

# Spain

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

**2007**

**eKnowVet – Thematic Overviews**

**Title:** Spain. Overview of the Vocational Education and Training System in 2007

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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 vocational education and training
5. Continuing vocational education and training for adults
6. Training VET teachers and trainers
7. Skills and competence development and innovative pedagogy
8. Accumulating, transferring and validating learning
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: the reference year of this report is, 2006. Later editions can be viewed from December 2008 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 27th 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, these powers have become increasingly decentralised as they have been assumed by the Autonomous Communities through their Statutes of Autonomy. It was in fact in 1978 that the transfer of power over education and training began – except for the cities of *Ceuta and Melilla* and the Basque Country. Starting from that time, the Autonomous Communities have gone on to assume the powers for implementing the basic national regulations and running the school system, as well as for managing vocational training, leaving the central government to issue the basic laws that set out the general rules for the minimum content of programmes and diplomas, the knowledge and the issuing of certificates, etc. (See 0301).

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 44 708 964, 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 2006 the total population was 44 708 964 from which 8.5 % were foreigners. The distribution by age shows a three point increase in the working age population in fifteen years, a phenomenon that can be explained by the rapid growth of immigration in the previous decade.

Table 1: Spanish population group broken down by age group as follows in 2006 (\*)

		AGE GROUP					
		UNDER 14 YEARS OF AGE		15-64 YEARS OF AGE		OVER 65	
		Nº	%	Nº	%	Nº	%
<b>1991</b>	38 874 573	7 573 358	19.48	25 941 307	66.73	5 359 908	13.79
<b>1995</b>	39 343 100	6 657 203	16.92	26 739 632	67.97	5 946 265	15.11
<b>2000</b>	40 049 708	5 964 626	14.89	27 379 473	68.36	6 705 609	16.74
<b>2005</b>	43 038 035	6 240 535	14.50	29 569 109	68.70	7 228 391	16.80
<b>2006</b>	43 758 250	6 341 606	14.49	30 108 189	68.81	7 308 455	16.70

Source: INE National Statistical Institute, 2007

Table 2: Foreign population in Spain 2006 (\*)

<b>TOTAL FOREIGN POPULATION</b>	3 730 125 (8.5 % over Spanish population)
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(\*) Source: INE. National Statistical Institute. *Anuario Estadístico de España*, 2007

Table 3: The demographic forecasts for 2025 by age group

AGE GROUP	No. of inhabitants
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<b>UNDER 25 YEARS OF AGE</b>	10 346 677
<b>25-59 YEARS OF AGE</b>	20 545 494
<b>OVER 60</b>	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, 2003

### EDUCATIONAL CHALLENGES

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).

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.

Table 4: The net schooling rate by age or age groups 2003/2004

<b>AGE OR AGE GROUP</b>	<b>%</b>
<b>3 YEARS OF AGE</b>	95.9
<b>FROM 4 TO FIFTEEN YEARS</b>	99.9
<b>16-17 YEARS OLD</b>	81.3

Source: "*Las cifras de la Educación en España/ Estadísticas e Indicadores Edición 2006*", Ministry of Education, Science.

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 regard to the proposals put forth by experts in order to improve this situation, the majority refer to aspects related to equity. In 2006, the Centre for Educational

Research (CIDE) published Equity in Education: an Analytical Report on the Spanish Educational System, which highlighted the active educational policies and strategies related to equality, the integration of students with special needs into normal educational centres, except in extreme cases, free education during the compulsory stages between the ages of 3 and 16 in centres that are supported by public funds, systems of scholarships, programmes of compensatory education and specific programmes for the immigrant population, among other measures.

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 and included in Law 2/2006 on Education, with the aim of guaranteeing equality in the exercise of the right to education so that students with unfavourable socio-economic conditions will be entitled to scholarships and aid for their studies.

Table 5: Percentage of persons between the 18-24 age group that have prematurely dropped out of the education system by gender 2005

	<b>BOTH GENDERS</b>	<b>MEN</b>	<b>WOMEN</b>
<b>NATIONAL TOTAL</b>	30.8	36.4	25.0
<b>ANDALUCÍA</b>	37.1	42.7	31.4
<b>ARAGÓN</b>	24.1	30.6	17.1
<b>ASTURIAS (PRINCIPADO DE)</b>	18.3	25.5	10.8
<b>BALEARES (ISLAS)</b>	40.0	45.8	33.9
<b>CANARIAS</b>	32.2	26.0	28.1
<b>CANTABRIA</b>	21.8	25.5	18.0
<b>CASTILLA Y LEÓN</b>	25.1	30.8	18.9

<b>CASTILLA—LA MANCHA</b>	35.0	41.5	27.9
<b>CATALUÑA</b>	34.1	42.4	25.2
<b>COMUNIDAD VALENCIANA</b>	32.4	40.1	24.6
<b>EXTREMADURA</b>	36.4	44.4	27.9
<b>GALICIA</b>	23.6	30.6	16.3
<b>MADRID (COMUNIDAD DE)</b>	26.2	27.0	25.5
<b>MURCIA (REGIÓN DE)</b>	38.1	43.7	32.3
<b>NAVARRA (COMUNIDAD FORAL DE)</b>	17.2	18.3	16.1
<b>PAÍS VASCO</b>	13.9	17.4	10.0
<b>RIOJA (LA)</b>	29.3	34.7	23.6
<b>CEUTA AND MELILLA</b>	43.2	49.6	37.4

Source: "Las cifras de la Educación en España/ Estadísticas e Indicadores Edición 2006", Ministry of Education, Science.

### **0103 - ECONOMY AND LABOUR MARKET INDICATORS**

#### **INFLATION AND CONSUMER PRICE INDEX EVOLUTION**

According to data from the Bank of Spain, since the mid nineties, the Spanish economy has continued to have a rate of inflation, in terms of the deflator of gross added value, that has been higher than that for the entire Euro Zone, reaching an average differential of 1.8. Productivity at work and profits contributed positively to the inflation differential with the EMU. Inflation ended 2006 at 2.7%, thanks to the fall in the price of crude oil.

The differential among has to be reduced, but this differential has persisted close to 1%. 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. The inflation differential with the countries that form the European Monetary Union has increased in the most recent period, having reached the figure of 2 percentage points in the average for the last five years.

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
2006	2.7

Source: Bank of Spain, Annual Report, 2005

#### 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. In June 2006, in Royal Decree Law 5/2006, the Government approved a reform that included the Agreement signed between the Government and the social negotiators, which was aimed at reducing temporary employment and promoting stable employment, as it introduced measures against the abusive repetition of temporary contracts, improvements in social protection and reductions in company contributions to Social Security and increased powers for the Public Employment Services.

