

<b>Table 2: IVET</b>	
<b>NAME</b>	<b>MIDDLE-LEVEL SPECIFIC VOCATIONAL SCHOOLING</b>  <b>NEW SYSTEM INTRODUCED ON A PROGRESSIVE BASIS. IMPLEMENTATION COMPLETED IN THE 2002/2003 ACADEMIC YEAR</b>
<b>PLACE IN THE SYSTEM</b>	Post-compulsory.
<b>QUALIFICATION OBTAINED</b>	Technician in the corresponding occupation.
<b>TRAINING VENUE</b>	In training centre and on the workplace.
<b>DURATION</b>	Between 1 300 and 2 000h depending on the training cycle.  Commonly spread over 1 and ½ year (but could also last 2 years).  Of these hours, between 300 and 700h are for in-company training.
<b>TARGET GROUP AND TYPICAL AGE OF PUPIL</b>	16 and over.
<b>PROVIDERS</b>	Public or private vocational training centres.  May be offered in dedicated centres or in centres teaching other programmes. Usually it is offered together with ESO and the Bachillerato in centres called “secondary education institutes” in the majority of the Autonomous Regions. <sup>1</sup>
<b>ACCESS REQUIREMENT</b>	Compulsory Secondary Education certificate.
<b>TRANSITION TO FURTHER STUDIES</b>	Access to the Bachillerato studies in which they are credited with the studies related to the corresponding training course.  Access to other specialized or complementary studies, such as special educational streams (Art and Languages), etc.

<sup>1</sup> These centres have to meet a series of requirements established nationwide, including that at least two training cycles must be offered and that there should be a maximum of 30 students per teacher.

The objectives of the Specific Vocational Schooling curriculum are:

- That students acquire the vocational skills characteristic of each qualification and understand the organisation and characteristics of the corresponding economic sector and the mechanisms of entry into working life;
- That they know the basic regulations, and their rights and obligations in their field;
- That they acquire the knowledge and abilities needed to work safely and to avoid risks;
- Lastly, it is intended that students acquire the attitude and professional maturity required to encourage them to continue learning and allow them to adapt to future changes in skills needs in the economy.

The gross rate of young people in Upper Secondary Education (post compulsory) during the 2002/2003 academic year was as follows.

Table 3: Gross rate in Upper Secondary Education, 2002/2003	
BACHILLERATO	71.4%
MIDDLE-LEVEL VOCATIONAL SCHOOLING	23.7%
SOCIAL GUARANTEE PROGRAMS	5%

Source: "Las cifras de la Educación en España/ Estadísticas e Indicadores Edición 2005", Ministry of Education, Culture and Sport.

This table deals with the Gross Rate of the population that enrols in post-compulsory education programmes. Its objective is to give an idea of the education programmes available on completion of Compulsory Secondary Education. This gross rate is calculated for Upper Secondary Education, Vocational Training Programmes (Secondary Ed), and Social Guarantee Programmes. It must be taken into account that since we are considering all three as a whole (Upper Secondary Education, Vocational Training Programmes (Secondary Ed.), and Social Guarantee Programmes), there is a "duplicating effect" due to students accessing more than one of these programmes during their formative years.

We must emphasise that, on the other hand, part of the student body enrolled in Vocational Education Programmes does not come from Compulsory Secondary Education, but rather could have obtained their Secondary Education Diploma through Adult School or, in the case of Vocational Training, simply have passed the entrance exams designed for people who lack formal education requirements.

## **INVOLVEMENT OF THE SOCIAL PARTNERS**

The LOGSE introduced the idea of participation by the social partners in the planning and management vocational training. This principle is called formación concertada (coordinated training), as it involves a close relationship and exchange of services between the business sector and the educational system.

Coordinated training is being developed through the following series of measures:

- The education authorities and labour experts are working together to prepare a catalogue of vocational qualifications which establish the training to be given within the educational system.
- An in-company training module is being included within the training courses.
- Other initiatives are being taken, such as training teachers for in-company training; involving technological experts from industry to teach in vocational training centres; and delivering training from these centres to companies.
- Work experience can be credited towards training in specific training courses, in particular the in-company training module, so that trainees with previous work experience can capitalise on the knowledge they have acquired.

The aim of all these initiatives is to create a better link between vocational training and the world of work.

## **0404 - APPRENTICESHIP TRAINING**

There are 2 programmes in which there is alternance between training and employment: (1) training contracts and (2) the School-Workshop, Trade Learning Centre and Employment Workshop programmes.

### **TRAINING CONTRACTS**

This is a mixed work/training contract offering participants a practical and theoretical apprenticeship, preparing them for a job or trade with an officially certifiable level of qualification, or if such a qualification does not exist, the basic skills level for the occupation within the company's own system of classification.

The maximum number of such contracts for the corresponding job positions may be determined, according to the size of the workforce, through collective bargaining at a national, or more local sectoral level or at a company level in those companies which have their own training plans.

The minimum length of the contract is 6 months and the maximum 2 years.

The collective agreements can specify time spent on theoretical training and its allocation, regulating the mix between practice and theory. The law also stipulates the consequence for the employers of not complying with the obligation to provide theoretical instruction.

The working day will depend on the apprenticeship or job carried out and on the number of hours established for training in this job or apprenticeship. In no case will it be less than 15% of the maximum working day laid down by collective agreement, or if none exists, of the maximum legal working day.

### **THEORETICAL TRAINING**

Theoretical training must be delivered outside the workplace. This training is regulated by the vocational certificate training modules for the job related to the apprenticeship or, if none exist, by the curricula established by the INEM: the time given to these classes, which are always outside the workplace but within the working day, is established in the contract, taking into account the characteristics of the apprenticeship or job and the number of hours indicated for the training module for the job or apprenticeship in question, though in no case will it be less than 15% of the maximum legal working day.

The theoretical training requirements are waived if the worker has a document from the public authority certifying that he or she has completed a vocational training course for the unemployed covering the apprenticeship or job stipulated in the contract. In this case, the worker's earnings are increased proportionally to the time not spent on theoretical learning.

Theoretical training can be offered in the network of public centres, centres run by the social partners or the network of accredited private centres, as follows:

- The public centres offering either presential or distance learning are mainly those linked to the labour authorities (INEM School-Workshops and Trade Learning Centres), and centres linked to the educational authorities.
- The centres belonging to the social partners or the private sector that offer training must be accredited.
- Companies can receive information and advice from employment offices on the training available at accredited centres within their geographical areas.

The INEM maintains an updated list and of training centres and their geographical locations, with the training content of the modules or specialisations in which they are authorised to offer theoretical training for training contracts. This underlines the importance of cooperation between the information and guidance services of central and regional governments.

Distance training may be given through the distance training centres in the event that the area where the workplace is located does not have presential training courses suitable for the training contract in question.

### **CERTIFICATION**

Within a month of the end of the theoretical training period, the employer must issue a certificate recording the duration and level of the training. For its part, within 15 days of the end of the studies, the centre where the theoretical training was delivered must issue a certificate specifying the course and the progress made by the participant.

Requirements to be satisfied by workers on training contracts:

- The maximum age of the contracted person is 21. This limit is not applied when the contract is for disabled

persons and other groups with difficulties in entering the labour market, as established by law.

- Not to have the qualifications necessary to be on a work-experience contract in the same job.
- Not to have previously worked in the same job in the same company for more than 12 months.
- Not to have used up the maximum period established for apprenticeship contracts when training in a previous job, including in a different company.

The worker's remuneration is established by collective agreement, though it can never be less than the minimum wage (in 2004, € 16.36 per day or € 460.50 per month).

### **SCHOOL-WORKSHOPS, TRADE LEARNING CENTRES AND EMPLOYMENT WORKSHOPS**

#### **ESCUELAS TALLER (SCHOOL WORKSHOPS) AND CASAS DE OFICIO (TRADE LEARNING CENTRES)**

They offer a mixed employment and training programme aimed at improving the employment opportunities of young unemployed people under 25 years of age, and facilitating their entry into the labour market. In the case of School-Workshops, the duration of the projects is a minimum of 1 year and a maximum of 2. The Trade Learning Centres last 1 year. In both cases the total time is divided into 2 stages: a first training-only stage of 6 months; and the second lasting until the end of the project and using training contracts, with a minimum of 6 months and maximum of 18 for School-Workshops and always 6 months for the Trade Learning Centres.

#### **EMPLOYMENT WORKSHOPS**

These are the same as the School-Workshops and Trade Learning Centres, with a mixed employment and training programme, but they are for the unemployed aged 25 years or over. The participants acquire vocational training and job search skills by performing jobs or services of public use and/or social interest.

The minimum duration of an Employment Workshop is 6 months and the maximum 1 year. From the commencement of the Employment Workshop, the participants sign employment contracts with the training provider and receive a wage equivalent to one and a half times the minimum wage.

Participation in these programmes broken down by sex in 2004 was as follows:

School-Workshops/Trade Learning Centres and Employment Workshops Men 64.86%; Women 35.14%

### **0405 - OTHER YOUTH PROGRAMMES AND ALTERNATIVE PATHWAYS**

The *programas de garantía social* (social guarantee programmes) are an alternative means of enabling adults who have left the education system with no qualifications to become reintegrated into society and education. These programmes are financed and regulated by the Ministry of Education, Culture and Sport or the Autonomous Communities responsible for education. Sometimes the local administration takes some responsibility for these programmes.

Social guarantee programmes are developed in secondary education centres, art colleges and adult education centres. Special social guarantee programmes are developed in special centres.

The objective of these programmes is to provide basic and vocational education for pupils between 16 and 21 years of age who left the education system with no qualifications, so they can be integrated into education or the world of work.

There are different kinds of programmes, and, although they vary in the different Autonomous Communities, in most of them they consist of the following: vocational initiation, training employment, vocational workshops and programmes for pupils with special educational needs. In addition, there are social guarantee programmes targeted at specific groups, such as the Armed Forces, people in prison and young people from disadvantaged ethnic and cultural minorities.

The social guarantee programmes share a common structure divided into 5 areas: specific vocational training (usually between 15-18 hours a week), job training and counselling (between 2-3 h/week), basic education (usually between 6-9h/week), complementary activities (between 2-3h/week) and counselling (between 1-2 h/week).

The duration of these programmes ranges from 6 months (720 hours) to 2 years (1 800 hours). The maximum number of pupils is 20 per classroom. Continuous assessment is carried out, and when pupils complete these courses, they are awarded certificates that specify the subject areas and modules they have taken, with the number of hours and the marks obtained. The certificate is accompanied by a guidance report. Through a process of module validation, pupils can enrol in intermediate-level specific vocational training.

The LOCE of 2002 replaced the social guarantee programmes with the vocational initiation programmes, which, like the previous programmes, will offer a vocational qualification and develop basic general skills.

The LOE (2006) observes in its preamble the Vocational initiation programmes as a tool to fight against the earlier school dropout and to open possibilities to training. The target group are students older than 16 which wouldn't have got the post-compulsory secondary certificate.

#### **0406 - VOCATIONAL EDUCATION AND TRAINING AT POST-SECONDARY (NON TERTIARY) LEVEL**

In Spain there is not intermediate level between middle-level specific vocational schooling and non-university tertiary vocational education.

#### **0407 - VOCATIONAL EDUCATION AND TRAINING AT TERTIARY LEVEL**

##### **TERTIARY EDUCATION: UNIVERISTY AND NON-UNIVERSITY EDUCATION**

###### **TERTIARY NON-UNIVERSITY EDUCATION**

Non-university education can be divided into four categories: 1) *Formación Profesional Específica de Grado Superior* (Upper-level Specific Vocational Schooling); 2) Studies offering a degree equivalent to a university degree but not taught at university because of its special nature (upper-level Art and military education); 3) The post-secondary education leading to the Higher Sports Technician diplomas; and 4) The education programmes regulated by specific legislation offering a diploma not comparable to the rest of the studies mentioned here.

## **1. UPPER-LEVEL SPECIFIC VOCATIONAL SCHOOLING**

Upper-level Specific Vocational Schooling is made up of training cycles within the different occupational groups. It aims to give students the following: the occupational skills characteristic of each qualification, including the organisation and characteristics of the corresponding economic sector and ways of entering the labour market; a knowledge of basic legislation and their rights and obligations; and the knowledge and abilities needed to work safely and to avoid risks at work. Lastly, it is intended that students acquire the necessary professional attitude and maturity to encourage them to continue learning and thus adapt to future changes in the demand for skills.

Upper-level Specific Vocational Schooling is accessed after successful completion of the Bachillerato or the *Curso de Orientación Universitaria COU* (University Preparation Course) or by taking an exam. It is organised into a set of modular training cycles, each of variable duration and made up of theoretical and practical areas of knowledge based on specific occupational fields.

The duration of an upper-level training cycle is between 1 300 and 2 000 hours (an average of 1 and a half or 2 academic years). The training in workplaces lasts between 350-750 hours of training and activities in the second cycle.

### **CENTRES**

In general, the centres offering upper-level Specific Vocational Schooling are the same as those offering the middle level, although some Autonomous Regions are creating dedicated upper-level Specific Vocational Schooling Institutes.

### **ACCESS**

There are 2 ways of accessing upper-level Specific Vocational Schooling: direct access, for which the *Bachillerato* is required; or by exam. The exam is regulated by the Autonomous Regions and the social partners take an active role in its content. Its purpose is to verify that the applicant is ready in terms of the objectives of the Bachillerato and his or her capabilities with regard to the occupational field in the higher-level training cycle. Students who can get work experience in the same field accredited do not have to take the exam.

The Autonomous Regions can establish the percentage of places in upper-level vocational schooling reserved for those who have passed the exam. Applicants who have the qualification of Technician and want to enter an upper-level training course of the same occupational group, or one established as being similar, only have to be 18 years of age to take the exam instead of 20 as otherwise stipulated. The Autonomous Regions can also replace the access exam with a special course which complements the knowledge and skills already accredited by the qualification of Technician.

When there are not enough places for upper-level Specific Vocational Schooling, preference will be given to those who have studied the Bachillerato in the specialities which may be deemed relevant in each case. Each of the training cycles in vocational schooling has equivalent subjects in the Bachillerato which are considered as offering ideal preparation. After this, the criteria used for applicants are first, the average grade and, secondly, the subjects chosen.

### **ENTRY INTO WORKING LIFE AND TO OTHER EDUCATION LEVELS**

Students who successfully complete upper-level Specific Vocational Schooling obtain the qualification of *Técnico Superior* (Higher Technician), considered a final qualification

before entry into work. However, for those students wishing to continue their studies, this qualification also gives direct access, without an exam, to certain university studies related to the vocational training cycles studied. The specific qualification obtained determines the university studies for which direct access is granted in each case. The Higher Technician qualification also gives access to other specialised or complementary studies, and the occupational modules can be credited across the different training cycles.

