

Spain

VET in Europe - Country Report

2009

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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 context - framework for the knowledge society
2. Policy development - objectives, frameworks, mechanisms, priorities
3. Legislative and 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. Matching VET provision with labour market needs
8. Guidance and counselling for learning, career and employment
9. Financing - investment in human resources
10. National VET statistics - allocation of programmes

This overview has been prepared in 2009 and its reference year is 2008. Similar overviews of previous years can be viewed at:

http://www.cedefop.europa.eu/etv/Information_resources/NationalVet/Thematic/

More detailed thematic information on the VET systems of the EU can also be found at:
http://www.cedefop.europa.eu/etv/Information_resources/NationalVet/Thematic/analysis.asp

Keywords:

vocational education and training (VET) systems; initial vocational training; continuing vocational training; lifelong learning; VET policy development; financial crisis and VET policies; VET legislative and institutional frameworks; validation of non-formal and informal education; teachers and trainers; anticipation of skill needs; vocational guidance and counselling; VET financing mechanisms; allocation of national VET programmes; national and international qualification systems.

Geographic term:

Spain

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1. GENERAL POLITICAL CONTEXT - FRAMEWORK FOR THE KNOWLEDGE SOCIETY

1.1 POLITICAL AND SOCIO-ECONOMIC CONTEXT

Spain is located in the southwest of Europe and the country occupies the major 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 holds territory on the north coast of Africa.

According to the Spanish Constitution of 27 December 1978, Spain is a parliamentary monarchy based on social values, democracy and the rule of law. The previous centralized regional structure was replaced by a new model with *Comunidades Autónomas* (Autonomous Communities), provinces (a total of 50) and municipalities.

The Autonomous Communities (17 plus the autonomous cities of Ceuta and Melilla) have their own legal identity. Greater powers have been transferred by the central government to the Communities that have distinguishing marks of identity due to linguistic, cultural or historical reasons. However, the trend is now towards a greater uniformity of powers among the Autonomous Communities. For instance, they all currently have responsibilities for education and training, which consist of the application and expansion of basic legislation and the regulation of the non-essential aspects of the education and vocational training system, as well as the executive and administrative powers to manage the system within their own communities.

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

The Spanish Constitution also recognizes the right of the foreign population in Spain to education stating that foreigners will enjoy the public freedoms guaranteed under the present Title (TITLE I, articles 10 to 55, on Fundamental Rights and Duties, which includes the basic rights to education) under the terms established by treaties and the law”.

1.2 POPULATION AND DEMOGRAPHICS

Spain occupies a total area of 505.990 km², of which 85% is on the Iberian Peninsula.

On 1 January 2008, the population of Spain was 46,157,822 and according to the latest figures from the Municipal Register of Inhabitants, the number of women slightly exceeded the number of men (50.5%) -source: *Instituto Nacional de Estadística*, INE, National Institute of Statistics. Eurostat forecasts a figure of 45,853,045 for the population of Spain in 2009. The average population density is 85.40 people per square kilometre but this varies considerably: in general, there is greater density in the coastal areas than in the interior, except for Madrid.

TABLE 1: TOTAL POPULATION			
	2002	2005	2009
EU (27 COUNTRIES)	491,023,535	495,090,294	499,673,325 (s)
EU (25 COUNTRIES)	461,603,958	465,845,885	470,574,546 (s)
SPAIN	43,038,035	44,474,631	45,853,045 (s)

(s) EUROSTAT estimate

Source: EUROSTAT.

The age structure of the Spanish population has changed considerably over the last 30 years, although the changes have not occurred constantly or systematically. Therefore, while the population grew relatively quickly up to 1981 (an increase of 3,640,824 people in ten years) in the '80s and '90s there was a more moderate rate of growth, with increases of only 1,189,913 inhabitants from 1981 to 1991 and 1,627,523 from 1991 to 2000. Between 2002 and the forecast population for 2009, there has been an increase of 2,815,010 inhabitants, which represents a 6.1% rise in population in only seven years. Part of the increase in population is due to immigration, especially since the mid 1990s. In 2008, 11.4% of the resident population of Spain were foreigners, in other words, 5.3 million people, an inter-annual increase of 16.6%. There were 695,190 foreign students taking non-university courses in the academic year 2007-08, which was 9.4% of the total and 14% more than the previous year. The majority of these students came from South America (41.9%), mainly from Ecuador and Colombia.

TABLE 2: FOREIGN IMMIGRATION IN SPAIN (1999-2008)										
YEAR	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
TOTAL	99.122	330.881	394.048	443.085	429.524	645.844	682.711	802.971	920.534	692.228

Source: Instituto Nacional de Estadística, INE (National Institute of Statistics).

According to the latest figures, the base of the population pyramid has shrunk and, at the same time, the proportion of the population that is aged over 65 has increased (please see table 3).

TABLE 3: SPANISH POPULATION BY AGE GROUP IN 2008		
AGE GROUP	No.	%
UNDER 25 YEARS OLD	11,849,531	25
BETWEEN 25 AND 59	25,721,876	54
OVER 60	9,812,307	21
TOTAL	46,157,822	100.00

Source: Instituto Nacional de Estadística, INE (National Institute of Statistics).

Table 4 shows that, according to the demographic forecasts, the increase in dependent elderly people in Spain will more than double in the next 40 years, to become 58.7% of the total population in 2050, which is higher than the 50.4% average for the 27 countries of the European Union.

TABLE 4 - PROJECTION OF THE PERCENTAGE OF DEPENDENT ELDERLY PEOPLE											
	2010	2015	2020	2025	2030	2035	2040	2045	2050	2055	2060
EU-27	25.9	28.26	31.05	34.23	38.04	42.07	45.36	48	50.42	52.45	53.47
SPAIN	24.43	25.82	27.42	30.17	34.32	39.72	46.39	53.88	58.69	59.98	59.07

Source: EUROSTAT.

EDUCATIONAL CHALLENGES

One challenge for the Spanish education system is to reduce the high educational drop-out rate found in the 18 to 24 age group. The percentage of the population in this age group that has not finished the second phase of secondary education and has not taken any type of study-training programme rose to 30.8% in 2004, a percentage that is considerably higher than the average for the EU (15 countries - 18.5%; 25 countries - 16.5%). In Europe, only Portugal, with 38.6%, and Malta, with 41.2%, have higher percentages. In 2005, the educational drop-out rate in Spain decreased slightly to 29.9% but in 2007 it increased to 31%, making it far higher than the average of 14.8% for the 27 member states of the European Union. (Source: Eurostat, *Projections for the European Union*).

1.3 ECONOMIC AND LABOUR MARKET INDICATORS

FRAMEWORK FOR THE ECONOMY AND GDP

During 2006 and the early months of 2007, the Spanish economy was still in the phase of significant growth that it had been registering for a little over a decade, in an international context that was characterized by great vitality. However, due to the economic crisis, the Spanish economy shrank by 0.7% in the fourth quarter of 2008 compared with the same period in 2007 and employment decreased by 3.1%.

TABLE 1. GDP. ANNUAL GROWTH IN TERMS OF VOLUME	
2004	3.3
2005	3.6
2006	3.9
2007	3.7
2008	1.2

Source: INE, *Instituto Nacional de Estadística (National Institute of Statistics)*.

THE LABOUR MARKET

Since the end of the nineties, progress has been made for what concerns participation in the labour market thanks to a series of labour market reforms. In 1984, the first reform of the Workers' Statute took place. It promoted temporary hiring, with the aim of reducing the high level of unemployment. The second reform was carried out in 1994 due to the labour situation in Spain at the time and the need to compete with the countries of the European Union. The reform had as one of its main objectives the task of lowering unemployment and, at the same time, promoting hiring people on temporary contracts. One of the measures that was adopted was the cancellation of employment promotion contracts, but this reform did not reach its objectives. Its great successes were in labour flexibility, as it laid the bases for later developments. The intention of the third reform, in 1997, was to reduce temporary hiring and promote permanent hiring. For this reason, contracts for starting a new activity were ended and a new type of contract was introduced, the permanent hiring promotion contract, which gave less compensation for unfair dismissal for objective reasons. Although this reform did not meet the objective of reducing temporary hiring, it did slow down its rate of growth and reduce the unemployment rate. The aims of the fourth reform, in 2001, were to extend the time allotted to applying the measures set out in the previous reform, to continue to promote permanent hiring and to reduce the number of people unemployed. Temporary hiring continued to rise but so did permanent hiring. The importance of temporary hiring was therefore reduced, in percentage terms. This reform succeeded in significantly increasing the number of people who were employed and, at the same time, in reducing the unemployment rate by 2.35%. The fifth reform, which was the last one to date, was carried out in May 2006, when the government and the social interlocutors arrived at an agreement to fight temporary hiring. This reform aimed to promote permanent hiring, change the labour legislation so as to optimize the use of temporary contracts, and improve unemployment protection for specific groups. These reforms have led to reducing the gap between Spain and the EU in terms of long-term unemployment rate and the rate of employment among older worker mainly in some traditionally backward areas (according to data from EUROSTAT, in 2000, Spain's long term unemployment rate was 4.6%, while in 2008 it was 2.0%), although they still remained considerably below the key objectives of the Lisbon Strategy.

Reforms targeted at improving the employment rate for women, bore results. Their participation in the labour market has been growing at a constant rate since reforms such as increasing the flexibility of half day working, the establishment of tax incentives for creating child-care centres in workplaces and the granting of tax rebates to working mothers. Notable changes can be seen in the pattern of activity rates for women over the last few decades (as shown in Table 2). This positive evolution pattern is due also to the growing level of education among women.

TABLE 2: EMPLOYMENT RATE (4TH QUARTER, POPULATION OVER 16 YEARS OF AGE)							
YEAR	1997	2001	2003	2005	2006	2007	2008
BOTH SEXES	40.9	47.4	49.2	52.1	53.4	54.0	60.1
MEN	54.0	61.2	62.0	64.0	64.8	64.5	69.2
WOMEN	27.9	34.3	36.8	40.8	42.4	43.9	51.4

Source: EPA, Encuesta de Población Activa (Survey of the Working Population).

The EUROSTAT data show that the economic activities that have the greatest significance for employment are concentrated in the non-commercial service sector and distribution and transportation, with manufacturing in third place. This trend runs parallel to the figures for the EU27, with one difference, the fact that the construction sector has great importance in Spain (see table 3).

TABLE 3: EMPLOYMENT BY ECONOMIC ACTIVITY, AGE 15+, MEN AND WOMEN, NACE REV.1.1 - (1000) - 2008						
	PRIMARY SECTOR	MANUFACTURING	CONSTRUCTION	DISTRIBUTION AND TRANSPORT	BUSINESSES AND OTHER COMPANIES	NON-COMMERCIAL SERVICES
	A_B_C_E	D	F	G_H_I	J_K_O_P_Q	L_M_N
EU 27	5.2%	15.5%	7.3%	22.2%	17.1%	21.2%
ES	5.1%	15.2%	12.2%	28.8%	20.6%	18.0%

Source: EUROSTAT.

According to table 4 below, higher employment rates, as well as lower percentages of unemployment and higher wages, could be found among those aged between 25 and 64 years old who have a higher level of training. The higher the level of education, the higher the employment rates for men and women, and the smaller the difference between the two rates. The unemployment rate fell in Spain, the OECD and the EU as the level of education increased, and particularly in the case of women: 14% for women with a primary school education or less and 7% for women with higher studies.

The highest rate of employment in Spain in 2007 was for the intermediate age group (25 to 49 years old), at 78.1%. We should note that employment increased as the workers attained higher levels of study, reaching 86.3% for those with university degrees or advanced level vocational training, a situation that is similar to the average for the member states of the European Union.

TABLE 4 - EMPLOYMENT RATE BY AGE GROUP AND LEVEL OF EDUCATION										
ISCED: INTERNATIONAL STANDARD CLASSIFICATION OF EDUCATION										
YEAR		2002			2005			2007		
AGE GROUPS		15_24	25_49	50_64	15_24	25_49	50_64	15_24	25_49	50_64
EU 27	TOTAL	36.7(i)	77.3(i)	50.2(i)	36.1	78.1	53.3	37.4	80	55.6
	ISCED 0_2	25.7(i)	65.9(i)	40.5(i)	24.7	66.2	42.5	25.3	67.5	44.2
	ISCED 3_4	47.8(i)	79.1(i)	54.3(i)	47.1	79.4	56.8	48.9	81.4	59.2
	ISCED 5_6	61.7(i)	88.2(i)	71.8(i)	60.5	88	73.6	62	89	74.9
	NO ANSWER	15.3(i)	73.4(i)	37.9(i)	4.6	73.7	5	5.1	74.6	6.6
ES	TOTAL	33.8	71.8	47.2	38.3(b)	75.7(b)	51.4(b)	39.1	78.1	53.4
	ISCED 0_2	38.4	65.1	41.6	41.1(b)	68.1(b)	44.3(b)	41.7	70.7	45.4
	ISCED 3_4	28.5	74.2	58.1	37.3(b)	78(b)	60.7(b)	38.6	79.6	63.6
	ISCED 5_6	51.1	81.6	75.1	56(b)	84(b)	74.3(b)	58.8	86.3	75.6

b Break in series

Source: EUROSTAT.

As table 5 shows, the unemployment rates increased for the intermediate age group (25-49 years of age) and continued to increase for workers with less training; in other words, those with primary education who did not finish *Educación Secundaria Obligatoria*, ESO (Compulsory Secondary Education) had a rate of 9.7%, which is, however, less than the EU average for the same level and age, namely 10.3%. It can also be seen that there is a higher level of unemployment in Spain among young people under the age of 24.

TABLE 5- UNEMPLOYMENT RATES BY AGE GROUP AND LEVEL OF EDUCATION										
ISCED: INTERNATIONAL STANDARD CLASSIFICATION OF EDUCATION										
YEAR		2002			2005			2007		
AGE GROUPS		15_24	25_49	50_64	15_24	25_49	50_64	15_24	25_49	50_64
EU 27	TOTAL	17.8	8.2	6.6	18.5	8	6.7	15.4	6.4	5.5
	ISCED 0_2	19.8	11.3	7.4	21.7	11.6	7.8	19.9	10.3	6.9
	ISCED 3_4	17.5	8.4	7.5	17.2	8.2	7.6	13.3	6.1	5.8
	ISCED 5_6	12.5	4.5	3.5	14.1	4.7	3.8	11.3	3.7	3.2
	No ANSWER	14	7.1	6.7	27.5	:	:	20.1	:	:
ES	TOTAL	21.6	10.3	7.4	19.7(b)	8.2(b)	6(b)	18.2	7.4	6.1
	ISCED 0_2	21.7	12	8.9	21.8(b)	10.1(b)	7.2(b)	20.4	9.7	7.4
	ISCED 3_4	21.5	9.7	6.8	17.2(b)	7.5(b)	5.9(b)	16.6	7.1	5.6
	ISCED 5_6	21.6	8.3	2.2	17.1(b)	6.6(b)	3(b)	13.6	5.1	3.4

b Break in series

Source: EUROSTAT.

SPENDING ON EDUCATION

In Spain, public spending on education relative to GDP fell between 1995 and 2005, increasing its difference as compared to the European average.

As table 7 shows, public spending on education in 2005 was about 4.5% of Spanish GDP (4,500 million euros). In the last ten years it has increased by 21.4% (at constant prices) and the breakdown is as follows: 4.29% of GDP is assigned to public spending and 0.88% of GDP to family spending. Between 1995 and 2005, the percentage of GDP destined for education has decreased, both in terms of public spending, which has gone from 4.61% to 4.29%, and spending by families, which is gone from 1.0% to 0.88%. To correctly interpret these figures, it is necessary to take into account the fact that, during this period, the resources allocated to education went from 20.6 to 39.0 thousand million euros in absolute terms, in the case of public spending, and from 4.6 to 8.0 thousand million euros, in the case of families; the percentage decrease is due to the fact that in the same years GDP had undergone considerable growth (Table 6).

	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005
PUBLIC SPENDING	20.6	21.9	22.8	24.0	25.7	27.4	29.2	31.4	33.9	37.0	39.0
FAMILY SPENDING	4.6	5.1	5.5	5.9	6.2	6.2	6.5	6.9	7.2	7.5	8.0
GDP	447.2	473.9	503.9	539.5	579.9	630.3	680.7	729.2	782.9	841.0	908.5

Source: Institute of Evaluation, Institute of Evaluation (Ministry of Education, Social Policy and Sport).

Note: The information on family spending refers only to payments for educational services by households to schools, academies and private classes and does not, therefore, include spending on supplementary services or goods related to education (textbooks, school supplies, etc.), since this information is currently not available. Because of this, it is not possible to obtain the total for spending on education.

YEAR	% OF GDP
1997	4.7
2003	4.5
2005	4.5

Source: INE, Instituto Nacional de Estadística (National Institute of Statistics) - Ministry of Economy.

1.4 EDUCATIONAL ATTAINMENT OF POPULATION

In Spain, the percentage of young people between the ages of 18 and 24 who had only taken Compulsory Secondary Education was double the average for the EU27 but, while this figure has fallen in the last five years in the EU, in Spain it has remained stable in recent years.

	2002	2003	2004	2005	2006	2007
EU 27	17.1	16.6	15.9	15.5	15.2	14.8
EU 25	16.6	16.1	15.4	15.1	15	14.5
ES	29.9	31.3	31.7	30.8 (b)	29.9	31

(b) Break in series

Source of Data: Eurostat; EU Labour Force Survey. Date of extraction: 29 May 2008

Note: Early school leavers refers to persons aged 18 to 24 in the following two conditions: the highest level of education or training attained is ISCED 0, 1, 2 or 3c short and respondents declared not having received any education or training in the four weeks preceding the survey (numerator). The denominator consists of the total population of the same age group, excluding no answers to the questions "highest level of education or training attained" and "participation to education and training". Both the numerators and the denominators come from the EU Labour Force Survey.

The percentage of young people in Spain between the ages of 20 and 24 who had completed higher secondary education was 17 points below the average for the EU27, although the proportion of women was slightly higher in Spain, a trend that has been in evidence since 2002.

TABLE 2 - YOUTH EDUCATION ATTAINMENT LEVEL - PERCENTAGE OF THE POPULATION AGED 20 TO 24 HAVING COMPLETED AT LEAST UPPER SECONDARY EDUCATION									
	2002			2005			2007		
	TOTAL	FEMALES	MALES	TOTAL	FEMALES	MALES	TOTAL	FEMALES	MALES
EU 27	76.7	79.3	74	77.5	80.2	74.9	78.1	80.8	75.5
SPAIN	63.7	70.3	57.4	61.8	68.5	55.4	61.1	67.3	55.1

Source of information: Eurostat

b Break in series

Date of extraction: 27 Feb 09

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The percentage of Spaniards between the ages of 25 and 34 who had completed at least higher secondary education (*Bachillerato*, intermediate level training courses or other types of secondary education) was 65% in 2007, one percentage point more than in 2006, but still 14 points below the OECD level of 79% and 16 points below the EU level of 81% (see table). However, the changes that have taken place have been very positive. 28% of Spanish citizens who are now between the ages of 55 and 64 (i.e., who belonged to the 25-34 age group thirty years ago) hold this diploma, as compared to the OECD and EU average of 57%. From 28%, the number has grown to 65%; in other words, the changes that have taken place in education in Spain have permitted an improvement of 37 points in the number of people between 25 and 34 years of age taking post-compulsory secondary education.

TABLE 3 - ADULT POPULATION (AGE 25-64) WHO REACHED THE LEVEL OF <i>BACHILLERATO</i> , INTERMEDIATE LEVEL TRAINING COURSES AND OTHER SECONDARY STUDIES (ISCED 3-4), 2007		
	25-34 YEARS OLD	55-64 YEARS OLD
EU -19	81	57
OECD	79	57
SPAIN	65	28

Source: Ministerio de Educación. *Panorama de la educación: Indicadores de la OCDE 2009. Informe español.*

29% of Spaniards aged between 25 and 64 had completed higher education studies in 2007. This represents an increase of three percentage points over the figures for 2004, putting Spain above the OECD average of 28% and that of the EU, 24%.

TABLE 4 - ADULT POPULATION (AGED 25-64) WHO HAD ADVANCED LEVEL EDUCATION (ISCED 5-6), 2007	
	25-64 YEARS OLD
EU -19	24
OECD	39
SPAIN	29

Source: Ministerio de Educación. *Panorama de la educación: Indicadores de la OCDE 2009. Informe español.*

In 2004-2005, there was a great difference between the number of high school graduates (academic higher secondary education) - 44.4% and those graduating from intermediate level training courses (vocational higher secondary education) - 16.4%. When we analyze the evolution of the number of vocational training technicians graduating, we can distinguish two stages. In the first stage, between 1995-1996 and 1999-2000, the number decreased but in the second stage, between 2000-2001 and 2004-2005, it grew to 16.4%. When compared with the European countries that belong to the OECD, in 2005, Spain was in the intermediate group in general education programmes (*Bachillerato*, higher secondary education), with 44% graduating. However, Spain was fourth from last in terms of those with diplomas from pre-professional and professional education, just in front of Portugal, Estonia and Hungary. As for gender differences, there is a higher graduation rate for women from general education programmes in all the countries of the OECD. (Source: National system of education indicators 2007, *Instituto de Evaluación*, Institute of Evaluation).

http://www.institutodeevaluacion.mec.es/contenidos/pdfs/rs7_2_2007.pdf

The 2008-2009 academic year began with a forecast number of students in Compulsory Secondary Education and *Bachillerato* that had variations of little significance (-0.2% and -0.3%, respectively). However, there was an increase of 1.9% in vocational training, in spite of the fact that the number of populations in the corresponding age groups remained stable or had slightly decreased, so that it may be possible to forecast a gradual increase for this type of study, which could be due to a greater “appreciation” for vocational training in the context of an economic crisis.

TABLE 5 - FORECAST NUMBER OF STUDENTS IN GENERAL NON-UNIVERSITY EDUCATION FOR THE ACADEMIC YEAR 2008-09				
	2008-09	2007-08	ABS. VARIATION	%
TOTAL	7,419,989	7,226,664	193,325	2.7%
PRE-SCHOOL EDUCATION	1,765,719	1,639,741	125,978	7.7%
STAGE 1 PRE-PRIMARY ED. (1)	370,596	294,664	85,932	30.2%
STAGE 2 PRE-PRIMARY ED	1,395,123	1,335,077	40,046	3.0%
PRIMARY EDUCATION	2,662,532	2,600,466	62,066	2.4%
SPECIAL EDUCATION	30,225	29,448	777	2.6%
COMPULSORY SECONDARY EDUCATION	1,822,885	1,826,163	-3,278	-0.2%
BACHILLERATO	617,828	619,939	-2,111	-0.3%
BACHILLERATO (IN-CLASS)	578,741	582,549	-3,908	-0.7%
BACHILLERATO (DISTANCE LEARNING)	39,087	37,390	1,697	4.5%
VOCATIONAL TRAINING	520,800	510,907	9,893	1.9%
INTERMEDIATE LEVEL TR. COURSES (IN-CLASS)	238,779	236,571	2,208	0.9%
ADVANCED LEVEL TR. COURSES (IN-CLASS)	218,760	215,234	3,526	1.6%
DISTANCE TR. COURSES	14,904	12,598	2,306	18.3%
INITIAL OFFICIAL QUALIFICATION PROGRAMMES	48,357	544	47,913	-
SOCIAL GUARANTEE PROGRAMMES	(2)	45,960	-45,960	-

(1) Students attending centres authorized by the education departments.

(2) The students left over from the Social Guarantee Programmes that started in previous years have been counted among those in Initial Professional Qualification Programmes.

Source: Information and figures. Academic year 2008/2009, Ministry of Education, Social Policy and Sport.