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 (see table 2). The authorities recognised that in the 2005 National Reform Programme for Spain in spite of the increased participation of women in employment in recent years, the female employment rate was clearly lower than the average for Europe. A study by a professor from the University of *Alcalá*, *Carlos*

*Iglesias Fernández*, analysed the variables underlying the role of women in the labour market, such as age, marital status, the existence or not of a partner or the education level reached, and noted that family circumstances are a barrier to women participating in the labour market, so that it is increasingly necessary and urgent to apply measures designed to reconcile women's family and professional life.

An analysis of the Active Population Survey (EPA) shows changes in the pattern of the activity rate for women over the last few decades. In 2005, the female activity rate was more than 40% (see Table 2) and it continues to grow; it is noticeable that the growth of employment among women is double that for men.

Table 2: Employment rate (4th quarter. population over 16)

<b>YEAR</b>	<b>1997</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2005</b>	<b>2006</b>
<b>BOTH SEXES</b>	40.9	47.4	48.0	49.2	52.1	53.4
<b>MALES</b>	54.0	61.2	61.5	62.0	64.0	64.8
<b>FEMALES</b>	27.9	34.3	35.3	36.8	40.8	42.4

Source: EPA (Labour Force Survey). 2006

Table 3: Employment by economic sectors

	<b>1996</b>	<b>2001</b>	<b>2003</b>	<b>2005</b>	<b>2006</b>
<b>AGRICULTURE</b>	1 056 000	1 007 200	951 900	992 200	944.3
<b>INDUSTRY</b>	3 907 300	5 042 600	5 067 400	5 727 000	5 845.5
<b>SERVICES</b>	8 036 500	10 071 200	10 842 800	12 491 700	12 968.4
<b>TOTAL</b>	12 999 800	16 121 000	16 832 000	19 210 900	1 9747.7

Source: EPA (Labour Force Survey) 2006

Table 4: Unemployment rate

	1997	2001	2002	2003	2005	2006
<b>BOTH SEXES</b>	20.6	10.6	11.5	11.5	9.2	8.5
<b>MALES</b>	15.8	7.6	8.2	8.4	7.0	6.3
<b>FEMALES</b>	28.2	15.2	16.4	16.0	12.2	11.6

Source: EPA (Labour Force Survey), 2006

#### EDUCATION EXPENDITURE

Public expenditure in Education rounds the 4.5% of the Spanish GDP (4 500 millions EUR) in 2005, having increased by 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), 2006

#### ECONOMIC AND GDP FRAMEWORK

According to the Stability Programme for the 2005/08 period: for the years following 2005, the economy is expected to grow 3% in real terms, while the GDP deflator slows (See Table 6). The growth composition tends to balance as a result of a lesser contribution of internal demand and a smaller deduction of external demand. In this scenario, the Spanish economy will reach the tentative level of its product in 2008.

Table 6: GDP at 2000 current prices. In millions of Euros

YEAR	MILLIONS OF EUR
1997	503 921
2001	680 678

<b>2004(P)</b>	840 106
<b>2005(A)</b>	905 455

(p) Estimation(A) Advance estimation

Source: INE (National Statistics Institute- M. of Economy), 2006

#### 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 was found to have ISCED educational level 0-2 (graduated from Compulsory Secondary Education). 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.

Table 1: Total population having completed at least upper secondary education  
Population aged 25 to 64 (%)

	<b>1995</b>	<b>1999</b>	<b>2001</b>	<b>2003</b>	<b>2004</b>
<b>UE 15 COUNTRY</b>	55.5(a)		59.7(b)	63.8	65.1
<b>SPAIN</b>	29.5	36.3	40.4	43.2	45.0

Source: EUROSTAT, 2007 (a)Estimated value (b)Break in series

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, a diploma certifying successful completion of a short training course, *bachillerato* or Specialist Technician training) at 45%, the percentage is lower than the average for European Union, which is 65.1% (Table 1).

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, is 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* (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 influencing 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 (“Personal and professional trajectories of women” CIDE. Instituto de la Mujer. MTAS 2003”).

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 19th June) and Professional Certificates RD 1506/2003, from 28th November.

## **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 Figures for Education in Spain: Statistics and Indicators” Ministry of Education and Science, 2006.

The adoption of two new constitutional laws are important developments in the field of VET national policy:

- **Education Organic Law (LOE) *Ley Orgánica de Educación* on educational quality and training (2006), regulating the pre-university and university levels of the educational system.**
- **The Vocational Qualifications and Training Act (5/2002)**

The LOE substitutes the previous education laws (LOGSE (1990), LOPEG (1995) and LOCE (2002) under the goal to promote the lifelong learning.

Another objective 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.

The proposal of Law 10/2002 relative to the Professional Initiation Programmes having been suspended, the Bill of the Organic Law on Education introduces the new Initial Professional Qualification Programmes, designed for youngsters over 16 years of age and under 21 who have not obtained the Compulsory Secondary Education Diploma, to which students over 15 years of age who are not in a condition to pass this stage may exceptionally have access.

The purpose of these programmes is for all students to achieve professional proficiencies pertaining to a level 1 qualification, according to the National Catalogue of Professional Qualifications' current structure, with a modular organisation of training (specific modules for the qualification, general modules and modules geared to obtaining the Compulsory Secondary Education Diploma).

### **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 2003/2005**

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 EUR 65.48 million in 1993 with the Agreement on Continuing Training to EUR 642.74 million in 2003 (Statistical Bulletin of Continuing Training, Tripartite Foundation on Training for Employment, no. 0, 2004, available from [www.fundaciontripartita.org](http://www.fundaciontripartita.org).) 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 Third Agreement on Continuing Training, such as self-employed workers and partners in cooperatives. These represent about 10% of workers currently receiving this training. The finance received by these groups is EUR 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 1st 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 18th 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 of these certificates continues to increase and it is hoped that they will bring improvement to this area. Before the end of the year, the government will approve the law regulating the award of the Occupational Aptitude Certificates.

From the year 2004, whoever 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.

## 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 at 13 years old 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. Firstly, secondary level dropout at 14 years old 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. The percentage of the adult population (25 to 64 years old) that has completed upper secondary education in European Countries (15 countries) was 66,7 in 2006 and 49,4 in Spain, although it has grown in the last years, in 2004 it was of 65; 1 in EU and 45.0 in Spain.

This third Pillar observes also the following measures:

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

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.

The National Reform Program 2005 considers 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.