<b>Table 1: Students enrolled per course</b>	
<b>UPPER-LEVEL SPECIFIC VOCATIONAL SCHOOLING. NUMBER OF PARTICIPANTS<sup>1</sup></b>	
<b>1993/1994</b>	16 187
<b>1994/1995</b>	22 490
<b>1995/1996</b>	32 285
<b>1996/1997</b>	54 465
<b>1997/1998</b>	79 900
<b>1998/1999</b>	110 516
<b>1999/2000</b>	147 875
<b>2000/2001</b>	185 051
<b>2001/2002</b>	208 223
<b>2002/2003</b>	230 889
<b>2004/2005</b>	226 826

Source: MECD

1 The III Modules Upper-level Specific Vocational Schooling began in the 1990/1991 course and coincided in time with the courses of the previous education regulation. With the application of the new regulation on the education system (LOGSE 1990) a progressive introduction of this education was established, and was definitely carried out in the 2002/2003 course.

## **2. HIGHER-LEVEL ART AND MILITARY STUDIES**

The LOGSE establishes certain Arts subjects within the *Enseñanzas de Régimen Especial* (Special Education Stream). The degrees which are obtained in these cases are deemed to be equivalent to those from universities. These subjects are: higher-level Music and Dance, Drama, Art and Craft Conservation and Restoration, and advanced studies in Ceramics, Design and Glasswork.

Among the requirements for access to senior level army, navy and air force military training centres are age and having passed the university entrance exam. Entry is by competitive exam open to all. These courses are imparted at the General Air Force Academy, General Military Academy and the Naval Academy.

### **3. THE SPECIAL EDUCATION STREAM**

The studies leading to the degree of Higher Sports Technician, which are at present in the process of organisation, can also be considered falling under Special Education.

These studies aim at providing students with the necessary training in order to: acquire quality knowledge which will guarantee technical and professional competence; understand the characteristics and organisation of the corresponding type of speciality of sport and to know the rights and obligations deriving from its functions; acquire the necessary knowledge and skills to carry out their work under safe conditions; guarantee professional quality for the initiation, technical perfecting, training and managing of teams and athletes of the corresponding type and field of sport; and finally, acquire a professional identity and maturity that will motivate them for future learning and adaptation to changes in qualifications.

### **UNIVERSITY EDUCATION**

University Education in Spain , is structured in 3 cycles: the first cycle leads to the *Diplomado* degree, the second cycle to the *Licenciado* and the third to the *Doctorate*. However, and in accordance with current legislation passed in 2005 following the Bologna Declaration, it is expected that the new syllabuses will include the new university education structure by the year 2010. At that time, the first cycle of the university education will correspond to the Graduate degree, the second to the Masters and the third to the Doctorate.

The courses are offered by universities, which may be publicly or privately owned. To guarantee the quality of the courses, there are requirements as to the creation of new universities and the conditions of the existing ones, mainly in terms of the teaching structure needed for the effective organisation and delivery of the courses given.

At present there are 50 public and 19 private officially recognised universities in Spain.

University education can be grouped into five branches: the Humanities, Experimental Sciences, Health Sciences, Social and Legal Sciences and Technical Studies.

The *Ley Orgánica de Universidades LOU* (Universities Act) promoting student and teacher mobility, represents the response to a number of concrete challenges: the possibilities offered by information and communications technologies for distance learning in higher education; the opportunities of lifelong learning; and the need for Spanish universities to become competitive within the newly-emerging European university space. The law extends the competences of the Autonomous Regions in higher education and the degree of independence of the universities, and also boosts the idea of evaluation by creating the *Agencia Nacional de Evaluación de la Calidad y Acreditación* (the National Accreditation and Quality Evaluation Agency).

Studies in the third postgraduate cycle require a minimum of 32 credits organized into 2 stages: a study period with a minimum of 20 credits and a research period with a minimum of 12 credits to be spent on research work. Once both stages have been completed, the level of knowledge acquired is evaluated, and if successful, the student receives a certificate which is recognised by all Spanish universities. This acknowledges the studies in a certain field of knowledge and recognises the student's capacity for independent research.

Students who then want to obtain a doctorate must have their project for the doctoral thesis approved. The thesis consists of original research on a subject related to the scientific, technical or artistic field of the doctorate study programme carried out previously.

Unofficial postgraduate qualifications can be for students with graduate degrees, special Architecture or Engineering degrees, or *Diplomados* (students with graduate diplomas) as Technical Architects or Technical Engineers. These qualifications emphasise the occupational application of the knowledge acquired after university. Students who pass these courses obtain the corresponding diploma or certificate from the university.

In addition to this, there are official specialised vocational qualifications which are not part of doctorate studies and are open to university graduates from different cycles of studies. They give the right to the corresponding official degree of *Especialista* (Specialist). The Ministry of Education, Culture and Sport determines the requirements for access to these courses and their links to the rest of the education system, as well as the nature and use of the corresponding qualifications and the manner in which they are obtained, issued and recognised across the country.

Most universities have guidance, training and employment centres. These centres offer students guidance and information related to finding employment.

In terms of employment, they help find in-company training and vocational training and job-search courses, or offer companies a free pre-selection service to cover certain vacancies. Each university can determine the form that this service takes, if indeed it has one. Of course, universities also help students to enter the labour market with postgraduate, doctorate and Masters studies.

#### **UNIVERSITY STUDIES**

<b>Table 2: Net rate of schooling in Universities studies</b>							
<b>AGES</b>	<b>COURSE 2002/2003</b>						
	<b>18 Y.O.</b>	<b>19 Y.O.</b>	<b>20 Y.O.</b>	<b>21 Y.O.</b>	<b>22 Y.O.</b>	<b>23 Y.O.</b>	<b>24 Y.O.</b>
<b>MEN (734.045)</b>	18.4	21.3	23.0	23.8	23.3	20.6	17.4
<b>WOMEN (846.075)</b>	29.0	33.5	35.6	34.2	31.1	24.7	18.9
<b>BOTH SEXES (1.580.120)</b>	23.6	27.3	29.2	28.9	27.1	22.6	18.2

Source: MECD, Las cifras de educación en España 2005

## 05 - CONTINUING VOCATIONAL EDUCATION AND TRAINING FOR ADULTS

### 0501 - BACKGROUND INFORMATION ON CONTINUING VOCATIONAL EDUCATION AND TRAINING

Law 5/2002 of 19<sup>th</sup> June (BOE 20<sup>th</sup> June 2002), the Qualifications and Vocational Training Act, implemented a system of vocational training, qualifications and accreditation.

There are three pathways within this section: adult education, run by the educational authorities; vocational training for the unemployed, run by the labour authorities; and continuing training for workers.

Adult education is included in section III of the *Ley Orgánica de Ordenación General del Sistema Educativo LOGSE* (Educational System Reform Act) and its regulation is developed by the Autonomous Regions. Adult education is offered to all individuals over the age of 18 so that they can acquire and update basic training and gain access to other educational and occupational opportunities.

The Qualifications and Vocational Training Act does not supersede the legal framework for vocational training which was established by the LOGSE in 1990. Rather, it aims to help individuals to develop personally and professionally and, more generally, to respond to the needs of the economy by restructuring vocational training at an institutional and practical level so that it meets the challenges of market globalisation, advances in computer technology and the EU coordinated employment strategies.

Under the Qualifications and Vocational Training Act, the Instituto Nacional de Empleo INEM (National Employment Institute) and the Autonomous Regions administer jointly the *Plan Nacional de Formación e Inserción Profesional*, Plan FIP (the National Training and Employment Plan). The Plan was passed into law by Royal Decree 631/1993 of 3<sup>rd</sup> May (BOE 4 May) and implemented by the Ministerial Order of 14<sup>th</sup> April 1994 (BOE 28<sup>th</sup> April). Since then, subsequent laws have modified aspects of this Order.

The vocational training provided by the INEM under the Plan FIP includes training for unemployed people, giving them the skills which the economy needs and which they need to enter the labour market.

#### PLAN FIP

The vocational training provided under the Plan FIP, now divided into 28 occupational groups, has been restructured and made more responsive to labour market needs using a number of different methodological and organisational approaches. At the same time it has been made more compatible with existing forms of training, the qualifications available have been made more transparent, and lifelong learning has been promoted in line with the National System of Qualifications and Vocational Training.

The training is at present modular in structure, both at the level of studies and in programme management. There are various types of courses available:

- Occupational courses for the unemployed, consisting of training for an occupation and for entry into the labour market;
- Specific courses, which retrain workers, and update or adapt occupational skills to real labour market needs;

- Complementary training courses to improve employability. They are programmed as a complement to vocational training either at a school level or for the unemployed.

### **CONTINUING TRAINING AND THE NEW FUNDING MODEL**

In Spain, access to continuing training is through the training programmes contracted on a yearly basis by the *Fundación Tripartita para la Formación en el Empleo* (Tripartite Foundation for In-Company Training). Workers have access to this training independently of their training level.

As one of the three vocational training subsystems in Spain, together with *Formación Vocacional Inicial* (initial vocational training) and *Formación Ocupacional* (vocational training for the unemployed), *Formación Continua* (continuing training) is part of a single regulatory framework for training and education in Spain.

In the last 10 years, one of the most important measures in the government's strategy for continuing training has been the creation of the *Fundación para la Formación Continua FORCEM* (Foundation for Continuing Training) in 1993. This foundation was created to administer training for workers, which before this date was included in the Plan FIP, together with training for the unemployed. Since 1993, as a result of the *I Acuerdo Nacional de Formación Continua 1993/1996* (I National Continuing Training Agreement), management of continuing training has been the responsibility of the FORCEM Foundation, with bipartite management bodies made up of employers and trade union representatives.

The foundation maintained the name of FORCEM until the III National Continuing Training Agreements (2000/2004), when its name was changed to the Tripartite Foundation for Training and Employment. It has its management shared between central government (Ministry of Labour and Social Affairs) and the social partners.

The Constitutional Tribunal ruled on 25<sup>th</sup> April and 17<sup>th</sup> October 2002 that certain aspects of the regulations relating to continuing training in Spain were unconstitutional. As a result, the management model which will come into effect on 1<sup>st</sup> January 2004 has been modified, following a reasonable level of agreement from the social partners.

The new model (Royal Decree 1046/2003 of 1<sup>st</sup> August) establishes reductions in social security contributions for companies which train their employees, and gives small and medium-sized enterprises special treatment (the smaller the company, the greater the reductions).

The companies will be able to deliver training themselves or through the employers' organizations, trade unions or specialist training bodies. The aim is to create a flexible, objective, efficient and transparent management model, which guarantees finance for companies with the minimum of red tape. The new model also applies strict control systems to the financing of continuing training in order to prevent fraud.

### **PLANNING AND FORECASTING MECHANISMS**

Aiming at the detection of emerging training needs in the labour market that may serve as a reference during the inclusion of material in the courses' syllabi, has been approved a National Programme for Labour Market Needs Research that includes a qualification programme for job seekers (to verify the applicant's professional skills), and a permanent monitoring programme to keep track of job evolution (to determine qualitative and quantitative training needs).

Since the labour market is complex and has multiple levels of analysis, the Monitoring Programme focused its attention on both qualitative and quantitative research, taking into account the territorial and sectorial dispersion where the data is obtained.

Its basic functions, *inter alia*, are as follows:

- To get to know the labour market, its evolution, and the factors that determine its behaviour.
- To study aspects that greatly influence employment, such as: capital investment, infrastructure and communications projects, types of enterprises being established, etc. This way, it is possible to detect new job sources.
- To monitor job placing and return to the workforce of students who participated in vocational training courses.

Detecting training needs has always been, and still is, one of the most common tools used in Vocational Training for the Unemployed, as well as in Continuing Vocational Training for currently-employed workers, to design, plan, and determine the contents of the different training activities.

#### **OCCUPATIONAL APTITUDE CERTIFICATE**

The Royal Decree 1506/2003 established the guidelines for the Occupational Aptitude Certificate through these guidelines the certificates provide accreditation for vocational skills acquired in the course of occupational and continuing vocational training programmes, training and employment schemes, apprenticeship and training contracts, work experience and other non-formal training routes. This, however, has no bearing on the regulation of vocational activity.

The government now wishes to introduce the Occupational Aptitude Certificate by means of this legislation. Hitherto, the Ministry of Labour and Social Affairs regulated a total of 130 certificates for 130 occupations and established the necessary modular training routes and occupational profiles, i.e. the entire set of occupational skills exploitable and relevant in the labour market. Moreover, since 1995 many unemployed persons have engaged in occupational training within the National Training and Vocational Integration Plan, the accreditation of which may be subject to the award of a full certificate of vocational competence or of partial job-related credits.

#### **0502 - PUBLICLY PROMOTED CVET FOR ALL**

##### **ADULT EDUCATION**

In respect of the Education Administration in Spain, it must be said that it is defined under Title III, Organic Law 1/1990 of 3<sup>rd</sup> October, on General Organisation of the Educational System, and developed by the Autonomous Communities. This system is characterised by offering a number of educational options to all adult citizens to allow them to acquire and update a basic training and access to the various educational and professional levels.

Different training activities are included:

- a formal option permitting adults to follow all levels of learning in the education system;

- a non-formal option, encompassing a series of varied training programmes;
- and lastly, a series of specific or exceptional tests that allow obtaining academic and professional degrees as well as access to particular forms of learning.

The basic level structure is a single stage and contains the entire educational process from literacy to Secondary Education certificate. In most Autonomous Communities, Basic Education for Adults is arranged in three steps. The first 2 steps correspond to Initial Learning, and the third step, or level III, comprises the teachings leading to the "Secondary Education Graduate" degree.

#### **OCCUPATIONAL VOCATIONAL TRAINING FOR UNEMPLOYED POPULATION**

The Plan FIP (the National Training and Employment Plan), passed into law by Royal Decree 631/1993 of 3<sup>rd</sup> May (BOE 4<sup>th</sup> May), and administered together with the Autonomous Regions, constitutes the legal framework for training the unemployed. This training aims to provide the unemployed with the qualifications needed by the economy and to facilitate their entry into working life.

Access to the comprehensive training actions under the Plan FIP is guaranteed by the priorities determined for selecting the participants, established in Article 1, Points 2 and 3 of the Royal Decree, and by subsequent regulatory amendments. While respecting the main points of the Royal Decree, the changes introduce the priorities included as objectives in the corresponding National Action Plans for Employment.

All the unemployed may benefit from the Plan FIP.

The following groups will be given priority in access to training actions:

- The unemployed receiving unemployment-linked benefits or welfare subsidies;
- The unemployed aged over 25, especially those who have been unemployed for more than a year;
- The unemployed aged under 25 whose previous employment lasted at least 6 months;
- First-time jobseekers if the companies commit themselves to recruit at least 60% of the trainees;
- The unemployed with special difficulties for entry or re-entry into the labour market, particularly women who want to return to work, the disabled or immigrants.