In Spain, general education has traditionally been a preferred choice over vocational education. The choice of academic studies rather than vocational training has to be linked to a variety of factors. Although the general trend is currently changing also due to the current economic crisis, in Spain, regulated vocational training has not historically been considered a real option for students who have finished primary education. According to Víctor Pérez Díaz (*La Educación Profesional en España*, Edit. Santillana. 2003), the option of following vocational training was for a long time "... a realm for students who failed primary education and had fewer economic resources. The disrepute that resulted from this meant that as time went by fewer and fewer students followed a vocational training path and instead selected an academic one".

Another factor to be borne in mind, and one that influences the statistics, is the difference between the sexes that is related to the belief that regulated vocational training was a traditionally male activity and that women were excluded from such studies. In this way, women understood that it was more appropriate to continue with their academic and university studies as their general social model. ("*Trayectorias personales y profesionales de mujeres*" CIDE. *Instituto de la Mujer*, Women's Institute. MTAS 2003).

To improve this situation, the public agencies are promoting a policy of education and training that focuses on lifelong learning and the recognition of professional experience through the National System of Professional Qualifications (*Ley Orgánica*, Organic Law, 5/2002 of 19 June) and Professional Certificates, DR1506/2003 of 28 November.

Another of the objectives that is currently being tackled by the educational authorities is to substantially reduce the number of young people who abandon the system before obtaining a basic qualification, given the high drop-out rate of young people between 16 and 25 years of age.

1.5 DEFINITIONS

GENERAL EDUCATION (*EDUCACIÓN GENERAL*): Education that does not involve any type of specialization through a choice of subjects and does not give students any specific training. *Source: European Thesaurus of Education, Eurydice*

PRE-VOCATIONAL EDUCATION (*EDUCACIÓN PREPROFESIONAL*): In the Spanish education system, it is difficult to differentiate between pre-vocational education and vocational education. Programmes leading to initial professional qualifications intended for students over sixteen years of age - and, exceptionally, those fifteen years old - who have not obtained a compulsory secondary education diploma can be included in this type of education. The aim of these initial professional qualification programmes is to have all the students obtain the professional competencies that belong to a level 1 qualification in the current structure of the Catálogo Nacional de las Cualificaciones Profesionales, CNCP (National Catalogue of Professional Qualifications), and for them to have the possibility of entering society and employment successfully and expanding their basic competencies so that they can continue to study in different types of education. The Programas de Escuelas Taller y Casa de Oficios (Workshop School and Craft Centre Programmes) can also be included here. *Source: Ley Orgánica de Educación (Organic Law on Education), LOE; Instituto Nacional de Estadística (National Institute of Statistics), INE.*

VOCATIONAL EDUCATION (*FORMACIÓN PROFESIONAL*): In Spain, vocational education is regulated or in-school education that includes a set of intermediate level and advanced level training courses that have as their aim to prepare the students to be qualified to work in a variety of professions, to have access to employment and to actively participate in social, cultural and economic life. *Source: LOE, INE.*

TECHNICAL EDUCATION (EDUCACIÓN TÉCNICA): N/A

TERTIARY EDUCATION OR HIGHER EDUCATION (EDUCACIÓN TERCIARIA O SUPERIOR): This is the equivalent of a university education (ISCED 5A, 6) and of certain types of non-university higher education, such as the Spanish training courses in advanced level vocational training (ISCED 5B) and special advanced level education, which is made up of training courses within particular professional groups and studies that lead to a diploma that is the equivalent of a university degree but without being taught in a university because of their special nature (military, artistic, sports and foreign language education). *Source: EURYDICE, OECD.*

FURTHER EDUCATION: This level of education does not exist in the Spanish education and training system.

POST-SECONDARY, NON-TERTIARY EDUCATION: There is no equivalent in Spain of this level of education (ISCED 4).

TRAINING: This should be understood as it is defined in the CEDEFOP Glossary, as being vocational education and training. Its aim is to teach students technical and practical knowledge, and the skills and/or competencies required by particular occupations or, more generally, by the job market. *Source: Cedefop Glossary 2009.*

INITIAL VOCATIONAL EDUCATION AND TRAINING (FORMACIÓN PROFESIONAL INICIAL): This is understood in Spain to be vocational training within the education system that comprises the set of training actions that prepare students to be qualified to work in a variety of professions, to have access to employment and to actively participate in social, cultural and economic life. It includes the courses taught in initial vocational training (including the Specific Vocational Training courses established by the *Ley Orgánica de Educación*, Organic Law on Education, LOE). This type of Vocational Training is made up of a set of training courses that are organized as modules, last for varying amounts of time and have the theoretical-practical content suited to the different professional fields. They are organized into 26 professional families and two levels, intermediate level training courses and advanced level training courses, which lead to qualifications that have academic and professional value. *Source: LOE*

CONTINUING VOCATIONAL EDUCATION AND TRAINING (EDUCACIÓN Y FORMACIÓN CONTINUA): Starting in 2007, *Real Decreto* (Royal Decree) 395/2007 of 23 March has established the current model for continuing training in Spain, which is called “vocational training for employment (CVET)”. The aim of Vocational training for employment (CVET) is to promote and offer companies, and employed and unemployed workers training that fits their needs and contributes to the development of a knowledge-based economy.

SCHOOL BASED PROGRAMMES (PROGRAMA DE EDUCACIÓN): This is equivalent to an education programme and should be understood as being a set of activities, content and/or methods that is applied with the aim of reaching particular teaching objectives (gaining knowledge, skills and/or competencies), is organized in a logical sequence and has a specific duration. The terms “education programme” and “training programme” refer to the carrying out of training activities, while the term “curriculum” applies to the design, organization and planning of the training. *Source: Cedefop Glossary, 2009.*

ALTERNANCE TRAINING (FORMACIÓN EN ALTERNANCIA): In Spain, this is equivalent to the following vocational training and practical experience:

a) *The training provided by the education system in regulated vocational training, as regulated by the LOE. This includes a practical workplace training phase, as well as a*

theoretical phase. (Those who have employment experience that corresponds to the studies being taken are exempted from the theory).

b) The non-employment professional practical experience that is undertaken by the unemployed on training courses offered under training for employment plans. The practical experience can take place at the same time as the training action or after it has finished if the student had a passing grade (ORDEN (Order) TAS/718/2008).

In Spain, this is the equivalent of the initial professional qualification programmes. These programmes are organized by the education authorities and are intended for students over the age of 16 who did not graduate from compulsory secondary education. The aim is for them to gain professional competencies at level 1 in the National Catalogue of Professional Qualifications (ISCED 2) (see section 4.5).

APPRENTICESHIP (APRENDICES): The term “apprentice” is no longer used in Spain but the concept is the equivalent of the model for training contracts, under which training is given to workers who are between the ages of sixteen and twenty-one. The upper age limit is not absolute, as for certain groups of unemployed people this limit does not exist. The contract must be formalized in writing and expressly state the occupation or occupational level that is the object of the training, the time dedicated to training and the timetable, the duration of the contract and the name and professional qualifications of the person designated to be the tutor. A tutor may not be assigned more than three workers who are in training. The duration of the contract can be from six months to two years, unless different time periods are established in the sectorial Collective Agreement, but in no case can it be more than three years. For handicapped workers, the maximum time limit can be extended to four years. Up to two extensions can be agreed, with a minimum duration of six months. The time given over to theoretical training cannot be less than 15% of the maximum working day. It is permitted for this type of training to be given by centres that are not part of the company and it can be either in-class or distance learning. The working day must be full time. This contract is regulated by article 11 of the *Estatuto de los Trabajadores* (Workers’ Statute) in the version given in *Ley* (Law) 63/97 of 26 December, modified by article one point two of *Ley* (Law) 12/2001 of 9 July. Also by *Real Decreto* (Royal Decree) 488/98 of 27 March; the *Orden* (Order) of 14 July 1998; and the *Resolución* (Decision) of 26 October 1998.

CURRICULUM (CURRÍCULO): This is the set of activities carried out in order to design, organize and plan an educational or training activity. It includes defining the objectives for the training, the content, methods (including assessment) and materials, as well as the plans for training the teachers and trainers. The word ‘curriculum’ is applied to the design, organization and planning of training actions, while the word ‘programme’ refers to carrying out these activities. *Source: CEDEFOP Glossary, 2009.*

In Spain, the curriculum is the equivalent of a study plan and in art. 6 of the LOE it is understood to be “the set of objectives, basic competencies, content, teaching methods and criteria for assessment of each of the types of teaching regulated”.

QUALIFICATION (CUALIFICACIÓN): This word can have two meanings:

1. The formal result of a process of assessment and validation that is obtained when a competent body decides that the person involved has obtained some results that are at the level required. *Source: EQF, 2006.*
2. Art. 7 of the *Ley Orgánica de Cualificación Profesional*, LOCP (Organic Law on Professional Qualifications) “understands a professional qualification to be the set of professional competencies with significance for employment that can be acquired through modular training or other types of training or through work experience”.

SKILL (*DESTREZA*): The ability to carry out tasks and solve problems. Source: CEDEFOP Glossary, 2009.

COMPETENCE (*COMPETENCIA*):

a) A demonstrated ability to use knowledge, aptitudes and personal, social and/or methodological abilities in employment and educational situations and for personal and professional development. In the *European Qualifications Framework*, a competency is described in terms of “responsibility and autonomy”. Source: *EQF, 2006*.

b) Art. 7.3 of the *Ley Orgánica de Cualificación Profesional*, LOCP (Organic Law on Professional Qualifications) understands professional competencies to be the “set of knowledge and abilities that allow a professional activity to be performed in accordance with the requirements of production and employment” and a “unit of competency” to be the “minimum combination of professional competencies that can be recognized and given partial accreditation”.

2. POLICY DEVELOPING - OBJECTIVES, FRAMEWORKS, MECHANISMS AND PRIORITIES

2.1 OBJECTIVES AND PRIORITIES IN THE NATIONAL POLICY DEVELOPMENT AREAS OF VET

The **Programa Nacional de Reformas 2005** (2005 National Reform Programme) was a turning point for the Spanish vocational training system because it established a set of priority objectives related to education and training that led to legislative reforms such as the approval of the *Ley Orgánica de Educación*, LOE (Organic Law on Education) on quality and training (2006), regulating the university and pre-university levels of the education system or the creation of a new model for vocational training, the vocational training for employment (CVET) which was regulated by *Real Decreto* (Royal Decree) 395/2007.

The vocational training for employment (CVET) (CVET) is made up of instruments and actions that are intended to promote and offer companies and employed and unemployed workers training that fits their needs and contributes to the development of a knowledge based economy. Its aims are to:

1. Promote opportunities for lifelong learning for unemployed and employed workers so that they can improve their professional abilities and personal development.
2. Offer workers knowledge and skills that match the professional competencies required by the job market and the needs of companies.
3. Contribute to improving the productivity and competitiveness of companies.
4. Improve the employability of workers, especially those who have greater difficulties in remaining employed or entering the labour market.
5. Make the professional competencies acquired by workers both through training processes (formal and non-formal) and through work experience the object of accreditation.

2.1.1 NATIONAL LIFELONG LEARNING STRATEGY

The 2005 National Reform Programme introduced a series of measures for improving the vocational education and training system and for promoting lifelong learning. Among the measures implemented by the National Reform Programme, the reform of the education system introduced by the LOE should particularly be highlighted.

The LOE replaced the previous laws on education, LOGSE (1990), LOPEG (1995) and LOCE (2002), and among the objectives sought were to:

1. Improve the general results and reduce the continuing high rates of students either finishing basic education without a qualification or leaving school early. In 2006, 29.9% of the people between the ages of 18 and 24 had dropped out of the Spanish education system early without finishing their training. The figures for men were higher, 35.8%, than for women, 23.8%. (National system of education indicators 2007, *Instituto de Evaluación*, Institute of Evaluation)
2. View and promote training as being a lifelong learning process.

3. Increase the flexibility of the education system to allow for moving between training and work and vice versa, or from training to other activities, making it easier for young people who leave school early to be able to go back and complete their studies and for adults to be able to continue learning throughout their lives.

This law viewed training as a permanent process that should continue throughout life, and promoted it through measures designed to ensure success for students in *Educación Secundaria Obligatoria*, ESO (compulsory secondary education) and reduce the number of early leavers. For the period 2006-2010, the LOE has a budget of 7,033 million euros, of which approximately 60% is financed by the central government and 40% by the Autonomous Communities. This budget is divided among the following four major sections that give an indication of the government's main lines of action for education up to 2010 and also focus on reaching the Lisbon objectives in education and training:

1. Extending and improving the Spanish education system: 1,269 million euros have been set aside for this purpose. Among the main actions are increasing the number of places in stage one of pre-primary education and increasing schooling in post-compulsory secondary education.
2. Making pre-primary education free: 2,281 million euros will be invested in making the second stage of pre-primary education free (1.3 million children will benefit);
3. Increasing the amounts given for scholarships and study aid.
4. Successful education: 2,795 million euros will be earmarked to guarantee the success of all students through educational support programmes. Special emphasis will be placed on diversity and the specific needs of each student so as to give them a personalized education that facilitates learning and the acquisition of the basic competencies.
5. Improving teacher training: 687 million euros will be used to improve teacher training, as well as the social recognition of teachers and early retirement at 60. The budget allocated by the central government and the Autonomous Communities for 2007 was 1,094 million euros, an increase of 430 million euros over the previous year.

Among the noteworthy new features introduced by the LOE was the teaching of foreign languages, whereby all students would study English from the age of six and a second foreign language after the age of ten. Key areas of learning were reinforced, such as language, with more time devoted to reading.

The 2008 Annual Progress Report of the National Reform Programme shows that one of the main educational indicators is the fact that the early school leaving rate is 31% in Spain in 2007, which is twice the number for the young people in the EU-25 who are between the ages of 18 and 25, have not finished the second stage of secondary education and are not taking any type of education or training. In 2007, this indicator rose slightly from the 29.9% of 2006, although it was lower than in 2004, when it was 31.7%.

On the other hand, the percentage of population aged between 20 and 24 years with at least higher secondary education has increased slightly, rising from 61.2% in 2004 to 61.8% in 2005 and 61.6% in 2006. Although these improvements show that we are still far from meeting the Lisbon objectives for education, it should be noted that these indicators have a great deal of inertia, since they cover wide age groups and therefore the improvements introduced will not be seen in their entirety until some years have passed.

With the aim of reducing early leaving, the *Programas de Cualificación Profesional Inicial* (Initial Professional Qualification Programmes) came into force in the 2007/2008 academic year with a budget of 5 million euros. These programmes are intended to offer students over the age of 18 who do not have a compulsory secondary education diploma the possibility of completing their training through technical-professional education and of obtaining a diploma that will qualify them to enter the job market. In addition, a new type of scholarship called a “*beca básica*” (basic scholarship) for students at non-university levels has been created for the Initial Professional Qualification Programmes. It comprises a school supplies component of 200 euros plus a city supplement of 200 euros for all scholarship holders who are following in-class studies in a city or metropolitan area of more than 100,000 inhabitants.

Two fundamental problems still remain to be solved in secondary education and intermediate level vocational training in Spain. On the one hand, there is a very high drop-out rate in secondary education at 14 years of age and, on the other hand, Spain is lagging behind the EU 25: The number of those graduating from upper secondary school and intermediate level vocational training must increase.

2.1.2 POLICY DEVELOPMENTS IN THE MAIN VET POLICY AREAS

The Ministry of Education, Social Policy and Sport has implemented a series of measures designed to ensure the correct functioning and the quality of all stages of the education system and continuing training.

FUNDING

One of the main weaknesses of the Spanish education system is the high rate of early school leaving. It is important to keep young people in the education system for the longest time possible so that Spain can have levels of training that are appropriate to the more developed societies and therefore the government is taking measures to reduce this indicator.

For the period 2006-2010, the LOE has a budget of 7,033 million euros with approximately 60% financed by the central government and 40% by the Autonomous Communities. In 2008, the programmes that started in 2007, when the LOE came into force, continued to be implemented and were allocated 94.2 million euros. They have great significance for reducing both the failure and dropout rates. These programmes are:

- **Programmes to improve success at school.** These programmes had a budget of 35 million euros for 2008 to finance actions designed to reinforce teaching as soon as learning difficulties are detected, both in primary and secondary schools.
- **Programmes to reduce concentrations of early leavers.** Autonomous Community actions are being financed with the aim of reducing the impact of the factors involved in students dropping out of the education system without obtaining the appropriate qualifications. Included here are actions designed to keep students in the system and second opportunity programmes. The budget allocated for 2008 was 20 million euros.

TEACHER AND TRAINER TRAINING

Teacher training programme: with a budget of 8 million euros for 2008, teachers will be trained in the general aspects of the LOE and specific areas or programmes in the curriculum.

- The *Programa de apoyo al aprendizaje de lengua extranjera, PALE* (Foreign Language Learning Support Programme), which was allocated 20 million euros for 2008, includes actions such as those designed to train teachers who deliver content in a foreign language or to increase the number of language assistants.

- 9,2 million euros have also been allocated for extending and changing the school day and 2 million for supplementary programmes such as the design and creation of teaching materials. In the academic year 2007-2008, the programmes started in 2005 to personalize education have continued, improving learning by all students and therefore reducing both the failure and early drop-out rates.

VALIDATION OF NON-FORMAL AND INFORMAL LEARNING

The *Certificados de Profesionalidad* (Certificates of Professionalism) have been regulated in order to give accreditation for the professional competencies acquired both through training (by formal and non-formal methods) and through work experience.

2.1.3 CURRENT DEBATES

The reform of Vocational Training is a topic that has been under discussion in recent years. The Ministries of Labour and Education are working together on a three-part objective: to raise attractiveness of VET, to increase permeability between the education system and pathways, and to promote lifelong learning.

According to a recent study, more Spanish university graduates than their European counterparts state that if they could go back in time, they would not study at the university and that in their jobs they do not use the competencies that they acquired. Because of this, it seems necessary to act to improve the quality of VET and how society perceives it.

The aim is to make intermediate VET programmes an attractive alternative to dropping out of school, keeping adolescents in the education system longer, and to transform advanced VET programmes into an attractive alternative to the university, making it possible to increase the match between training and career opportunities in both cases. Besides improving the quality and the educational results of VET, it is indispensable to improve the prestige and social recognition of this stage of education. For this reason, the possibility is being discussed of creating information campaigns and raising the consciousness of counsellors.

It is also intended to continue to strengthen the links between advanced VET and the higher education and to promote the entry to the university of those with diplomas in advanced VET.

It also seems positive to create programmes for student mobility, both in the theoretical and practical stages, similar to the Erasmus and Socrates programmes for university students.

Improving the quality of VET programmes is essential in order for it to adapt to the dynamic needs of the production network. Involving companies more in the design of the content for this type of training and placing more emphasis on practical training are vital if we are to increase the graduation rates and the quality of this type of education and improve employability, salary levels and the social recognition of these studies.

2.2 THE LATEST DEVELOPMENTS IN THE FIELD OF EUROPEAN TOOLS

- **National context of policies for introducing and publicizing the EU tools: the European Qualifications Framework (EQF), European Credit Transfer System for Vocational Education and Training (ECVET), and Europass and promoting geographical mobility through VET.**

The relationship between the National Qualification and Vocational Training System and the Community guidelines, priorities and instruments is reflected in the legislation on vocational education and training regulating IVET and training for employment regulating CVET. The *Real Decreto*, RD (Royal Decree), 1538/2006 on the organization of vocational training within the education system (IVET), RD 395/2007 regulating the vocational training for employment (CVET), and RD 34/2008 on certificates of professionalism all take the European Qualifications Framework as their reference.

In the design of the new advanced level vocational training diplomas (non-university higher education), 120 ECTS credits are assigned to each training cycle, to modules that are expressed as learning outcomes, which makes it easier to convert them later on into ECVET credits.

With regard to the EQF, work has begun to design the *Marco español de las cualificaciones de la enseñanza superior* or MECES (Spanish higher education qualification framework), which will make it easier in the future to create the complete national framework.

The development of the Spanish Qualifications Framework complies with the two international commitments made by Spain regarding the creation of the European Qualifications Framework for lifelong learning (Copenhagen process) and the Higher Education Qualifications Framework (the Bologna Process). The framework must be developed by the government, in accordance with the terms of article 149.1.30a of the Spanish Constitution, which gives the state the exclusive powers to regulate the conditions for obtaining, issuing and standardizing academic and professional qualifications and article 6.5 of the LOE regarding diplomas for education regulated by this law.

- **Promoting the transfer and accumulation of credits in different national, regional and sectorial contexts and improving the future development of ECVET.**

A royal decree regulating the National Catalogue of Qualifications was published in 2003 formalizing the structure of the national qualification and vocational training system as levels of qualification. The conceptual format of the National Catalogue of Qualifications (the concepts of qualification, competency, units of competency, professional module and orientation according to learning outcomes, etc.) is in line with the conceptual model of ECVET.

To date, it can be said that the IVET and CVET have acted like credit systems without points, in terms of their covalidation, for the entrance tests for vocational training diplomas and/or certificates of professionalism.

The development of recent regulations has introduced important elements of flexibility into the context of the national system that favour the formal introduction/implementation of the credit system.. The credit system for initial vocational training and vocational training for employment is still in the process of development in order to covalidate the entrance tests with vocational training diplomas and/or certificates of professionalism.

The teaching leading to vocational training diplomas has also a modular structure and is expressed in terms of learning outcomes, which facilitates transferability, accumulation and the future assignment of credit points. The diplomas take as their reference the units of competency established by the National Catalogue of Professional Qualifications and are the common point of reference for the different education and labour departments. In the diplomas, the units of competency accredited correspond to covalidatable professional modules and vice versa. Also, work is currently being done on the process for assessing and accrediting the professional competencies acquired through work experience and non-formal methods of education and for accumulating them in order to obtain formal qualifications.

The policy measures that have been introduced are:

1.- The introduction of a principle of flexibility, both in the general organization of IVET and CVET. In the regulations on vocational training for employment (CVET), an emphasis is placed on the recognition of partial, accumulable accreditation or competencies acquired through training or work experience. Similarly, this is reflected in RD 1538/2006 on the education system. The methods that have adopted the principle of flexibility have progressed, with the aim of optimizing training routes. Both IVET and CVET have introduced the concept of “training unit” as a sub-component of the units of competency for the corresponding qualifications, which makes it possible to divide the modules leading to diplomas or certificates into smaller units.

2.- RD 1538/2006 establishing the organization of IVET includes the structure of the diplomas that are valid throughout the country, the minimum amount of teaching to be delivered on each of them, the way in which the Autonomous Communities must establish the curricula that lead to the granting of these diplomas, the professional modules that make them up, the system by which the modules must be accumulable and transferable between regions, and assessment by authorized institutions in order for diplomas to be issued. This assessment means that a diploma will be granted, if the student received passing marks in all the modules. The diplomas show how the professional modules that are to receive accreditation correspond to the units of competency.

- **Promoting Europass**

The *Servicio Público de Empleo Estatal*, SPEE (National Public Employment Service) took part in the creation of the Europass instruments by drawing up the technical content. The Europass system is supported by a network of European National Centres.

It is very important to publicize Europass, since, within the framework of vocational training mobility is an element that facilitates the acquisition of intercultural and linguistic abilities, which are becoming increasingly necessary in order to be qualified to join the labour market. Therefore, SPEE is continuing to cooperate through the National Centres that are taking part in mobility projects.

The use of the Europass CV has become quite extensive in Spain, especially among apprentices and recent graduates who are seeking employment abroad.

Among the outstanding policy measures is the creation of the *Centro Nacional Europass*, CNE (Europass National Centre), which comes under the Ministry of Education, Social Policy and Sport through the *Organismo Autónomo de Programas Educativos Europeos* (Autonomous Organization of European Education Programmes). The CNE coordinates 17 regional reference points, one for each Autonomous Community.

- **Promoting geographical mobility**

To promote the mobility of students and improve their prospects of employment, a national qualifications framework will be created, which will be related to the European framework in such a way that the diplomas will permit Spanish students to work in their profession in any country in the European Union. This will encourage people to gain practical work experience in different European countries by increasing the amount and type of scholarships for mobility within Europe that currently exist for students of advanced level VET and will create a new type of aid for intermediate level VET students.