Since the signing of the Declaration for Social Dialogue in July 2004, between the Government and the social partners, the idea was conceived to integrate vocational and continuing training, oriented towards employment, in accordance with that established in the Law on Qualifications and Vocational Training. The new system of "training for employment", will target the promotion and diffusion amongst businessmen/women and workers training that responds to their needs and contributes to the development of a knowledge –based economy. It is anticipated that said sub-system will be regulated at the beginning of 2007.

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

#### **0301 - LEGISLATIVE FRAMEWORK FOR VOCATIONAL EDUCATION AND TRAINING**

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.

#### **0302 - INSTITUTIONAL FRAMEWORK: IVET**

**A. CENTRAL GOVERNMENT (MINISTRY OF EDUCATION AND SCIENCE) 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 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.

**0303 - INSTITUTIONAL FRAMEWORK: CVET**

**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.

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 Srtucture of the Spanish Vocational Training System

SUB-SYSTEM OF	SUB-SYSTEM OF	SUB-SYSTEM OF
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INITIAL VOCATIONAL TRAINING	VOCATIONAL TRAINING OF THE UNEMPLOYED	CONTINUING VOCATIONAL TRAINING
<p>Management</p> <p>MEC (Ministry of Education and Science)</p> <p>CCAA (Autonomous Regions)</p>	<p>Management</p> <p>SPEE-INEM (Ministry of Labour and Social Affairs)</p> <p>CCAA (Autonomous Regions)</p>	<p>Management</p> <p>Social Partners</p> <p>Public Administration</p>

#### 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 two-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* (*Educación Secundaria Obligatoria*); 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 the centres must offer at least 2 training cycles and the maximum number of students per teacher should be 30.

Table 1: Number of students in pathways of secondary education and percentages in public establishments, 2004/2005

	NUMBER OF PUPILS	% OF PUPILS STUDYING IN PUBLIC ESTABLISHMENTS
<b>EDUCACIÓN SECUNDARIA OBLIGATORIA ESO (COMPULSORY SECONDARY EDUCATION)</b>	1 855 020	63.3
<b>STUDENTS OF BACHILLERATO (UPPER SECONDARY EDUCATION GENERAL BRANCH) (*)</b>	646.174	75

Source: "Las cifras de la Educación en España: estadísticas e Indicadores, Edición 2006", Ministry of Education and Science.

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 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 age of 12 to 16, divided into 2 educational cycles of 2 years each. When setting the minimum teaching for the second stage, especially the last year, some of the areas can be optional, as can their organisation into subjects. When they finish this stage, the students who reach the objectives receive a diploma as a Graduate of Secondary Education, which allows them to enter *Bachillerato* or specific mid-level vocational training. In all cases, the students receive accreditation from the school that lists the years studied and the marks obtained in the various subjects.

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).

Table 1: General Itinerary

<b>NAME</b>	<i>Bachillerato</i> (established by the LOGSE)
<b>PLACE IN THE SYSTEM</b>	Post-compulsory school course
<b>QUALIFICATION OBTAINED</b>	<i>Bachillerato</i> certificate
<b>TRAINING VENUE</b>	School
<b>DURATION</b>	2 years
<b>TARGET GROUP AND TYPICAL AGE OF PUPIL</b>	16 and over 1st year: 16-17 2nd 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 ( <i>Bachillerato</i> 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*.

Table 2: Initial Vocational Educational Training (IVET)	
<b>NAME</b>	Middle-level Specific Vocational Schooling New system introduced on a progressive basis. Implementation completed in the 2002/2003 academic year
<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 <i>ESO</i> and the <i>Bachillerato</i> 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 <i>Bachillerato</i> 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:

- 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;
- To know the basic regulations, and their rights and obligations in their field;
- Acquire the knowledge and abilities needed to work safely and to avoid risks;
- 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 2004/2005 academic year is shown in Table 3.

Table 3: Gross rate in Upper Secondary Education, 2004/2005	
<b><i>BACHILLERATO</i></b>	68.9%

<b>MIDDLE-LEVEL VOCATIONAL SCHOOLING</b>	26%
<b>SOCIAL GUARANTEE PROGRAMS</b>	5.1%

Source: "Las cifras de la Educación en España/ Estadísticas e Indicadores Edición 2006", Ministry of Education, and Science.

This table deals with the Gross Rate of the population that enrolls 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 CONTACTS**

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 National Public Employment Service SPEE - 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, EUR 16.36 per day or EUR 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.

Participation by sex in the School-Workshop/Trade Learning Centre Programme in 2005: men 67.36%; women 32.64% (Source: <http://www.inem.es/inem/ciudadano/etcote/estadistica/index.html>).

#### **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 2005 was as follows:

School-Workshops/Trade Learning Centres and Employment Workshops Men 68.97%;  
Women 31.03%. Source: <http://www.inem.es/inem/ciudadano/etcote/estadistica/index.html>

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

The *programas de garantía social* 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**

Not applicable

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

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.

UPPER-LEVEL SPECIFIC VOCATIONAL SCHOOLING. NUMBER OF PARTICIPANTS <sup>1</sup>	
1993/1994	16 187
1994/1995	22 490
1995/1996	32 285
1996/1997	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
<b>2005/2006</b>	217.160

Source: Ministry of Education and Science, 2007

<sup>1</sup> 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.

Table 2: Net rate of schooling in Universities studies

COURSE 2003/2004								
AGES	18 Y.O.	19 Y.O.	20 Y.O.	21 Y.O.	22 Y.O.	23 Y.O.	24 Y.O.	25- 29 Y.O.
<b>MEN (714.184)</b>	18.4	21.8	22.4	23.0	22.7	20.3	16.6	8.8
<b>WOMEN (851.829)</b>	29.2	31.1	35.2	33.4	30.9	24.8	18.8	9.2
<b>BOTH SEXES (1.566.013)</b>	23.7	27.8	28.6	28.1	26.7	22.5	17.7	9.0

Source: "Las cifras de la Educación en España/Estadísticas e Indicadores Edición 2006", Ministry of Education and Science

## 05 - CONTINUING VOCATIONAL EDUCATION AND TRAINING FOR ADULTS

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

Law 5/2002 of 19th June (BOE 20th 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 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 3rd May (BOE 4 May) and implemented by the Ministerial Order of 14th April 1994 (BOE 28th 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 modularised, 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 25th April and 17th October 2002 that certain aspects of the regulations relating to continuing training in Spain were unconstitutional. As a result, the management model which came into effect on 1st January 2004 has been modified, following a reasonable level of agreement from the social partners.

The new model (Royal Decree 1046/2003 of 1st 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).

Companies are 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.