In terms of groups targeted for continuing training under the *Programa Nacional de Formación Profesional* (National Vocational Training Programme), one of the programme's stated objectives for continuing training of workers is to increase the share of training initiatives for workers with the greatest risk of exclusion from stable employment: women over 45, temporary workers, unskilled workers and self-employed and agricultural workers.

## **CONTINUING TRAINING OF WORKERS**

The Continuing Training of Working Employees shares with the initial or formal Vocational Training and with Occupational Training a common reference framework in the Training and Education planning in Spain.

The III Tripartite Agreements on Continuous Training (2000/2004) created the *Fundación Tripartita para la Formación en el Empleo* (Tripartite Foundation for Training Employed Workers), managed by employers organisations and labour unions, plus representatives of the Public Administration represented by the Ministry of Labour and Social Affairs.

The continuing training initiatives included in the III Agreements are: training plans, complementary training, and individual training permits.

The training plans use the majority of the resources in the Tripartite Foundation. They are either supply or demand-driven initiatives covering the training needs of companies and workers in all fields of employment. An annual invitation to tender is made for each of the plans, with each of the three training systems represented. Thus the invitation to tender for demand-led training includes three types of plan: for a single company or group of companies; for a group within a sector; and specifically for the social economy. The supply-led invitation includes plans that can be developed to meet general transferable needs for in-company training or for individual workers in any employment field: Cross-sectoral plans can also be presented.

Paid workers can apply for the individual training permits if they fulfil the requirements as set down below with the exception of the civil servants:

- To have worked for at least a year in the company where presently employed;
- Permission formally granted from the Board of Directors;
- Detailed time table, days... and locality where the course will be performed;

The Tripartite Foundation strategy, not only takes into account the situation of the Spanish Labour market, but is also structured on the basis of the recommendations made by European Union and of ILO International Agreements subscribed by Spain.

## **QUALITY ASSURANCE**

For adult education and with regard to Education Administration, the Organic Law for the Participation, Assessment, and Management of Learning Centres (LOPEG) of 1995 provides for education inspections, and establishes that Autonomous Communities must carry out inspections in all of their centres, services, programmes and activities, both public and private. Each Autonomous Community is responsible for organising and implementing its own technical inspection system.

Title III of the Organic Law for Quality Education (LOCE) of 2002 is devoted to Adult Education, treating it similarly than the rest of education programmes in the system. It thus establishes that education inspections should be carried out by Public Administration powers, within their territorial scope, and in compliance with the basic policies that regulate this issue.

For occupational vocational training for unemployed population and continuing training of workers quality control for vocational training varies from one autonomous community to the next.

Basically, the most frequently-used resources for quality control are:

- ISO Regulations adapted to vocational training;
- EFQM Excellence Model adapted to vocational training;
- Q-For;
- Student Satisfaction Surveys.

According to the technical characteristics of the desired quality channels, control may be self-assessed, aiming at a continuous improvement. It may be carried out by an external entity, for diagnosis and readjustment. It may also be a quality control process.

## STATISTICS

### ADULT EDUCATION

Table 1: Numbers of participants in adult education, 2002/2003 (*)	
<b>INITIAL LEARNING-BASIC EDUCATION</b>	135 842
<b>SECONDARY EDUCATION FOR ADULTS</b>	112 481
<b>PREPARATION FOR VOCATIONAL TRAINING TESTS</b>	12 971
<b>SPANISH LANGUAGE FOR FOREIGNERS</b>	32 446
<b>TEACHING IN WORKSHOP-CLASSROOMS</b>	19 128
<b>NON FORMAL LEARNING</b>	114 678
<b>OTHER PROGRAMMES</b>	23 385
<b>TOTAL</b>	450 931

Source: Statistical Office (MECD)

**Table 2: Ages of participants in adult education by age, 2002/2003 (\*)**

AGE GROUP	%
16-19	18.1
20-24	9.9
25-29	12.6
40-49	12.1
50-64	17.9
65 AND OVER	14.2

Source: Statistical Office (MECD)

#### VOCATIONAL TRAINING FOR THE UNEMPLOYED

**Table 3: NUMBER OF STUDENTS IN PLAN FIP COURSES BY GENDER**

GENDER	YEAR 2004	
	PARTICIPANTS	%
MALE	142 016	60.67%
FEMALE	92 050	39.33%
TOTAL	234 066	100%

Source: SPEE- INEM (Instituto Nacional de Empleo)

**Table 4: Percents of students participating in plan fip courses, by academic level**

ACADEMIC LEVEL	YEAR 2004 %
WITHOUT STUDIES	1.3
PRIMARY EDUCATION	0.9
SECONDARY EDUCATION GENERAL EDUCATION	60.5
SECONDARY EDUCATION VOCATIONAL TRAINING	5.4
POSTSECONDARY STUDIES	31.9
TOTAL	100.0

Source: Anuario de Estadísticas laborales y de Asuntos sociales MTAS 2004

#### CONTINUING TRAINING

Table 5: Continuing training participants by age 2005		
AGE GROUP	BOTH GENDERS	%
16-25	70 101	0.75
26-35	382 581	41.1
36-45	275 769	29.6
46-55	157 099	16.9
55 AND OVER	45 435	4.9
MEN	553 115	59,4
WOMEN	378 796	40.6
TOTAL	933 060	100

Source: Tripartite Foundation for Training of Employed Workers, Database 2006

Table 6: Number and Percentages of students participating in continuous training courses, by academic level, 2005		
ACADEMIC LEVEL	ABS.	%
WITHOUT STUDIES	15 316	1.6
PRIMARY EDUCATION	242 189	26.1
SECONDARY EDUCATION	331 241	35.7
POSTSECONDARY STUDIES	323 509	34.9
OTHERS (NO ESPECIFIC.)	18 086	1.7
TOTAL	933 060	100

Source: Tripartite Foundation for Training of Employed Workers, Database 2006

#### 0503 - TRAINING FOR UNEMPLOYED PEOPLE AND OTHERS VULNERABLE TO EXCLUSION IN THE LABOUR MARKET

##### ADULT EDUCATION

The education supply in the field of Adult Education comprises several educational activities: a formal option that allows adults to follow all levels of learning in the education system; a very broad non-formal option that encompasses a variety of learning curricula,

and finally, a series of specific or exceptional tests leading to academic or vocational degrees.

The public funds for education in Spain come mainly from the Ministry of Education, Culture and Sport and the Autonomous Regions. Other ministries and local authorities also contribute, as do local authorities. Regardless of which level of government the funds are from, they are not only allocated to public education, but also for subsidies to private centres and grants and financial assistance for students.

#### **VOCATIONAL TRAINING FOR THE UNEMPLOYED AND OTHERS VULNERABLE TO EXCLUSION IN THE LABOUR MARKET**

In terms of adult training, administration of vocational training of the unemployed under the *Plan Nacional de Formación e Inserción Profesional Plan FIP* (National Training and Employment Plan) is the responsibility of the *SPEE-Instituto Nacional de Empleo (INEM)*, (National Employment Institute) or to the particular Autonomous Regions to which responsibilities for managing the Plan FIP have been transferred.

The following groups will be given priority in access to training actions:

- The unemployed receiving unemployment-linked benefits or welfare subsidies;
- The unemployed aged over 25, especially those who have been unemployed for more than a year;
- The unemployed aged under 25 whose previous employment lasted at least 6 months;
- First-time jobseekers if the companies commit themselves to recruit at least 60% of the trainees;
- The unemployed with special difficulties for entry or re-entry into the labour market, particularly women who want to return to work, the disabled or immigrants.

In terms of groups targeted for continuing training under the *Programa Nacional de Formación Profesional* (National Vocational Training Programme), one of the programme's stated objectives for continuing training of workers is to increase the share of training initiatives for workers with the greatest risk of exclusion from stable employment: women over 45, temporary workers, unskilled workers and self-employed and agricultural workers

The following may collaborate in delivering these vocational training courses:

- Collaborating centres offering recognised training specialisations.
- Employers' organisations or trade unions, joint training councils at a national sectoral level, and organisations representing the social economy. In this case, they must sign a three-yearly operating contract provided the training is delivered in their own collaborating centres authorised by article 9.
- Public or private training providers or companies that have signed a partnership agreement, provided the

training is delivered through their own legally authorised collaborating centres.

The courses given by collaborating centres in recognised training specialisations and included in the corresponding annual programme are eligible for a maximum subsidy established on a modular basis according to students per class hour, and are applicable nationwide. The award of subsidies takes into account the specialisation offered, the training level and the degree of difficulty in the techniques used, and whether the courses are presentiel or distance learning.

The subsidies go towards paying teaching staff costs, accident insurance for participants, teaching materials and equipment, amortisation of facilities and equipment and general expenses duly accounted for. A further 10% may be added to this amount to pay for other out-of-category expenses, but in no case may the total subsidy exceed the amount of the corresponding module.

The amounts and regulatory bases for the award of the subsidies mentioned here and those for financial assistance for students are established by Order of the Ministry of Labour and Social Affairs, in line with the provisions of the General Budget Act.

#### QUALITY ASSURANCE

For unemployed people and others vulnerable to exclusion in the labour market, Quality Control of training varies from one Autonomous Community to the next. Basically, the most frequently-used resources for quality control are:

- ISO Regulations adapted to vocational training EFQM.
- Excellence Model adapted to vocational training.
- Q-For.
- Student Satisfaction Surveys.

**Table 1: NUMBER OF participants IN PLAN FIP COURSES BY GENDER**

GENDER	YEAR 2004	
	PARTICIPANTS	%
MALE	142 016	60.67%
FEMALE	92 050	39.33%
<b>TOTAL</b>	<b>234 066</b>	<b>100%</b>

Source: SPEE- INEM (Instituto Nacional de Empleo)

<b>Table 2: Percentages of students participating in plan fip courses, by academic level</b>	
<b>ACADEMIC LEVEL</b>	<b>YEAR 2004</b>
	<b>%</b>
<b>WITHOUT STUDIES</b>	1.3
<b>PRIMARY EDUCATION</b>	0.9
<b>SECONDARY EDUCATION GENERAL EDUCATION</b>	60.5
<b>SECONDARY EDUCATION VOCATIONAL TRAINING</b>	5.4
<b>POSTSECONDARY STUDIES</b>	31.9
<b>TOTAL</b>	100.0

Source: Anuario de Estadísticas laborales y de Asuntos sociales MTAS 2004

#### **0504 - CVET AT THE INITIATIVE OF ENTERPRISES OR SOCIAL PARTNERS**

For the last 10 years, the policy of the Spanish government on Continuing Training gave rise to the creation of the Continuing Training Foundation (FORCEM) in 1993. This Foundation kept its original name until the Third National Agreement on Continuing Training (2000/2004), after which its name was changed to Tripartite Foundation for Training in Employment, managed by the most Representative Business and Union Organisations, and by the Public Administration, represented by the Ministry of Labour and Social Affairs.

The new model (Royal Decree 1046/2003 of 1<sup>st</sup> August) establishes reductions in social security contributions for companies which train their employees, and gives small and medium-sized enterprises special treatment (the smaller the company, the greater the reductions).

The companies will be able to deliver training themselves or through the employers' organizations, trade unions or specialist training bodies. The aim is to create a flexible, objective, efficient and transparent management model, which guarantees finance for companies with the minimum of red tape.

The configuration of the current initiatives is as follows:

#### **ANNOUNCEMENT OF DEMAND**

Clearly directed to promoting training initiatives of the enterprise networks, in order to improve workers' skills and qualifications, making it compatible for enterprises to become more competitive, while at the same time providing individual training to employees.

Enterprise Programmes: Directed to enterprises with 100 employees or more. Applicants are usually enterprises that make their own programme, and those that, while not reaching 100 employees, do demonstrate their disadvantage when applying for a Group Programme.

**Enterprise Group Programmes:** Directed to enterprises with 100 employees or more than can demonstrate the following conditions: that they consolidate their balances; that they are formed by affiliated enterprises of the same parent organisation, or that they share a common board of directors.

The applicant must be the parent enterprise.

**Group Programmes:** Directed to sectors, for two enterprises or more of the same sector that provide employment to a minimum of 40 participating workers.

**Specific Social Economy Programmes:** Directed to Co-operatives and/or Labour Societies that, without belonging to the same sector, respond to training needs that derive from the same legal nature, or have common needs.

May be applied for by Co-operative Federations and Confederations, as well as Labour Societies of major presence in the social economy, within the national or regional framework in which the programme is conceived.

### **PUBLIC ANNOUNCEMENT**

Directed to public employment, the contents of vocational training activities under General Offer and Intersectoral Programmes should be aimed at the improvement of workers' skills and qualifications that can be transferred horizontally and transversally to different sectors of activity.

They include 2 types of initiative:

**General Offer Programmes:** They are presented by the following institutions, in order to train workers on the above-mentioned aspects: the Business Organisations and/or Trade Unions with the most representation in the corresponding territorial setting; bipartite foundations that are created or protected by sectorial group negotiations at the national level; Co-operative Federations, Confederations, and Organisations, as well as Labour Societies with major sectorial presence that is equal or greater than those of workers that participate in the programme; non-profit organisations that aim at training target groups that find it specially difficult to keep a job: women, the disabled, and workers over 45 years of age.

**Intersectoral Programmes:** Presented by those Business Organisations and/or Trade Unions with the most representation in the corresponding territorial setting.

### **CVET FOR SMALL AND MEDIUM ENTERPRISES AND CERTAIN ECONOMIC ENTERPRISES**

Initiatives linked to Course Supply and Demand plans support vocational training at Small and Medium Enterprises SMEs. In particular, Group Programmes and Social Economy Programmes are the ones that have among their objectives, contents, and training priorities the specific mission of promoting access to continuing training to employees of small enterprises.

The nature of these initiatives makes it easier for small enterprises to access the Continuing Training Subsystem. To this end, the parameters of the Offer allow those organisations and entities that plan and design Training Programmes to consider, include and give special attention to training activities for employees of small enterprises.

The work of Sectorial Peer Commissions (SPCs) as monitoring entities outlined on the Third National Agreements on Continuing Training aims at encouraging and promoting the value of Continuing Training in Spain's production network.

SPCs are created in the framework of the National Sectorial Collective Agreements, or through specific agreements that are endorsed by the most representative Business Associations and Trade Unions in the sector.

### **HOBETUZ**

The signing of the Inter-professional Tripartite Agreements on Continuing Training in the Autonomous Community of the Basque Country in September, 1995, between the Basque Enterprise Confederation Confebask, the trade unions Centrales Sindicales E.L.A., CC.OO., U.G.T., L.A.B. and the Basque Government lead to the creation of Hobetuz - Basque Foundation for Continuing Vocational Training - Langileen Prestakuntzarako Euskal Fundazioa.