- **Validating prior Learning**

One of the first measures planned is the approval in 2009 of a Royal Decree that will make it possible to assess work experience and give it credit in the corresponding modules, and partial accreditation. Also, by taking the remaining modules, workers will be able to obtain a VET diploma. In order for the procedure to be set up, the Royal Decree states that the Autonomous Communities will institute the actions needed to implement the assessment and accreditation procedure for competencies acquired through work experience or non-formal methods of training.

2.3 POSSIBLE IMPACT OF THE FINANCIAL CRISIS ON VET POLICIES

2.3.1 FORECAST RESULTS OF THE CRISIS

The financial crisis, which involves financial institutions and therefore the sources of financing for companies and families, and the economic crisis that is reflected in the measurable economic indexes such as the consumer price index, unemployment rate and GDP, have come to occupy an important position on the Spanish political agenda as far as vocational training is concerned. In 2008, a plan was announced to modernize vocational training and to link regulated vocational training (IVET), which comes under the education authorities, and vocational training for employment (CVET), which comes under the labour authorities.

The Prime Minister's 2008 Economic Report focused on an analysis of the Spanish economic situation and the challenges that the economy faces in the medium term. The 2008 report, which was drawn up by the *Oficina Económica del Presidente* (Prime Minister's Economic Office), reviews the economic situation in Spain, which has been affected by two international economic shocks of the first magnitude (the rise in oil prices and the increase in the price of food) and an internal shock (the downturn in the residential construction sector) and provides a more structural view of growth in the last decade. The main idea underlying the structure of the report is the need to continue advancing toward changing Spain's productive model and to focus on economic growth that has a more balanced composition, is more sustainable over time and is based on a knowledge economy. It examines some of the policies that affect human and technological capital and will help to develop sectors with greater value added. It also announces structural changes that will reform vocational training, which is considered to be a key factor in building an alternative model for economic growth that is based on knowledge and will ensure sustainable

economic development and increased welfare and social cohesion. The evaluation of vocational training by society continues to be inadequate and the registration rates in Spain for VET are far below the European averages. Faced with the weaknesses in the system, measures have been announced to reform vocational training in order to:

- Enhance the emerging, innovative sectors within the context of the knowledge society;
- Fully integrate learning within the education system and company and workplace training; in other words, to accredit, recognize and integrate work experience and regulated training and make training and work compatible;
- Prepare students for a society that is in a continuous process of change and innovation and fully integrate the teaching of languages and information and communication technologies;
- Encourage lifelong learning and national and international mobility; and
- Put the Spanish VET model wholly in the European context.

2.3.2 MEASURES TAKEN OR PLANNED IN RESPONSE TO THE CRISIS

At the end of 2008, the Ministers of Education, Social Policy and Sport and of Labour and Immigration presented a series of measures to promote vocational training and bring the number of those in Spain with diplomas up to the European average. The initiative, which was dubbed the “road map”, seeks to increase the quality of vocational training by adapting it to the new needs of the labour market and promoting a model of economic growth based on knowledge. Two main objectives of the roadmap are: to succeed in attracting 200,000 more students to intermediate level VET (upper secondary education) and to make lifelong education effective through close cooperation between the departments of education and labour and the social partners.

The “road map” is based on four central themes: excellence in education, the recognition of prior learning, increasing the number of courses offered and promoting mobility.

RECOGNIZING EXPERIENCE

One of the first measures planned is the approval in 2009 of the Royal Decree that will make it possible to evaluate work experience and give it credit in the corresponding modules, and for certificates of professionalism to be obtained in this way. Also, by taking the remaining modules, workers will be able to obtain a VT diploma.

Having open registration that meets the real needs of the market is going to make the courses offered in vocational training for employment more flexible.

A EUROPEAN VT

To promote the mobility of students and improve their prospects of employment, a national qualifications framework will be created, which will be related to the European framework in such a way that the diplomas will permit Spanish students to work in their profession in any country in the European Union.

It will also encourage people to gain practical work experience in different European countries by increasing the amount and type of scholarships for mobility within Europe that

currently exist for students of advanced level VT and will create a new type of aid for intermediate level VT students.

EXCELLENCE IN VOCATIONAL TRAINING

The “roadmap” is designed to promote the Network of National Reference Centres (Red de Centros de Referencia Nacional) corresponding to each of the 26 professional families. These centres are located in different Autonomous Communities and each will be a leader in its own area. They are intended to be a think tank for vocational training and to develop the research programmes that are needed to meet the needs of the emerging sectors. The programmes and measures will be implemented through the network of Integrated Vocational Training Centres (Centros Integrados de Formación Profesional), where both young students of VET and workers will study, which will permit the centres to be in constant contact with the labour market, making the challenge of lifelong education a reality. The National Reference Centres (*Real Decreto* (Royal Decree) 229/2008) have the following duties, among others:

1. To observe and analyze, at the national level, the evolution of the productive sectors in order to make the training that is offered meet the needs of the labour market.
2. To cooperate with the National Institute of Qualifications in updating the National Catalogue of Professional Qualifications.
3. To try out innovative training actions that are linked to the National Catalogue of Professional Qualifications in order to make sure that they are suitable and, if appropriate, to create content, methodologies and teaching materials to bring them up to date.

INCREASING THE NUMBER OF COURSES OFFERED

The “roadmap” plans to increase the number of vocational training courses offered by speeding up the creation of new VET qualifications that are specially related to emerging and innovative sectors of the economy and by implementing a virtual platform that will make it possible to deliver distance training courses.

A scholarship programme is going to be implemented - with the agreement of the social agents - that will make it possible to combine working with taking training courses, with the aim of inducing young people between the ages of 18 and 24 who have at the most a diploma in compulsory secondary education to return to the education system.

Another of the measures designed to increase the number of students who opt for these studies will be the creation of an Internet-based vocational information and counselling system with a portal that will provide the tools needed to guarantee the population the best selection of training or employment routes.

3. LEGISLATIVE AND INSTITUTIONAL FRAMEWORK - PROVISION OF LEARNING OPPORTUNITIES

3.1 LEGISLATIVE FRAMEWORK FOR EDUCATION AND INITIAL VOCATIONAL TRAINING

The process to reform the education system began with the approval of the *Ley Orgánica de Educación*, LOE (Organic Law on Education) of 2006. The royal decrees that expand on this law establish the following aspects of vocational education and training:

- The general organization of vocational training within the education system (IVET).
- The basic aspects of the curriculum for the special scheme for foreign language teaching.
- The basic aspects of the curriculum for professional education in Music and Dance.
- The general organization of professional Plastic Arts and Design education.
- The general organization of the special scheme for sports education.

The LOE clarifies the legal panorama by repealing the laws that comprised the basic legal framework for the Spanish education system at the non-university levels: the *Ley Orgánica General de Ordenación del Sistema Educativo*, LOGSE (General Organic Law Organizing the Education System) of 1990, the *Ley Orgánica para la Participación, la Evaluación y el Gobierno de los Centros Docentes*, LOPEG (Organic Law on the Participation, Evaluation and Governance of Teaching Centres) of 1995, and the *Ley Orgánica de Calidad de la Educación*, LOCE (Organic Law on Quality in Education) of 2002.

In addition, the LOE modifies some aspects of the *Ley Orgánica Reguladora del Derecho a la Educación*, LODE (Organic Law on the Right to Education) of 1985. Therefore, together, the LODE and LOE constitute a new basic legal framework for the education system. The implementation of the LOE and the royal decrees expanding on it will be carried out progressively starting with the 2006-07 academic year and ending in 2009-10.

In 2002, the *Ley Orgánica de las Cualificaciones y de la Formación Profesional* (Organic Law on Qualifications and Vocational Training) (Spanish initials, LOCFP) was approved. It organizes the three vocational training subsystems that used to exist (initial or regulated training provided by the educational authorities, occupational training targeted at unemployed and continuous training organised by the social partners and targeted at employed) into one single system.

Currently, vocational training in Spain is organized into two subsystems: initial or regulated training (which is taught by the education departments) and training for employment designed for both the employed and unemployed.

This law created the *Sistema Nacional de Cualificaciones y Formación Profesional*, SNCFP (National System of Qualifications and Vocational Training), with the aim of training people to perform professional activities and of promoting the offer of quality and up-to-date training that matched its different recipients, in accordance with the labour market's need for qualifications.

The *Catálogo Nacional de las Cualificaciones Profesionales*, CNCP (National Catalogue of Professional Qualifications), establishes the basic procedures for creating and updating

vocational training diplomas and certificates of professionalism and, in conjunction with the other established instruments and actions, contributes to the development of the SNCFP with regard to vocational counselling, guidance and assessment and improving the quality of the system. It forms the basis for creating the training courses that lead to vocational training diplomas and certificates of professionalism and the modular, accumulable training associated with a unit of competency, as well as other training courses adapted to the specific needs of particular groups.

Legislation:

- *Ley Orgánica 2/2006, de 3 de mayo, de Educación.* (Organic Law 2/2006 of 3 May on Education)
- *Ley Orgánica 5/2002, de 19 de junio de las Cualificaciones y de la Formación Profesional* (Organic Law 5/2002 of 19 June on Qualifications and Vocational Training)
- *Ley Orgánica 9/1995, de 20 de noviembre, de la Participación, la Evaluación y el Gobierno de los Centros Docentes* (Organic Law 9/1995 of 20 November on the Participation, Evaluation and Governance of Teaching Centres).
- *Ley Orgánica 8/1985, de 3 de julio, Reguladora del Derecho a la Educación* (Organic Law 8/1995 of 3 July, Regulating the Right to Education).
- *Real Decreto 1318/2004, de 28 de mayo, por el que se modifica el Real Decreto 827/2003, de 27 de junio, por el que se establece el calendario de aplicación de la nueva ordenación del sistema educativo, establecida por la Ley Orgánica 10/2002* (Royal Decree 1318/2004 of 28 May, modifying Royal Decree 827/2003 of 27 June, establishing the calendar for the application of new organization of the education system, which was established by Organic Law 10/2002).
- *Real Decreto 1416/2005, de 25 de noviembre, por el que se modifica el Real Decreto 1128/2003, de 5 de septiembre, por el que se regula el Catálogo Nacional de las Cualificaciones profesionales* (Royal Decree 1416/2005 of 25 November, modifying royal decree 1128/2003 of 5 September regulating the National Catalogue of Professional Qualifications).
- *Real Decreto 806/2006, de 30 de junio, por el que se establece el calendario de aplicación de la nueva ordenación del sistema educativo, establecida por la Ley Orgánica 2/2006, de 3 de mayo, de Educación* (Royal Decree 806/2006 of 30 June establishing the calendar of application for the new organization of the education system, established by Organic Law 12/2006 of 3 May on Education).
- *Real Decreto 1538/2006, de 15 de diciembre, por el que se establece la ordenación general de la formación profesional del sistema educativo* (Royal Decree 1538/2006 of 15 December establishing the general organization of vocational training within the education system).

3.2 INSTITUTIONAL FRAMEWORK FOR EDUCATION AND INITIAL VOCATIONAL TRAINING

The State reserves the right to exercise the competencies that safeguard the homogeneity and substantial unity of the education system, guaranteeing the conditions of basic equality that will allow all Spaniards to exercise their fundamental rights to education, as determined by the Constitution.

In Spain, the responsibility for initial vocational training belongs to the Ministry of Education, Social Policy and Sport and to the education authorities of the seventeen Autonomous Communities. The Autonomous Communities are responsible for developing the regulations arising from the basic national regulations, which are the responsibility of the central government, and for regulating the non-basic elements or aspects of the education system. They also have the authority for the executive and administrative management of the education system in their own communities, except for a limited number of powers, which continue to be the responsibility of the central government. *Ley Orgánica* (Organic Law) 8/1985 on the Right to Education lists the basic aspects of education that are the responsibility of the state:

- a. The general organization of the education system;
- b. The general education programme;
- c. Setting the minimum levels of education and regulating the remaining conditions for obtaining, issuing and standardizing academic and professional diplomas that are valid all over the country;
- d. The High Inspectorate of Education.

All other aspects may be developed by the Autonomous Communities, bearing in mind that the *Ley Orgánica de Educación* (Organic Law on Education), with the aim of ensuring widespread training and guaranteeing the validity of diplomas, states that the state will set the basic aspects of the curriculum for the minimum amount of teaching, which takes up 55% of the school timetable in those Autonomous Communities that have a second official language and 65% in those that do not have one.

Therefore, the Autonomous Community education departments set the curriculum for the different parts of education, which includes the basic aspects mentioned above. The schools then develop and complete the curriculum for the different stages and courses in operation in their Autonomous Community, as stated in the LOE. Regulated vocational training diplomas are standardized by the state and issued by the educational departments of the Autonomous Communities under the conditions set out in the basic and specific regulations.

A. The central government (Ministry of Education, Social Policy and Sport and Science) is responsible for:

- The general organization of the education system; in other words, promulgating the basic regulations that apply the Organic Law on Education, by establishing the general rules for the education system.
- Establishing the minimum regulations for teaching centres.
- The general programming of teaching and the regulation of academic and professional qualifications.
- Guaranteeing the right and obligation to know Spanish, without prejudice to the right of those Autonomous Communities that have their own language to set their own regulations guaranteeing the knowledge and individual use of their own linguistic heritage.
- International cooperation on educational issues.

- The general promotion and coordination of research.
- The *Alta Inspección* (High Inspectorate of Education).
- The Study Aid policy
- The ownership and administration of public centres abroad and the regulation of the legal scheme for foreign education centres in Spain.
- Creating educational statistics for state purposes.

B. The Autonomous Communities:

- The ownership of administration within their own borders.
- The creation and authorization of centres.
- The administration of human resources.
- The development of teaching programmes.
- Guidelines and support for students, aid, subsidies, etc.

3.3 LEGISLATIVE FRAMEWORK FOR EDUCATION AND CONTINUING VOCATIONAL TRAINING

For 13 years Spain had two types of vocational training in the area of employment (CVET) - occupational training for unemployed and continuing training for employed - but in 2007 both sub-systems were brought together into one single model, vocational training for employment (CVET), which is made up of a set of instruments and actions that have the aim of promoting and extending training in companies and among employed and unemployed workers.

After the government and the social partners signed the *Declaración del Diálogo Social* (Declaration of the Social Dialogue) in July 2004, there was discussion of the idea of integrating occupational and continuing training, focusing on employment and in accordance with the terms of the *Ley Organica de las Cualificaciones y de la Formación Profesional* (Organica Law on Qualifications and Vocational Training). In 2006, the *Acuerdo de Formación Profesional para el empleo* (Agreement on Vocational training for employment, CVET) was signed between the Government and the social partners to develop a new model of CVET.

Together with the legislation that it shares with the educational sub-system, such as *Ley Orgánica 5/2002, de 19 de junio de las Cualificaciones y de la Formación Profesional* (Organic Law 5/2002 of 19 July on Qualifications and Vocational Training), the following is the current legislation that has most relevance for Vocational Training:

- *REAL DECRETO 34/2008, de 18 de enero, por el que se regulan los certificados de profesionalidad* (Royal Decree 34/2008 of 18 January, regulating certificates of professionalism)
- *REAL DECRETO 229/2008, de 15 de febrero, por el que se regulan los Centros de Referencia Nacional en el ámbito de la formación profesional* (Royal Decree 229/2008 of 15 February, regulating the National Reference Centres in the field of vocational training)

- *REAL DECRETO 395/2007, de 23 de marzo, por el que se regula el subsistema de formación profesional para el empleo* (Royal Decree 395/2007 of 23 March regulating the vocational training for employment (CVET).
- *REAL DECRETO 1558/2005, de 23 de diciembre, por el que se regulan los requisitos básicos de los Centros integrados de formación profesional* (Royal Decree 1558/2005 of 23 December regulating the basic requirements for integrated vocational training centres)
- *REAL DECRETO 1416/2005, de 25 de noviembre, por el que se modifica el Real Decreto 1128/2003, de 5 de septiembre, por el que se regula el Catálogo Nacional de las Cualificaciones Profesionales* (Royal Decree 1416/2005 of 25 November, modifying Royal Decree 1128/2003 of 5 September regulating the National Catalogue of Professional Qualifications)

There are also the royal decrees regulating each of the certificates of professionalism and the orders developing the vocational training for employment (CVET):

- *ORDEN TAS/718/2008, de 7 de marzo, por la que se desarrolla el Real Decreto 395/2007, de 23 de marzo, por el que se regula el subsistema de formación profesional para el empleo en materia de formación de oferta y se establecen las bases reguladoras para la concesión de subvenciones públicas destinadas a su financiación* (Order TAS/718/2008 of 7 March developing Royal Decree 395/2007 of 23 March regulating the training courses offered in the vocational training for employment (CVET) and establishing the regulatory bases for granting the public subsidies financing them)
- *ORDEN TAS/2388/2007, de 2 de agosto, por la que se desarrolla parcialmente el Real Decreto 395/2007, de 23 de marzo, por el que se regula el subsistema de formación profesional para el empleo, en materia de formación de oferta y se establecen las bases reguladoras para la concesión de subvenciones públicas destinadas a su financiación, en el ámbito de la Administración General del Estado* (Order TAS/2388/2007 of 2 August, partially expanding on Royal Decree 395/2007 of 23 March regulating the training courses offered in the vocational training for employment (CVET) and establishing the regulatory bases for granting the public subsidies financing them that are within the scope the National Civil Service)
- *ORDEN TAS/2307/2007, de 27 de julio por la que se desarrolla parcialmente el Real Decreto 395/2007, de 23 de marzo, por el que se regula el subsistema de formación profesional para el empleo en materia de formación de demanda y su financiación, y se crea el correspondiente sistema telemático, así como los ficheros de datos personales de titularidad del Servicio Público de Empleo Estatal* (ORDER TAS/2307/2007 of 27 July partially expanding on Royal Decree 395/2007 of 23 March regulating the training requested of the vocational training for employment (CVET), and its financing, and creating the corresponding telematic system, as well as the files containing personal information that are owned by the National Public Employment Service)

3.4 INSTITUTIONAL FRAMEWORK FOR EDUCATION AND CONTINUING VOCATIONAL TRAINING CONTINUING TRAINING

At the national level, the management and regulation of vocational training for employment (CVET) comes under the Ministry of Labour and the social partners through the *Fundación Tripartita para la Formación en el Empleo* (Tripartite Foundation for

Training in Employment). The implementation of the central government's labour regulations has been transferred to all the Autonomous Communities except for the Basque Country and the cities of Ceuta and Melilla.

A. The central government (Ministry of Labour) is responsible for

- Programming and managing the training plans intended primarily for employed workers;
- Applying the National Plan for Workshop Schools, Craft Centres and Employment Workshops (programming, organization and management, subject and accreditation or recognition of professional certificates);
- Programming and managing the specific programmes set up by the *Servicio Público de Empleo Estatal* (National Public Employment Service) to train people with special training needs or who have difficulty finding employment;
- Programming and managing training actions that include hiring agreements intended primarily for the unemployed and immigrant workers in their countries of origin;
- Entering into the national Register the centres and training organizations that appear in the census of vocational training centres partnering with the *Servicio Público de Empleo Estatal* (National Public Employment Service);
- Updating the national statistics on vocational training (students, centres, resources, costs and documentation) for general use throughout Spain;
- In exceptional cases, owning and managing one or a number of National Vocational Training Centres located in the Autonomous Communities and delegating the powers for them;
- Regulating the conditions for obtaining, issuing and recognizing the validity of employment certificates for the whole of Spain;
- Applying the *Plan Nacional de Prospección de Necesidades del Mercado de Trabajo* (National Plan for Surveying the Needs of the Job Market);
- Cooperating at the bilateral, multinational and international levels in vocational training for the unemployed;
- Initiating high level inspection procedures;
- Sending representatives to the *Consejo Económico y Social* (Economic and Social Council), the *Consejo General de Formación Profesional* (General Council for Vocational Training) (which has been joined by the social partners) and the sectorial conferences on labour and social affairs;
- The *Servicio Público de Empleo Estatal* (National Public Employment Service) with the participation of the *Centros de Referencia Nacional* (National Reference Centres): creating and updating the certificates of professionalism;
- Issuing certificates of professionalism and partial accreditations (This is done by the *Servicio Público de Empleo Estatal* (National Public Employment Service) and the competent departments in the Autonomous Communities within the framework of the National Employment System);

- Maintaining and updating the file of training specialities and reporting the changes that occur to the Autonomous Communities;
- Drawing up multi-year plans to determine the priorities, general objectives and recommendations to be taken into consideration in the training courses offered by the entire vocational training for employment (CVET) sub-system (Ministry of Labour and Social Affairs);
- The *Servicio Público de Empleo Estatal* (National Public Employment Service) and the corresponding organizations or bodies in the Autonomous Communities will draw up an annual plan evaluating the quality, impact, effectiveness and efficiency of the entire vocational training for employment (CVET) sub-system, which may serve to introduce improvements into the way it operates;
- Carrying out the activities of evaluation, monitoring and inspection of the training initiatives financed by allowances on Social Security contributions that are applied to companies that have their work centres in more than one Autonomous Community.

B. Autonomous Communities

- Programming, organizing, managing, administering and inspecting training for employment in their geographical area (training on demand, training on offer and alternance training);
- Drawing up operating contracts for their Community;
- Authorizing and validating the courses organized within the Community by partner centres;
- Selecting students in accordance with the established priorities and preferences;
- Preparing, enacting and applying investment programmes that are in line with national economic policy;
- Registering the centres and partner agencies in their community, in cooperation with the General Register of the *Servicio Público de Empleo Estatal* (National Public Employment Service);
- Issuing professional diplomas and certificates, in accordance with the generally approved regulations;
- Supervising vocational training for the unemployed in their community (progress, monitoring and inspection);
- Providing information, documentation and certification to justify the actions that are co-financed by the European Social Fund and the *Servicio Público de Empleo Estatal* (National Public Employment Service);
- Providing the *Servicio Público de Empleo Estatal* (National Public Employment Service) with information on the training carried out in their respective areas so that its coordination and integration with the statistical information for the whole of the country is guaranteed.

C. Local Government

Town and city councils cannot act as labour authorities but they can promote the implementation of workshop schools, crafts centres and employment workshops. This involves applying for the corresponding grant, although, apart from the subsidies received from the European Social Fund and the *Servicio Público de Empleo Estatal* (National Public Employment Service), they must also use their own material and financial resources to cover part of the costs. Local authorities can also organize *Unidades de Promoción y Desarrollo* (Promotion and Development Departments) when they cover one district or *Centros de Iniciativa Empresarial* (Business Initiative Centres).

Some local councils have applied their own initiatives to the field of adult education. Rural councils normally use the same classes for adult education programmes and basic adult education. Teachers are usually hired through agreements with the appropriate education department. The larger councils that do not offer public adult education or that offer insufficient public adult education have applied their own initiatives to adult education, especially in the form of centres dedicated to basic education or public universities dedicated to non-formal education. In some communities, such as Madrid, adult education services are offered to the community through autonomous centres, in which the teachers are hired through agreements to teach the student body in different classes located in the various municipalities in the Community.

Cooperation with the Autonomous Communities on giving guidance, support and technical assistance to small and medium sized businesses so that their workers can have access to training.

Participation in specific training and labour market entry programmes established by the Autonomous Communities to train people with special training needs who have difficulties in entering the job market or being retrained.