Since the signing of the Declaration for Social Dialogue in July of 2004, between the Government and the social partners, the idea has been conceived to integrate

vocational and continuing training, oriented towards employment, in accordance with that established in the Law on Qualifications and Vocational Training, and creating a financing system that contemplates the following criterion: distribution of training amongst occupied persons and unemployed persons according to their weight within the labour market; progressive inclusion, as of the budget for the 2007 period, of a greater contribution other than the vocational training fee, which contemplates the financing for groups that do not pay social security contributions determined actions directed at the unemployed, and initiatives that refer to vocational training in general. In any case, the creation of Integrated Vocational Training Centres and National Reference Centres will be financed with resources other than with the training fee, as will be training initiatives that alternate with employment.

#### **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 determines its behaviour.
- To study aspects that greatly influences 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**

The Education Administration in Spain is defined under Title III, Organic Law 1/1990 of 3rd October, on General Organisation of the Educational System, developed by the Autonomous Communities. This system offers 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.

In addition to what is described above, there is also Professional Training for the unemployed under the National Plan for Training and Work Placement (*Plan FIP*), which is analysed below in section 0503.

#### 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 a 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.

#### ADULT EDUCATION

Table 1: Numbers of participants in adult education, 2003/2004  
(\* )

<b>INITIAL LEARNING-BASIC EDUCATION</b>	1410755
<b>SECONDARY EDUCATION FOR ADULTS</b>	116.944
<b>PREPARATION FOR VOCATIONAL TRAINING TESTS</b>	12.023
<b>SPANISH LANGUAGE FOR FOREIGNERS</b>	42.903
<b>TEACHING IN WORKSHOP-CLASSROOMS</b>	18.512
<b>NON FORMAL LEARNING</b>	234.066
<b>OTHER PROGRAMMES</b>	21.987
<b>TOTAL</b>	588.190

Source: "Las cifras de la Educación en España/Estadísticas e Indicadores Edición 2006", Ministry of Education and Science

Table 2: Ages of participants in adult education by age, 2003/2004 (\*)

<b>AGE GROUP</b>	<b>%</b>
<b>16-19</b>	21.0
<b>20-24</b>	14.2
<b>25-29</b>	10.2
<b>30-39</b>	14.5
<b>40-49</b>	11.8
<b>50-64</b>	15.4
<b>65 AND OVER</b>	12.9

Source: "Las cifras de la Educación en España/ Estadísticas e Indicadores Edición 2006", Ministry of Education and Science

#### VOCATIONAL TRAINING FOR THE UNEMPLOYED

Table 3: Number of students in Plan FIP courses by gender, 2005

<b>GENDER</b>	<b>PARTICIPANTS</b>	<b>%</b>
<b>MALE</b>	95 509	38.2
<b>FEMALE</b>	154 334	61.8
<b>TOTAL</b>	249 843	100

Source: Anuario de Estadísticas laborales y de Asuntos sociales MTAS 2005

Table 4: Percents of students participating in plan fip courses, by academic level, 2005

<b>ACADEMIC LEVEL</b>	<b>%</b>
<b>WITHOUT STUDIES</b>	0.2
<b>PRIMARY EDUCATION</b>	2.6
<b>SECONDARY EDUCATION GENERAL EDUCATION</b>	60.5
<b>SECONDARY EDUCATION VOCATIONAL TRAINING</b>	7.5
<b>POST-SECONDARY STUDIES</b>	29.2
<b>TOTAL</b>	100

Source: *Anuario de Estadísticas laborales y de Asuntos sociales, MTAS, 2005*

#### CONTINUING TRAINING

Table 5: Continuing training participants by age 2005

<b>AGE GROUP</b>	<b>BOTH GENDERS</b>	<b>%</b>
<b>16-25</b>	70 101	0.75
<b>26-35</b>	382 581	41.1
<b>36-4</b>	275 769	29.6
<b>46-55</b>	157 099	16.9
<b>55 AND OVER</b>	45 435	4.9
<b>MEN</b>	553 115	59.4

<b>WOMEN</b>	378 796	40.6
<b>TOTAL</b>	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

<b>ACADEMIC LEVEL</b>	<b>ABS.</b>	<b>%</b>
<b>WITHOUT STUDIES</b>	15 316	1.6
<b>PRIMARY EDUCATION</b>	242 189	26.1
<b>SECONDARY EDUCATION</b>	331 241	35.7
<b>POST-SECONDARY STUDIES</b>	323 509	34.9
<b>OTHERS (NO ESPECIFIC.)</b>	18 086	1.7
<b>TOTAL</b>	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**

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

The *Plan FIP* (the National Training and Employment Plan), passed into law by Royal Decree 631/1993 of 3rd May (*BOE* 4th 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.

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 *SPPE-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 presential 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, 2005

GENDER	PARTICIPANTS	%
MALE	95 509	38.2
FEMALE	154 334	61.8
TOTAL	249 843	100

Source: *Anuario de Estadísticas laborales y de Asuntos sociales, MTAS, 2005*

Table 2: Percentages of students participating in *Plan FIP* courses, by academic level, 2005.

<b>ACADEMIC LEVEL</b>	<b>%</b>
Without studies	0.20
Primary Education	2.6
Secondary education general education	60.5
Secondary education vocational training	7.5
Post-secondary studies	29.2
<b>TOTAL</b>	<b>100</b>

Source: *Anuario de Estadísticas laborales y de Asuntos sociales, MTAS, 2005*

#### **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 1st 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. According to the regulations contained in Royal Decree 395/2006, which regulates the vocational training for employment sub-system, the cost of training actions by companies and of leave for training that has been paid to the individuals must be entered into the company accounts and the companies must also make available to the authorities proof that the training has taken place, in the form of invoices, entries in their account books and any other documentary proof.

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: they consolidate their balances; they are formed by affiliated enterprises of the same parent organisation, or 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:

**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 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 equal or greater than this of the workers participating in the programme; non-profit organisations aiming at training target groups with difficulties 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 (*Permisos Individuales de Formación 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 Individual Training Leaves aims to help the participants to 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

DEGREE OR DIPLOMA IN QUESTION	NUMBER OF <i>PIFs</i> REQUESTED	%	HOURS ASKED FOR	NUMBER OF <i>PIFs</i> REQUESTED	%	HOURS APPROVED
DOCTORAL THESIS	11	0.8	1 978	11	1.0	1 978
DOCTORATE COURSES	27	1.9	3 656	24	2.1	3 137
POSTGRADUATE COURSES/MASTERS	324	22.8	41 641	270	23.4	35 013
UNIVERSITY DEGREE/ADVANCED ENGINEERING	448	31.5	63 588	391	33.8	54 365
DIPLOMA/TECHNICAL ENGINEERING	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
<i>COU</i>	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
<i>ESO</i>	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 19th June, the Vocational Training and Qualifications Act.