### **0505 - CVET AT THE INITIATIVE OF THE INDIVIDUAL**

With regard to education, individuals who do not have the qualifications needed to go to university and are on or over 25 years of age before the first day of October of the year when entrance exams are held, may enter higher education if they pass these exams. Between 1% and 3% of the places available in universities are reserved for this group.

The continuing training system for workers, managed by the Tripartite Foundation for Training and Employment, provides sufficiently broad and flexible modular-based training to allow individuals with different levels of qualifications access without the need for a special entry certificate.

### **INDIVIDUAL TRAINING LEAVES**

Individual Training Leaves (PIF), are programmes whose aim is to facilitate the workers the training actions acknowledged through an officially awarded qualification, in order to improve their personal and professional qualification, with no cost for the enterprises where they work. With previous authorisation from their employer, this initiative aims at helping participants obtain an official degree or diploma, with a maximum of 200 hours of financed training.

**Table 1: Individual Training Leaves (PIF) applied for and approved, hours asked for and approved, according to the diploma or degree in question 2001 Academic Year**

<b>DEGREE OR DIPLOMA IN QUESTION</b>	<b>NUMBER OF PIFs REQUESTED</b>	<b>%</b>	<b>HOURS ASKED FOR</b>	<b>NUMBER OF PIFs REQUESTED</b>	<b>%</b>	<b>HOURS APPROVED</b>
<b>DOCTORAL THESIS</b>	11	0.8	1 978	11	1.0	1 978
<b>DOCTORATE COURSES</b>	27	1.9	3 656	24	2.1	3 137
<b>POSTGRADUATE COURSES/MASTERS</b>	324	22.8	41 641	270	23.4	35 013
<b>UNIVERSITY DEGREE/ADVANCED ENGINEERING</b>	448	31.5	63 588	391	33.8	54 365
<b>DIPLOMA/TECHNICAL ENGINEERING</b>	301	21.2	42 342	262	22.7	38 297
<b>UNIVERSITY ACCESS FOR PEOPLE OLDER THAN 25</b>	10	0.7	1 333	5	0.4	727
<b>COU</b>	2	0.1	430	2	0.2	400
<b>HIGHER SECONDARY EDUCATION</b>	2	0.1	400	2	0.2	400
<b>VOCATIONAL TRAINING</b>	72	5.1	10 250	62	5.4	8 631
<b>ESO</b>	1	0.1	200	0	0.0	0
<b>PRIMARY ED/SCHOOL GRADUATE</b>	-	-	-	-	-	-
<b>OFFICIAL LANGUAGE SCHOOL</b>	91	6.4	11 172	84	7.3	10 656
<b>OFFICIAL CERTIFICATIONS</b>	30	2.1	4 603	26	2.2	4 115
<b>OTHER DEGREES</b>	74	5.2	7 995	17	1.5	2 323
<b>TO BE DETERMINED</b>	27	1.9	3 126	0	0.0	0
<b>TOTAL</b>	1 420	100.0	192 714	1 156	100.0	160 041

Source: Tripartite Foundation database (data until 28/8/03)

## OCCUPATIONAL APTITUDE CERTIFICATE

The Royal Decree 1506/ 2003 established the guidelines for the Occupational Aptitude Certificate through these guidelines the certificates provide accreditation for vocational skills acquired in the course of occupational and continuing vocational training programmes, training and employment schemes, apprenticeship and training contracts, work experience and other non-formal training routes. This, however, has no bearing on the regulation of vocational activity.

The government, on the advice of the General Council for Vocational Training, foresees to establish the criteria for the recognition and validation of this training and its relation with the established vocational training diplomas and vocational qualification certificates, as well as those created by Law 5/2002 of 19<sup>th</sup> June, the Vocational Training and Qualifications Act.

## 06 - TRAINING VET TEACHERS AND TRAINERS

### 0601 - TYPES OF TEACHERS AND TRAINERS IN VET

In Spain, the System of Vocational training is subdivided into 3 subsystems:

- The subsystem of "Vocational Initial/Official Training";
- The subsystem of "Occupational Vocational Training" for jobseekers;
- The subsystem of "Continuous Vocational Training" for workers.

As seen in the table below, within the framework of obligatory secondary education (from 12 to 16 years of age) a Vocational Initiation takes place. However, "true" Vocational Training begins at 16, middle level training cycle, and at 18 higher level training cycle. From the age of 18, Continuous Training begins, for jobseekers as well as for workers.

Table 1: The framework of obligatory secondary education				
AGE GROUP	GENERAL EDUCATION	INITIAL VOCATIONAL TRAINING	VOCATIONAL OCCUPATIONAL TRAINING	CONTINUOUS VOCATIONAL TRAINING
18	University	"Bachillerato" General post compulsory education vocation	National Plan FIP Professional training and insertion	In company training
		-	Institutes	Training in public government centres
		-	Non official academic centres	Programmed Contracts

		Middle level training cycle	Vocational Training Centres, "casas de oficios", workshops	Training Organisations
<b>16-18</b>	"Bachillerato" General post compulsory education	Higher level training cycle	-	-
<b>12-16</b>	Obligatory Secondary Education (ESO)	Vocational Initiation (Before, Social guarantee)	-	-
<b>6-12</b>	Primary Junior Education	-	-	-
<b>&lt; 6</b>	Primary Infant Education	-	-	-

The 3 different types of vocational training are regulated by different entities:

1. Initial Vocational Training is the responsibility of public administration (Ministry of Education and Science - MEC or Councils of Education of the Autonomous regions).
2. Occupational Vocational Training is the responsibility of the Ministry of Labour through SEPE (*Servicio Público de Empleo Estatal*, previously known as INEM -National institute of employment); the management and development of Occupational Vocational Training is the responsibility of the councils of the autonomous regions.
3. Continuous vocational training is regulated by a National Agreement between the Government and the social agents (employers and union associations), within the framework of which the public funds for training are managed; these funds are aimed at financing or promoting plans and training programmes to increase competition between companies and to increase the employability of workers. Public financing of continuous training is achieved, either in the form of direct subsidising or in the form of economic allowances to companies. However, it is assumed that it is an activity and responsibility of the companies and workers.

## OCCUPATIONAL CLASSIFICATION OF TEACHERS AND TRAINERS

### A. TEACHERS OF INITIAL VOCATIONAL TRAINING

- Teachers of Secondary Education

These are state teachers with a degree specialised in specific vocational training. They carry out teaching of vocational modules that have a more "theoretical" character, which is why sometimes these teachers are known as subject "technologists".

- Technical Teachers of vocational training

These are state teachers who have a degree specialised in specific vocational training.

They are responsible for vocational modules of a "practical" nature which are normally carried out in laboratories or workshops.

- Qualified Professionals

These are specialists contracted from the working sector. In agreement with the necessities derived from current studies plans, vocational training can be carried out by qualified professionals when there is no suitable teaching staff from the centres with corresponding profiles for training associated with the vocational qualifications.

## **B. VOCATIONAL OCCUPATIONAL TRAINING TEACHERS**

- Teachers/Trainers of Plan FIP – Vocational Training state Centres

- 1. State employees ("Docentes") and workers under stable contract ("Laborales")

These are assigned to centres of occupational training dependent on the SEPE (INEM) or the autonomous regions (comunidades autónomas). They function by developing training activities in diverse areas or specialities of vocational training.

- 2. Contracted experts Every year, experts needed for training centres and development of programmes and courses to run smoothly are contracted (suitable work contract for these types of services). These kinds of teachers are those that at present assure the development of the major part of training activities in Occupational Training centres.

- Teachers/Trainers of Plan FIP – Vocational Training non official centres

These are trainers or experts, permanent or occasional collaborators, of centres (public, semi-public or private), recognised and accredited, that have subscribed an agreement of institutional collaboration for the development of Plan FIP activities.

- Teachers/Trainers of other Vocational training centres  
("Escuelas Taller, Casas de oficios o talleres de empleo")

These are responsible for training the students in these vocational training centres, to direct the jobs and tasks of the training project, and to help them in their job search or to organise self-employment. This type of educational personnel varies based on the occupation in which they are training and the characteristics of the work that is to be carried out. One can find, for that reason, training personnel with a low educational level but with great vocational experience and a high working qualification, as occurs in some occupations of the construction sector.

The theoretical part of the training is provided by educational personnel with degrees, whilst qualified trainers with middle or low education levels take charge of the practical part. Training/teaching staff can work full time or part time, depending on the training schedule and the necessities of the project, being able to have precise help from a technical trainer for a complete training module or a part of this.

### C. TEACHERS OF CONTINUOUS VOCATIONAL TRAINING

- Company Teachers/Trainers
  - 1. Permanent and occasional trainers.  
Usually only large or medium large companies have their own training system to solve their own needs in this field. In practice, there is no regulation of this activity, but each company or organisation carries this out completely independently.
  - 2. Tutors of FCT (Training in Centres of Work) and in Practices  
These are responsible for assuring the correct development of the module "Vocational training in work centres", which is a block of specific training of the official/initial vocational system that is developed within companies.
- Teachers of organisations/unions.

These are responsible for assuring the correct training development in training plans and contracts planned ("contratos programa") of these organisations for the training of workers in all responsibilities of various areas of economic activity.

- Trainers of private training entities

In Spain, it is estimated that about 4 000 private vocational training organisations exist that offer services in the free market, not only to companies and organisations (to help them to resolve their necessities of training and to increase competitiveness), but to individuals (to help them to acquire or to improve competitiveness and to increase their employability).

### **REFORMS IN VET TEACHER/TRAINING TRAINER**

In the last decade a successive series of National Programmes of Vocational Training have taken place in Spain. These last for 4 years and have served as a framework to encourage diverse initiatives in the set of 3 subsystems of vocational training. But it was during 2002 when they took a legislative form with the circulation of two important statutory laws: The Law of Quality of Education (LOCE) and the Law of Qualifications and Vocational Training.

### **STATUTORY LAW 10/2002 QUALITY OF EDUCATION**

It introduces a new framework for initial training of Teachers with the creation of the Title of Didactic Specialisation.

It incorporates the assessments of the product of educational activity, although in a voluntary way, and foresees measures of support for teaching staff, in particular with the recognition of tutorial function.

It incorporates initiatives like the reduction of teaching hours for teachers of over 55 years of age, the recognition of educational innovation and of the excellence in professional practice, and the development of study licences to carry out research activities.

### **STATUTORY LAW 5/2002 OF QUALIFICATIONS AND VOCATIONAL TRAINING**

Vocational training teachers have had to adapt to respond to the new requirements derived from the setting up of the National Catalogue of Vocational Qualifications that establish the improvement of the qualification of the active population as a major priority.

### **0602 - TYPES OF TEACHERS AND TRAINERS IN IVET**

Permanent training of teaching staff is a right and an obligation. The law (Statutory law 1/1990, of 3<sup>rd</sup> October, General Arrangement of the Educational System) entrusts the educational governments to plan activities of permanent training necessary for teaching staff and to guarantee a varied and free supply of these activities. Specific centres or institutes have been created for such activities, in collaboration with universities, the local government and other institutions.

The activities of permanent training are classified into 3 basic modes: courses, seminars and work groups:

- The courses are developed into specific, technical, cultural and/or pedagogical contents contributed by specialists.

- The seminars arise from the necessity to deepen the study of certain educational subjects, contributed by those present in the seminar.
- The work groups are set up to analyse or elaborate projects and/or curriculum materials, the experimentation of such or the innovation/research is centred in a variety of educational phenomena.

The Ministry of Education recognises an activity such as permanent training if requirements are fulfilled relating to:

- The design of the activity, with respect to the objectives, contents, method of work, number of participants and criteria of assessments.
- The kind of activity, whether it be in presence or at a distance, including assessments in terms of training credits.
- The overall assessments of the activity and, if necessary, external assessments.

Assessments of those present are the responsibility of an integrated Evaluating Committee, at least, by the director and/or coordinator of the activity and by an assessor or person in charge of the training institute.

Table 1: Types of teachers			
TYPES OF TEACHERS	PLACE OF WORK	PRE-SERVICE TRAINING	IN-SERVICE TRAINING
<b>TEACHERS/TRAINERS OF GENERAL EDUCATION SUBJECTS</b>	Institutes of Secondary Education (IES)	<p>Prerequisite: graduate, engineering or architectural degree at university level.</p> <p>(ISCED 5A).</p> <p>Trained in Special teacher training courses, divided into specialisation and (60 to 76 credits lasting minimum one year).</p> <p>Assistance of a teacher-tutor in each area of knowledge.</p>	<p>The Ministry of Education, Culture and Sport, in collaboration with the Autonomous Regions, establish general continuing teacher training plans to which the all levels teachers of all centres financed with public funds have access.</p> <p>They promote continuing training and educational innovation and research.</p> <p>Teacher training may be</p>

			<p>supplemented with the following:</p> <ol style="list-style-type: none"> <li>1. Linguistic research and training programmes in collaboration with the Escuelas Oficiales de Idiomas (Official Language Schools);</li> <li>2. EU programmes;</li> <li>3. Programmes updating competences specifically ICT;</li> <li>4. In-company training programmes for trainers in the vocational training system;</li> <li>5. Courses for teachers in Educación Secundaria Obligatoria (compulsory secondary education);</li> <li>6. Courses to update scientific and pedagogical knowledge;</li> <li>7. Training programmes for teachers of students with special educational needs;</li> <li>8. Periodic and voluntary assessment of the teaching staff.</li> </ol>
<b>TEACHERS/TRAINERS OF</b>	Institutes	Prerequisite:	Programmes

<b>VOCATIONAL SUBJECTS (THEORY).</b>	of Secondary Education (IES).	1. Certificate of Diplomado (less than a full graduate degree), technical engineer or draughtsman. 2. (ISCED 5B) 3. Trained in Special teacher training courses.	updating competences specifically ICT; In-company training programmes for trainers in the vocational training system; Courses to update scientific and pedagogical knowledge.
<b>TEACHERS/TRAINERS IN VOCATIONAL SUBJECTS (PRACTICE IN SCHOOL-BASED WORKSHOPS)</b>	Institutes of Secondary Education (IES)	Prerequisite: Certificate of Diplomado (less than a full graduate degree), technical engineer or draughtsman. (ISCED 5B) In some vocational branches is only required the certificate of Higher Technician. (ISCED 5B) Trained in Special teacher training courses.	Programmes updating competences specifically ICT; In-company training programmes for trainers in the vocational training system; Courses to update scientific and pedagogical knowledge

#### **0603 - TYPES OF TEACHERS AND TRAINERS IN CVET**

Continuous Training in Spanish Vocational training system includes "Occupational Training" (for job seekers) and "Continuous Training" (in the most restrictive sense of training of workers already employed), in Spain.

It is necessary to consider that in Spain there is no "formal" difference between "teachers" and "trainers" of vocational training.