D. Social Partners

The General Council for Vocational Training, the specialized body that advises the government on vocational training, was created in 1986 and since 1997 has included representatives from the Autonomous Communities. It is a consultative body with a tripartite structure since the employers' organizations, trade unions and civil service departments participate in it. Among its duties are the following:

- To draw up and propose to the government, for its approval, the National Vocational Training Programme, creating a framework within which the Autonomous Communities that have the powers to manage this programme can regulate the specific characteristics for their own particular areas.
- To evaluate and control the execution of the programme and to propose that it be updated when this is necessary, without prejudice to the powers of the Autonomous Communities.
- To report on projects for study plans and diplomas that correspond to the different levels and specializations existing within vocational training, as well as the certificates of professionalism in the area of occupational vocational training and, if appropriate, their academic or professional standardization with similar levels within regulated vocational training, without interfering with the powers of the National Schools Council in this area.
- To send proposals and recommendations on vocational training to the competent civil service departments, especially if they are related to implementing the National Vocational Training Programme.

- To propose actions to improve professional counselling, particularly that carried out by the Ministry of Education and Science and the Ministry of Labour and Social Affairs.
- To evaluate and monitor the actions that are carried out in the area of educational training.

Since 1983, continuing training for **employed workers** has been regulated through National Continuing Training Agreements signed by the most representative employers' organizations and trade unions, and by these bodies and the government.

Since 2002, the new vocational training for employment system ensures the participation of the social agents by defining and implementing various advisory and Management bodies.

The main advisory body in which the civil service and the social interlocutors participate is the General Council of the National Employment System. The National Commission on Training for Employment, which comes under the General Council, is the body that performs the function of permitting these institutions to give advice on and participate in the area of training, while, at the same time, maintaining the Council's joint and tripartite nature in its composition and method of adopting agreements.

In the same spirit of consultation, the most representative employers' organizations and trade unions can set up Joint Sectorial Committees at the national level within the framework of national sectorial collective bargaining, through collective agreements or specific agreements on training. Currently, there are 78 Joint Sectorial Committees in the different productive sectors. Among their duties are setting the guidelines for the criteria and the general priorities for the training offered to workers in different sectors and taking part in and cooperating on sectorial activities, studies and research and making proposals regarding the National System of Qualifications and Vocational Training and the National Reference Centres that correspond to their particular fields.

The main joint management body is the *Fundación Tripartita para la Formación en el Empleo* (Tripartite Foundation for Training for Employment), which partners with the *Servicio Público de Empleo Estatal* (National Public Employment Service) in managing the tendering for public subsidies that is carried out by the Service within the framework of the terms of the royal decree. The Foundation, which belongs to the national public sector, is tripartite so that its board comprises the civil service (with representatives from the Ministry of Labour and Social Affairs and the Autonomous Communities) and the most representative employers' organizations and trade unions.

TABLE 1: INSTITUTIONAL STRUCTURE OF THE SPANISH VOCATIONAL TRAINING SYSTEM		
	INITIAL VOCATIONAL TRAINING	CONTINUING VOCATIONAL TRAINING (VOCATIONAL TRAINING FOR EMPLOYMENT - CVET)
DECISION- MAKING	Ministry of Education and Science	Ministry of Labour
MANAGEMENT	Ministry of Education and Science Autonomous Communities	SPEE Autonomous Communities Social partners

4. INITIAL VOCATIONAL EDUCATION AND TRAINING

4.1 BACKGROUND TO THE INITIAL VOCATIONAL EDUCATION AND TRAINING SYSTEM AND DIAGRAM OF THE EDUCATION AND TRAINING SYSTEM

The 2006 Ley Orgánica de Educación, LOE (Organic Law on Education) partially changed the structure of the education system. It will be implemented in stages over five years, ending during the 2009/10 school year. Therefore, some aspects will not come into force immediately and will therefore be governed by the previous regulations until the time comes for them to be implemented.

The Spanish education and vocational system is interrelated and includes a special scheme in the fields of arts, languages and sports.

COMPULSORY EDUCATION (FROM 6 TO 16 YEARS OLD)

Primary education and lower secondary education together make up compulsory education, which comprises ten years of schooling from the age of 6 to the age of 16, and is free for all students.

- Primary Education (from 6 to 12 years old).

The special scheme music and dance begins with the Elementary Education in Music and Dance (enseñanzas elementales de música y de danza) address in pupils from 8 to 12 years old. Elementary level education in music and dance supplements compulsory education and is intended for students who are interested in this type of education, which is taught in public centres called conservatories, which can teach courses at the elementary, intermediate and advanced levels.

- Lower Secondary Education
 - General education scheme: compulsory secondary education (educación secundaria obligatoria, ESO). From 12 to 16 years old. The students who reach all the objectives in this stage receive the diploma of Graduado en Educación Secundaria Obligatoria (Graduate of Compulsory Secondary Education), which allows them to enter Bachillerato (upper secondary education), intermediate vocational training, intermediate level plastic art and design courses, intermediate sports education or the world of work. Students who do not pass these objectives receive a Certificado de Escolaridad (school leaving certificate) showing the number of years taken and the marks obtained.
 - Specific vocational training: Programas de Cualificación Profesional Inicial, PCPI (Initial Professional Qualification Programmes). These programmes are aimed at young people over the age of 16 - exceptionally 15 - who do not have any professional qualification and have not reached the objectives of compulsory secondary education and permit young people who dropped out of their studies early to retake and finish them (please see point 4.2).
 - Special education scheme: vocational education in music and dance (enseñanzas profesionales de música y danza). From 12 to 18 years old (maximum duration of 8 years). An entrance test is required and this is organised by the educational authorities. The training centres are called conservatories (Conservatorios de música y Conservatorios de danza). The vocational education in music and

dance leads to a vocational certification Vocational Degree of the speciality (Título Profesional de la especialidad cursada) and might lead to the degree of Bachiller if the general academic subjects are successfully passed.

NON-COMPULSORY EDUCATION

- Upper Secondary Education and Training

The second stage of secondary education (post-compulsory) has a general track that includes Bachillerato (higher secondary education), a professional track that includes intermediate level vocational training, and an special scheme that includes intermediate level professional education in the plastic arts and design and intermediate level sports education.

- General education scheme: Bachillerato, post-compulsory secondary education (from 16 to 18 years old). The structure of Bachillerato includes a number of disciplines or tracks: the arts, natural and health sciences, the humanities and social sciences, and technology. At the end of the second year, the students who pass receive the diploma of Bachiller (upper secondary education graduate) which enables them to enter the different branches of higher education. In addition to having the diploma, it is also necessary to pass an entrance test to enter the university.
- Intermediate Level Vocational Training (*ciclo formativo de grado medio*). From 16 to 18 years old. The professional track in the second stage of secondary education is called intermediate level vocational training. It is the vocational training that is regulated within the education system and was established by LOE. Entry to intermediate level vocational training can either be direct or by test.
 - *Formación en Centros de Trabajo*, FCT (workplace training module) during the last year of the Intermediate Level Vocational Training.
- Special education scheme: intermediate level vocational education in Plastic Arts and Design (*grado medio de artes plásticas y diseño*) and intermediate level sports education (*enseñanzas deportivas de grado medio*). The programme of the vocational education in plastic arts and design includes a practical training in companies or workshops. In order to access to this vocational education, it is necessary to hold the Diploma of Graduate of Compulsory Secondary Education and to pass an entrance test. Alternatively, those without the necessary academic certification can sit an entrance exam if they are 17 or above. This vocational education leads to the degree of Technician in Plastic Arts and Design (*Técnico de Artes Plásticas y Diseño*) in the specific field chosen. Vertical progression: the Arts track of Bachillerato, Advanced Vocational Training in Plastic Arts and Design after passing an entrance test. As regards sports education, to enter the intermediate level, it is necessary to have graduated from compulsory secondary education. Alternatively, those without the necessary academic certification can sit an entrance exam if they are 17 or above. This vocational education leads to the degree of Sports Technician (*Técnico Deportivo*) in that particular sport or speciality.

Vocational education in music and dance, from 12 to 18 years old, includes 2 years in upper secondary education.

- Higher Education

- General education scheme: University (*universidad*). University education in Spain is organized into three stages or “cycles”. The first stage leads to the degree of *Diplomado* (3 year degree), the second stage to that of *Licenciado* (5 year degree) and the third stage to that of *Doctorado* (doctorate degree). However, in accordance with the current legislation approved in 2005 after the Bologna Declaration, it is hoped that after 2010 the new study programmes will include a new structure for university education. After that, the first cycle of university education will lead to the *grado*, which corresponds to the old *licenciatura*, the second cycle will lead to the *máster* (master) and the third to the *doctorado* (doctorate). University education can be grouped into five disciplines: Humanities, Experimental Sciences, Health Sciences, Social and Legal Sciences, and Technical Studies.
- Special education scheme: advanced studies in music and dance, education in dramatic art, education in the preservation and restoration of cultural artefacts, advanced studies in design and advanced studies in the plastic arts, including advanced studies in ceramics and advanced studies in glass, are all included in this category (*enseñanzas artísticas superiores*); Advanced vocational training in plastic arts and design (*grado superior de artes plásticas y diseño*); and Advanced sports education (*enseñanzas deportivas de grado superior*). To have access to the Higher education in Music and Dance, Dramatic Arts, and Preservation and Restoration of Cultural Artefacts, the degree of Bachiller (or have passed the university entrance test for those who are 25 or above) and an entrance test are necessary. Regarding sports education, those who pass the advanced level sports education courses receive a diploma as a *Técnico Deportivo Superior* (Advanced Sports Technician) in that particular sport or speciality. This diploma allows them to enter the corresponding university studies.
- Advanced Vocational Training (*ciclo formativo de grado superior*). From 18 to 20 years old. Advanced level vocational training is made up of training courses for the different professional families (see 4.3). Their aim is to provide students with the following: professional skills that fit each qualification, including the organization and features of the corresponding sector of the economy and ways to join the labour market; a knowledge of the basic legislation and their rights and obligations; and, the knowledge and skills needed to work confidently and avoid workplace risks. Finally, it is intended that the students should acquire the attitudes and professional maturity needed to encourage them to continue learning and, in this way, to adapt to future changes in the demand for skills.
 - *Formación en Centros de Trabajo*, FCT (workplace training module) during the last year of the Advanced Vocational Training.

Foreign language education (basic, intermediate and advanced level): it is required to be at least 16 years old. The intermediate and advanced levels are offered in official language schools (*escuelas oficiales de idiomas*) and lead to official certification.

TABLE 1 - TYPE OF CENTRES	
TYPE OF EDUCATION AND TRAINING	CENTRES
PRIMARY EDUCATION	<i>Colegios de educación primaria - primary schools</i>
LOWER SECONDARY EDUCATION (GENERAL SCHEME)	<i>Institutos de educación secundaria - secondary schools</i>
UPPER SECONDARY EDUCATION (GENERAL SCHEME)	<i>Institutos de educación secundaria - secondary schools</i>
INTERMEDIATE AND ADVANCED VOCATIONAL TRAINING	<i>Institutos de educación secundaria - secondary schools</i>
INTERMEDIATE AND ADVANCED VOCATIONAL EDUCATION IN THE PLASTICS ARTS AND DESIGN	<i>Escuelas de arte - art schools</i>
ELEMENTARY AND VOCATIONAL EDUCATION IN MUSIC AND DANCE	<i>Conservatorios - conservatories</i>
HIGHER EDUCATION IN MUSIC AND DANCE	<i>Escuelas superiores de música y danza - advanced schools of music and dance</i>
HIGHER EDUCATION IN DRAMATIC ARTS	<i>Escuelas superiores de arte dramatic</i>
HIGHER EDUCATION IN PRESERVATION AND RESTORATION OF CULTURAL ARTEFACTS	<i>Escuelas superiores de conservación y restauración de bienes culturales - advanced schools for the preservation and restoration of cultural artefacts</i>
HIGHER EDUCATION IN PLASTIC ARTS	<i>Escuelas superiores de artes plásticas - advanced schools for the plastic arts</i>
HIGHER EDUCATION IN DESIGN	<i>Escuelas superiores de diseño - advanced schools of design</i>
SPORTS EDUCATION	Public and private centre, integrated vocational training centres, national reference centres specializing in the sports sector, and in the education centres in the military education system.
LANGUAGE EDUCATION	<i>Escuelas oficiales de idiomas - official language schools</i>

All these centres must meet a series of requirements that are set at the national level. Among the most important are the requirement that centres must offer at least two sets of training courses and that the maximum number of students per class is 30.

Title IV of the LOE concerns the teaching centres, their types and legal system, as well as programming a network of centres from the perspective of education as a public service. The teaching centre can be public, private, or state-funded private centres (*centros privados concertados*): private centres offering the free education stated by this the LOE can join the state funding scheme when they meet the requirements that have been set by education authorities.

The possibility has been established for the owners of private centres to define the character of their centre while, at the same time, respecting the constitutional framework. Particular attention is paid to the autonomy of teaching centres, both in regard to the teaching, by drawing up their own educational projects, and in regard to the financial management of their resources and the creation of their own organizational and operational regulations.

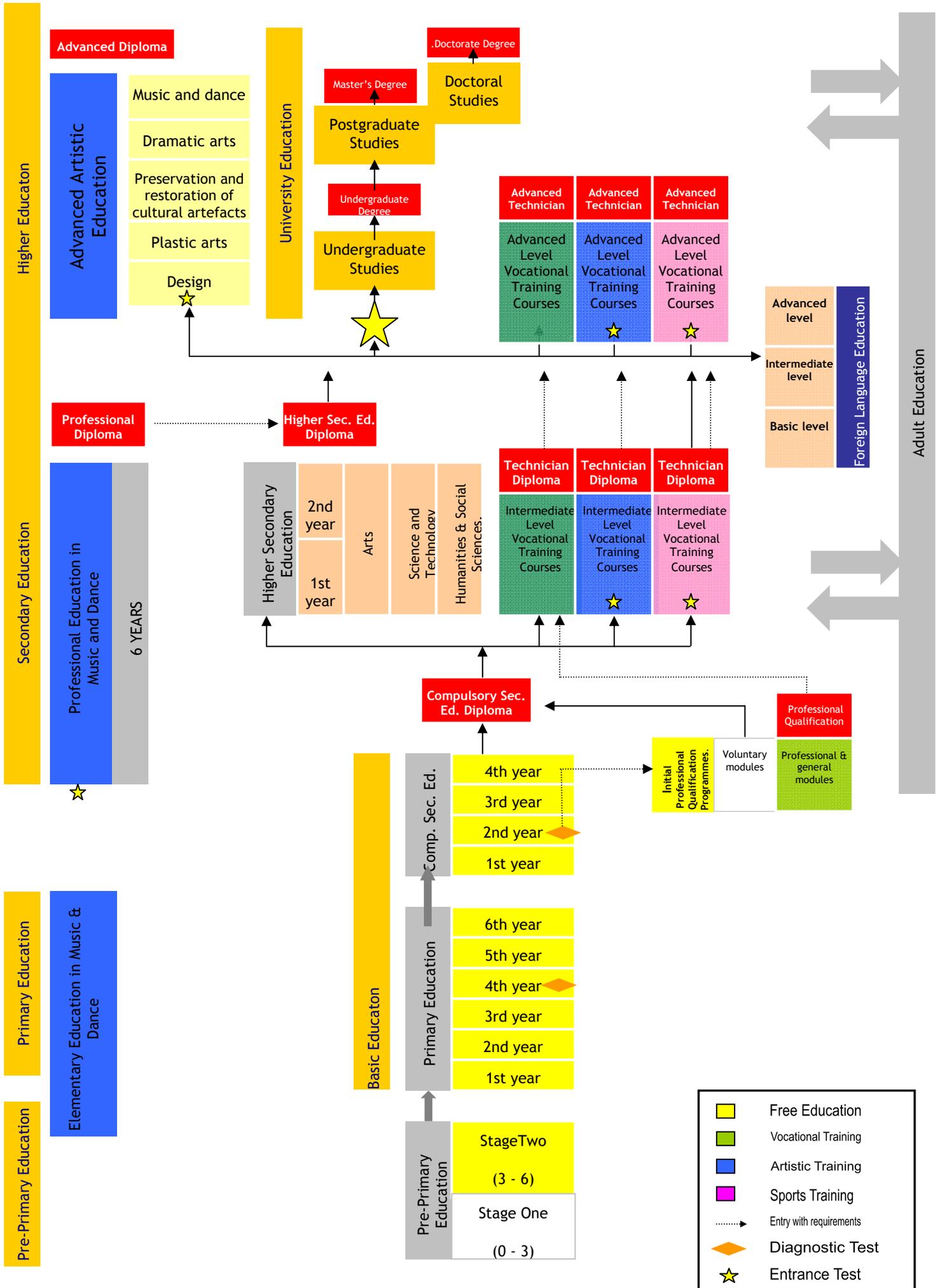
Finally, the law gives greater involvement to the collective bodies that control and govern centres, in other words, the school council, the teaching staff and the bodies coordinating teaching.

The statistics show that more than half of the students in secondary education in Spain are in government schools; in the case of *bachillerato*, this figure rises to 73.2%.

TABLE 2: NUMBER OF STUDENTS IN SECONDARY EDUCATION AND PERCENTAGE IN PUBLIC CENTRES, 2006/2007		
	NUMBER OF STUDENTS	PERCENTAGE OF STUDENTS STUDYING IN PUBLIC CENTRES
COMPULSORY SECONDARY EDUCATION	1,834.685	66.4
STUDENTS IN BACHILLERATO (GENERAL HIGHER SECONDARY EDUCATION)	595,571	73.2

Source: “*Las cifras de la Educación en España: Estadísticas e Indicadores, Edición 2007*”, Ministry of Education.

DIAGRAM OF THE VOCATIONAL TRAINING SYSTEM IN SPAIN



4.2 INITIAL AT LOWER SECONDARY LEVEL

During compulsory secondary education, the only vocational training is in curriculum diversification programmes.

CURRICULUM DIVERSIFICATION PROGRAMMES (*PROGRAMAS DE DIVERSIFICACIÓN CURRICULAR*)

During compulsory secondary education, the only vocational training is in curriculum diversification programmes.

Curriculum diversification programmes are included in Compulsory Secondary Education (Spanish initials, ESO) because they are intended for students with special learning difficulties, who go into this programme in the third year after taking the first two years of ESO and undergoing an evaluation. In these programmes, the students study under a specific methodology in which the content, practical activities and subjects are organized differently from those normally taken by students in ESO.

The definition of the minimum education for compulsory secondary education includes the basic conditions for setting up curriculum diversification starting in the third year of compulsory secondary education for students who require it, after a suitable assessment. In this case, the objectives for this stage are reached through a specific methodology by organizing the content, practical activities and, where appropriate, materials that differ from those generally established.

Students who have finished the second year but are not in a position to go into the third year and have already repeated a year once in secondary school can join a curriculum diversification programme.

These programmes are designed to give students a compulsory secondary education diploma.

The table 1 below shows that the percentage of students in Spain taking vocational training courses in compulsory secondary education is lower than those who are in the general track. This proportion is similar to the average for the member states of the European Union.

	TOTAL ISCED2	ISCED2, GENERAL	%	ISCED2, PRE-PROFESSIONAL	%	ISCED2, PROFESSIONAL	%
EU 27	22,892,085	22,329,149	98	297,528	1	265,408	1
SPAIN	1,977,258	1,968,788	99.5	0.00	0	8,470	0.5

Source: EUROSTAT.

4.3 INITIAL AT UPPER SECONDARY LEVEL

The second stage of secondary education (post-compulsory) has a general track that includes *Bachillerato* (upper secondary education), a professional track that includes intermediate level vocational training, and a special scheme that includes intermediate level professional education in the plastic arts and design and intermediate level sports education.

A) INTERMEDIATE LEVEL VOCATIONAL TRAINING (*CICLO FORMATIVO DE GRADO MEDIO*)

The professional track in the second stage of secondary education is called intermediate level vocational training. It is the vocational training that is regulated within the education system and was established by LOE.

Intermediate level vocational training is taken by students over the age of 16 and a diploma of Graduate of Compulsory Secondary Education is a prerequisite for entrance to this type of education. The duration of these studies varies according to the training course in question, from 1,300 to 2,000 hours, which are spread over one and a half or two academic years, although they commonly take one and half years.

Intermediate level vocational training is made up of training courses for the different professional families established in the National Catalogue of Qualifications:

- Administration and Management
- Agriculture
- Arts and Crafts
- Chemicals
- Computers and Communications
- Construction and Civil Engineering
- Electricity and Electronics
- Energy and Water
- Extractive Industries
- Food industries
- Glass and Ceramics
- Graphic Arts
- Health
- Hotels and Tourism
- Image and Sound
- Installation and Maintenance
- Maritime-Fishing
- Mechanical Manufacturing
- Personal Image
- Physical and Sporting Activities

- Safety and the Environment
- Sales and Marketing
- Socio-Cultural and Community Services
- Textiles, Clothing and Leather
- Transport and Vehicle Maintenance
- Wood, Furniture and Cork

The regulations governing education have produced a series of general, basic guidelines to define a common legal structure for the academic aspects of vocational education. Based on these guidelines, the various qualifications and the minimum teaching requirements for them have progressively been approved for the whole country.

The Autonomous Communities have rounded out this basic legislation by setting the curriculum for the training courses that correspond to each diploma in their own particular geographical area. The teaching centres then implement this curriculum by drawing up an annual programme with objectives, content, criteria for evaluation, sequencing and methodology that fit the characteristics of the students and the possibilities for training offered locally. Periodically, the government, either on its own initiative or at the request of the education departments, the General Vocational Training Council or the social agents and the corresponding productive sector, reviews and, if appropriate, updates the vocational diplomas or creates new ones in order to guarantee that they always keep pace with the changes occurring in professional qualifications.

The training courses are organized into professional modules, which can be of two types: those associated with a unit of competency (the most specific) and transversal or basic modules that help to build basic transversal skills related to the professional competency underlying that particular training course. The training courses are organized into training modules of varying durations. These professional modules are made up of areas of theoretical and practical knowledge. If the professional profile for a training course requires it, professional modules are included that provide training in information and communication technologies, languages and workplace risk prevention. In all other training courses, this type of training is included transversally in the professional modules that make up the diploma.

The curriculum for the training courses includes a module of workplace training, which is not employment, but those who can prove that they have work experience related to their professional studies can be exempted from it. All training courses also include training that is designed to let students know their opportunities for employment, how to create and manage a company and or become self-employed, how to organize the work and relationships within a company and to understand basic labour legislation governing equal opportunities and non-discrimination, in order to make access to employment or returning to work easier for them.

The teaching methodology of vocational training courses includes scientific, technological and organizational aspects so that the students acquire an overall view of the productive processes involved in their professional activity.

Using the basic national legislation as their starting point, each Autonomous Community regulates the aspects related to assessing vocational training, although, in fact, there are no significant differences in the Autonomous Community regulations. Assessment is continuous, like all other education. The assessment of the professional modules takes into account the professional competency that characterizes the diploma, the objectives, or

skills, involved in the different modules that make it up and the maturity of the students. When assessing the workplace practical training module, the person appointed by the workplace to be responsible for the training takes part in the assessment. To pass a training course, it is necessary to pass all the modules that make it up.

Entry to intermediate level vocational training was set by *Real Decreto 1538/2006 de ordenación general de la formación profesional del sistema educativo* (Royal Decree 1538/2006 on the general organization of vocational training within the education system) and can either be direct or by test. It is addressed to pupils that are at least 17 years of age in the year in which the test is taken.

Direct entry:

- To have the diploma of *Graduado en Educación Secundaria Obligatoria* (graduate of compulsory secondary education).
- To have any of the following diplomas or academic accreditations:
 1. Technician or Assistant technician.
 2. To have passed the second year of *Bachillerato Unificado y Polivalente* (Unified, multi-purpose higher secondary education) which corresponds to the fourth year of the current compulsory secondary education (educación secundaria obligatoria, ESO).
 3. To have successfully taken other studies that are declared to be equivalent with any of the above for academic purposes.

Entry by test:

- The test is regulated by the education departments to check the knowledge and skills needed to successfully take intermediate level training; to develop the test it is possible to seek the advice of the social partners. Those who have passed the compulsory modules of an Initial Professional Qualification Programme (PCPI), have a certificate of professionalism or can prove that they have at least one year's full-time work experience in the professional field related to the vocational studies that they want to take can be exempted from the last part of the test.