## 06 - TRAINING VET TEACHERS AND TRAINERS

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

The following occupational categories of teachers and trainers exist in Spain:

#### 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, and they 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 the student plans in process, 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

1. Teachers/Trainers of *Plan FIP* – Vocational Training state Centres

State employees ("*Docentes*") and workers under stable contract ("*Laborales*")

These are assigned to centres of occupational training dependent on the *SPEE (INEM) Servicio Público de Empleo Estatal* (the National Public Employment Service) or the autonomous regions (*Comunidades Autonomas*). 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 assure the development of the major part of training activities in Occupational Training centres.

3. Teachers/Trainers of *Plan FIP* – Vocational Training non official centres

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

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

These are responsible for training the students in 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 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 resolve their necessities of training and increase competitiveness), but also to individuals (to help them acquire or improve competitiveness and to increase their employability).

### REFORMS IN VET TEACHER/TRAINING TRAINER

In the last decade successive series of National Programmes of Vocational Training have taken place in Spain. These lasted for 4 years and have served as a framework to encourage diverse initiatives in the set of 3 subsystems of vocational training: The subsystem of Vocational Initial/ Official Training; the subsystem of Occupational Vocational Training and the subsystem of Continuous 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

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

There are various kinds of teachers responsible for teaching professional modules in the initial specific vocational training courses:

- Compulsory Secondary Education teachers, who are state employed teachers (*docentes*) of theoretical vocational modules, are called “technologists” and must have a higher university degree.
- Technical teachers in Vocational Training, who are responsible for teaching vocational modules, have a university degree.

When there are no teachers in categories a) and b) to teach vocational training, professionals who have qualifications in vocational training as technicians or higher technicians can be *docentes* for specific vocational training.

The training of teaching staff is a right and an obligation. The law (Statutory law 1/1990, of 3rd 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.

The table below presents the different types of teachers and trainers working in the IVET sector and the provision of their pre-service and in-service training.

Table 1: Types of teachers and trainers in VET			
TYPES OF TEACHERS	PLACE OF WORK	PRE-SERVICE TRAINING	IN-SERVICE TRAINING
TEACHERS/TRAINERS OF GENERAL EDUCATION SUBJECTS	Institutes of Secondary Education (IES)	Prerequisite: graduate, engineering or architectural degree at university level.	The Ministry of Education and Science, in collaboration with the Autonomous Regions, establish general continuing teacher training plans to

		<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>which the all levels teachers of all centres financed with public funds have access. They promote continuing training and educational innovation and research.</p> <p>Teacher training may be supplemented with the following:</p> <ol style="list-style-type: none"> <li>1. Linguistic research and training programmes in collaboration with the <i>Escuelas Oficiales de Idiomas</i> (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 <i>Educación Secundaria Obligatoria</i> (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>
<p><b>TEACHERS/TRAINERS OF VOCATIONAL SUBJECTS (THEORY).</b></p>	<p>Institutes of Secondary Education (IES).</p>	<p>Prerequisite:</p> <ol style="list-style-type: none"> <li>1. <i>Certificate of Diplomado</i> (less than a full graduate degree), technical engineer or draughtsman.</li> <li>2. (ISCED 5B)</li> <li>3. Trained in Special</li> </ol>	<p>Programmes updating competences specifically ICT;</p> <p>In-company training programmes for trainers in the vocational training system;</p> <p>Courses to update scientific and pedagogical</p>

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

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

In the Spanish system of Vocational Training, Continuing Training includes both Occupational Training, which is designed for job seekers, and Continuing Training, which is for active workers. It is necessary to consider that in Spain there is no "formal" difference between "teachers" and "trainers" of vocational training. The teachers can be classified according to whether they teach occupational training or continuing training:

- Teachers of occupational training can be classified according to the training programmes that they teach and the centre or organisation where they teach them.

Trainers on courses for the National Occupational Training and Job Placement Plan: in this group there are teachers who are employed directly by the Spanish Civil Service and must have a university diploma; experts who are given annual contracts to teach the courses programmed and must have academic certificates that range from a diploma as a technician to a university degree, depending on the course that they are teaching; trainers in recognised private centres where Plan FIP courses are taught and teachers in the School-Workshop, Trade Learning Centres and Employment Workshops, who are required to have the same qualifications as the experts mentioned above.

- Teachers of continuing training can be classified according to the training programmes that they teach and the centre or organisation where they teach them.

Company trainers, whether they are permanently or occasionally employed as tutors; educators in employers' and trade union organisations; trainers in private training organisations. All of these are required to have a diploma that is appropriate to the training courses that they are teaching, which can range from the level of technician to a university degree but, most of all, they must have a knowledge of the profession and demonstrable experience of the subject (see Table 2).

The table below presents the different types of teachers and trainers working in the CVET sector and the provision of their pre-service and in-service training.

Table 1: Types of teachers and trainers in Vocational Occupational Training				
TYPE OF TEACHER	FUNCTIONS DEVELOPED	PLACE OF WORK	PRE-SERVICE TRAINING	IN-SERVICE TRAINING
<b>TEACHING STAFF TRAINERS OF <i>PLAN FIP</i></b>				
<b>A) TRAINERS (TEACHING STAFF STATE WORKERS)</b>	To develop training activities in various areas or specialities of vocational training. Considering the peculiarities of vocational training (mainly the fact of seasonal activity and the fast technological innovation)	Training Centres of SEPE ( <i>INEM</i> ) or of autonomous regions.	Prerequisite: Certificate of <i>Diplomado</i> (less than a full graduate degree), technical engineer or draughtsman.  (ISCED 5B)	Programmes updating competences specifically ICT;  In-company training programmes for trainers in the vocational training system;  Technical Plan of Improvement for trainers of occupational training.
<b>B) CONTRACTED EXPERTS</b>	To assure the development of most training activities in occupational training centres.	Training Centres of SEPE ( <i>INEM</i> ) or of autonomous regions.	Academic certificates compatible with the project.	Technical Plan of Improvement for trainers of occupational training.
<b>TRAINERS OF NON- OFFICIAL CENTRES</b>	Trainers or experts, permanent or occasional collaborators of recognised and accredited centres (public, semi-public or private), that have subscribed an agreement of institutional	Centres and Companies collaborating with <i>INEM</i> to implement the <i>FIP</i> .	Academic certificates compatible with the project.	Technical Plan of Improvement for trainers of occupational training.