**Table 1: VOCATIONAL OCCUPATIONAL TRAINING**

TYPE OF TEACHER	FUNCTIONS DEVELOPED	PLACE OF WORK	PRE-SERVICE TRAINING	IN-SERVICE TRAINING
<b>TEACHING STAFF TRAINERS OF PLAN FIP</b>				
<b>A) TRAINERS (TEACHING STAFF STATE WORKERS)</b>	<p>They have the function of developing training activities in various areas or specialities of vocational training.</p> <p>Considering the peculiarities of vocational training (mainly the fact of seasonal activity and the fast technological innovation), there have been no new incorporations of this type of teacher for twelve years.</p>	Training Centres of SEPE (INEM) or of autonomous regions.	<p>Prerequisite: Certificate of Diplomado (less than a full graduate degree), technical engineer or draughtsman.</p> <p>(ISCED 5B)</p>	<p>Programmes updating competences specifically ICT;</p> <p>In-company training programmes for trainers in the vocational training system;</p> <p>Technical Plan of Improvement for trainers of occupational training.</p>
<b>B) CONTRACTED EXPERTS</b>	<p>Every year, experts needed to support the good performance of training centres and the development of programmes and courses are contracted (suitable work contract for this type of service).</p> <p>These types of teachers assure the development of most training activities in occupational training centres.</p>	Training Centres of SEPE (INEM) or of autonomous regions.	<p>Academic certificates compatible with the project.</p>	<p>Technical Plan of Improvement for trainers of occupational training.</p>
<b>TRAINERS OF NON-OFFICIAL CENTRES</b>	<p>These are trainers or experts, permanent or occasional collaborators, of centres (public, semi-public or private), recognised and accredited, that have subscribed an agreement of institutional collaboration for the development of the activities of Plan FIP.</p> <p>Although a certain regulation of the</p>	Centres and Companies collaborating with INEM to implement the FIP.	<p>Academic certificates compatible with the project.</p>	<p>Technical Plan of Improvement for trainers of occupational training.</p>

	<p>characteristics that they must have exists for the development of programs of different specialities, its selection and regime, working or contractual, is exclusive responsibility for each training centre.</p> <p>It is necessary to consider that approximately 95% of the programmes of Plan FIP are made by non-official centres.</p>			
<b>TEACHING STAFF TRAINERS OF OTHER VOCATIONAL TRAINING CENTRES: "ESCUELAS TALLER, CASAS DE OFICIOS O TALLERES DE EMPLEO".</b>	<p>These are responsible for training the students vocationally in vocational training centres, to direct the jobs and tasks of the project, and to help them in their job search or to organise self-employment. This type of educational personnel varies based on the occupation in which it is training and the characteristics of the work that is to be carried out. One can find, for that reason, training personnel with a low education level but with great vocational experience and a high working qualification, as occurs in some occupations of the construction sector.</p> <p>The theoretical part of the training is provided by educational personnel with degrees, whilst qualified trainers with average or low education levels take charge of the practical part in some cases. These educators can work full time or part</p>	<p>Vocational Training Centres: Escuelas Taller, Casas de oficios o talleres de empleo.</p>	<p>Academic certificates compatible with the project.</p>	<p>Programmes updating competences specifically ICT;</p> <p>In-company training programmes for trainers in the vocational training system;</p> <p>Technical Plan of Improvement for trainers of occupational training.</p>

	<p>time, depending on the training schedule and the necessities of the project, being able to have precise help from a technical trainer for a complete training module or a part of this.</p> <p>The hiring of personnel begins on the first day of discharge from the Vocational training centre, work centres or the employment vocational training centres and finishes the last day, that is to say, that at the most it lasts for one or two years depending on the type of program.</p> <p>The contract is made by the promotional organization, after passing a process of selection by a mixed group of INEM or public entity of employment of the Autonomous region responsible and the promoting organisation of the project.</p>		
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**Table 2: Continuous Vocational Training**

<b>TYPE OF TEACHER</b>	<b>FUNCTIONS DEVELOPED</b>	<b>PLACE OF WORK</b>	<b>PRE-SERVICE TRAINING</b>	<b>IN-SERVICE TRAINING</b>
<b>COMPANY TRAINERS</b>	<p>Usually only large or medium large companies have their own training system to solve their own needs in this field. In these companies the people dedicated, totally or partially, to training activities are very diverse: their own permanent managers, their own training collaborators regular or occasional, either external trainers from consultancies or contracted training entities, external consultants or trainers contracted as freelancers.</p> <p>In practice there is no regulation of this activity but each company or organization carries this out completely independently.</p>	In companies, organisations, departments or services of training.	A good knowledge of the profession, proven experience in the field of work or specialisation .	Plans and Programmes of General Training.  Technical Plan of Improvement for trainers of occupational training.
<b>A) PERMANENT AND OCCASIONAL TRAINERS</b>	These are responsible for assuring the correct development of module "vocational training in work centres", which is a block of specific training of the official/initial vocational nature that is developed within companies.	Company centres of Work	-	-
<b>B) TUTORS OF FCT AND OF PRACTICES</b>	These are responsible for assuring the correct training development in contracts programmed for the training of the workers in cross sectional and horizontal responsibilities in various areas of economic activity.	Training Centres of corresponding organisations (social partners).	A good knowledge of the profession, proven experience in the field of work or specialisation	Plans and Programmes of General Training.  Technical Plan of Improvement for trainers of

	<p>Also included, are continuous training plans endorsed by the collective negotiation of the state area, which intend to develop training activities of general interest for a productive sector or with the purpose of satisfying specific needs in continuous training, as long as these actions affect an area larger than an autonomous region.</p>		.	occupational training.
<b>EDUCATORS OF EMPLOYERS / UNIONS ORGANISATIONS</b>	<p>In Spain, it is estimated that about 4 000 private entities of training exist that offer services in the free market, not only to companies and organisations (to help them to resolve their necessities of training and to increase competitiveness), but to individuals (to help them to acquire or to improve competitiveness and to increase their employability).</p> <p>The selection, hiring and training of their teachers and trainers is the exclusive responsibility of centres, aimed at giving training with the highest quality and efficiency.</p>	<p>Their training centres, in companies or contracted facilities.</p>	<p>A good knowledge of the profession, proven experience in the field of work or specialisation .</p>	<p>Plans and Programmes of General Training.</p> <p>Technical Plan of Improvement for trainers of occupational training.</p>
<b>TRAINERS OF PRIVATE TRAINING ORGANISATIONS</b>	<p>In Spain, it is estimated that about 4 000 private entities of training exist that offer services in the free market, not only to companies and organisations (to help them to resolve their necessities of training and to increase competitiveness), but to individuals (to help them to acquire or to improve competitiveness and to</p>	<p>Their training centres, in companies or contracted facilities.</p>	<p>A good knowledge of the profession, proven experience in the field of work or specialisatio.</p>	<p>Plans and Programmes of General Training.</p> <p>Technical Plan of Improvement for trainers of occupational training.</p>

	increase their employability). The selection, hiring and training of their teachers and trainers is the exclusive responsibility of centres, aimed at giving training with the highest quality and efficiency.			
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## 07 - SKILLS AND COMPETENCE DEVELOPMENT AND INNOVATIVE PEDAGOGY

### 0701 - MECHANISMS FOR THE ANTICIPATION OF SKILL NEEDS

The 18<sup>th</sup> Additional Clause of Law 1/1990 of 3<sup>rd</sup> October, the *Ley Orgánica de Ordenación General del Sistema Educativo LOGSE* (General Educational System Reform Act) proposed a national plan to survey labour market needs, including a jobseeker's qualification programme and a permanent monitoring system for the labour market, to ensure that information is available about qualitative and quantitative training needs. The educational and labour authorities at a national and regional level collaborate in the preparation and running of this plan. The LOGSE also established that the social partners participate in the design and planning of vocational training provision, to ensure that the training matches the local social and economic environment in which the need arises.

#### UPDATING THE TRAINING OFFER

There are three mechanisms for updating the training offer within the subsystem of vocational training for the unemployed, and in particular from the point of view of matching training provision to economic needs. The updating is not carried out on a regular basis, as no scheme has been decided on yet for the permanent updating of qualifications.

The mechanisms are: a study of training needs; experimental training-employment plans; and applications for the recognition of new qualifications by professional bodies across the various economic sectors.

There is also a 4<sup>th</sup> mechanism to maintain the training on offer relevant by permanently updating the list of specialities.

These kinds of studies have to be preceded by a sector-by-sector analysis of the labour market.

#### FITTING OF TRAINING NEEDS

Carrying out suitable research leads to better information on the organisation of labour, productive processes and possible changes in the nature of specific occupations. This means that the training remains up to date.

The items to be taken into account for this research are:

- An analysis of economic and productive activity;
- The content and structure of occupations;

- An identification of new jobs emerging in each sector;
- A study based on changes in production in terms of techniques, organisation, technology, etc.

In 2002 the environmental sector, a cross-specialisation sector, was updated and at present work is being carried out on the language and computing sectors, which have a big influence on vocational training courses and are among the target sectors in the New Vocational Training Programme.

#### **EXPERIMENTAL TRAINING-EMPLOYMENT PLANS**

Following two Ministerial Orders in 2001 and 2000 regulating the implementation of experimental programmes for training and employment, research has been carried out on vocational qualification certificates and information on their updating is being provided by a monitoring plan.

At the present the experimental programmes for training are developed by Autonomous Communities.

#### **DEMAND FOR RECOGNITION OF NEW QUALIFICATIONS**

The inclusion of new qualifications via the vocational qualification certificates can be initiated by external demand: by the request by organisations, associations or other bodies interested in accrediting the competences for a particular occupation. It requires the presentation of a compelling and justified report on the need to carry out the corresponding certification process.

Among the criteria used to decide whether or not to certify the occupation in question are the following: the number of people in the labour force affected by the occupation; the occupation requiring recognition of its skills, etc.

This proposal is also analysed by a team of experts who may be from:

- the National Vocational Training Centre;
- public bodies affected ;
- the social partners;
- recruited experts.

#### **PERMANENT UPDATING OF THE LIST OF SPECIALITIES**

The *Fichero de Especialidades Formativas* (list of training specialities) sets out the SPEE-INEM (*SERVICIO PÚBLICO DE EMPLEO ESTATAL- INSTITUTO NACIONAL DE EMPLEO*) training provision. New courses may always be added following requests from organisations responding to labour market needs and those arising from the studies mentioned above.

The requests are evaluated according to criteria such as training needs, technical assessments etc. by experts from the SPEE-INEM (*SERVICIO PÚBLICO DE EMPLEO ESTATAL- INSTITUTO NACIONAL DE EMPLEO*) and those Autonomous Regions with devolved management powers in vocational training.

## EVALUATION OF THE EDUCATION SYSTEM

Law 10/2002 of 23<sup>rd</sup> December, *Calidad de la Educación* (Quality of Education Act) extends evaluation across the whole of education: the learning process, the teaching process, teaching staff, teaching centres, educational inspection, and the educational authorities themselves.

General evaluation of the education system is carried out by the *Instituto Nacional de Evaluación y Calidad del Sistema Educativo INECSE* (the National Institute for the Evaluation and Quality of the Education System), which answers to the Ministry of Education, Culture and Sport, although the educational authorities of the Autonomous Regions can also make their own evaluation to the extent of their competence.

The INECSE works with the Autonomous Regions to prepare evaluations of the education system as well as general diagnostic evaluations on specific areas and questions. The application of basic standards for the evaluations is the responsibility of central government.

## 0702 - BRIDGING PATHWAYS AND NEW EDUCATIONAL PARTNERSHIPS

### FLEXIBILITY OF TRAINING CURRICULA

One of the basic characteristics of vocational training for the unemployed is its flexibility, because of the varied situations of the groups at which it is targeted.

This is why several years ago the SPEE-INEM (*SERVICIO PÚBLICO DE EMPLEO ESTATAL- INSTITUTO NACIONAL DE EMPLEO*) adopted a modular scheme for training. This is based on an occupational analysis of the labour market. The results are used in structuring occupational needs into training modules with specific characteristics.

In modular training, the contents of the course is organised into complete teaching packages, so that they can be taught alone or combined in different ways and be arranged successively, continuously or intermittently, allowing the trainees or groups of trainees to be trained continuously in long or short training periods, or to alternate vocational training periods with work.

The modules are integrated into training pathways resulting in 2 types of courses: vocational, which qualify the trainee to work; and specific, which teach a skill or working process, etc. in depth, allowing the trainee to renew, convert or adapt vocational skills for a job.

### THE SCHOOL-WORKSHOP AND TRADE LEARNING CENTRE PROGRAMMES

The School-Workshop and Trade Learning Centre Programmes are public employment-training programmes to enable young people under the age of 25 to find jobs by learning skills and by alternance with vocational training in jobs. The jobs are related to the recovery or promotion of the artistic, historical, cultural or natural heritage, as well as the regeneration of urban or natural environments, improvement in the living conditions in cities and any other activity of public benefit or general and social interest which equips trainees with skills and work experience and thus allows them to enter working life.

These programmes can be organised by dependent agencies, self-governing bodies and other public agencies belonging to central government or the Autonomous Regions by consortiums, associations, foundations and other non-profit organisations.

The School-Workshop and Trade Learning Centre programmes can be organised abroad, through international collaboration and on the terms agreed between the Ministry of Labour and Social Affairs and the Ministry of Foreign Affairs.

The School-Workshop and Trade Learning Centre projects are in 2 phases. In the 1<sup>st</sup> the students receive vocational training and in the 2<sup>nd</sup> they complement their training by alternance with work. The training providers recruit the trainees on a training contract. In the 1<sup>st</sup> phase, the trainees receive a grant and in the 2<sup>nd</sup> they receive wages, which are normally 75% of the minimum wage. The length of both phases in the School-Workshop programmes is a minimum of 1 year and maximum of 2, each phase lasting 6 months. The length of each phase in the Trade Learning Centre projects is 6 months.

### **THE VOCATIONAL QUALIFICATION CERTIFICATE**

The purpose of the vocational qualification certificate is to recognise the vocational skills acquired through vocational training, School-Workshop and Trade Learning Centre programmes, continuing training or work experience. Of course, vocational qualifications can also be acquired in the educational system.

In order to improve the transparency of the labour market and facilitate workers' freedom of movement at an EU level, the government has established training pathways and minimum skills levels for each specialisation leading to a vocational qualification certificate. The certificate, which is valid throughout the country, is issued officially to the trainees who successfully pass the corresponding evaluations by the labour authorities responsible for managing the National Training and Employment Plan.

### **CONTINUING TRAINING OF EMPLOYED POPULATION**

Continuing training is by nature flexible and usually taught with a timetable that is compatible with the working day. In some cases non-working days (Saturdays) are used, in locations which are easily accessible by the participants.

### **VOCATIONAL TRAINING PATHWAYS IN THE GENERAL BRANCH OF EDUCATION SYSTEM**

The students surpassing medium grade Specific Vocational Training education receive the title of Technician in the corresponding occupation.