Students who have successfully taken a Social Guarantee Programme (currently replaced by the PCPI) can also take the entrance test for intermediate level training courses.

Those who can prove that they have successfully taken university entrance tests for those over 25 years of age are exempted from taking the entrance test. Also, those who have successfully taken an initial professional qualification programme, an intermediate level training course, have a certificate of professionalism that is related to the training course that they wish to take or can prove a particular qualification or work experience can be exempted from the tests.

TABLE 1: INTERMEDIATE LEVEL VOCATIONAL TRAINING NEW SYSTEM BEING GRADUALLY INTRODUCED. APPLICATION TO BE COMPLETE IN 2009/2010 ACADEMIC YEAR	
PLACE IN THE SYSTEM	Upper Secondary Education (post-compulsory) Vocational Training
DIPLOMA RECEIVED	Technician in the corresponding profession
PLACE WHERE TRAINED	Education centres and workplace
DURATION	<p>Between 1,300 and 2,000 hours, depending on the training course.</p> <p style="text-align: center;">The new diplomas are 2,000 hours.</p> <p>Normally, they last for one and a half years (but can be two years).</p> <p>Between 300 and 700 of these hours are dedicated to in-company training (Workplace Training Module).</p>
GROUP AIMED AT AND NORMAL AGE OF STUDENTS	16 years and over
CENTRES	<p style="text-align: center;">Public and private vocational training centres</p> <p>Specialized centres or centres teaching other programmes. Normally offered together with compulsory secondary education and <i>Bachillerato</i> in the secondary schools called "<i>institutos de educación secundaria</i>" in most Autonomous Communities.</p>
ENTRY REQUIREMENTS	Compulsory Secondary Education Diploma Vocational Training Technician Diploma
TRANSITION TO OTHER STUDIES	<p style="text-align: center;">Entry to all disciplines in <i>Bachillerato</i></p> <p style="text-align: center;">Advanced Level Vocational Training</p> <p>Entry to specialized studies, such as special education courses (Art and Foreign Languages), etc.</p>

The objectives of the vocational training curriculum are:

- For students to acquire the professional aptitudes that characterize each qualification and understand the organization and features of the corresponding economic sector and the mechanisms for entering the world of work;
- For them to know the basic regulations and their rights and obligations in their fields;

- For them to acquire the knowledge and skills needed to work safely and avoid risks;
- Finally, the intention is for students to acquire the attitudes and professional maturity required to encourage them to continue learning and to permit them to adapt to future changes in the skills needed by the economy.

WORKPLACE TRAINING MODULE: TRANSITION FROM THE EDUCATION SYSTEM TO THE WORLD OF WORK

The incorporation of the workplace training module into the modular structure of both intermediate and advanced level training courses and initial professional qualification programmes makes it easier for students to be in contact with the world of education and the professional world. This is one of the fundamental ways of linking the worlds of education and work, which guarantees the quality of the VET and the matching of training to the requirements of the productive system.

The workplace training or practical work experience module is a block of initial or regulated VET that takes place at the company. It is not associated with any specific unit of competency but it does affect the general competencies of the training course.

Article 11 of RD 1538/2006, which regulates VET within the education system, sets the characteristics for this module in accordance with the terms of article 42.2 of the LOE which states that this module cannot be employment and that those who can prove that they have work experience that is related to the corresponding professional studies can be exempted from it. The following are some of the aims of this module:

- To complete the acquisition by the students of a professional competency acquired in the education centre by carrying out a set of training activities identified from among the productive activities in the workplace.
- To acquire a knowledge of the organization of production and of the relationships existing in the workplace environment.
- To contribute to the success of the general aims of VET by acquiring the self-identity and maturity that will motivate future learning as well as the ability to adapt to changes in qualifications.
- To evaluate the professional competence of the student, especially those aspects that cannot be verified in an education centre because they require real production situations.

This is a compulsory module that all vocational training students registered in initial professional qualification programmes, intermediate level courses and advanced level courses undergo in a company or other organization. Successful completion of this module is an indispensable condition for obtaining a diploma or certificate, in accordance with the regulations on vocational training courses that lead to the diplomas of Technician and Advanced Technician, or certificates of professionalism in the case of initial professional qualification programmes.

The most relevant features of the workplace training module is that it takes place in a real productive environment, where the students can observe and carry out the activities and duties inherent in the different jobs belonging to a profession, can get to know how the processes involved in making a product or providing services are organized and about labour relations, and that all this takes place in the context of a plan designed jointly by the tutor from the education centre and the tutor from the workplace.

The workplace training module is structured like the other professional modules in the training course. In it are defined a series of professional skills that the students must have acquired by the time the learning process at the company ends. With the aim of verifying the acquisition of these professional skills, certain criteria for assessment are set that are defined by the quality of the way the “training/production” activities are carried out and the students’ attitudes and technical knowledge. These criteria are established in advance by the tutor from the centre and the tutor from the company and are encapsulated in what is called the “*Programa Formativo de la FCT*” (Training Programme of the Workplace Training module), which forms part of the cooperation agreement signed between the company and the professional training centre at which the student is registered.

This module also permits the trainer, and therefore the education authorities, to detect early on any conflict between the training and the requirements of the productive system. In this sense, the partner company is giving valuable help in guaranteeing that the training matches the competencies, which, at the end of the day, contributes to the employability of the students.

By signing a specific cooperation agreement, the company undertakes to do the following:

- To appoint a tutor who is responsible for the practical work experience being carried out correctly.
- To comply with the agreed training programme and to permit the students to carry out the programmed activities, follow-up and assessment.
- To give the teacher/tutor from the education centre access to the company in order to follow up on, assess and supervise the students.

The number of hours in the module is stated in the official programme of each training course. They normally range between 350 and 700 hours (10-20 weeks), depending on the diploma. Every fifteen days, one day is reserved for the tutor from the education centre to carry out follow-up actions and tutor the students. The time that the students spend at the company must be equal or close to the company’s working schedule.

The condition for taking this workplace training module is that the students must have passed all the required professional modules in the course or programme that are taken at the vocational training centre, although there is a possibility of the training module being taken before a module has been passed. The workplace training module takes place in the second year of the programme, therefore, students have a certain degree of maturity and a considerable amount of basic training.

Normally, the practical work experience takes place during the school year (only exceptionally does it take place during the holidays). The specific period of time depends on the course but is normally:

- Between September and December for short courses, in other words, those that last for a total of 1,200/1,400 hours (4 terms), of which 300/400 hours are workplace training.
- Between April and June for long courses, those that last for a total of 1,800/2,000 hours, of which 300/700 hours are workplace training.

B) SPECIAL EDUCATION SCHEME: INTERMEDIATE LEVEL VOCATIONAL EDUCATION IN PLASTIC ARTS AND DESIGN (GRADO MEDIO DE ARTES PLÁSTICAS Y DISEÑO) AND INTERMEDIATE LEVEL SPORTS EDUCATION (ENSEÑANZAS DEPORTIVAS DE GRADO MEDIO).

The programme of the vocational education in plastic arts and design includes a practical training in companies or workshops. In order to access to this vocational education, it is necessary to hold the Diploma of Graduate of Compulsory Secondary Education and to pass an entrance test. Alternatively, those without the necessary academic certification can sit an entrance exam if they are 17 or above. This vocational education leads to the degree of Technician in Plastic Arts and Design (*Técnico de Artes Plásticas y Diseño*) in the specific field chosen. Pathways: the Arts track of *Bachillerato*, Advanced Vocational Training in Plastic Arts and Design after passing an entrance test.

As regards sports education, to enter the intermediate level, it is necessary to have graduated from compulsory secondary education. Alternatively, those without the necessary academic certification can sit an entrance exam if they are 17 or above. This vocational education leads to the degree of Sports Technician (*Técnico Deportivo*) in that particular sport or speciality. Intermediate level sports education provides the competencies needed to carry out the duties of the professional profile that corresponds to beginning sports, sports technification and sports coaching. There are two levels, which are organized into specific sports education modules, common sports education modules and practical training modules.

TABLE 2 - MAIN EDUCATIONAL PROGRAMMES			
TYPE OF EDUCATION PROGRAMME	MAIN ECONOMIC SECTORS	ISCED LEVEL	TRANSFER TO OTHER TRACKS
INTERMEDIATE LEVEL VOCATIONAL TRAINING	26 professional families	ISCED 3	Advanced level vocational training Bachillerato (higher secondary education)
PROFESSIONAL EDUCATION IN MUSIC AND DANCE	Tertiary sector (leisure and teaching)	ISCED 3	Entry to advanced education in music and dance
PROFESSIONAL EDUCATION IN PLASTIC ARTS AND DESIGN	Tertiary sector (leisure and teaching)	ISCED 3	Direct access to the Arts track in Bachillerato
INTERMEDIATE LEVEL SPORTS EDUCATION	Tertiary sector (leisure and teaching)	ISCED 3	Direct entry to all tracks in Bachillerato Entry to the final year of intermediate level sports education

In table 3, we can see that general education in Spain has more weight than vocational training at secondary level, in contrast to what happens on average in the 27 member states of the European Union.

	TOTAL ISCED3	ISCED3 GENERAL	%	ISCED3 PRE-PROFESSIONAL	%	ISCED3 PROFESSIONAL	%
EU 27	22,205,390	10,723,395	48	1,185,480	5	10,296,515	46
EU 25	20,782,183	10,183,168	49	1,185,480	6	9,413,535	45
SPAIN	1,113,778	640,028	57	0	0	473,750	43

Source: EUROSTAT.

4.4 APPRENTICESHIP TRAINING

TRAINING CONTRACTS (*CONTRATOS FORMATIVOS: CONTRATO PARA LA FORMACIÓN*)

These are work/training contracts that provide participants with practical and theoretical learning to prepare them for a job or a market with an officially certifiable qualification level or, if there is no such qualification, with a basic skill level for the profession within the company's own system of classification.

The following are the requirements for training contracts that must be met by the workers:

- The maximum age for the person contracted is 21. This limit does not apply, however, when the contract is intended for the disabled or for other groups with problems entering the labour market, as established by law.
- To lack the qualifications needed to sign a practical training contract (*contrato en prácticas*) for the same job.
- Not to have worked previously in the same job at the same company for more than twelve months.
- Not to have exceeded the maximum period of training in a previous job set up for apprenticeship contracts, including at another company.

The maximum number of contracts may be determined by the corresponding number of jobs, depending on the working population, through collective bargaining at the national, sectorial or local level or at the company level in those companies that have their own training plans.

The minimum duration of this type of contract is six months and the maximum two years. Collective agreements can specify the time given over to theoretical training and how it is assigned, by regulating the theoretical and practical portions.

The remuneration for the workers is set by collective agreement, although under no circumstances can it be less than the minimum professional wage.

The theoretical training is regulated by the training modules in the professional certificates for the job related to what is learned or, if there are none, through the study plans established by SPEE-INEM (National Public Employment Service - Institute of Employment). The time to be used for theoretical training, which are always delivered

outside the workplace but during the working day, is stated in the contract, taking into consideration the characteristics of what is studied or of the job and the number of hours given over to the practical training module and for the work or studies in question, although under no circumstances can this be less than 15% of the maximum working day established by collective agreement or, if there is none, the maximum legal working day.

The requirements for theoretical training can be waived if the worker has a document from the public authorities certifying that this person has taken a vocational training course for the unemployed that includes the studies or work stipulated in the contract. In this case, the worker's income increases in proportion to the time that is not taken up by theoretical training.

The theoretical training can be offered in the network of public centres, centres managed by the social partners or the network of authorized private centres as follows:

- The public centres that offer in-class or distance teaching are mainly those that are linked to the labour authorities (SPEE-INEM workshop schools and craft centres) and centres linked to education departments.
- The centres owned by the social partners or by the private sector that offer training must be authorized.
- Companies can receive information and advice on the training available at authorized centres in their geographical area from their local employment office.

SPEE-INEM has an up-to-date list of training centres with their geographical location, the content of the training modules or the specializations that permit them to offer theoretical training to those on training contracts. This underlines the importance of cooperation between the central and regional government's information and advice services.

Distance training can be delivered through distance training centres, as long as the area in which the workplace is located does not have any in-class training courses that fit that particular training contract.

The employer must issue a certificate indicating the duration and level of the training within one month after the end of the theoretical training period. Also, the centre where the theoretical training was delivered must issue a certificate describing the course and the progress made by the participant within fifteen days after the end of the studies.

The training actions for the contract are financed from the National Public Employment Service's budget for training for employment for employed workers.

The costs of theoretical training that can be financed are calculated using financial models that take into consideration the number of students and hours and whether the training was in-class or distance.

The cost of the theoretical training time will only be financed for 15% of the maximum working day established by collective agreement or, if no agreement exists, the maximum legal working day.

The amount resulting from applying the costs per hour/student will be paid monthly by the employer to the centre or centres that have been recognized as being able to teach theoretical training for training contracts and where the worker receives this theoretical training during the month after the end of the legal time limit for paying in each month's Social Security contributions up to the end of the initial contract or any extensions to it.

The employer will receive an allowance each month for the cost of the hours of theoretical training that were taught the previous month for each and every one of the training contracts that are in effect during this time. This allowance is in the form of a deduction from that month's Social Security contributions for workers with training contracts, as long as the contributions are paid within the regulation time limit.

4.5 OTHER YOUNG PROGRAMMES AND ALTERNATIVE PATHWAYS

A) INITIAL PROFESSIONAL QUALIFICATION PROGRAMMES

These Initial Professional Qualification Programmes are intended for students over the age of 16 who have not received a Graduate of Compulsory Secondary Education diploma. Their aim is for the students to acquire the professional competencies of a level 1 qualification in the National Catalogue of Professional Qualifications and those who take the optional modules to obtain a diploma in compulsory secondary education.

Education departments organize initial professional qualification programmes that are intended for students who have reached the age of sixteen before 31 December of the year in which the programme starts and who do not have a compulsory secondary education diploma. In exceptional cases, with the agreement of the students and their parents or guardians, this age can be reduced to fifteen for those who have taken the second year of compulsory secondary education but are not in a position to go into the third year and have already repeated a year once in secondary school. In this case, the student undertakes to take the modules that will lead to his or her obtaining a compulsory secondary education diploma (Graduado en Educación Secundaria Obligatoria, Graduate of Compulsory Secondary Education).

They therefore offer a formula that allows people to transfer between the different types of training and between training and work, increasing the flexibility of the educational system within a framework of lifelong learning by organizing training routes that adapt to people's personal needs and interests. This is, therefore, one of the principal measures that can lead to all students achieving educational success.

In particular, the objective of the initial professional qualification programmes is for students to reach the professional competencies of a level 1 qualification in the current structure of the National Catalogue of Professional Qualifications, which was created by *Ley 5/2002, de las Cualificaciones y de la Formación Profesional* (Law 5/2002 on Qualifications and Vocational Training) and for them to have the possibility of entering society and employment and of increasing their basic competencies so that they can go on to other types of educational studies.

The initial professional qualification programmes include three types of module:

- a) Specific modules related to the units of competency that correspond to the level 1 qualifications in the National Catalogue of Qualifications.
- b) General training modules that increase basic competencies and help in the transition from the education system to the world of work.
- c) Modules chosen voluntarily by the students that lead to the Graduate of Secondary Education diploma and can be taken at the same time as the modules described in paragraphs a) and b) above, or after these have been passed.

The students who pass the compulsory modules (specific and general training modules) in the programme are awarded an academic certificate issued by the education department. This certificate serves as accreditation for the professional competencies in the National Qualifications and Vocational Training System that they have acquired. Students taking initial professional qualifications have continuous and developmental assessment. It takes into account the results of the psycho-pedagogical assessment made before they start the programme, the criteria for assessment in the curriculum for the programme and those introduced at the planning stage by the teaching team and each student's personalized training plan. To pass an Initial Professional Qualification Programme (Spanish initials, PCPI), it is necessary to obtain passing marks in the final assessment for each of the modules in the programme. Students who take the modules voluntarily and have a passing mark receive the diploma of Graduate of Compulsory Secondary Education.

The courses in the initial professional qualification programmes can be of different types and education centres, local councils, professional associations, non-governmental organizations and other employers' and trade union organizations can take part in these programmes, with the coordination of the education departments.

The education departments regulate the initial professional qualification programmes, which are offered in public and private centres.

TYPE OF EDUCATION PROGRAMME	MAIN ECONOMIC SECTORS	ISCED LEVEL	BALANCE BETWEEN GENERAL AND PROFESSIONAL SUBJECTS	BALANCE BETWEEN SCHOOL AND WORKPLACE TRAINING	AVERAGE DURATION OF STUDIES
INITIAL PROFESSIONAL QUALIFICATION PROGRAMMES	All sectors of the economy	ISCED levels 2 or 3 (provisional)	Academic and professional orientation	All the teaching theoretical and practical	1-2 years

B) WORKSHOP SCHOOLS AND CRAFT CENTRES (*ESCUELAS TALLER Y CASAS DE OFICIOS*)

These offer an employment and training programme designed to improve the opportunities for employment of young unemployed people under the age of 25 and to make it easier for them to enter the labour market. In the case of workshop schools, the projects can last a minimum of one year and a maximum of two years. For craft centres, the duration is one year. In both cases, the total time is divided into two stages: a first stage of six months solely for training and a second stage that lasts until the end of the project and for which training contracts are applied, with a minimum of six months and a maximum of eighteen for workshop schools and six months for craft centres.

Participation in the workshop school/craft centre programme by sex in 2008: Men 70.1%; women 29.91%.

Source: <http://www.inem.es/inem/ciudadano/etcote/estadistica/index.html>

C) EMPLOYMENT WORKSHOPS

These are identical to workshop schools and craft centres in that they have a mixed programme of employment and training, but they are intended for unemployed people

aged 25 years and over. The participants acquire professional training and job hunting skills by carrying out work or services that are of use to the public and/or of interest to society.

An employment workshop can last for a minimum of six months and a maximum of one year. At the start of the employment workshop, participants sign employment contracts with the provider of the training and receive a wage equivalent to one and a half times the minimum wage.

Participation in the employment workshop programme by sex in 2006: Men 29.45%, women 70.55%.

Source: <http://www.inem.es/inem/ciudadano/etcote/estadistica/index.html>

4.6 VOCATIONAL EDUCATION AND TRAINING AT THE POST-COMPULSORY LEVEL (NOT TERTIARY EDUCATION)

In Spain there is no intermediate level between intermediate level specific training courses and non-university tertiary professional education.

4.7 VOCATIONAL EDUCATION AND TRAINING AT THE TERTIARY LEVEL

Tertiary Education: University and Non-University Education

The tertiary level vocational education and training offered by the Spanish education system can be either university or non-university.

A) NON-UNIVERSITY TERTIARY EDUCATION

Non-university education can be divided into four categories:

- 1) Advanced level vocational training;
- 2) Studies offering a diploma that is the equivalent of a university degree but is not taught at the university because of its special nature (advanced level military and art education);
- 3) Post-secondary education leading to the diploma of Advanced Sports Technician;
- 4) Education programmes regulated by specific legislation that a) offer a diploma that is not comparable to any other, such as foreign languages, b) is outside the ordinary stages of the education system and c) is organized into three levels; Basic, Intermediate and Advanced, corresponding to the Council of Europe levels A2, B1 and B2.

1. ADVANCED LEVEL VOCATIONAL TRAINING

Advanced level vocational training is made up of training courses for the different professional families (see 4.3). Their aim is to provide students with the following: professional skills that fit each qualification, including the organization and features of the corresponding sector of the economy and ways to join the labour market; a knowledge of the basic legislation and their rights and obligations; and, the knowledge and skills needed to work confidently and avoid workplace risks. Finally, it is intended that the students should acquire the attitudes and professional maturity needed to encourage them to continue learning and, in this way, to adapt to future changes in the demand for skills.

Access to the Advanced Level Vocational Training

There are two ways to gain entry to advanced level vocational training: direct entry, for which the *Bachillerato* is required, or by test. The test is regulated by the Autonomous Communities and the social partners play an important role in determining its content. Its aim is to prove that the applicants come prepared with the objectives of *Bachillerato* and with the abilities related to the professional field taught in the advanced level training course. Students who can obtain work experience in the same accredited field do not have to take the test. Students will be exempt from taking the relevant part of the examination if they have passed an intermediate level vocational training if they can accredit professional experience within the field concerned to the relevant advanced level vocational training. Candidates will also be exempt from taking the examination provided they have passed the university entrance examination for those aged over 25.

Methods of entry to specific advanced level vocational training studies:

- To have any of the following diplomas or studies:
 - *Bachillerato* diploma.
 - Specialist Technician, Advanced Technician or the equivalent for academic purposes.
 - To have passed a University Orientation Course (which corresponds with the second year of *Bachillerato*).
- To take a test regulated by the education department, for which it is required to be 19 years of age. For those who can prove that they have a Technician's diploma and who wish to enter an advanced level training course in the same professional family or a similar, duly constituted family, the age requirement for taking the test is 18. This test must prove their maturity, as related to the objectives of *bachillerato* and the skills in that particular professional field.

The Autonomous Communities can set the percentage of places in advanced level vocational training that are reserved for those who have passed the test. Autonomous Communities can also replace the entrance examination by a special course that supplements the knowledge and skills already accredited by the qualification of Technician. Those who have passed the university entrance test for those over 25 years of age are exempted from taking the test.

When there are not enough places available in advanced level vocational training, preference will be given to those who studied in *Bachillerato* the specialities that can be considered relevant in each case. Each of the vocational training courses includes subjects that are the equivalent of the *Bachillerato* track that is considered to offer the ideal preparation. After this, the criteria used for the candidates are, in the first place, having reached intermediate level and, in second place, the subjects selected.

Duration

An advanced level training course lasts between 1,300 and 2,000 hours (approximately one and a half to two years). The training in the workplace (workplace training module, FCT) takes place in the second year and consists of between 350 and 750 hours of training and activities.

In general, the centres that offer specific advanced level vocational training are the same ones that offer intermediate level training.

Entering the Labour Market or Other Levels of Education

Students who finish specific advanced level vocational training satisfactorily obtain the qualification of Advanced Technician.

RD 1892/2008 regulated entry to the university for students who already have a diploma as an Advanced Technician. This royal decree states that those who have a diploma in vocational training as an Advanced Technician can enter official undergraduate university education directly; in other words without needing to take a test (Art. 26).

TABLE 1: STUDENTS REGISTERED BY COURSE	
ADVANCED LEVEL VOCATIONAL TRAINING, NUMBER OF PARTICIPANTS	
1993/1994	16,187
1995/1996	32,285
1997/1998	79,900
1998/1999	110,516
2000/2001	185,051
2002/2003	230,889
2004/2005	226,826
2005/2006	217,160
2006/2007	212,802
2007/2008	215,234

Source: “Las cifras de la Educación en España: Estadísticas e Indicadores, Edición 2008”, Ministry of Education, Social Policy and Sport.

2. ADVANCED LEVEL MILITARY STUDIES

Some jobs or ranks in the military and the security forces (sergeant in the non-commissioned officer scale of the Armed Forces, sergeant in the non-commissioned officer scale of the Civil Guard and police officer in the National Police Force) are generically equivalent to the vocational training qualifications of Advanced Technician.

To gain entry to these studies, the requirements are similar to those for entering an advanced level training course; in other words, to have the required diploma or, if not, to take an entrance test.

Candidates who wish to have a profession in the military by joining the ranks must focus their training on one of the specialities so that they can carry out the duties of each rank. Military training is divided into three levels or schools:

- Non-commissioned Officer's School: This is the equivalent of an advanced level vocational training course. The lowest ranking posting after this school is the equivalent of a diploma as an advanced technician.
- Commissioned Officers' School: This school is the equivalent of the first stage of undergraduate university studies. The lowest ranking posting after this school is the equivalent of a diploma as a Diplomado, technical engineer or draftsman, according to the speciality chosen.
- Senior Commissioned Officers' School: This school is the equivalent of the first and second stages of undergraduate university studies. The lowest ranking posting after this school corresponds to an Arts, Science, Engineering or Architecture degree, according to the speciality chosen.