	<p>collaboration for the development of the activities of <i>Plan FIP</i>.</p> <p>Although a certain regulation of the characteristics that they must have exists for the development of programs, its selection and regime, working or contractual, is exclusive responsibility for each training centre.</p>			
<p><b>TEACHING STAFF TRAINERS OF OTHER VOCATIONAL TRAINING CENTRES: "ESCUELAS TALLER, CASAS DE OFICIOS O TALLERES DE EMPLEO" .</b></p>	<p>Responsible for training in vocational training centres, to direct the jobs and tasks of the project, and to help them in their job search. This type of educational personnel varies based on the occupation and the characteristics of the work 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.</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.</p> <p>The contracts have the same duration as the project. The contract is</p>	<p>Vocational Training Centres: <i>Escuelas Taller, Casas de oficios o talleres de empleo.</i></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>

	made by the promotional organization, after passing a process of selection by a mixed group of publics <i>employnebt</i> Services and the promoting organisation of the project.			
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Table 2: Types of teachers and trainers in Continuous Vocational Training

TYPE OF TEACHER	FUNCTIONS DEVELOPED	PLACE OF WORK	PRE-SERVICE TRAINING	IN-SERVICE TRAINING
<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. The people dedicated, to training activities are very diverse: their own permanent managers, their own training collaborators regular or occasional, either external trainers from consultances or contracted training entities, external consultants or trainers contracted as freelancers. There is no regulation of this activity but each company or organization carries this out completely</p>	In companies, organisations, departments or services of training.	A good knowledge of the profession, proven experience in the field of work or specialisation.	<p>Plans and Programmes of General Training.</p> <p>Technical Plan of Improvement for trainers of occupational training.</p>

	independently.			
<b>A) PERMANENT AND OCCASIONAL TRAINERS</b>	<p>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.</p>	Company centres of Work	-	-
<b>B) TUTORS OF FCT AND OF PRACTICES</b>	<p>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. 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</p>	Training Centres of corresponding organisations (social partners).	A good knowledge of the profession, proven experience in the field of work or specialisation.	<p>Plans and Programmes of General Training.</p> <p>Technical Plan of Improvement for trainers of occupational training.</p>

	region.			
<b>EDUCATORS OF EMPLOYERS / UNIONS ORGANISATIONS</b>	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.	Their training centres, in companies or contracted facilities.	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>TRAINERS OF PRIVATE TRAINING ORGANISATIONS</b>	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). 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.	Their training centres, in companies or contracted facilities.	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.

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

The 18th Additional Clause of Law 1/1990 of 3rd 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 4th 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

The law 10/2002 of 23rd December, *Calidad de la Educación* (Quality of Education Act) extends the evaluation in the whole education system: the learning process, the teaching process, teaching staff, teaching centres, educational inspection, and the educational authorities themselves.

This law has been repealed by the Organic Law on Education, dated May 3rd, 2006, and contains in Article 140 of Chapter IV the principles for the Evaluation of the Education System:

“The evaluation of the education system will have the objective of:

- a) Contributing to improving the quality and fairness of the education system.
- b) Direct education policies.
- c) Increase the transparency and efficiency of the education system.
- d) Offer information on the level of compliance of the improvement objectives established by the education authorities.
- e) Provide information on the level of attainment of Spanish and European education objectives, as well as the compliance of the education commitments undertaken in relation with the demands of Spanish society and the goals established within the context of the European Union.” (Official State Gazette -BOE- Nº106, dated May 4th, 2006).

General evaluation of the education system is carried out by the *Instituto Nacional de Evaluación y Calidad del Sistema Educativo INECSE* (National Institute for the Evaluation and Quality of the Education System), which answers to the Ministry of Education and Science, 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 are 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 1st the students receive vocational training and in the 2nd they complement their training by alternance with work. The training providers recruit the trainees on a training contract. In the 1st phase, the trainees receive a grant and in the 2nd 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 - ACCUMULATING, ACCREDITING AND VALIDATING FORMAL LEARNING**

The Government establishes the degrees and diplomas in the education system after consulting the Autonomous Communities. When a Royal Decree sets up a special degree or diploma, it also determines the necessary knowledge that characterises it. This professional knowledge is expressed in terms of the professional profile that is required for carry out this occupation.

In terms of the curriculum, the educational authorities of the Autonomous Communities complete the basic curriculum for each degree or diploma, which takes into account the local economic, social and human resources development needs and economic structure and promotes the participation of the social agents.

Law 1/1990, the Education System Reform Act (*Ley Orgánica de Ordenación General del Sistema Educativo or LOGSE*) set the educational objectives for each level and the subjects that would be taught for the whole of the school system, both the general

system, including intermediate and higher level occupational training, and the special “families”, which included art, languages and sport, as well as university education.

Measures have been approved to make access and entry more flexible, both horizontally and vertically, between general education and occupational training and vice versa. Compulsory Secondary Education (ESO) is divided into two stages of two years each. In the second, by progressively making differences in the content of the courses, the Education Organic Law 10/2002 (LOE) introduced training tracks and Vocational Initiation Programmes in the second stage. The study plan for *bachillerato* was set up in Royal Decree 938/2001 and further developed in Order ECD/2026/2002, which included the conditions for entry, matriculation, validation of courses by vocational modules belonging to the specific lower stages of vocational training, and the optional subjects and changing groups, options and optional subjects. Both ESO and “*Bachillerato*” include basic components of vocational training that prepare the way for initial specific vocational training. The study plans for general education are organised by subject and not by modules.

Organic Law 5/2002 of 19 June on Qualifications for Vocational Training established the creation of a National Catalogue of Qualifications and Vocational Training and indicates that one of its objectives is to evaluate and give official authorisation to occupational qualifications without regard for the way in which they have been acquired.

Article 8.4 of Organic Law 10/2002 of 23 December also establishes the standardisation of diplomas and the responsibility of the educational authorities for this process.

Finally, the Education Organic Law (LOE) of 3 May 2006, which supplants the LOGSE and Law 10/2002 on the Quality of Education, establishes diplomas for occupational training for Mid-Level Occupational Training Technician and Higher Level Technician. Should students not pass all the courses for each of the training stages, they receive an academic certificate for the modules passed, which has the effect of being cumulative partial accreditation of the professional competences acquired in relation to the National System of Qualifications and Vocational Training (*Sistema Nacional de Cualificaciones y Formación Profesional*). The LOE provides a common framework for the Autonomous Communities to regulate the validation of Higher Vocational Training studies and direct access to university studies (Ministerial Order 25/27).