Access to the School Leaving Certificate can be made with the title of technician, with the corresponding ratification, in those modalities related with the training cycle studied. It is also possible to carry out other specialized or complementary education, such as special education (artistic or foreign language teaching, etc.).

The students surpassing higher grade specific vocational training education receive the diploma of "Higher Technician", which has a terminal nature directed towards their incorporation into the working world.

With the "Higher Technician" diploma access can be made to other specialized or complementary education. Ratification between "occupational modules" of different "training cycles" can also be made.

Those students wishing to continue their studies can pass directly to certain university studies related to the vocational training studies carried out without having to pass the entrance exam.

## **0703 - RENEWAL OF CURRICULA**

### **STAKEHOLDERS INVOLVED IN CURRICULAR RENEWAL OF QUALIFICATIONS**

Once the inclusion of a new qualification has been agreed on, this information is sent to all the Autonomous Regions, social partners, bodies and associations involved, so that they can make suggestions and raise possible objections, as well as updating the contents and other aspects considered important which improve the training related to this qualification.

After this, the SPEE-INEM (*SERVICIO PÚBLICO DE EMPLEO ESTATAL- INSTITUTO NACIONAL DE EMPLEO*) Sub-Directorate for Management of Vocational Training assesses these suggestions and includes or rejects them.

The resulting document is the draft of the vocational qualification certificate, which is then sent to the SPEE-INEM (*SERVICIO PÚBLICO DE EMPLEO ESTATAL- INSTITUTO NACIONAL DE EMPLEO*) for processing and validation if considered appropriate.

In terms of the curriculum, the education authorities of the Autonomous Regions must complement the basic curriculum for each qualification. The curricula take into account the economic, social, and human resource development needs and the economic structure of each area, and encourage the participation of the social partners.

### **A NEW CULTURE OF LEARNING**

Vocational skills, new technical/organisational methods and innovative technological aspects are all considered for inclusion in the training pathways by means of modules relating to aspects such as the environment, information and communications technologies, languages, prevention of accidents and illness in the workplace, etc.

This is a response to the requirements of the New Vocational Training Plan, the National Action Plan for Employment, and to support at a European level through initiatives such as INFO XXI and the European Year of Languages.

## **08 - ACCUMULATING, TRANSFERRING AND VALIDATING LEARNING**

### **0801 - VALIDATION OF FORMAL LEARNING: GENERAL CONCEPTS AND SCHEMES**

Mobility within education and the educational system's initial vocational training has been the subject of constant measures and readjustments since the enactment of Law 1/1990, of 3<sup>rd</sup> October, on the General Organisation of the Educational System. In particular, there has been a significant inflection between 2002, with the passing of Organic Law 10/2002, of 23<sup>rd</sup> December, on the Quality Education and Organic Law 5/2002 on Qualifications and Vocational Training, and the present, with the Organic Law on Education Bill, which in its recital of motives recognises that "it is necessary to increase the education system's flexibility. Even though the Spanish educational system has lost part of its initial rigidity over the years, in general it has not favoured the existence of two-way routes for studies and training. (...) And that flexibility entails creating connections between the various types of education, facilitating the passage from one to another and allowing the configuration of educational routes tailored to personal needs and interests".

The qualifications needed for employment are acquired and maintained by individuals throughout their lives using various training pathways. Work experience can be seen as one of these pathways, but up to now it is usually the training systems which organise and regulate the qualifications, curricula, certificates, and in general, accredit qualifications and the corresponding level of skills.

Official accreditations are those issued by the competent authorities whether for training (education authorities) or for occupational regulation.

#### **LEGAL FRAME OF OFFICIAL ACCREDITATIONS**

Qualifications within the education system are established by the government following consultation with the Autonomous Regions. The Royal Decree establishing any particular qualification also lays down the necessary skills characteristic of the qualification. These vocational skills are expressed in terms of the occupational profile required for the competent performance of the corresponding occupation.

In terms of the curriculum, the education authorities of the Autonomous Regions must complement the basic curriculum for each qualification. The curricula take into account the economic, social, and human resource development needs and the economic structure of each area, and encourage the participation of the social partners.

Law 1/1990, the *Ley Orgánica de Ordenación General del Sistema Educativo LOGSE* (General Educational System Reform Act) establishes educational goals for each level and the subjects to be taught in the whole of the schooling system: both the general system, including middle and upper level vocational schooling, and the special streams, including Arts, Languages and Sports, as well as university education.

The Organic Law 5/2002 of June 19<sup>th</sup> on Qualifications and Vocational Training establishes the creation of a National Qualification and Vocational Training System and indicates that one of its purposes is to evaluate and officially accredit vocational qualification, however this may have been acquired.

The Organic Law 10/2002 of December 23<sup>rd</sup> also establishes in the article 8.4 the recognition of accreditations and the responsibility of the Education Administration about this matter.

The students participating in a Social Guarantee Program receive a certificate in which the total number of hours studied and the qualifications obtained in the specific vocational training, labour guidance and training and basic training areas are recorded. The worker participating in a Workshop School or Apprenticeship Centre receives a certificate issued by the promotive body in which the length in hours of his/her participation in the program, the acquired qualification and the training modules studied are recorded. This certificate may be duly ratified according to the requirements established by the professionalism certificate indicated in article 18 of Royal Decree 631/1993. It can also serve for ratification by the corresponding professional modules of the specific vocational training.

### **0802 - VALIDATION AND RECOGNITION OF NON-FORMAL AND INFORMAL LEARNING**

#### **ACCESS TO EDUCATIONAL AND TRAINING PROGRAMMES**

In initial vocational training, indirect access to educational and mid- and higher-level cycle vocational training programmes from non-formal training is obtained through examinations whose contents correspond to the knowledge (linguistic, social, scientific, technological) that students must have at the end of compulsory schooling (Compulsory Secondary Education), which, if favourable, provide direct access to the mid-level cycle qualification programmes and the Higher Secondary Education programmes in one of the four prevailing streams, in order to access the higher-level cycle programmes.

The Compulsory Secondary Education and the Higher Secondary Education curricula, depending on the streams, include learning geared towards vocational training.

In Adult Education, this section is standardised, with preparatory courses for those adults who wish to participate in them.

#### **ADMISSION TO EXAMINATIONS IN ORDER TO OBTAIN QUALIFICATIONS/CERTIFICATES/DIPLOMAS**

Vocational Training qualifications for programmes pertaining to the mid- and higher-level cycles.

The examinations to obtain qualifications or certificates are based on the specifications contained in the professional modules of the qualification programme, both in the case of specific vocational training qualifications and occupational training certificates of professionalism.

In the case of specific vocational training degrees, the evaluation is based on abilities, according to the breakdown of proficiency units into performances and performance criteria, and the respective modules of the evaluation criteria. An examination is prepared for each of the professional modules which make up the qualification programme, except for the training at the workplace module.

The examination includes theoretical and practical contents.

The Educational Authorities are responsible for the examinations' elaboration and structure.

The Educational Authorities appoint Evaluation Committees, which may include qualified professionals in an advisory capacity.

There are provisions for validations as well as module exemptions which, in some cases, such as the Training at the Workplace module, may be partial or total, depending on the candidate's duly accredited professional experience.

There are also specific provisions for groups with special needs, disadvantaged collectives and adults, that contemplate either the adaptation of the examinations or preparation for these.

#### **ACCESS TO OTHER FORMS OF VALIDATION OR TRANSFER OF LEARNING**

Certificates of professionalism.

In the case of certificates of professionalism, the reference is the occupation's professional profile structured according to proficiency units that include professional performances and their execution criteria. The examinations include theoretical and practical contents.

The theoretical and practical examinations are standardised and certified by the Ministry of Labour and Social Affairs with the participation of the Autonomous Communities.

The Autonomous Communities with competencies in the management of the National Vocational Training and Placement Plan have the power to create Evaluation Committees, which are integrated by experts of recognised prestige in the pertinent occupational field.

If the candidates have disabilities, the necessary adaptations to guarantee their effective participation in the examinations are performed.

In the case of both qualifications and certificates, partial accumulative accreditations may be issued.

## 09 - GUIDANCE AND COUNSELLING FOR LEARNING, CAREER AND EMPLOYMENT

### 0901 - STRATEGY AND PROVISION

The *Ley Orgánica de Ordenación General del Sistema Educativo LOGSE* (General Educational System Reform Act) of 1990 includes educational and vocational guidance amongst the factors which improve the quality of education and stipulates that the Autonomous Regions must create specialised services for educational, learning and career guidance within the teaching centres of the *Régimen General* (general system). According to the law, guidance is a student's right and requires specialized services.

Support services and educational and learning guidance teams have been created throughout Spain within the general system of education and regulated vocational schooling. They are organised by sectors and receive different denominations in each Autonomous Region. Most Autonomous Regions have also created other specialised teams with a different geographical target area to offer educational care and guidance for disabled students or those with special problems.

There are guidance, information and employment centres in universities as a result of agreements between the particular university and the *Instituto Nacional de Empleo INEM* (National Employment Institute). These centres inform and advise students and graduates on finding a job. In terms of employment, they can help to arrange in-company training, training courses and jobs, or offer companies a free pre-selection service to cover certain posts. Those universities which offer this kind of service decide themselves on its precise nature. Of course, universities also help students to enter working life by offering doctorate, postgraduate and Masters courses.

### GUIDANCE IN THE LABOUR ADMINISTRATION

The guidance and counselling for vocational training linked to the labour authorities is offered in employment offices and labour departments in each region and province.

Beside individual tutoring plans with unemployed people and some group actions in order to increase motivation and support job search). The labour administration is responsible for the quality control of the vocational guidance process and for managing agreements with the non-profit companies involved in vocational guidance activities, (including supervising the methodological guidelines and grants).

### PARTNERSHIP WITH EXTERNAL BODIES AND ORGANISATIONS TO DEVELOP GUIDANCE SCHEMES

Non-profit institutions including local public authorities, associated bodies and trade unions which want to work with the labour administration must register officially and offer a project with objectives and proposed activity; they have to apply for a yearly subsidy (the subsidies pay the salaries of the professionals and the costs of the guidance materials).

They provide specific types of guidance that help to improve the position of the jobseeker in the labour market and in the search for a salaried job. Especially they implement measures to encourage the identification and promotion of self-employment initiatives for jobseekers and to increase basic theoretical and practical knowledge and the personal resources of the job seekers so that they can confront job interviews with more chances of success( for more details see section 0902).

## **0902 - TARGET GROUPS AND MODES OF DELIVERY**

The 2002 Organic Act on the Quality of Education gives special importance to educational and professional counselling.

During pre-school education and primary school, pupil counselling is managed by the teacher/form teacher through guidance action, which is a part of the teaching activity.

In all secondary education establishments counselling departments have been set up in order to provide teachers with support and to carry out specific counselling tasks. The action carried out by the professionals that make up the department (varying from one Autonomous Community to another), is centred around four inter-related areas:

- support for the teaching and learning process;
- academic and vocational counselling;
- assistance to special educational needs; and
- tutorial counselling.

This department must formulate a plan of activities at the beginning of each academic year focusing on the above four areas, which will be subsequently included in the project curricula.

Certain aspects regarding educational counselling are modified by the 2002 Organic Act on the Quality of Education (LOCE). Families and students must choose the educational paths from the third year of the ESO. To support them in this choice, the assessment team will issue an educational guidance report for every student at the end of the second academic year.

## **GUIDANCE'S SERVICES OF LABOUR ADMINISTRATION**

Target groups: All job seekers.

Priority groups:

- Young people under the age of 25 who have been registered for less than 6 months;
- Jobseekers over the age of 25 who have been registered more than 12 months;
- Long term unemployed (for over 12 months).

Activities performed by vocational guidance professionals:

Procedures of professional supervision for getting a job

### **A.1 INDIVIDUAL COUNSELING**

"Individual tutorial action plan"(TI) - A process in which the tutor and the unemployed establish together a personal path in order to reach an employment. The objective is to facilitate the resources and to develop the competences of the user to identify options and choices, to plan actions and to evaluate the results autonomously. Contents: the professional profile, the resources and the professionals expectations of the user. Duration: Maximum 6 interviews, between them the unemployed can participate in collective actions.

## **A.2 COLLECTIVE COUNSELING**

- “Developing the personal aspects for the occupation” (DAPO). - A collective process to develop the personal aspects in relation with getting a job and with keeping activities in this process. The objective is to facilitate the positive attitude to the employment insertion, developing the personal resources of the users adjusting their personal employment projects. Contents: Cohesion and activation as a group, feedback, and support of the autonomous activities. Duration: 5 sessions of 3 hours each.
- “Job seeking groups” (BAE-G) - A collective action in which the Users know and develop the technical instruments and the abilities in order to facilitate the active job seeking. The objective is to facilitate to the users the knowledge of those technical instruments they need to plan and to organize an active job seeking activities. Contents: to attain a position, how and where find a job, the selection process, labour information and self-employment Duration: a 6 modular sessions of 4 hours each.
- “Job interview workshop” (TE) - A collective action to increase the theoretical and practical knowledge of the users and their personal resources to approach the jobs interviews with more successful possibilities. The objective is to put in practise in a trainings groups the abilities, competences and the basic strategies they need in a jobs interviews. Contents: Nature and definition of the interviews, the often questions in the interviews the behaviour and the basic abilities during the process, the objectives in the interview and the, different ways of approach it Duration: 8 sessions of 3 hours each.

Supporting activities to technical interventions: The whole guidance service process is driving by the tutor, along the individual tutorial action; other supporting activities are including in it, depending of the main objective of the user: vocational training, self-employment assessment, or workshop-school programmes.

Procedures based on the assistance for becoming gainfully employed in remunerative work.

## **B.1 INDIVIDUAL COUNSELING**

- Assessment of business projects (APE) Individual action aimed at providing potential entrepreneurs with a definite idea of a business plan, and setting it up and getting it started.
- The objective is to offer guidance to the entrepreneur with respect to making up his business project, providing support and advice with respect to matters which are more difficult to carry out.

- The procedures and contents will centre round market studies and planning, a production plan, the economic and financing plan and the choice of the type of corporate entity to choose with respect to established ruling.

## **B.2 COLLECTIVE COUNSELING**

Information and motivation for becoming gainfully employed in remunerative work (INMA) Group action, aimed at motivating the job seeker towards entrepreneurial initiative, providing the necessary information to enable him to carry out a business project.

The objective is to enable the job seekers to acquire enough information concerning self-employment as a way to getting into the labour market and to get to know all the aspects directly related to creating a business project.

The procedures and contents will be aimed at: Being gainfully employed in remunerative work; the entrepreneur and the idea; making a company plan; the judicial aspects; assistance, subsidies available, procedures for constituting and setting up the company and getting it started.

Guidance services of external bodies and organisations.

Identification and promotion of self-employment initiatives for jobseekers.