After completing their military training, professional military personnel can continue their studies in military refresher programmes and, finally, take advanced military studies, which prepare career military personnel to be on the general staff and train them for the rank of brigadier.

Entrance system: Career military personnel can begin their training after they complete Bachillerato, which is the minimum level of education needed to enter basic career military training. The military academies announce the dates and the application process for entering the different branches of the forces and schools annually.

Entrance is gained by means of a selection process, competitive examinations or a selection process plus competitive examinations. These selection systems consist of a series of selective tests whose difficulty and content vary according to the level of military training that the candidate wishes to enter. In general, the selection system consists of:

1. General knowledge test
2. Psycho-technical test
3. Physical tests.

Military training includes the general curriculum content for a career in the military, specific knowledge for each of the different schools and the subjects that correspond to each of the 107 basic specializations that are taught in the military academies.

The curriculum for advanced level Sports Education is organized into theoretical-practical modules and includes a common section, a specific section corresponding to the sport or speciality being studied for the diploma, a supplementary section and practical training. The common block is compulsory and is the same for all sports and, if appropriate, sporting specialities and is made up of areas with a general scientific content. The specific block is made up of the areas that are related to the specific aspects of each sporting speciality. The period of practical experience includes taking part in activities in the sport or sporting speciality that is related to the objectives of the training. The blocks are taught in modules that bring together the related theoretical and practical knowledge. After all these blocks have been passed, the students must undertake a final project about their particular sport or sporting speciality. This project must be presented in the form of a paper and it must receive a passing grade in order to be awarded the diploma that the studies have been leading up to.

Career military studies last from 2 to 5 years, which is the same length of time as the equivalent qualifications in the general education system. The military education that is

the equivalent of a diploma therefore lasts for three years and that which is the equivalent of an undergraduate degree lasts for five years.

In general, the career military is structured into various specializations, which, in turn, include a number of areas. The study plans mainly concentrate on military and experimental subjects that combine theoretical and practical teaching, although there are also subjects in the humanities, social sciences and law.

After taking advanced level sports education, which includes 755 and 930 hours of training, getting a pass mark and passing the final project, students are awarded a diploma as an advanced sports technician in their sport or sporting speciality. This qualification is the equivalent for all intents and purposes of a vocational training diploma as an advanced technician.

3. SPECIAL EDUCATION SCHEME

The aim of advanced artistic education is to provide students with high-quality artistic training and to guarantee that they are qualified to be future professionals in music, dance, the dramatic arts, plastic arts and design. The following artistic education is offered at the tertiary level:

- advanced studies in music and dance,
- education in dramatic art,
- education in the preservation and restoration of cultural artefacts,
- advanced studies in design and
- advanced studies in the plastic arts, including advanced studies in ceramics and advanced studies in glass,.

The aim of education in the dramatic arts is to train professionals, teachers and researchers in acting, set design, directing and playwriting.

Plastic arts and design education includes studies related to the applied arts, crafts and design of varying types and the conservation and restoration of cultural artefacts. Advanced level plastic arts and design education includes artistic, scientific and technological skills with the aim of providing students with high quality training, a professional qualification and an advanced diploma. The courses offered in advanced artistic education include the following specializations:

- The conservation and restoration of cultural artefacts (with specializations in archaeology, illustrated documents, sculpture, painting and textiles).
- Advanced studies in design (with specializations in the design of products, graphics, interiors and fashion).
- Advanced studies in ceramics.
- Advanced studies in glass.

Advanced level music studies are structured into the three basic areas of training found in the different types of education: subjects that have to do with a specialization in strictly technical aspects; theoretical and humanistic subjects, which guarantee an overall training both in music and in more general areas of knowledge; and subjects having to do with the different vocal, symphony and chamber groups, which ensures that these are in existence at the permanent training centres and that the students take part in them. All the specializations in this type of education have only one stage lasting for four years, except

for composition, choral direction and orchestral conducting, which can last for five years if the Autonomous Community so wishes. Advanced level education in dance and the dramatic arts is also organized as one single stage, which lasts for four academic years.

Each of the specializations in advanced level studies in the plastic arts and design takes three academic years plus a final project, for a total of 273 credits. 270 of these credits correspond to training in an education centre and the other three credits are for the tutoring associated with the final project. It is necessary to have passed all the courses in the curriculum, both the core subjects and the specific subjects for each specialization, in order to pass the final project. Similarly, advanced studies in the conservation and restoration of cultural artefacts take three academic years, with a common first year.

Advanced level training courses in plastic arts and design include courses taught at an education centre, a phase of practical experience in a company, studio or workshop and a final project. The education given at the centre is in the form of theoretical and theoretical-practical modules, plus practical classes, generally taught in specific workshops. These courses last around 2,000 hours, which are divided between one or two academic years depending on the professional family.

The evaluation of students in artistic education is by continuing and overall assessment, which differs according to the different subjects on the curriculum. This evaluation must take into account the objectives and criteria for evaluation set up for this type of education. All the student's teachers take part in the assessment. They are coordinated by the tutor and act in coordination throughout the assessment process. This assessment leads to the final grade for each of the subjects. There are at least two exam sessions each year for each subject in that particular curriculum. These exam sessions are final and the second is considered to be extraordinary.

At the end of advanced level studies in music and dance, students are awarded an advanced diploma in music or dance that is the equivalent for all intents and purposes of an undergraduate university degree. Having this diploma is an indispensable prerequisite for teaching this type of education at the various levels.

After passing dramatic arts education, students are awarded an advanced diploma in dramatic arts, which states the specialization taken and is the equivalent for all intents and purposes of an undergraduate university degree. With this diploma, it is possible to work professionally both in the world of the theatre itself and in cinematographic and television productions. This diploma also qualifies its holders to teach in advanced schools of dramatic arts, theatre workshops and secondary schools.

Students who pass advanced studies in the conservation and restoration of cultural artefacts, advanced studies in the plastic arts specializing in ceramics or glass and advanced studies in design are awarded an advanced diploma in the restoration and conservation of cultural artefacts, in plastic arts and design specializing in ceramics or glass or in design, respectively. These qualifications are the equivalent for all intents and purposes of a university diploma as a Diplomado. Students who pass the advanced level training courses in plastic arts and design are awarded a diploma as an advanced technician in plastic arts and design in the specialization taken. This qualification gives them direct access to advanced studies in the conservation and restoration of cultural artefacts, design, ceramics and glass and certain advanced level university studies.

B) UNIVERSITY EDUCATION

University education in Spain is organized into three stages or “cycles”. The first stage leads to the degree of *Diplomado* (3 year degree), the second stage to that of *Licenciado* (5 year degree) and the third stage to that of *Doctorado* (*doctorate degree*). However, in accordance with the current legislation approved in 2005 after the Bologna Declaration, it is hoped that after 2010 the new study programmes will include a new structure for university education. After that, the first cycle of university education will lead to the *grado*, which corresponds to the old *licenciatura*, the second cycle will lead to the *máster* (master) and the third to the *doctorado* (doctorate).

The courses are offered by the universities, which can be public or private. In order to guarantee the quality of the courses there are requirements for the creation of new universities and conditions for the existing ones, mainly concerning the structure needed to organize and teach the courses efficiently.

There are currently 50 officially recognized public universities and 19 private universities in Spain.

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

The *Ley Orgánica de Universidades*, LOU (Organic Law on Universities) which promoted the mobility of students and teachers, has provided a response to many specific challenges: the possibilities offered through the use of the information and communication technologies for distance learning in higher education, the opportunities for lifelong learning, and the need for Spanish universities to become competitive within the emerging European university space. The law extended the powers of the Autonomous Communities for higher education and the degree of independence of the universities. It also promoted the idea of assessment by the creation of the *Agencia Nacional de Evaluación de la Calidad y Acreditación* (National Agency for the Evaluation of Quality and Accreditation).

The students who wish later on to obtain a doctorate degree must obtain approval for the plan for their doctoral thesis. The thesis consists of carrying out some original research on a topic related to the scientific, technical or artistic field of the study programme that they have already carried out for the doctorate degree.

As well as this, there are official specialized professional qualifications that do not form part of the studies for a doctorate and can be obtained by university graduates (*licenciados*) in the various study cycles. These qualifications give them the right to the corresponding official title of *Especialista* (Specialist). The Ministry of Education, Social Policy and Sport, sets the requirements for entry to these courses and their links with 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 recognized all over the country.

Most universities have counselling, training and employment centres. These centres offer students counselling and information on job seeking.

With regard to employment, they help students to find in-company training courses, vocational training courses and job seeking courses and offer companies a free pre-selection service for filling certain vacancies. All university students can decide the way in which they use this service, if there is one. Obviously, the universities also help students to enter the labour market with postgraduate, doctorate and master’s studies.

5. CONTINUING VOCATIONAL TRAINING FOR ADULTS

5.1 FORMAL EDUCATION

5.1.1 GENERAL BACKGROUND (ADMINISTRATIVE STRUCTURE AND FINANCING)

Formal education and training is understood to take place in organized, structured environments, such as an educational or training centre or a workplace. As far as its objectives, duration and the resources used are concerned, it is called “training” and it leads to validation and to a certificate or qualification (Source: Cedefop Glossary).

It is important to make the distinction between adult education allowing adults to follow training programmes offered in the mainstream general education (leading to an official certification in different stages of the education system) and the Professional Training for Employment (CVET).

ADULT EDUCATION

The adult education comprises one single stage that includes the entire process of education from literacy to the diploma in secondary education. In the majority of Autonomous Communities, basic adult education is organized in three stages. The first two stages correspond to Primary Education (CINE-ISCED 1-2) and the third stage includes the teaching that leads to the diploma of “Graduate of Secondary Education”. (CINE - ISCED 3)

In Spain, adult education is defined in chapter IX of Title I of the Ley Orgánica de la Educación, LOE (Organic Law on Education) and its regulations are developed by the Autonomous Communities. According to the LOE, the aim of adult education is to offer all those over the age of eighteen the possibility to acquire, update, complete or extend their knowledge and aptitudes for their personal development. As well as adults, in exceptional circumstances, those over sixteen years of age may take this education if they have an employment contract that does not permit them to attend educational centres under the normal timetable or if they are high performance sportsmen or women. The objectives of adult education are:

- a) To acquire basic training, to permanently extend and renew knowledge, abilities and skills and to facilitate access to what is taught within the education system.
- b) To improve professional qualifications or be prepared to be employed in other professions.
- c) To develop personal abilities in the areas of expression, communication, interpersonal relations and knowledge building.
- d) To develop the ability to participate in social, cultural, political and economic life and to establish the individual’s right to democratic citizenship.
- e) To develop programmes that correct the risks of social marginalization, especially for the less favoured sectors.
- f) To respond adequately to the challenges posed by the progressive aging of the population, ensuring that older people have the opportunity to increase and update their competencies.

g) To predict and peacefully resolve personal, family and social conflict. To promote real equality of rights and opportunities for men and women, and to analyze and critically evaluate the inequalities existing between them.

The education system guarantees public training courses for adults offered both as in-class and distance learning.

In-class public courses are taught both in normal education centres and in special adult education centres. The in-class teaching takes place in so-called adult education classes, which are generally taught in primary and secondary schools, although they may also be taught at other facilities that are the property of city councils, local councils, etc. The classes are held part time, normally in the evening.

The network of special public adult education centres includes more than 2,000 centres all over Spain, of which approximately 1,500 are specifically for adult education and classes are taught full time.

The various Autonomous Communities regulate **distance adult education** in order to offer more training courses. To do this, they have created centres for both basic and secondary education. These centres offer all the teaching needed by adult education, carry out support duties and manage the resources needed to organize and offer distance learning.

In 1992, the Ministry of Education created the *Centro para la Innovación y Desarrollo de la Educación a Distancia* (Centre for Innovation in and the Development of Distance Education) (Spanish initials, CIDEAD), which produces and coordinates teaching materials and carries out the academic organization of distance education. Among its duties are researching the educational and training needs of different groups; planning education courses and creating suitable curricula and methodology; developing training programmes and refresher courses for teachers; monitoring and evaluating teaching methods; incorporating and extending new information and communication technologies into distance education; and giving academic guidance to students who are studying through distance education. The CIDEAD offers primary education, compulsory secondary education (Spanish initials, ESO), distance secondary education for adults (Spanish initials, ESPAD) and *Bachillerato*, as well as taking part in vocational training and official language teaching.

As far as the teaching of foreign languages to adults is concerned, the Ministry of Education has implemented a distance education programme for learning English called *That's English!*, which leads to an academic certificate.

The system offers various educational options to all adult citizens in order to permit them to acquire basic training and bring it up to date and to have access to the various educational and professional levels. Different training options to obtain an academic degree are included:

1. An option that permits adults to study at all levels within the educational system;
2. Specific or special tests that permit them to obtain professional academic qualifications, as well as access to particular types of learning. Periodically, tests are organized to directly obtain a higher secondary school diploma (*bachillerato*) or one of the vocational training diplomas, as long as they show that the objectives set by the LOE (art. 33 and 40) have been reached and are in the curriculum. To take the tests and obtain a high school diploma, it is necessary to be twenty years of age; eighteen for the qualification of Technician, twenty for that of Advanced Technician or, where appropriate, nineteen years of age for those who already have

the qualification of Technician. Those who are over nineteen years of age can enter advanced artistic courses directly by passing a specific test that is regulated and organized by the education departments. Those over 25 years of age can enter the university directly by passing a specific test, without needing any qualifications. Between 1% and 3% of the places available at university are reserved for this group.

3. The methodology for teaching adults is based on self-teaching and takes into account their experience, needs and interests. It can take place through in-class teaching or through distance learning. It is organized through cooperation agreements with the universities, local councils and other public or private bodies. At times, the creation of teaching materials is included.

PROFESSIONAL TRAINING FOR EMPLOYMENT (CVET)

The other type of permanent education for adults is integrated into the Professional Training for Employment (CVET), which is regulated by RD 395/2007.

The training offered under training for employment plans is programmed annually for the 26 professional families currently in existence. At this time, the training has a modular structure.

With reference to the administration of education and adult education, the 1995 Ley Orgánica de la Participación, la Evaluación y el Gobierno de los Centros Docentes, LOPEG (Organic Law on the Participation, Evaluation and Governance of Teaching Centres) regulates educational inspection and states that the Autonomous Communities must carry out inspections of all their centres, services, programmes and activities, both public and private. Each Autonomous Community is responsible for the organization and operation of its own system of technical inspection.

The figures available for the 2006-2007 academic year show that the major part of adult training is concentrated in basic education, compulsory secondary educación and non-formal vocational training. In recent years, the number of students of Spanish as a foreign language has risen due to the increase in immigration.

TABLE 1: NUMBER TAKING PART IN ADULT EDUCATION, 2006/2007	
BASIC PRIMARY EDUCATION (CINE - ISCED 1)	142,302
SECONDARY EDUCATION FOR ADULTS (CINE - ISCED 2)	122,716
PREPARATION FOR GRADUATE OF SECONDARY EDUCATION TESTS	10,089
TOTAL	275,107

Source: "Las cifras de la Educación en España: Estadísticas e Indicadores, Edición 2007 ", Ministry of Education, Social Policy and Sport.

5.1.2 MAIN FEATURES OF CONTINUING FORMAL VOCATIONAL EDUCATION AND TRAINING

This training is made up of the following series of initiatives in which employed and unemployed workers can take part:

- a) Training on demand (formación de demanda), which includes training actions by companies and individual leaves of absence for training financed wholly or partially

by public funds. Wage earners who offer their services to companies or public bodies not included within the scope of application of the training agreements with the civil service departments can take part in on-demand training. Included are permanent-intermittent workers in the periods when they are not working, workers whose contract ends when they are in a period of training, and workers affected by labour force reduction plans while their employment is suspended by an authorized plan.

b) Training on offer (*formación de oferta*), which includes the training for employment plans intended mainly for employed and unemployed workers, with the aim of offering them training that will prepare them to become qualified for their profession and give them access to employment. Employed and unemployed workers can take part in the training on offer in the proportions determined by the competent departments.

c) Training alternating with employment (*formación en alternancia con el empleo*), which consists of training actions on training contracts (*contratos para la formación*, see 4.4) and public employment-training programmes (*programas públicos de empleo-formación*, such as *Workshops Schools, Craft Centres and Employment Workshops*, see 4.5), which allow workers to combine training with on-the-job professional work experience. Workers hired for training and unemployed workers can take part in training at the workplace, under the terms of the regulations governing training contracts and public employment-training programmes.

Training for public employees is organized through specific plans that are promoted in accordance with the terms of the training agreements signed by the civil service departments.

Vocational training for the unemployed is offered in various ways within the vocational training for employment (CVET). It is described in section 5.3.

The training offered under training for employment plans is programmed annually for the 26 professional families currently in existence.

TRAINING ON OFFER AND TRAINING ON DEMAND

Since 1983, continuing training and professional retraining for employed workers have been regulated through National Continuing Training Agreements signed by the most representative employers' organizations and trade unions, and by these bodies and the government. These agreements have been characterized by the leading role played by the social partners in designing and implementing continuing training. They have permitted financial resources to be given to companies and their workers and have made it possible to consolidate a model based on social agreement.

The III Acuerdo Tripartito para la Formación Continua (3rd Tripartite Agreement on Continuing Training), 2000/2004, created the Fundación Tripartita de Formación en el Empleo (Tripartite Foundation for Training in Employment), which is managed by the most representative employers' organizations and trade unions and the civil service departments, represented by the Ministry of Labour and Social Affairs. The system of continuing training for workers, which is managed by the Tripartite Foundation, provides a sufficiently broad and flexible training model that allows individuals with different levels of qualifications to enter the training without needing to have a special certificate. The Foundation manages the training initiatives laid down in the social partners' third National Agreement on Continuing Training, also concluded in December 2000, which include continuing training plans (*planes de formación continua*) and individual training leave (*permisos individuales de formación, PIF*).

Company training actions: These are planned and managed by companies for their workers. They are financed by the amount set aside for training by each company according to the number of people on the payroll.

Individual leaves of absence for training (PIF) have as their aim to make it possible for workers to take training actions that are recognized for an official qualification or an official diploma at no cost to the company where they work. Prior authorization is needed from the employer, with a maximum of 200 hours of financed training. Companies receive a credit for financing the training of their workers. The amount is obtained by applying the set annual percentage to the amount paid in by each company in the previous year as its vocational training contribution. Wage earners can request individual leaves of absence for training if they meet the following requirements, except for civil servants:

- To have worked a minimum of one year at the company for which they are currently working.
- To have been formally granted a leave of absence by the Board of Directors.
- A detailed timetable, the number of days and the place where the course will take place.

Training plans for employed workers. In order for national subsidies for training intended primarily for employed workers to be granted, cooperation agreements must be signed for carrying out the following types of training plan:

- Inter-sectorial, to acquire competencies common to various economic sectors.
- Inter-sectorial, intended for workers and partners in the “social economy” sector.
- Inter-sectorial, for self employed workers.
- Sectorial, intended for workers in one specific productive sector and for retraining and re-qualifying workers who come from another sector that is in crisis.

The following bodies can request this aid:

- The most representative employers’ organizations and trade unions at the national level.
- The most representative employers’ organizations and trade unions in one economic sector at the national level and joint bodies created or protected by collective bargaining.
- Organizations in the social economy with sufficient implementation at the national level.
- Associations of self employed workers with sufficient implementation at the national level.

TRAINING ALTERNATING WITH EMPLOYMENT (FORMACIÓN EN ALTERNANCIA CON EL EMPLEO)

For detailed description, please go to sub-chapters 4.4 and 4.5.

QUALITY ASSURANCE

The quality assurance of training varies by Autonomous Community. Each year, SPEE (the National Public Employment Service) and the Autonomous Communities draw up a plan to evaluate the quality, impact, effectiveness and efficiency of the vocational training for employment (CVET). Basically, the resources most frequently used for quality control are:

- The ISO regulation adapted to vocational training.
- The EFQM excellence model adapted to vocational training.
- Q-For.
- Questionnaires on the satisfaction of the students. (The “quality evaluation questionnaire”, which sets the criteria and indicators for measuring the quality of training for centres and bodies that deliver the training actions on offer, was published in the Decision of 4 October 2007 in the BOE (Official State Gazette, of 27/11/2007).

To improve the quality of vocational training for employment (CVET), after taking into consideration the proposals from the Autonomous Communities, the National Public Employment Service draws up a plan for the advanced training of the teachers who deliver training actions and for the development of a technical/teaching methodology. Also, the competent civil service departments draw up a plan within the framework of this annual programme of work to provide funds for training centres and equip them in accordance with the need to adapt to technological change and the organization of work.

FINANCING

Most of the resources of the Tripartite Foundation are used up on the training plans, which are initiatives that are either on offer or on demand and cover the training needs of companies and workers in all areas of employment. Each year, a public request for tender (RFT) is announced for each plan in each of the vocational training system. Therefore, three types of plan are included in the public RFTs for on-demand training: for one company or a group of companies, for a group of companies in one sector and specific plans for the social economy. The bids for training on offer must include plans whose content can be expanded to comply with the general, transferable needs for training in companies or for individual workers in any area of employment. Inter-sectorial plans can also be presented.

Since the regulations for the training for employment sub-system (CVET) came out in RD 395/2007, companies receive a credit for training their workers. The amount of the credit is obtained by applying the percentage that is set annually in the Ley de Presupuestos Generales del Estado (Law on the General State Budgets) to the amount paid in by each company in the previous year for vocational training contributions. This percentage is determined by the size of the company, so that the smaller the company the larger the percentage. A minimum credit is guaranteed but the amount can, in certain cases, be more than the vocational training contribution paid by the company into the Social Security system. The credit is applied as allowances on the Social Security contributions paid by the companies.

Companies also use their own resources to finance the training of their workers, in accordance with the minimum percentages set by the Ministry of Labour and Social Affairs, depending on the size of the company, which are applied to the total cost of training. However, companies with less than ten workers are exempted from this obligation in order

to make it easier for them to have access to training. The cost of the wages for the workers trained by the company during their working day is considered to be included in the private co-financing.

PROVIDERS

The centres that can deliver training for employment are:

a) The civil service departments with powers over vocational training for employment (CVET), through their own centres or agreements with public bodies or public companies that can deliver the training. The following are considered to be their own centres:

- The National Reference Centres (Centros de Referencia Nacional), which are specialized by productive sector and take as their reference the sectorial map that has been defined and the Professional Families in the National Catalogue of Professional Qualifications.
- The Integrated Vocational Training Centres under public ownership.
- The other centres belonging to the civil service that have suitable facilities and equipment for delivering vocational training for employment (CVET).
- The training centres or bodies that deliver training that is not designed to lead to certificates of professionalism, as long as they are registered in the Register set up by the competent civil service department.

b) The employers' and trade union organizations and other bodies that are beneficiaries of training plans intended mainly for employed workers, either on their own or through the centres and bodies that are listed in the training programmes of these organizations and bodies. When these are training centres or bodies, they must be accredited or registered, as appropriate.

c) Companies that hold training actions for their workers or for the unemployed with an undertaking to hire them can do this using their own resources, as long as they are equipped to do so or make external contracts.

d) The Integrated Vocational Training Centres under private ownership and the other training centres or bodies, both public and private, that are accredited by the competent civil service departments to deliver training designed to lead to certificates of professionalism. These centres must meet the requirements listed in the royal decrees governing certificates of professionalism.

CERTIFICATES OF PROFESSIONALISM

The certificates of professionalism are regulated by RD 34/2008. They have an official character and are valid all over the country, although they do not regulate the exercise of a profession, and they are issued by the National Public Employment Service and the competent departments in the Autonomous Communities.