The students who take part in the Social Guarantee Programmes receive a certificate that shows the total number of hours taken and the marks obtained in specific vocational training, training and counselling for employment and basic training. Workers who take part in School Workshops or Trade Learning Centres receive a certificate issued by the sponsoring organisation that shows the time in hours that they spent in the programme and the training modules studied. This certificate will be duly approved in accordance with the requirements set by the certificate of occupational aptitude mentioned in article 18 of Royal Decree 631/1993. It can also serve to confirm the specific vocational training done in the vocational modules.

Table 1: Responsible Bodies for Validation of learning			
SITUATIONS	BODIES	RESPONSIBILITIES	TASKS
<b>FORMAL-FORMAL</b>	Educational Authorities Autonomous Communities' Educational Authorities	General common principles and rules. Management and execution in the respective sphere.	Standardisation. Information, orientation, diffusion.

<b>NON-FORMAL / INFORMAL - FORMAL</b>	Autonomous Communities' Educational Authorities. Autonomous Communities with transferred competences in the management of the National Vocational Training and Placing Programme.	Announcement of examinations, at least once a year. Evaluation Committees. Announcement of annual examinations. Evaluation Committees	Standardisation and certification of examinations by the Ministry of Labour and Social Affairs. Information, orientation, diffusion.
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## **0802 - ACCUMULATING, ACCREDITING AND VALIDATING NON-FORMAL/INFORMAL LEARNING**

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

There are three main laws that regulate the transfer of learning from non-formal to informal:

- Royal Decree 362/2004, which establishes the general organisation of specific vocational training and the requirements for entry by examination to intermediate and higher level vocational training. In both cases, the examination has two parts: a general part testing general knowledge and a specific part with content related to the field that the student wishes to enter.

The theoretical and practical examinations are standardised and certified by the Ministry of Labour and Social Affairs with the participation of the Autonomous Communities. It also establishes the exemptions from the specific part and, if appropriate, from the general part, as well as the validation of training modules and partial or total exemption from the training in the workplace module.

- Royal Decree 942/2003, which sets out the basic conditions for obtaining Specific Vocational Training diplomas as a Technician or Higher Technician and establishes the procedure for evaluating, recognising and accrediting the vocational competencies acquired through non-formal or informal training in order to get a diploma in specific vocational training, with special reference to adults. The basic conditions refer to the announcement of examinations, age, work experience and requirements for certification, matriculation for vocational modules or a complete cycle and the examinations, structure, content and evaluation.
- Royal Decree 1046/2003 establishes the link between training actions and the national catalogue of qualifications.

The tests for acquiring qualifications or certificates are based on the specifications contained in the vocational modules of the qualification programme, both in the case of specific vocational training qualifications and of certificates of occupational aptitude for occupational vocational training. The theoretical and practical tests are standardised and certified by the Ministry of Labour and Social Affairs with the participation of the Autonomous Communities.

The Occupational Aptitude Certificates show the vocational competences acquired through occupational activities and continuing training, training and employment programmes, apprenticeship and training contracts, work experience or other non-formal ways of being trained. Royal Decree 1506/2003 sets out the guidelines for Occupational Aptitude Certificates, regulates the conditions for obtaining them and specifies the general requirements, methods of entry and of anticipating examinations, the creation of Evaluation Committees and the issuing, if appropriate, of a partial or total certificate of Occupational Aptitude. It also takes into account adaptations for

people with disabilities in order to guarantee their effective participation in the examinations.

The Autonomous Communities that have powers over the management of the National Training and Job Placement Plan (*Plan Nacional de Formación e Inserción Profesional*) also have the power to create Evaluation Committees made up of recognised experts in that particular field.

Both Royal Decree 942/2003 and R.D. 1506/2003 refer to the prior application of the “system for evaluating, recognising and accrediting competences” in the specific terms of Law 5/2002, according to which “the evaluation and accreditation of vocational competences acquired through work experience or non-formal methods of training will be considered a point of reference for the National Catalogue of Vocational Qualifications”.

In the case of qualifications and certificates, cumulative accreditations can be issued.

### **0803 - IMPACT OF EU POLICY COOPERATION**

The European dimension is fully recognised in the text of all the regulations and in the focus of the policies on the three sub-systems of qualifications: initial, vocational and continuing.

In the 2nd National Vocational Training Programme 1998/2002, the European framework and dimension for vocational training were taken into account in relation to the topics given priority and attention was focused on the transparency of qualifications, the coherence of training actions with the objectives of the underlying structure and the promotion of European vocational training programmes and community initiatives.

Organic Law 5/2002 refers to the examples and criteria of the EU. In the principles of the National Qualification System, reference is made to the “adaptation of training and qualifications to European Union criteria, based on the objective of the single market and the free circulation of workers”.

After Law 2/2002 was approved, “Project ERA 03, Evaluation, Recognition and Accreditation of Professional Competences” (*Proyecto ERA 03, Evaluación, Reconocimiento y Acreditación de las Competencias Profesionales*), a pilot project, (Ministry of Education and Science, European Social Fund, 2004) was the first action proposed by the General Council on Vocational Training. It set up the general basis for the project in the first quarter of 2003, concentrating on one basic objective: to test a procedure for evaluating, recognising and accrediting the competences acquired through work experience or through non-formal and informal methods of training.

The project served to produce a “basic document for a system of recognition and evaluation of non-formal and informal learning in the framework of the National Vocational Qualification System”, based on the terms of article 8.2, the recognition, evaluation, accreditation and registering of qualifications, of Organic Law 5/2002: the evaluation and accreditation of competences acquired through work experience or through non-formal methods of training will take as a reference by the National Catalogue of Vocational Qualifications and will be developed at all time in accordance with criteria that guarantee the reliability, objectivity and technical rigour of the evaluation”.

On the other hand, the Economic and Social Council and the National Schools Council observe the policies of the EU on this subject within the framework of their annual reports.

For Spain, the Qualifications Framework, set up through the National Catalogue of Qualifications and organised horizontally by vocational groups and vertically on five levels, adopts a focus that originated in the 1985 proposal for a Resolution on the Correspondence of Qualifications. This was adapted later into the two sub-systems, initial vocational training and occupational training, which basically include qualification levels I-III, leaving out higher education.

The EQF has significant implications. One of the principles of the National System of Qualifications and Vocational Training is “the adaptation of training and qualifications to

the criteria of the European Union based on the objectives of the single market and the free circulation of workers”.

The National Institute of Qualifications took part in the Technical Group on the Transfer of Credits in the Copenhagen Declaration and there is definitely a formal similarity between the models proposed by the Technical Group, which has an operating categorisation based on the concepts of unit, module, credit and certification, and the methodological and conceptual focus of the National Catalogue of Qualifications.

The Spanish system of vocational training, although organised in modules, has not considered the possibility of a credit system being applied and only has partial, incipient experience of this system.