These measures are included in the *Desarrollo de los Aspectos Personales para la Ocupación DAPO* (Development of Personal Aspects for Employment). The aim of DAPO is to help promote a professional attitude among jobseekers.

Group actions encouraging the user to acquire and/or develop techniques and skills for active job seeking aim to give the jobseeker the instruments and skills necessary to look for a job in an active, organised and planned way. These actions are developed in the following modules: How and where to look for work; The selection process; and Information on Employment and self-employment.

There are other group actions which aim to increase basic theoretical and practical knowledge and the personal resources of the job seekers so that they can confront job interviews with more chances of success. They offer group practice of the basic skills, competences and strategies needed for a job interview. They include the nature and definition of an interview; questions during the interview; basic interview behaviour and skills; and ways of approaching the interview.

## **0903 - GUIDANCE AND COUNSELLING PERSONNEL**

### **GUIDANCE SERVICES IN EDUCATION AND TRAINING SYSTEM**

Supporting teams to the education establishments and Educational and Psycho-Pedagogical Teams are being created nation-wide. These are organised in areas which get a different name depending on the Autonomous Community. Moreover, most of the Communities have created, apart from the Area Guidance Teams, Specific and Specialized Teams within different geographical districts aimed at providing educational and support guidance for handicapped students or suffering from specific dysfunctions.

In general, Guidance Teams activities are focused on those non-university level establishments placed in an area within their district. Their structure is quite similar nation-wide and multidisciplinary. The staff is normally made up of psychologists, educationalists, *Maestros* (Teachers) and social workers. Regarding functions and

competencies attributed to them it is more or less the same as the structure; their functions are as follows: to provide teachers and establishments in the area with advice for planning the curricular project and take part in its development, specially, in the guidance, psycho-pedagogical and diversity aspects; to carry out the psycho-pedagogical assessment of those pupils who need it, as well as the proposal, advice and planning of the most adequate educational reply in every case; to collaborate with teacher training centres, other education institutions, health and social services within their area; and to provide advice and guidance to pupils and their families.

The 1990 Organic Act on the General Organisation of the Education System (LOGSE) provides for the participation of social actors in Vocational Training planning and management. This principle of participation is called 'co-operative training' because it entails close collaboration and an exchange of services between the productive sector and the education system.

#### **GUIDANCE SERVICES IN THE LABOUR ADMINISTRATION**

Educational profile: A university degree is required, preferable in psychology, pedagogy or sociology.

Training required : 3 years experience in Vocational Guidance in the Public Employment Service or for teaching the theoretical framework (module 1) training experience on the subject taught at a university level.

Methodology training or teaching experience will be necessary The sequential relation of training modules is indicated as a theoretical framework of acquiring knowledge and skills for the basic performance of the guidance function.

Training Initial: the professionals of the public employment services provide a theoretical week course to the non profit personnel as new professionals. The course contains the methodological process, regulations and the guidelines of the guidance services. A manual for each type of intervention is available.

Continuous: Just in case of new regulations or methods.

#### **MODULE 1: THEORETICAL FRAMEWORK OF THE VOCATIONAL GUIDANCE MODEL**

- The approach to the solutions;
- Vocational guidance centred on the resources;
- Work with the worker's objectives;
- Individual Vocational Guidance: individualized tutoring.

Purpose of the module: That the students – guiders know the theoretical framework from the moment of its introduction in relation to vocational guidance for employment, promotion of autonomous and motivated conducts for job seeking; basic budgets of social construction, general theory of the systems and human communication theory: 6 hours.

#### **MODULE 2: CONSTRUCTION OF THE SYSTEM FACILITATING THE WORKER'S ENTRY INTO WORKING LIFE**

- Planning of objectives;
- Vocational information for employment;

- Job seeking skills and job seeking motivation;
- Personal labour insertion history;
- Basic individual intervention techniques and complementary techniques. Development of individualized tutoring.

Purpose of the module: That the students-guiders are able to apply the individual intervention module through the action “individualized tutoring” and the system facilitating entry into working life centred on the motivated job seeking behaviour from the abilities, skills and social network of the unemployed: 12 hours.

Exercises on intervention techniques applied to the content of the system facilitating entry into working life with the “individualized tutoring” action framework.

### **MODULE 3: GROUP VOCATIONAL GUIDANCE: GROUP INTERVENTIONS**

Effects of group intervention in Vocational Guidance.

Basic group intervention techniques. Group vocational Guidance Actions. Interview workshop. Job seeking groups and motivation group.

Length: Theoretical content: 20 hours. Practical: 8 hours. Evaluations: 2 hours. Total: 30 hours.

Purpose of the module: That the students-guiders develop the skills needed to apply the group intervention techniques and the content of the group vocational guidance actions for employment.

## **10 - FINANCING - INVESTMENT IN HUMAN RESOURCES**

### **1001 - BACKGROUND INFORMATION CONCERNING FINANCING ARRANGEMENTS FOR TRAINING**

When the Spanish Constitution came into force on December 27<sup>th</sup> 1978, Spain became a social and democratic state founded on the rule of law. It adopted a political system of parliamentary monarchy and modified the previous centralised administration by replacing it with a new model organised into *Comunidades Autónomas* (Autonomous Regions), provinces (50 in all) and municipalities. The Autonomous Regions (17 plus the Autonomous Cities of *Ceuta* and *Melilla*) have their own legal identity. Regions considered exceptional for linguistic, cultural or historical reasons initially had more powers transferred from central government. However, the tendency is now for greater equality among the Autonomous Regions in terms of devolved powers. For example, the regions are now responsible for education and training, developing nationally agreed standards and regulating non-basic aspects of the educational and vocational training system, as well as exercising executive and administrative powers which enable them to administer the system within their own regions.

Spanish economic policy revolves around 2 pillars : on the one hand, a policy of both short and long-term fiscal stability; and on the other, a policy of structural reform in product, service and factor markets, and of an improved institutional framework strengthening growth potential and job creation and improving competition with the objective of increasing the efficiency of resource allocation.

Progressing towards the three objectives: Full employment, Improving the quality and productivity in work, and Strengthening social cohesion and inclusion.

The last reform in the field of Vocational Training funding has been focussed on the Continuing Vocational Training System. In August 2003, the Spanish government adopted a reform of the continuing vocational training system, which came into effect at the beginning of 2004.

One of the significant changes made by the reform is a new funding formula. Automatic training credits will be granted to companies in line with the rate of social security contributions for vocational training, which will be determined each financial year by the National Council of *Fundación para la Formación y el Empleo*.

## **1002 - FUNDING FOR INITIAL VOCATIONAL EDUCATION AND TRAINING**

### **INITIAL VOCATIONAL TRAINING**

Initial vocational schooling and education in Spain are funded both from public sources and contributions from private institutes and citizens. The total expenditure on education is defined as the total funds intended for education (both public and private) coming from public funds provided mainly by the Ministry of Education, Culture and Sport and the Autonomous Regions or private sources. The nature of the original funding agent is what determines the public or private character of expenditure on education, and not the recipient at the point of delivery.

The Treasury, whether through the education authorities or other bodies, is responsible for the greater part of the total spending on education, which has undergone a significant increase in the last 2 decades. In 2001 Spain spent 5.6% of its gross domestic product on education.

### **INITIAL VOCATIONAL TRAINING IN THE EDUCATION SYSTEM**

Initial vocational training is divided into 2 levels, middle and upper, in the Spanish education system. Both are regulated by the *Ley Orgánica de Ordenación General del Sistema Educativo LOGSE* (General Educational System Reform Act) of 1990 LOGSE and Law 10/2002 of 23<sup>rd</sup> December, *Ley de la Calidad de la Enseñanza* (Quality of Education Act).

Funding is from various sources: public funds (Ministry of Education, Culture and Sport), private funds (enterprises, households, etc.) and also EU funds. The fact that there may be various overlapping sources of funding makes it difficult to calculate the volume of resources assigned to vocational training.

Funding for initial vocational training is entirely direct. Moreover, the infrastructure, teaching staff, centres, etc. are exclusively dedicated to this form of training.

The funds are not only assigned to the public educational institutions but can also be in the form of subsidies for private centres, or grants and financial assistance for students. With regard to the private training centres, these may be either completely private or they may have reached a subsidy agreement with the authorities (in which case they are called "concertados"). The public funds allocated to the subsidised centres are established each year in the general budget.

### **SCHOOL-WORKSHOP AND TRADE LEARNING CENTRE PROGRAMMES.**

These programmes are mixed employment and training programmes which aim to improve the employability of the young unemployed under the age of 25 and facilitate their entry into working life.

Funds come from SPEE-INEM (*SERVICIO PÚBLICO DE EMPLEO ESTATAL- INSTITUTO NACIONAL DE EMPLEO*) and are allocated to the autonomous regions according to a formula based on the number of unemployed job seekers. Funding of these programmes goes towards training and operating costs.

Training providers can be either public or private non-profit bodies such as central, regional or local government agencies or autonomous agencies dependent on these, as well as associations or foundations. They contribute either directly or through other agents, towards the costs not subsidised by the SPEE-INEM (*SERVICIO PÚBLICO DE EMPLEO ESTATAL- INSTITUTO NACIONAL DE EMPLEO*) or Autonomous Regions. This includes such items as facilities, investments, etc.

The procedure for awarding the projects for School-workshops, Trade Learning Centres and Employment Workshops is specified in the regulations of these programmes. The organisations present the projects and the SPEE-INEM (*SERVICIO PÚBLICO DE EMPLEO ESTATAL- INSTITUTO NACIONAL DE EMPLEO*) grants the subsidies in accordance with the criteria included in the regulations: the number of unemployed, chances of finding a job after the project, the innovative nature of the project, the quality of the training plan, etc. The amount of the subsidy depends on established hour/trainee rates. Budget restrictions mean that not all the projects applied for are accepted.

See the following attachment.

#### [Diagram of funding flows of programs for School-Workshop, trade learning and Employment Workshop](#)

The following is a breakdown of the amount of funding by year, with the European Social Fund contribution appearing separated from the total. Thus the State contribution is the difference between total expenditure and the ESF contribution.

**TABLE 1: Total public expenditure in School-Workshop and Trade Learning Centre Programmes, including the ESF share (amount in €)**

#### **EXPENDITURE IN SCHOOL-WORKSHOP AND TRADE LEARNING CENTRE PROGRAMMES, INCLUDING THE ESF SHARE**

	<b>TOTAL EXPENDITURE</b>	<b>ESF CONTRIBUTION</b>
<b>1998</b>	193 244 627	109 703 557 (56.77%)
<b>1999</b>	200 715 912	137 326 521 (68.42%)
<b>2000</b>	201 921 451	53 305 545 (26.40%) <sup>1</sup>
<b>2001</b>	228 411 959	121 009 499 (52.98%)

<b>2002</b>	219 320 303	130 587 184 (59.54%)
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Source: Unidad de Escuela Taller y Casas de Oficio (School-Workshop and Trade Learning Centre Unit)

<sup>1</sup> The marked drop in financial support of the European Social Fund (ESF), in 2000 year, is related to the enforcement of the new Community Support Framework 2000/2006, and the needs for justification (which are not postponable) within each CSF.

#### **TRAINING CONTRACTS**

The aim of these training contracts is to offer the theoretical and practical training necessary for a competent performance of a trade or job that calls for a level of qualification which can be formally validated.

The theoretical part of the training is funded through the SPEE-INEM (*SERVICIO PÚBLICO DE EMPLEO ESTATAL- INSTITUTO NACIONAL DE EMPLEO*) continuing training budget.

Each month the employer discounts the cost of the theoretical training given during the previous month to workers with training contracts from the social security contribution payable for workers with training contracts. Credits for social security contributions are included in the SPEE-INEM (*SERVICIO PÚBLICO DE EMPLEO ESTATAL- INSTITUTO NACIONAL DE EMPLEO*) budget for continuing training.

#### **1003 - FUNDING FOR CONTINUING VOCATIONAL EDUCATION AND TRAINING, AND ADULT LEARNING**

The funding of continuing training and adult education in Spain can be either public or private. The amount of public funding is more readily determined and accounted for than private, as it depends on legal provisions and subsequent regulations and must be capable of public scrutiny.

*Cuota de Formación Profesional* (The Vocational Training Levy).

#### **CONTINUING TRAINING FOR WORKERS**

Continuing training in Spain is funded through the vocational training levy on workers and employers, the subsidies from the European Social Fund and private contributions.

Continuing training, funded publicly since 1986, originally within the framework of the Plan FIP, is financed by the vocational training levy of 0.7% of the total wage bill, with 0.6% being paid by the employer and the remaining 0.1% by the worker. It is collected by the General Treasury of the Social Security.

Under the *II Acuerdo Nacional de Formación Contínua 1997/2000* (National Continuing Training Agreement), it was agreed that the 0.7 % levy would be split in half, with 0.35% being allocated to training for the unemployed and the remaining 0.35 % being used for the direct funding of training for workers, whether in the public or private sector.

This system was continued under the Tripartite Agreement on Continuing Training signed on 19<sup>th</sup> December 2000 and is still in use.

Of the total 0.35% for continuing training, up to 0.25% (plus an equivalent amount from other items in the State budget) will be used for the direct funding of training initiatives for

workers included in the special agricultural workers' social security scheme, self-employed workers, and those who, although not actually at work, find themselves in one of the following situations:

- Part-time workers (permanent seasonal workers) during the periods in which they are not working;
- Workers affected by a work reduction plan during the periods in which they are suspended from employment, with such limitations and features as may be determined in each case by the INEM;
- Workers who become unemployed when they are undergoing training;
- Other cases as may be determined by the Tripartite Commission at the suggestion of the signatory organisations.

#### **FUNDING FROM THE EUROPEAN SOCIAL FUND**

Similarly, the funding of the training initiatives for the groups listed above will also include the amounts earmarked for such training from the European Social Fund, in accordance with the Community Support Framework and under the conditions established by the relevant Community authority.

Thus, Objective 3 and Objective 1 of the ESF and the Multiregional Operational Programmes for entrepreneurship and continuing training are designed to support the adaptability and modernisation of the education, training and employment policies and systems, which become instruments through which funding is provided for continuing training initiatives. This funding is subject to distribution criteria linked to the characteristics of disadvantaged groups in the labour market and to specific geographical areas.

**Table 1: Continuing training for workers - Share of funding in 2000**

<b>FROM THE LEVY</b>	<b>ESF FUNDING (OBJECTIVE 3)</b>	<b>TOTAL</b>
541 934 million €  (ESP 90 170.99 million)	198 742 million €  (ESP 33 067.99 million)	740 676 million €  (ESP 123 238.33 million)
73%	27%	-

#### **PRIVATE FUNDING**

With regard to private contributions, there are those made in addition to public funding, for example through the Tripartite Foundation for Training and Employment, on the basis that the public funds used for training initiatives can be supplemented by contributions by the beneficiaries of the funds themselves (private investment effort), in accordance with any existing criteria established in the specific tender offers for subsidies.