A certificate of professionalism is an instrument that gives official accreditation for the professional qualifications in the National Catalogue of Professional Qualifications. It falls under the aegis of the Labour Department, accredits the training given to carry out a work activity that has significance for employment and ensures that the training needed to acquire these skills is received within the framework of the vocational training for

employment (CVET) as regulated by RD 395/2007 of 23 March. A certificate of professionalism constitutes a professional profile, by which is meant a set of professional competencies that are identifiable in the productive system and are recognized and valued on the labour market.

Each certificate of professionalism accredits a professional qualification in the National Catalogue of Professional Qualifications. They can be obtained, on the one hand, by passing the training modules that make up the certificates of professionalism and, on the other hand, through the procedures for evaluating and assessing the professional competencies acquired through work experience or non-formal training. Certificates of professionalism are an instrument for accrediting the competencies needed to carry out an employment activity and are, at the same time, the instrument of the labour department that officially accredits the professional qualifications in the National Catalogue of Professional Qualifications.

When the training is designed to lead to certificates of professionalism, the contents of the training modules and the requirements set up in the royal decrees regulating the certificates must be adhered to when developing it. This training will be accredited by the issuing of the corresponding certificates of professionalism or partial accumulable accreditation. Partial accumulable accreditation will be issued when the training modules that correspond to one or a number of units of competency have been passed.

The figures provided by Eurostat for 2005 show that most of those taking part in formal education go on to higher education (ISCED 5-6) both in the majority of European Union countries and in Spain, although in Spain the figure is much higher. The percentages of employment and unemployment are also similar; however, as can be seen in table 2, unemployment among people with higher education is much higher in Spain, more than nine points above the average for the European Union.

TABLE 2 - PARTICIPATION IN FORMAL EDUCATION BY EDUCATIONAL ACHIEVEMENT AND EMPLOYMENT STATUS, 2005 [%]												
	ISCED 0-2				ISCED3				ISCED 5-6			
	POPULATION	EMPLOYED	UNEMPLOYED	INACTIVE	POPULATION	EMPLOYED	UNEMPLOYED	INACTIVE	POPULATION	EMPLOYED	UNEMPLOYED	INACTIVE
EU 25	1.4	1.3	2	1.6	5.2	3.8	7	10.3	8.5	7.3	15.1	14.3
ES	2.1	1.9	3.1	2.2	7	4.7	10.5	14.1	9	6.4	14.7	23.7

Source: Eurostat.

5.2 NON-FORMAL EDUCATION

Non-formal education and training is understood to be the result of activities that are planned but are not explicitly designated as being a training programme because of their objectives, duration and the resources used. Later on, the results of this learning can be validated and lead to certification (Cedefop Glossary).

In Spain, permanent, non-formal adult education is basically integrated into the Professional Training for Employment, CVET (see section 5.1).

When the training is not linked to the training offered for certificates of professionalism, each participant is given a certificate of attendance when the training action has ended and each participant who has passed the training with a positive assessment is given a diploma. The competencies acquired through this training and those acquired through job experience can both be recognized with total or partial accreditation of certificates of professionalism, in accordance with the regulations governing the procedures and requirements for evaluating and accrediting competencies acquired through job experience and non-formal learning, which are stated in the development of article 8 of Organic Law 5/2002 of 19 June on Qualifications and Vocational Training.

On 25 August 2009, *Real Decreto* (Royal Decree) 1224/2009 of 17 July on the recognition of professional competencies acquired through work experience was published in the Official State Gazette. The Decree established the procedure and requirements for evaluating and accrediting competencies that are acquired through work experience or non-formal methods of training.

In order for the procedure to be set up, the Royal Decree states that the Autonomous Communities will institute the actions needed to implement the evaluation and accreditation procedure for competencies acquired through work experience or non-formal methods of training. In the case of non-regulated training, applicants must prove that they have had at least three hundred hours of coursework without official recognition in the last ten years before the call for applications.

The figures provided by Eurostat for 2005 show that most of those taking part in non-formal education go on to higher education (ISCED 5-6) both in the majority of European Union countries and in Spain, although Spain lags by 9 points, even though the percentage of the inactive population that has had higher education is similar.

	CINE - ISCED 0 - 2				CINE - ISCED 3 - 4				CINE - ISCED 5 - 6			
	POPULATION	EMPLOYED	UNEMPLOYED	INACTIVE	POPULATION	EMPLOYED	UNEMPLOYED	INACTIVE	POPULATION	EMPLOYED	UNEMPLOYED	INACTIVE
EU 25	6.5	9	7.6	2.8	16.4	18.9	14.8	6.7	30.9	33.7	22.7	13
ES	4.9	5.9	8	2.7	12.5	13	18.8	8.3	21	21.2	31.9	13.7

Source: Eurostat

5.3 MEASURES TO ASSIST JOB SEEKERS AND PEOPLE AT RISK OF SOCIAL MARGINALIZATION

ADULT EDUCATION (SEE 5.1.2)

The LOE states that in the education of adults suitable attention will be paid to those who have a specific need for educational support. Also, in penal institutions, the prison population must be guaranteed access to this type of education (LOE art. 66.5 and 6).

CVET FOR UNEMPLOYED.

With regard to vocational training for employment (CVET), to guarantee access to training for workers with greater difficulties in entering or remaining in the job market, certain groups may have priority for taking part in training actions. Among them are employed workers belonging to the following groups: workers in small and medium sized companies, women, those affected by and the victims of terrorism and gender violence, workers over 45 years of age, workers with low qualifications and people with disabilities, in accordance with the terms set, as appropriate, by the Operational Programmes of the European Social Fund and the competent civil service departments.

Vocational training for the unemployed and those vulnerable to social marginalization is offered in various ways:

- Workers whose contract ends during a period of training and workers whose employment is suspended by an authorized labour force reduction plan can take part in training on demand (for more information on training on demand, please go to 5.2);
- Unemployed workers can take part in training on offer - training plans - in the proportion set by the competent civil service departments - (for more information on training on offer, please go to 5.2)..
- Unemployed workers can take part in training alternating with employment under the terms of the specific regulations governing public employment-training programmes.

Public Employment-training programmes have the aim of improving the qualifications and the possibilities of employment for certain groups of unemployed people. The Workshop School and Craft Centre Programmes, Employment Workshops and training contracts are employment-training programmes (see point 4.4).

The workers taking part receive vocational training that is suited to the occupation that they are going to have, alternating with work and practical work experience. The contents of these programmes are linked to the training offered for the units of competency included in the certificates of professionalism that correspond to the occupation that is related to the trade or job shown in the employment contract. When no certificate of professionalism exists, the theoretical training will be made up of the minimum content established in the file of training specialities for the occupations or specialities related to the trade or job shown in the employment contract and, where there is no file, by the training content that is approved by the public employment service that has the competence for this employment-training project.

When the workers taking part in these programmes have not reached the objectives of compulsory secondary education, specific training programmes will be organized, in accordance with the terms of the legislation on the educational system.

Public employment-training programmes are financed by subsidies granted to the bodies sponsoring them, and charged to the line item designated for employment promotion programmes in SPEE's budget and from the funds intended for financing subsidies managed by the Autonomous Communities that have taken over these powers.

The qualification or professional competency acquired through public employment-training programmes will be accredited by the issuing of the appropriate certificate of professionalism when the training modules corresponding to all the units of competency making up the certificate have been passed. Partial accumulable accreditation will be issued when the training modules that correspond to one or a number of units of competency have been passed.

When the training is not linked to the training offered for certificates of professionalism, certificates of attendance will be awarded and each participant who has passed the training with a positive assessment will be given a diploma.

The programming, management and control of these programmes is the responsibility of SPEE, with the cooperation of the Tripartite Foundation for Training in Employment and the Autonomous Communities that have taken over these powers.

In 2007, one quarter of the unemployed population was studying, which was almost 14 points more than those in non-formal education.

TABLE 1 - RATIO OF THE PARTICIPATION OF THE UNEMPLOYED IN EDUCATION AND TRAINING, 2007			
	FORMAL AND NON-FORMAL EDUCATION	FORMAL EDUCATION	NON-FORMAL EDUCATION
SPAIN	25	6.4	20.7
EU27	24.5	6.3	20.4

6. TRAINING FOR VET TEACHERS AND TRAINERS

6.1 TYPES OF TEACHERS AND TRAINERS OCCUPATIONS IN VET

6.1.1 TEACHING AND TRAINING OCCUPATIONS IN VET

The occupations in IVET are: a) secondary school teachers; b) technical teachers in vocational training; c) specialists, and d) trainers (in vocational training at work).

In the vocational training for employment system, there are two types of teachers. The difference between them lies basically in their qualifications and how they enter the different professions:

There are instructor-teachers, who are secondary school teachers and teach general and technological vocational training subjects at the theoretical level;

And there are also technician-teachers, who have entered the profession through a different competitive examination and teach practical vocational training subjects. There are different competitive examinations to enter the different professions and different qualifications are required.

6.1.2 RESPONSIBLE BODIES

In Spain, vocational training is the responsibility of two ministries, the Ministry of Education for IVET and the Ministry of Labour and Immigration for CVET. However, both ministries have transferred a large part of their management powers to the Autonomous Communities since Spain is an “Autonomic State”.

The direct management of the different types of vocational training is carried out by the Autonomous Communities through the local education departments (initial vocational training) and the local employment department (training for employment, which is intended for both employed and unemployed workers).

From 2007, following the Real Decreto (Royal Decree) 395/2007 of 23 March, the vocational training for employment has been regulated. It consists of instruments and actions that are intended to promote and offer companies and employed and unemployed workers training that fits their needs and contributes to the development of a knowledge-based economy.

6.1.3 RECENT REFORMS TO VET TEACHER/TRAINER TRAINING

In the last decade, an on-going series of National Vocational Training Programmes has been implemented in Spain. Lasting for four years, these programmes have served as a framework for promoting a variety of initiatives in the vocational training but it was not until 2002 that they were given a legal format with the circulation of the *Ley de las Cualificaciones y la Formación Profesional* (Law on Qualifications and Vocational Training).

The Organic Law on Education of 3 May 2006, LOE establishes that the education authorities are responsible for planning the continuous training initiatives needed by staff and to guarantee a varied, free supply of these activities. Specific centres and institutes have been created for these activities in cooperation with universities, local government and other institutions. Article 140 of title IV of the law contains the principles for the Evaluation of the Education System:

“The evaluation of the education system will have as its aim: a) to contribute to improving the quality and equity of education; b) to give guidelines for educational policies; c) to increase the transparency and effectiveness of the education system; d) to provide information on the degree of compliance with the objectives for improvement established by the education departments; e) to provide information on the degree of achievement of Spanish and European educational objectives, as well as compliance with the educational commitments that have been taken on and are related to the demands of Spanish society and the goals set in the European Union context.” (BOE, Official State Gazette, no. 106 of 4 May 2008).

The in-service training activities can be classified into three basic types: courses, seminars and workgroups:

- Courses are designed with specific technical, cultural or pedagogical content, with the participation of specialists.
- Seminars arise out of a need to study particular educational topics in depth and those attending the seminar contribute to this study.
- Workgroups are set up to analyze or to draw up projects and materials for experimental, innovative or investigative study plans that focus on a variety of educational phenomena.

The Ministry of Education, Social Policy and Sport recognizes an activity as being in-service training if it meets the following requirements:

- The design of the activity, which must be related to the objectives, contents, working methods, number of participants and criteria for assessment.
- The class of activity, whether in-class or distance, including assessments for training credit purposes.
- The general evaluations of the activity and, if necessary, external evaluations.

The assessment of the attendees will be the responsibility of an integrated assessment committee made up of at least the director and/or coordinator of the activity and an assessor or the person in charge of the training institute.

6.2 TYPES OF TEACHERS AND TRAINERS IN EDUCATION AND INITIAL VOCATIONAL TRAINING (IVET)

6.2.1 TYPES OF TEACHERS, TRAINERS AND TRAINING FACILITATORS IN IVET

It is necessary to take into consideration the fact that in vocational training in Spain no “formal” difference is made between “teachers” and “trainers”. There are various types

of teacher responsible for teaching professional modules within specific initial vocational training:

- Teachers of compulsory secondary education or teachers of general education subjects;
- Teachers (instructors) of professional theoretical modules; and
- “technical” teachers who are responsible for teaching vocational practical modules.

All the above types of teachers must possess a HE degree.

When there is no secondary education teacher or technical vocational training teacher to teach vocational training, professionals who have qualifications in vocational training as technicians or advanced technicians may serve as vocational training instructors.

6.2.2 PRE-SERVICE AND IN-SERVICE TRAINING OF IVET TEACHERS AND TRAINERS

TYPE OF INSTRUCTOR	WORKPLACE	PRE-SERVICE TRAINING	IN-SERVICE TRAINING
TEACHERS OF GENERAL EDUCATION SUBJECTS	Secondary schools (IES)	<p>Previous requirement: University Graduate</p> <p>(ISCED 5A).</p> <p>Trained on training courses for special teachers, divided by specialization and 60 - 70 credits with a minimum duration of one year.</p> <p>Assistance of a teacher/tutor in every area of knowledge</p>	<p>The Ministry and Science, in cooperation with the Autonomous Communities, creates continuing teacher training plans for the instructors from all the centres financed with public funds. They promote continuing training, educational innovation and research.</p> <p>The teacher training can be supplemented by the following:</p> <ol style="list-style-type: none"> 1. Linguistic research and training programmes in cooperation with the Official Language Schools. 2. EU programmes; 3. Programme to update specific ICT competencies; 4. Company training programmes for trainers in the vocational training system; 5. Courses for teachers in compulsory secondary education; 6. Courses to update scientific and pedagogical knowledge; 7. Training programmes for teachers and students with special educational needs; 8. Periodic voluntary evaluation for teaching personnel.

TYPE OF INSTRUCTOR	WORKPLACE	PRE-SERVICE TRAINING	IN-SERVICE TRAINING
TEACHERS OF PROFESSIONAL THEORETICAL MODULES	Secondary schools (IES)	Previous requirement: 1. Certificate as a <i>Diplomado</i> , technical engineer or draftsman 2. (ISCED 5B) 3. Trained on training courses for special teachers.	Programmes to update specific ICT competencies; In-company training programmes for trainers in the vocational training system; Courses to update scientific and pedagogical knowledge.
"TECHNICAL" TEACHERS	Secondary schools (IES)	Previous requirement: Certificate as a <i>Diplomado</i> (less than an undergraduate degree), technical engineer or draftsman (ISCED 5B) In some professional disciplines only a certificate of Advanced Technician is required. (ISCED 5B) Trained on training courses for special teachers.	Programmes to update competencies, especially ICT; In-company training programmes for trainers in the vocational training system; Courses to update scientific and pedagogical knowledge.

The national body for promoting permanent teacher training is the *Instituto Superior de Formación y Recursos en Red para el Profesorado*, ISFTIC (Higher Institute of Training and Networked Resources for Teachers), which offers in-class and online training through the website *Formación del Profesorado* (Teacher Training) which is maintained by the *Centro de Información y Comunicación Educativa*, CNICE (Centre for Educational Information and Communication). This web site is designed to integrate the new information and communication technologies into education. The objectives of these plans, projects and programmes can be summarized as being: to provide technical support and adequate training in the use of the computer as a teaching resource and as a way of updating educational methodology; to improve the quality of teaching; and to give it theoretical and operational tools for analyzing and selecting the computerized methods that best suit this environment and this specific task.

INSTRUCTORS AND TRAINERS IN OTHER VOCATIONAL TRAINING CENTRES: WORKSHOP SCHOOLS, CRAFT CENTRES AND EMPLOYMENT WORKSHOPS

They are responsible for training students in these vocational training centres, of managing the work and the tasks of the training project and of helping the students to find employment or to become self-employed. This type of educational personnel varies depending on the occupation that they are training students for and the characteristics of the work to be done. For this reason, training personnel can be found who have a low education level but considerable professional experience and high qualifications as far as work is concerned, as happens in some of the occupations in the construction sector.

The theoretical part of the training is provided by diplomaed educational personnel, while qualified trainers with intermediate or low levels of education are responsible for the practical part. The teaching and training personnel may work full-time or part-time, depending on the programme, the training timetable and the needs of the project, as the specific help of a technical trainer may be needed for an entire training module or only one part of it.

The contracts start on the first day back at the VET centre, workplace or VET employment centre and end on the last day; in other words, they can last one or two years depending on the type of programme. The contracts last for the same amount of time as the project. The contract is signed with a sponsor organisation after a selection process by a mixed group made up of INEM or the public employment body in the autonomous region responsible and the organization promoting the project.

These trainers work in VET centres: Workshop Schools, Trade Centres and Employment Workshops. They must hold an academic certificate compatible with the project. Regarding the in-service training, the following programmes are organised: programmes to update specific ICT competencies; company training programmes for trainers in the vocational training system; and advanced technical training plan for trainers of vocational training for employment (CVET).

6.3 TYPES OF TEACHERS AND TRAINERS IN CONTINUING VOCATIONAL EDUCATION AND TRAINING (CVET)

The following table shows the different types of teachers and trainers who work in the vocational training centres and the layout of their pre-training course and courses to attract personnel.

TYPE OF TEACHERS	DUTIES	WORKPLACE	PRE-SERVICE TRAINING	IN-SERVICE TRAINING
TEACHERS (STATE EDUCATION PERSONNEL): INSTRUCTOR-TEACHER TECHNICIAN TEACHER	State employees, “ <i>docentes</i> ” (instructors) and workers with an employment contract work in the occupational training centres that come under SPEE-INEM or the Autonomous Communities. They have the duty to carry out training activities in various areas or speciality is a vocational training. Because of the peculiarities of vocational training (especially seasonal activities and rapid technological innovation), no new instructors of this type have been hired for twelve years.	SPEE (INEM) and Autonomous Community training centres	Previous requirement: Certificate as a <i>Diplomado</i> , technical engineer or draftsman (ISCED 5B)	Programmes to update specific ICT competencies; Company training programmes for trainers in the vocational training system; Advanced technical training plan for trainers of vocational training for employment (CVET)
HIRE EXPERTS	Each year experts are hired to ensure the smooth running of training centres and the programmes and courses (on an employment contract suited to this type of service). This type of teacher guarantees the implementation of most of the activities in the vocational training centres.	SPEE (INEM) and Autonomous Community training centres	Academic certificates compatible with the project.	Advanced technical training plan for trainers of vocational training for employment (CVET)

TYPE OF TEACHERS	DUTIES	WORKPLACE	PRE-SERVICE TRAINING	IN-SERVICE TRAINING
UNOFFICIAL TRAINING CENTRES TEACHERS	<p>These are trainers or experts, permanent or occasional contributors, who teach at recognized and accredited public, semi-public or private centres that have signed an institutional cooperation agreement to carry out vocational training activities under the employment plans. Although there is some regulation of the characteristics that programmes for teaching the different specialities must have, their selection and employment or contractual relationship is the sole responsibility of the training centre. It is necessary to bear in mind that some 95% of the programmes in the FIP Plan are carried out by unofficial centres.</p>	Centres and companies partnering with INEM to apply the vocational training for employment (CVET) plans	Academic certificates compatible with the project.	Advanced technical training plan for trainers of vocational training for employment (CVET)

TABLE 2: TEACHERS OF (CVET) WORKING IN OTHER TRAINING PROVISION INSTITUTIONS

TYPE OF TEACHER	DUTIES	WORKPLACE	INITIAL TRAINING	IN-SERVICE TRAINING
IN-COMPANY INSTRUCTORS AND TRAINERS: (A) PERMANENT TRAINERS AND OCCASIONAL TRAINERS.	<p>In general, only large or medium-sized companies have their own training systems to meet their needs in this area. In these companies there is a very wide range of people working full-time or part time on training activities: their own permanent managers, regular and occasional contributors to training, whether external trainers from consultancies or from contracted training bodies, external consultants or higher self-employed trainers. In practice, this activity is not regulated and each company or organization carries it out completely independently</p>	Companies, organizations, departments or training services	Good knowledge of the profession, proven experience in the field or specialization	<p>General training plans and programmes</p> <p>Advanced technical training plan for trainers of vocational training for employment (CVET)</p>

TYPE OF TEACHER	DUTIES	WORKPLACE	INITIAL TRAINING	IN-SERVICE TRAINING
IN-COMPANY INSTRUCTORS AND TRAINERS: (B) TUTORS IN WORKPLACE TRAINING AND PRACTICAL WORK EXPERIENCE	<p>They are responsible for ensuring the correct implementation of the "professional workplace training" module. This is a block of specific training within the official, initial vocational training system that is carried out in-company.</p>	<p>Company work centres</p>	<p>-</p>	<p>-</p>
TRAINERS FOR CVET AND PRACTICAL WORK EXPERIENCE	<p>They are responsible for ensuring that the training plans and programme contracts are correctly implemented in order to train workers in the transverse and horizontal responsibilities of different areas of economic activity.</p> <p>They also include continuing training plans backed by collective bargaining at the national level. The state tries to implement training activities of general interest for one productive sector or aimed at satisfying specific training needs, as long as these actions affect an area larger than one autonomous region.</p>	<p>Training centres of appropriate organizations (social partners)</p>	<p>Good knowledge of the profession, proven experience in the field or specialization</p>	<p>General training plans and programmes</p> <p>Advanced technical training plan for trainers of vocational training for employment (CVET)</p>
EDUCATORS FOR EMPLOYERS' ORGANIZATIONS AND TRADE UNIONS	<p>They are responsible for guaranteeing that the training plans and programme contracts of these organizations are correctly implemented in order to train workers in all the responsibilities of the different areas of economic activity.</p>	<p>Their own training centres, companies or hired premises.</p>	<p>Good knowledge of the profession, proven experience in the field or specialization</p>	<p>General training plans and programmes</p> <p>Advanced technical training plan for trainers of vocational training for employment (CVET)</p>
TRAINERS IN PRIVATE TRAINING ORGANIZATIONS	<p>It is estimated that in Spain there are around 4,000 private vocational training organizations that offer their services on the open market, not only to companies and organizations to help them solve their training needs and increase competitiveness but also to individuals to help them to acquire or improve their competitiveness and to increase their employability.</p>	<p>At their training centres, companies or hired premises.</p>	<p>Good knowledge of the profession, proven experience in the field or specialization</p>	<p>General training plans and programmes</p> <p>Advanced technical training plan for trainers of vocational training for employment (CVET)</p>

7. MATCHING VET PROVISION WITH LABOR MARKET NEEDS

7.1. SYSTEMS AND MECHANISMS FOR THE ANTICIPATION OF SKILL NEEDS

INSTITUTIONAL FRAMEWORK

In the Spanish education and vocational systems, there are different institutions within the education and labour authorities responsible for the anticipation of skills needs.

- The Consejo General de Formación Profesional, CGFP (General Council on Vocational Training) is a consultative and tripartite body (workers' organisations, trade unions and public bodies) on vocational training and is attached to the Ministry of Labour and Social Affairs (although the Presidency is held for two years in alternance by both the Ministry of Labour and Social Affairs and the Ministry of Education). Its role is to compare the needs of the labour market with the educational policies on vocational training. The CGFP is responsible for the creation and proposal to the Government of the National Programme on Vocational Training. The National Programme on Vocational Training aims at the creation of vocational training plans and policies which try to accommodate the vocational qualifications of IVET and CVET with the skills needs in the labour market.
- The Instituto Nacional de las Cualificaciones, INCUAL (National Institute of Qualifications) was created in 1999 as the tool to support the CGFP to achieve the objectives of the Sistema Nacional de Cualificaciones y Formación Profesional, SNCFP (National System of Qualifications and Vocational Training). The SNCFP represents the necessary instruments/actions to promote and develop the evaluation and accreditation of the vocational skills through the Catálogo Nacional de Cualificaciones Profesionales, CNCP (National Catalogue of Vocational Qualifications) with the aim to foster professional and personal development, taking into account the needs of the labour market. The INCUAL reports to the CGFP although it is dependent to the Ministry of Education. The INCUAL promotes the identification and update of the vocational training needs together with the social partners, and it also adapts vocational training offers to vulnerable social groups, such as ethnic minorities, long-term unemployed people, and so on.