#### **0804 - FACILITATING EU MOBILITY**

The provisions for the certification and validation of foreign qualifications and studies for their Spanish equivalents in non-university education has been the subject of readjustments and adaptations since RD104/1988 on the certification of foreign non-university education qualifications and studies. This was designed to simplify the proceedings and to make it possible to provide schooling for students from foreign educational systems in any of the compulsory education levels or any type of curriculum for which the Secondary Education Diploma is not required, and to indicate more precisely the documents that must be submitted, specifically considering the prescriptive documentation for the certification or validation of Vocational Training studies or Special Education (ORDER ECD/3305/2002, of 16 December, which amends previous orders on the certification and validation of foreign non-university education qualifications and studies).

The number of foreign students enrolled in non-university education has increased almost eight-fold between academic years 1993-94 and 2003-04, from 50 076 students to 389 726. In vocational training, during the same period the figure has increased from 2,663 to 13 367 students (*“Las cifras de la Educación en España/ Estadísticas e Indicadores Edición 2006”*, Ministry of Education and Science) .

#### **PROVISIONS FOR THE TRANSFER AND VALIDATION OF ACCREDITATIONS IN THE EU**

The instruments and mechanisms are, essentially, those developed within the Community vocational training programmes, in relation to mobility, particularly, the Leonardo da Vinci.

In the first stage of the programme, LdVI, the annual average was about 2,550 beneficiaries. At the end of the programme, the groups of “youngsters in initial vocational training and young workers” amounted to slightly over 9 000 beneficiaries. The first two editions of the second stage of the programme have shown a net progression in the total number of beneficiaries, with an annual average of over 4 000, a progression which is particularly evident in the group of “youngsters in initial vocational training”.

The mobility programmes have aroused considerable interest, for which reason, in many cases, the public authorities (Autonomous Communities) have provided co-financing for projects designed for youngsters in initial vocational training and young workers, as has the University Secretary of State's Office for study-abroad programmes for university students. One must highlight the role of vocational training practices in the EU. Under certain conditions, they have served to validate, totally or partially, the Training at the Workplace module. From this point of view, one may affirm that practices and the associated training in the EU are highly valued and are inscribed within mainstream programming of the qualification programmes for the initial vocational training mid- and higher-level cycles.

In the case of occupational training, practices performed in EU companies have the same value as those performed in Spanish companies, forming a part of the training track necessary for the issue, if applicable, of the pertinent certificate of professionalism.

The document Europass-Training according to the “Decision on European Alternating Tracks” has been issued to the large majority of students, youngsters in initial

vocational training, young workers, who have participated in the Leonardo da Vinci mobility programmes, both in the first and the second stages.

Europass' condition as the single framework for transparency is well-known, at national level, the Europass National Agency has been created, within the Ministry of Education and Science (Sub-directorate for Vocational Training).

## **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 job-seeker 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 job-seekers 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 for 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 get knowing and develop the technical instruments and the abilities to facilitate an active job seeking. The objective is to facilitate to the users the knowledge of these technical instruments they need for planning and organizing active job seeking activities. Contents: to attain a position, how and where to find a job, the selection process, labour information and self-employment Duration: 6 modular sessions of 4 hours each.
- “Job interview workshop” (*TE*) - A collective action to increase the theoretical and practical knowledge of the users for approaching successfully job interviews. The objective is to put in practise in a training group the abilities, competences and the basic strategies they need in job interviews.

Contents: Nature and definition of the interviews, the frequent questions in the interviews, the behaviour and the basic abilities needed 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 included, depending on the main objective of the user: vocational training, self-employment assessment, or workshop-school programmes.

Procedures are based on 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 job-seekers.

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 job-seekers.

Group actions encouraging the user to acquire and/or develop techniques and skills for active job seeking aim to give the job-seeker 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.

### **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 disfunctions.

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, Teachers (*Maestros*) and social workers. Regarding functions and competences 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: 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 27th 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.

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 and Science 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 2005 Spain spent 4.5% of its gross domestic product on education, (Source: “*Las cifras de la Educación en España/ Estadísticas e Indicadores Edición 2006*”, Ministry of Education and Science).

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

Initial vocational training is divided into 2 levels, middle and upper. Both are regulated by the *Ley Orgánica 2/2006, de 3 de mayo, de Educación* (Education Act) of May 2006 and Law 10/2002 of 23rd December, *Ley de la Calidad de la Enseñanza* (Quality of Education Act).

Funding is from various sources: public funds (Ministry of Education and Science), 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 EUR)

<b>EXPENDITURE IN SCHOOL-WORKSHOP AND TRADE LEARNING CENTRE PROGRAMMES, INCLUDING THE ESF SHARE</b>		
	<b>TOTAL EXPENDITURE</b>	<b>ESF CONTRIBUTION</b>
<b>1998</b>	314 510 000	109 703 557 (34.88%)
<b>1999</b>	353 620 000	137 326 521 (38.83%)
<b>2000</b>	411 380 000	53 305 545 (12.90%)
<b>2001</b>	452 900 000	121 009 499 (26.72%)
<b>2002</b>	472 890 000	131 257 610 (27.76%)
<b>2003</b>	475 720 000	144 388 617 (30.35%)
<b>2004</b>	493 760 000	99 705 300 (20.19%)
<b>2005</b>	494 910 000	225 823 141 (45.63%)
<b>2006</b>	497 037 000	274 459 146 (55.22 %)

Source: SPEE-INEM (Instituto Nacional de Empleo, School-Workshop and Trade Learning Centre Unit) , 2007.

(1)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.

(2) It is necessary to take into account that the National Public Employment Services-INEM has not requested co-financing from the ESF for the totality of the costs.

#### **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.

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

Continuing training in Spain is funded through the vocational training levy (*Cuota de Formación Profesional*) 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 Continua 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 19th 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 2000-2006 (thousand euros)

YEAR	ESF FUNDING	TOTAL FUNDING	%
2000	223.08	740.67	30.12
2001	228.88	773.79	29.58-
2002	236.52	862.88	27.41
2003	241.73	951.35	25.41
2004	229.81	965.08	23.81
2005	165.76	1077.41	15.39
2006	280.94	1067.36	26.32
<b>TOTAL</b>	<b>1606.72</b>	<b>6438.54</b>	<b>24.95</b>

#### 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") (V́ctor Ṕrez D́az. *La educaci3n profesional en Espa~a*. 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 EUR. 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><i>PLAN FIP</i> BUDGET (EUR)</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>	695 876 880.00	218 107 203.00 (31.34%)

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 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 13th 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 6th December 1994 and renewed for a 6-year period by Council Decision of 16th 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 other countries.

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

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