Secondly, there are those made under collective agreements at a company or other level, specifying the company's commitment to develop training funded by the company alone or with supplementary contributions from the workers.

Nevertheless, companies also contribute funds exclusively for training initiatives associated with specific qualifications and skills needs for their workers. Such funds, which remain outside the compulsory provision of the vocational training levy, are deemed a "*coste voluntario*" ("voluntary cost") (Víctor Pérez Díaz. *La educación profesional en España*. 2002), and would include all the expenses and costs for this type of programme.

### **ADULT EDUCATION**

Training and education for adults in Spain is managed and financed basically by the Ministry of Education Culture and Sport and the Autonomous Regions Education departments.

The funding of this educative offer responds to different sources and mechanisms. The weight relating to all teaching as regards the number of participating adult students is also very diverse.

In the year 2001 the training and education for adults expenditure in Spain was 199 444 €. This amount was the 0.7% from the total expenditure in public education and training in Spain in that year.

### **1004 - FUNDING FOR TRAINING FOR UNEMPLOYED PEOPLE AND OTHER GROUPS EXCLUDED FROM THE LABOUR MARKET**

The Ministry of Labour and Social Affairs has administrative responsibility for public vocational training, despite having transferred other responsibilities in this field to the Autonomous Regions (except for the Basque Country, *Ceuta* and *Melilla*).

The responsibilities which have been transferred are those related to administrative functions and services, as the training per se must be delivered in accordance with the Plan FIP. As a result, the Autonomous Regions with responsibilities in this area programme the courses each year, in line with the objectives previously established by the Ministry of Labour and Social Affairs, taking into account the training needs in the different regions and economic sectors.

The vocational training courses included in the Plan FIP are provided by the agencies administering the Plan, i.e. the INEM or the Autonomous Regions with devolved responsibilities. In this case, the courses are delivered in the training centres belonging to the INEM or to the Autonomous Region in question, with material and human resources belonging to the Autonomous Region itself, or through approved collaborating centres in which the training expenses are subsidised.

### **FUNDING OF THE PLAN FIP**

The Plan FIP is funded through: a) the vocational training levy on employers and workers, which is collected together with the social security contributions; and b) the European Social Fund.

#### **A) THE VOCATIONAL TRAINING LEVY**

The objective criteria used to distribute the funds are based on the share proportion of unemployed in each Autonomous Region compared to the total in the country as a

whole. They are approved by the Sectoral Conference for Labour Affairs, enacted through a Resolution by the Council of Ministers and published annually in the Official Gazette (BOE.) through an Order by the Minister for Labour and Social Affairs.

After approving the criteria for distribution, percentages, and amounts corresponding to the Autonomous Regions with responsibilities in this area, the Autonomous Regions' regulatory bodies approve the administrative procedures for programming and funding vocational training courses within their administrative responsibility.

A tendering procedure is used for approving the subsidies for collaborating training centres.

The amount of the subsidy relative to the courses taught by the collaborating centres is determined through modules per student/course hour, taking into account the subject matter to be taught, the training level of the course and the degree of difficulty of the techniques used, as well as whether the training is in a training centre or via distance learning. Students who drop out of a course in order to accept a job are also counted as having successfully completed the course.

#### **B) THE EUROPEAN SOCIAL FUND (ESF)**

The actions carried out under the Plan FIP are included within Objectives 1 and 3 of the European Social Fund and as a result these activities are co-funded by the Fund to the following extent:

In Objective 1 regions, the co-funding by the ESF is 65% of the total cost. In Objective 3 regions, the co-funding by the ESF is 35%.

#### **AMOUNTS OF FUNDING FOR THE PLAN FIP**

The following chart sets out the sources of funding for the training actions included in the National Training and Employment Plan (Plan FIP). They also include the amounts transferred to the Autonomous Regions which have responsibilities for administering the Plan.

**Table 1: Share of funding for training under the plan FIP, per year**

<b>PLAN FIP BUDGET (€)</b>		
<b>YEAR</b>	<b>PLAN FIP BUDGET</b>	<b>ESF AID<sup>1</sup></b>
<b>1998</b>	484 049 138.75	227 592 043.60 (47.02%)
<b>1999</b>	604 448 000.43	173 824 388.30 (28.76%)
<b>2000</b>	666 983 934.94	226 892 888.00 (34.02%)
<b>2001</b>	680 351 814.45	210 340 056.00 (30.92%)
<b>2002</b>	706 557 910.00	214 164 750.00 (30.31%)

<b>2003</b>	<b>695 876 880.00</b>	<b>218 107 203.00 (31.34%)</b>
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Source: SPEE-INEM (2005)

<sup>1</sup> Included in the Plan FIP Budget

### FUNDING TRENDS

Trends in funding are set out in the 2005 National Action Plan for Employment. These include a comprehensive strategy on lifelong learning with verifiable aims, such as an increase in education levels and participation of adults in education and training as well as in informal education.

The most important change in VET funding , has happened in the field of Continuous Training for currently employed workers.

### 1005 - PERSPECTIVES AND ISSUES: FROM FUNDING TO INVESTING IN HUMAN RESOURCES

Spanish economic policy will continue to revolve around the 2 pillars adopted hitherto: on the one hand, a policy of both short and long-term fiscal stability; and on the other, a policy of structural reform in product, service and factor markets, and of an improved institutional framework strengthening growth potential and job creation and improving competition with the objective of increasing the efficiency of resource allocation.

### MAIN FEATURES OF TRAINING AND EDUCATION POLICIES FOR THE PERIOD 2003/2006

The general aims of the education and vocational training in Spain are enunciated in the National Reform Program 2005. The third Pillar, increased and enhanced human capital, is essential for an adequate operating and quality of the education system to the formation of human capital at the various phases of education. It constitutes the reference to the Spanish and vocational training system.

### THE NATIONAL SYSTEM OF QUALIFICATIONS AND VOCATIONAL TRAINING

The purpose of the National Catalogue of Occupational Qualifications is to create a systematic list of skills needed in the productive system, together with the training associated with them. This catalogue will serve as the reference point for diplomas supervised by the Ministry of Education and certificates supervised by the Ministry of Labour and Social Affairs.

Since the content of the diplomas and certificates is determined by real skills, the catalogue will act as a guide to the Appraisal, recognition and validation of the skills acquired through training, non-formal learning or work experience. It will be a useful tool in designing occupational courses, because what is learnt and validated by any means will be recognized by the system. It can be used to tailor the training courses already available to meet the needs of the productive system (and making the labour market needs more transparent), and to categorize groups of occupations and skills levels using a participative methodology based on the reality of the workplace.

The law regulating the catalogue was approved by the government on 5 September and the skills included will be revised in a year's time in collaboration with the social partners and experts.

In terms of the Occupational Aptitude Certificates (*Certificados de Profesionalidad*), there is now a range of 130 categories. The number will be increased, and improvements made in their subject matter and procedure. Before the end of the year the government

will approve the law regulating the award of the Occupational Aptitude Certificates. From the year 2004 anyone who is able to prove one of the skills established in the certificates, whether totally or partially, will have the skill officially recognized with a certificate from the year 2004.

## 11 - EUROPEAN AND INTERNATIONAL DIMENSIONS, TOWARDS AN OPEN AREA OF LIFELONG LEARNING

### **1101 - NATIONAL STRATEGIES RELATED TO POLICY PRIORITIES, PROGRAMMES AND INITIATIVES AT EU LEVEL**

#### **THE NATIONAL NATIONAL REFORM PROGRAM 2005**

The Spring Council of Europe meeting held in March 2005, based on the Kok Report (November 2004), raised the need to relaunch the Lisbon Strategy, the Spanish Government shares in full the new focus of the Lisbon Strategy objectives, and has drawn up a National Reform Program.

In pursuit of these objectives, has been created 7 pillars. PILLAR 3: Increased and enhanced Human Capital is essential for an adequate operating and quality of the education system to the formation of human capital at the various phases of education.

With regard to Vocational and Continuous training, The National Reform Program in its third Pillar observes the following measures:

#### **MEASURES TO IMPROVE VOCATIONAL AND EDUCATION TRAINING.**

Thus the National Qualifications and Professional Training System has been created to satisfy individual needs and those of the production system, promoting quality training and a quality system of information and guidance. Action will also be taken along the following lines:

- Improved quality of vocational training, and transfer of credits in the European context, to facilitate mobility between vocational training and the rest of the education system.
- Ease of mobility of students and teachers.
- Increased attractiveness, enhancing exibility of access and transit in post-compulsory education between vocational training, secondary education and university.
- Consideration of the specific learning requirements of vocational training teachers, and their adaptation to change.

#### **MEASURES FOR CONTINUING EDUCATION AND TRAINING**

The continuing education and training of both those in work and the unemployed must be significantly upgraded. Reform is proposed of the training model, to foment life-long apprenticeship, combining the regional reality of the Spanish state and the inclusion of training in collective bargaining by sector.

The new system of professional training for employment, begun in January 2006, was designed to encourage and extend training among employers and employees, advancing

Small and Medium-Sized Enterprise access to the system, while responding to the need to offer training to older employees in sectors being restructured.

The following action was to be taken to attain these ends:

- Creation of a single labour-sector Subsystem, the "Professional Training Subsystem for Employment" which makes no distinction between Occupational Training and Continuing Education and Professional.
- Training, and guarantees life-course training for those unemployed and in work.
- Development of Company Training Plans to meet employees' training requirements.
- Increased and better-quality continuing education and training of public servants in all Administrations.
- The development of systems for the accreditation of professional skills acquired in both training (formal and informal) and working experience, eliminating obstacles to the free movement of workers.

The concrete measures for the reform of Continuing training are the following:

- A system of bonuses on the training quota for companies providing training to their employees (backup and assistance services to Small and Medium-Sized Enterprises by the Administrations and through the social agents).
- Individual training leave.
- A training contract (to promote young people's job insertion and theoretical-practical training).
- Public employment-training programs.
- Training backup, and accompanying actions.
- Program contracts, agreements and the like, making the training offered stable and permanent.
- National Reference Centres specialised by productive sectors, running experimental and innovative training activities in the field of professional training for employment.

#### **TRANSPARENCY OF QUALIFICATIONS**

Within the vocational training field, Spain participates in the implementation of Community instruments for transparency of qualifications and the mobility of individuals, e.g. the certificate supplements, European CVs and the Europass training document.

Transparency of qualifications has the following objectives:

- To contribute to mutual understanding and a commonly accepted interpretation of the vocational training validation and certification systems in Europe
- To facilitate innovative activities related to the transparency and validation of qualifications;
- To support the efforts of Member States, the European Commission and the social partners to increase the transparency of qualifications and, if necessary, to eliminate the obstacles for mutual recognition of qualifications.

The certificate or diploma supplement is another of the important measures aimed at achieving the objectives mentioned above. It consists of adding explanatory and descriptive information to the original diploma/certificate, and has to be issued by the competent body in each Member State, though it does not of itself have any legal status. Its purpose is to make the diplomas and certificates more transparent and easier to understand in the sense of making it obvious what the individuals know and what they can do in terms of their vocational competences. This ease of understanding is especially important when the person reading the certificate is a potential employer.

Lastly, the common European CV, responds to the conclusions arising from the European Council in Lisbon (March 2000) and aims to fulfil the Recommendation of the European Commission of 13<sup>th</sup> February 2002. The European Commission's General Directorates for Employment and Social Affairs and Education have collaborated in its design together with the social partners, the technical support group of the European Forum and the Forum. The European CV has a simple and flexible format, and includes instructions so that the user can indicate his or her qualification and professional competences clearly and effectively.

### **SOCRATES AND LEONARDO PROGRAMMES**

The Socrates Programme, approved in 1995, has channelled the majority of educational co-operation with Europe. Nonetheless, the Leonardo da Vinci Programme, has likewise had a growing significance within the area of Vocational Training. The programme 'Youth with Europe', though not strictly devoted to educational aspects, is relevant insofar as it promotes exchanges among young people as well as other areas in the field of young people.

The Socrates and Leonardo Programmes were renewed in January 2000 for a 6-year period. Their budgets were increased over those of the previous period and new actions were contemplated, aimed at reinforcing the European dimension in education, European co-operation, the exchange of experiences and information as well as the fostering of innovation.

Although according to the Spanish Constitution of 1978 international co-operation is a power reserved to the State, the Autonomous Communities collaborate in the management of those announcements for aid addressed to certain decentralised actions. The general rules for these announcements, as well as the allocation of vacancies and the financial aid between Administrations, passed by the European Commission and other international institutions, are regulated by the Central State.

The Leonardo Programme, which was set up under European Commission Decision 9418/9/CE of 6<sup>th</sup> December 1994 and renewed for a 6-year period by Council Decision of 16<sup>th</sup> April 1999, is the Action Programme for the development of a Vocational Training

policy within the European Union. As in the case of the Socrates Programme, measures under Leonardo are designed to support and complete member States' initiatives, while fully respecting their responsibility as regards Vocational Training contents and organisation.

#### **1102 - IMPACT OF EUROPEANISATION/INTERNATIONALISATION ON EDUCATION AND TRAINING**

Since Spain's entrance into the European Union in 1986 the span of initiatives for educational co-operation carried out under the framework of the Union has progressively widened. This co-operation has been especially reinforced as from 1992, when the Maastricht Treaty broadened the role of the European Commission in education matters. The Treaty assigned the Commission the tasks of contributing to quality education, of fostering collaboration among the States, and in certain cases of supporting and completing the measures of the States, while at the same time maintaining full respect for each State's responsibilities (art. 126). From that moment on, the participation of Spanish students, teachers and specialists in the various European education programmes has increased significantly.

In 2004, 25 pilot projects were approved through a Spanish promoter. These projects dealt with a variety of themes, some of which were very close to ERO (European Research Overview), such as:

- E-learning (4 projects).
- Qualification of disadvantaged and/or at-risk groups (5 projects).
- Professional qualification in the hotel and service industry (2 projects).
- Technological innovation (5 projects).
- Training and skills in occupations related to sustainable agriculture, and the environment (2 projects).
- Trainers training for ethnic minorities (4 projects).
- Skills in Knowledge Society (3 projects).

#### **RECOGNITIONS OF EUROPEAN AND INTERNATIONAL TRAINING AND EDUCATION CERTIFICATES**

The recognition in Spanish Education System of non universities certificates, obtained in another countries, is established in the *Orden Ministerial de Educación Cultura y Deporte 3305/2002 de 16 de Diciembre* (Ministerial Order of Ministry of Education Culture and Sports) that recognises the responsibility to the Ministry of Education Culture and Sports in this matter.

Also the Ministry of Education, Culture allows the continuation, in the Spanish Education System, of the studies coursed in another countries.

In the cases of the studies and Vocational training certificates the work experience will be accredited.

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