The royal decree 1538/2006 establishes that one of the objectives of the SNCFP is the promotion of a quality and updated vocational offer, according to the needs of the labour market. According to this decree, the regional educational departments establish the curricula of the vocational training within the education system (taking into account the socio-economic aspects of their geographical territory), extending the content of these within the framework of the LOE. The development of the contents will correspond to the qualifications and units of competency defined in the CNCP. The CNCP encompasses the most significant vocational qualifications in the Spanish labour market, organised in 26 professional families and 5 levels of qualification (according to the level of knowledge, initiative, autonomy and responsibility required to perform a corresponding professional). The CNCP includes the content of the vocational training of every qualification and it is the basis for the elaboration of the certificates of professionalism. The CNCP is responsible for adapting the vocational training to the needs of the labour market; for being the framework for both IVET and CVET and for the evaluation and accreditation of skills acquired through informal and non-formal training.

The CGFP establishes the methodological basis for elaboration of the CNCP. For this, 26 work groups (including experts on vocational training and labour market) are created (one

for each of the professional families) and their role is defined by the INCUAL. The elaboration of the CNCP follows 5 stages:

1. Preparation of information and creation of the work group
2. Design of the units of competency which represents the corresponding vocational qualifications
3. Definition of the modular training according to the qualifications
4. External revision by the CGFP and other organisations linked to the qualifications
5. After the approval by the CGFP and other bodies within the Ministry of Education and the Ministry of Labour, the Government will approve which qualifications are to be included in the CNCP

The Observatorio Profesional (Occupational Observatory) is a section within the INCUAL that provides information on the evolution of the supply and demand of professions, activities and profiles in the labour market. The Occupational Observatory is also involved in the definition, elaboration and update of the CNCP. The royal decree RD 375/1999 establishes the creation of the INCUAL and, within its structure, an Observatory which in turn promotes the cooperation among sectorial and geographical observatories with the following missions:

- To establish the procedures and agreements to guarantee the cooperation and exchange of information among occupational observatories
- To provide information about the evolution of supply and demand of the professions, activities and profiles of the labour market, taking into account the proposal of the social partners.

The Observatory studies and creates reports on the evolution (from an economic and vocational perspective) of the 26 professional families through the official and reliable resources from the different sectors encompassing the professional families.

It should be mentioned the duties of innovation and experimentation assigned to the Centros de Referencia Nacional, National Reference Centres (described in RD 229/2008) by productive sector and the intended setting up of a network of centres to be a reference point for the National System of Qualifications and a partner of the National Institute of Qualifications in the study of changes in qualifications. The National Reference Centres is a guidance body for both the vocational and economic sectors. Among the objectives of the National Reference Centres (in the framework of a professional family) are the analysis at a national level of the evolution of the labour market in order to adapt the vocational offer to the needs of the labour market; to cooperate with the INCUAL in the update of the CNCP. Their work must be to offer guidelines to the productive and training sectors. Therefore, the aims of these centres in relation to the professional family in which they are active are:

- To observe the changes in the productive system and the needs for qualifications and to contribute to updating and developing professional training so that it fits these needs.
- To apply and experiment with innovative projects in the area of vocational training that are related to delivering training actions, providing information and vocational counselling, evaluating and accrediting professional competencies and others that have value for the National System of Qualifications and Vocational Training.

- To serve as a link between training institutions and innovation and the productive sector by promoting the communication and distribution of knowledge about vocational training.
- To provide the National System of Qualifications and Vocational Training with the information that it requires to operate and improve.

The *Fundación Tripartita para la Formación en el Empleo* (Tripartite Foundation for Training in Employment) belongs to the Ministry of Labour and is one of the bodies involved in the regulation of the CVET. It is a tripartite foundation comprising the civil service (with representatives from the Ministry of Labour and the Autonomous Communities) and the most representative employers' and trade union organizations. According to the royal decree 395/2007, the foundation cooperates and supports the SPEE; contributes to the promotion of the CVET among employers and workers; and supports the cooperation among public administrations and employers' and trade union organizations.

The Foundation elaborates studies and projects regarding CVET and, in particular, promotes the research on the development of the CVET in the medium-term and offers suggestions on how to improve this.

ROLE OF EMPLOYERS IN THE ANTICIPATION OF SKILL NEEDS

The most representative employers' and trade union organizations can set up joint sectorial committees at the national or other level within the framework of national sectorial collective bargaining through collective agreements or specific agreements on training at the same level. At this time, there are 78 joint sectorial committees in the different productive sectors. Among their duties within the framework of the vocational training for employment (CVET) are setting the criteria and general priorities for the training offered to workers in different sectors and taking part in and cooperating on sectorial activities, studies or research and making proposals for the National Qualifications and Vocational Training System and the National Reference Centres in their own particular areas. The main joint management body is the *Fundación Tripartita para la Formación en el Empleo* (Tripartite Foundation for Training in Employment), which partners with the SPEE (National Public Employment Service) in managing the tendering for public subsidies that is done by the Service within the framework of the terms of the royal decree.

METHODS AND TOOLS

The education authorities use an "expert consensus" methodology similar to the Delphi method to determine the basic abilities of the system. The area of analysis includes aspects of economic development, information about productive sectors, the needs that result from the use of ICTs and market globalization, the EU objectives (our social and economic environment), etc. Medium-term and long-term surveys are made, to forecast the changes that may need to be made in the curriculum.

The anticipation of competencies and abilities in the initial vocational training within the education system are complex, require details and are organized into phases: an analysis of the sector, the quantification of resources and needs, the growth of technology, a functional analysis of the duties of Human Resources in productive processes and sub-processes, determining the ideal models for qualifications; determining the competencies and skills, the external contrast of the models designed, joint work by external experts and expert teachers to draft the features of the training, and the issuing of appropriate

regulations. Outside experts from companies participate to a greater or lesser extent in all these phases. Short-term and medium-term surveys are carried out since it is intended to update the skills and competencies every five years, according to the changes in the sectors concerned.

In recent years, a line of analysis has been developed to ensure that vocational training for employment (CVET) increasingly adapts to the requirements of society and the needs of the labour market. SPEE has therefore financed the definition of a system of indicators of context analysis through its line of studies. This system has made it possible to identify six dimensions of analysis that will form the basis for future forecasts. These dimensions are: permanent learning and the qualification of human capital, the job market, productivity, competitiveness, investment in human capital, and social cohesion. Anticipating new trends is now gaining in importance in terms of updating the qualifications in the National Catalogue of Professional Qualifications (CNCP).

The anticipation of skills needs in CVET is done through sectorial studies by the different production sectors and they aim at identifying the actual training needs, qualifications and professional profiles that the labour market requires. In this way, companies can adapt the training offer to the needs of the sector at a local, regional and national level. Sectorial studies provide information for the experts who are responsible for designing professional qualifications, in other words, the certificates of professionalism and vocational training diplomas. Examples of sectorial studies can be found in the fields of renewable energy and the information and communication technologies, as well as in other sectors.

In the private sector, workers' and trade unions organizations are involved in the study of anticipation of skills needs. For instance, the so called proposals for the complementary action, together with the Fundación Tripartita para la Formación en el Empleo and the SPEE, which carry out studies on skills needs in different sectors.

7.2 PRACTICES TO MATCH VOCATIONAL EDUCATION AND TRAINING PROVISION WITH SKILL NEEDS

QUALIFICATION DESIGN AND CURRICULUM DEVELOPMENT

INITIAL VOCATIONAL TRAINING

Vocational training within the education system consists of a set of training courses with a modular organization, variable duration and theoretical-practical content suited to the different professional fields. These courses can be either intermediate or advanced level and are referenced in the National Catalogue of Professional Qualifications. The curriculum that is taught meets the requirements of the National System of Qualifications and Vocational Training. By law, the curricula must be updated every five years.

The **curriculum** takes into account the economic, social and development needs of the human resources and the economic structure of each area and promotes the participation of the social partners. With the aim of ensuring generalized training and guaranteeing the validity of the qualifications, the central education authority (the Ministry of Education, Social Policy and Sport) sets up the qualifications, as well as the basic aspects of the minimum teaching in the curriculum, the objectives, the basic competencies, the content and the criteria for assessment. The minimum basic content to be taught takes up 55% of the school timetable in the Autonomous Communities that have a second official language and 65% in those who do not have one. Teaching centres have the autonomy to develop and complete the curriculum for the different stages, so that at the beginning of each school year they must draw up a general annual programme that includes all the aspects to do with organizing and operating the centre, including the projects, curriculum,

regulations and all agreed and approved plans of action. The Autonomous Community education departments must supplement the basic curriculum for each qualification.

Within the framework of international cooperation on education, the government may establish mixed curricula for the Spanish education system and other education systems that lead to these qualifications.

CONTINUING VOCATIONAL TRAINING

Vocational training for employment (CVET) courses offer workers, both those who are employed and the unemployed, training that fits the needs of the job market and leads to certificates of professionalism. For this reason, the structure of the training courses on offer is modular, as modularization facilitates accumulable partial accreditation in order to give workers the possibility of progressing along their vocational training path regardless of their employment situation.

The structure of the training courses offered is based on a common point of reference: the units of competency in the National Catalogue of Professional Qualifications. A professional competency is defined as “the set of knowledge and abilities that allow a professional activity to be performed in accordance with the requirements of production and employment” (Ley 5/2002 de las Cualificaciones y de la Formación Profesional, Organic Law 5/2002 on Qualifications and Vocational Training). The Ministry of Labour produces multi-annual plans for the training plans on offer, which sets the priorities, general objectives and recommendations that must be taken into consideration in the training courses provided by the vocational training for employment (CVET). The multi-annual courses consider the proposals made by the Autonomous Communities and the employers’ and trade union organizations through the Consejo General del Sistema Nacional de Empleo (General Council of the National Employment System), in accordance with the terms of article 33 of RD 395/2207. The *Consejo General del Sistema Nacional de Empleo* (General Council of the National Employment System) is attached to the Ministry of Labour and is the consultative body where Autonomous Communities and social partners participate in the formulation of proposals of employment policies.

There are three **mechanisms** for updating training within the vocational training for employment (CVET), especially from the point of view of bringing the training offered into line with that demanded by the economy. These updates are not made regularly. By law, the maximum is every five years. However, training for employment can be updated more frequently at the request of the sector involved.

The mechanisms are: a study of training needs; experimental training and employment plans; and applications for the recognition of new qualifications by professional organizations from the different sectors of the economy.

There is also a fourth mechanism for ensuring that the training on offer continues to be relevant, which consists of constantly updating the list of specialities.

These types of studies must be preceded by a sector-by-sector analysis of the job market.

The points that must be taken into consideration for this research are:

- An analysis of economic and productive activity;
- The content and structure of the occupations;
- Identifying new jobs that appear in each sector;
- A study based on changes in production as regards techniques, organization, technology, etc.

There is no one group responsible for developing these points. Specific studies are made in each sector and technological experts from that sector contribute to designing the training.

The creation and updating of the certificates of professionalism is based on the qualifications in the National Catalogue of Professional Qualifications. Whenever professional qualifications or units of competence in the National Catalogue of Professional Qualifications, including certificates of professionalism, are changed or updated, they are reviewed and updated in accordance with the terms of the Catalogue. Each training unit includes information identifying the unit, the abilities, the criteria for assessment and its contents.

The inclusion of new qualifications with associated professional certificates can be started by a request from outside: from organizations, associations or other bodies interested in accrediting the competencies for a particular occupation. This requires the presentation of a convincing report and proof of the need to carry out the corresponding certification process.

Among the criteria used to decide whether to certify the occupation or not are the following: the number of people in the working population affected by this occupation; the occupation that requires its skills to be recognized, etc.

This proposal is also analyzed by a team of experts who can be from:

- The National Vocational Training Centre;
- The public bodies affected;
- The social partners;
- Contracted experts.

TEACHER TRAINING

INITIAL VOCATIONAL TRAINING

The LOE views permanent training for teachers as a right and an obligation. Permanent training programmes must involve matching the knowledge and methods to the changes in the sciences and specific teaching methods, as well as all those aspects that can lead to improving the quality of education and the way centres operate. Based on these principles, education departments encourage all teachers to use information and communication technologies and to learn foreign languages, regardless of their speciality, by establishing specific training programmes for these areas.

The Ministry of Education, Social Policy and Sport and Science offers national permanent training programmes designed for teachers of all subjects regulated by the LOE.

CONTINUING VOCATIONAL TRAINING

The *Servicio Público de Empleo Estatal* (National Public Employment Service) draws up an annual plan for advanced technical training for teachers of vocational training for employment (CVET) with the assistance of the Autonomous Communities, the National Training for Employment Centres and the Provincial Directorates of the National Public Employment Service. They are aimed at responding to the need for teachers who deliver this type of training to receive advanced training and bring their technical and pedagogical competencies and skills up to date. The plan includes specific theoretical and practical content. Training courses in methodology and courses to update technical and pedagogical skills and competencies are also programmed, which encourage the application of new techniques or innovative processes and areas with priority.

8. COUNSELLING AND GUIDANCE FOR LEARNING, CAREERS AND EMPLOYMENT

8.1 STRATEGY AND PROVISION

The studies, research and statistics are taken into account when designing the instruments and specific actions for training counsellors. Among the instruments, we should highlight the web sites.

EDUCATION DEPARTMENT COUNSELLING SERVICES. IVET

The 2006 *Ley Orgánica de Educación*, LOE (Organic Law on Education) states that it is the responsibility of the education authorities at the national and regional level to promote the measures needed for students to have personal tutoring and for counselling mechanisms to operate as they are a fundamental element in the organization of compulsory secondary education. In fact, one of the motivating principles for the Spanish education system defended by this law is that educational and vocational counselling is a necessary measure for achieving success in personalized training and providing an all-round education in knowledge, skills and values.

All over Spain there are vocational counselling services that offer support to training providers and educational and psycho-pedagogical counselling teams. These services operate all over the country under different names, in both the public and private sectors. They are organized by educational level and are given different names in different Autonomous Communities (In primary education: *Equipos de Orientación Educativa y Psicopedagógica*; in secondary education 'including vocational training within the educational system: *Departamentos de Orientación*; and in vocational training: *Departamentos Formación y Orientación Laboral*). Also, in many of the Autonomous Communities there are other specific, specialized teams that provide counselling and educational support to students with specific handicaps or disabilities.

The scope of action of the counselling teams generally includes all centres providing non-university education that are located within their particular geographical area. They are multidisciplinary and very similar all over the country, normally including psychologists, educators, educational psychologists, teachers and social workers. The duties that they perform and competencies assigned to them are also similar. The following is a summary of their duties: to advise centres and teachers in the region on curriculum design and to take part in developing the curriculum, especially from the point of view of educational psychology, counselling and attention to diversity; to carry out psychological-educational evaluations of students who require them and to propose, give advice on and plan the most suitable educational response for each case; to cooperate with teachers' centres, other educational institutions and the health and social services within their scope of the action; and to advise and counsel students and their families.

LABOUR DEPARTMENT COUNSELLING SERVICES. CVET

The labour authorities and SPEE offices in each Community and province provide counselling and advice on the vocational training linked to the labour authorities through the vocational counselling for employment and assistance with self-employment services. Also, for individual tutoring plans for the unemployed and some group actions (motivational actions), the labour department is responsible for controlling the quality of the vocational counselling process and managing agreements with the non-profit

organizations that are involved in vocational guidance activities and supervising the methodological guidelines.

FACILITATING COOPERATION BETWEEN EDUCATIONAL AND LABOUR SERVICES

In order to make the services and resources dedicated to vocational information and counselling more effective, and because of the terms of the law on qualifications and vocational training, the education and labour authorities have set up protocols for cooperation on defining the services, the role of each department and of other public and private bodies, especially the social partners, and the measures and tools that will permit them to share relevant information. The cooperation protocols are backed by a workgroup from the General Vocational Training Council.

ASSOCIATIONS WITH OUTSIDE BODIES AND ORGANIZATIONS TO DEVELOP COUNSELLING PLANS

Non-profit institutions, including local authorities, associated bodies and trade unions that wish to work with the labour department must register officially and present a project with the proposed objectives and activity, and make an application for an annual subsidy (the subsidies go to pay the wages of the professionals and the costs of the counselling materials).

They provide specific types of counselling that assist job seekers with improving their position in the labour market and in their search for paid employment. They especially apply measures that promote the identification and promotion of self-employment initiatives for job seekers and increase their basic theoretical and practical knowledge and their personal resources so that they can handle job interviews with greater possibilities of success.

8.2 TARGET GROUPS AND MODES OF DELIVERY

EDUCATION DEPARTMENT COUNSELLING SERVICES AND TOOLS

The education authorities at the national and regional level provide information to students who are in the education system, their families and society in general, within the scope of their competencies. They also establish the measures and instruments needed to support and reinforce the provision of information, counselling and consultancy to groups at risk of exclusion, those who drop out of the education system early, those who have few professional qualifications, unemployed women, immigrants and people with disabilities.

In pre-primary education and primary school, the students are counselled by their teacher/trainer through actions that form part of the teaching activities.

Counselling departments (*Departamentos de Orientación*) have been created in all secondary education centres in order to provide trained teachers with support and to carry out specific tasks as consultants. The action performed by the professionals in the department (which varies from one Autonomous Community to another) is centred around four interrelated areas: support for the teaching-learning process, academic and professional consulting, assistance with special educational needs and tutorial counselling. In those education centres providing vocational training within the education system, there is a specific counselling department: *Formación y Orientación Laboral*. Moreover, students have to attend a module of the same name (*Formación y Orientación Laboral*) where

vocational information and counselling is provided. The aims of the vocational counselling and information are:

a) To inform people about and publicize the education that is on offer and the academic requirements that have been set and the possibilities for entering this type of education, taking into account the conditions, needs and interests of the people who are requesting the information.

b) To give information and counselling on the different opportunities for learning and possible training routes, in order to facilitate both entry and re-entry into the labour market and to improve employment and professional mobility within the job market.

c) To give information on academic qualifications and counselling on the possibilities for acquiring, evaluating and accrediting the professional competencies and qualifications required by the world of work.

d) To guide students towards the training courses that are best suited to their personal circumstances, so that the option chosen permits them to reach the objectives of the professional modules and to finish the entire training course, without risking their physical integrity or that of others.

The vocational information and counselling web site of the Ministry of Education, Social Policy and Sport,, Orient@, gives access to a complete range of information on educational, training and professional opportunities and provides guidance to help all sorts of users to construct their own training and labour market entry plan. Interaction with users is provided through a question service, permitting cooperation between education and labour departments at the European, national, Autonomous Community and local levels.

THE LABOUR DEPARTMENT'S COUNSELLING SERVICES

The vocational counselling for employment and assistance with self-employment services have the aim of permitting job seekers registered with the employment offices to find work, either through self-employment or as an employee. To do this, the SPEE and its partners in the Autonomous Communities programme a variety of actions for both individuals and groups in order to improve the position in the labour market of workers who are seeking employment and to contribute to the development of their professional and employment career. These actions are:

- Information, counselling, follow-up and other procedures that make it easier to improve the position of job seekers in the job market and in their search for employment as an employee. These actions can be individual, through tutorials, or group activities.
- Actions providing information, motivation, counselling and other procedures that make it easier to detect and encourage self-employment initiatives among job seekers. These actions focus on supporting job seekers when they set up as a self-employed worker or create a company.

In Ceuta, Melilla and the Basque Country, these services are provided through the SPEE, while in the rest of the country they are provided by the SPEE departments of the Autonomous Communities.

They are intended for all job seekers but the groups that have priority are:

- Young people under the age of 25 who have been registered for less than six months
- Job seekers over the age of 25 who have been registered for more than twelve months
- The long-term unemployed (over twelve months)

When referring to support, follow up and supplementary actions for training, Chapter II of RD 385/2007, which regulates the vocational training for employment (CVET), includes the development of an integrated information and professional counselling system to ensure that these actions are linked to opportunities for training and employment and possibilities of recognition and accreditation. Already in 2005, within the framework of the initiative on supplementary actions, an extraordinary announcement was made of the granting of subsidies for implementing both inter-sectorial training plans and projects for supplementary actions and follow-up for training at the national level. The aim of these projects is to carry out activities and to design instruments and resources that will serve to reinforce the activities of the counsellors or act as self-counselling. Moreover their aim was to develop counselling actions for workers on transversal and multi-sectorial continuing training. Also, transversal projects linked to worker counselling were approved and implemented among the normal tenders for the financial year 2005. Later announcements in 2006 and 2007 have included measures to develop and implement counselling processes intended for employed workers.

RD 1538/2006, which established the general organization of vocational training within the education system, states that all training courses must include training that focuses on the students knowing about opportunities for learning, opportunities for employment, creating and managing companies and self-employment, organizing work and relations within a company, understanding the basic labour laws related to equality of opportunities and non-discrimination of people with disabilities, and the rights and duties arising out of labour relations, in order to facilitate access to employment or re-entry into the labour market. This training has been incorporated into one or various specific professional modules, regardless of its transversal treatment, as required by the professional profile. The contents of these professional modules focus on the specific characteristics of each professional family or of the productive sector or sectors.

8.3 GUIDANCE AND COUNSELLING PERSONNEL

COUNSELLING SERVICES FOR THE EDUCATION SYSTEM AND TRAINING (IVET)

The required initial training is a university degree plus proven experience.

THE LABOUR DEPARTMENT'S COUNSELLING SERVICES. CVET

Educational profile: A university degree is required, preferably in psychology, teaching or sociology.

Required training: three years of experience in professional counselling with the public employment services; teachers of the theoretical part need to have university level experience of delivering training in the subject they are to teach.

Training in pedagogy or teaching experience are required. The sequencing of the training modules indicates the theoretical framework for acquiring the knowledge and abilities needed for the basic performance of counselling duties.

Trainers from private organizations. Professionals in the public employment services offer a theoretical one-week course to new workers from non-profit organizations. The course includes methodology and the regulations and guidelines for the counselling services. There is a manual for each of the types of intervention.

9. FINANCING - INVESTMENT IN HUMAN RESOURCES

9.1 FUNDING FOR INITIAL VOCATIONAL TRAINING AND EDUCATION

The financing for initial vocational training and education in Spain comes from public funds and contributions from private institutions and the households. The total spending on education is therefore defined as being the sum of the funds allocated to both public and private education that come from public sources, mainly from the Ministry of Education, Social Policy and Sport and the Autonomous Communities, or from private sources (companies, families, etc.) and EU funds. The fact that there can be several superimposed sources of financing makes it difficult to calculate the resources allocated to vocational training. The amount of financing is set according to the number of students. There are no mechanisms to relate financing with quality. The evaluations are made by the training centres themselves (the National Reference Centres).

It is the Treasury that provides the greater part of the total spending on education, either through the education authorities or other bodies. The last two decades have seen a spectacular increase in spending on education. According to INE forecasts, in 2008, spending on education in Spain (estimates based on the initial budgets) was 49,887.2 million euros from public spending and 8,936 million euros from family spending, the latter including only payments for educational services to schools, academies and private classes. (Source: *Datos y cifras. Curso escolar 2008/2009*. Madrid, Ministerio de Educación, Política Social y Deporte, 2008).

All financing of initial vocational training within education is direct, through the general State budgets and the Autonomous Community budgets. Funds are not only allocated to public education institutions but they can also be allocated to private centres in the form of subsidies or scholarships and financial aid for students. Private training centres can be either completely private or there can be some kind of subsidy agreement with the authorities (in this case, these centres are called “state-funded”). The public funds for subsidized centres are established each year in the general budget.

WORKSHOP SCHOOL AND CRAFT CENTRE PROGRAMMES

These programmes are mixed training and employment programmes that aim to increase the employability of unemployed young people under the age of 25 and make it easier for them to join the labour market. The funds come from SPEE, The National Public Employment Service awards subsidies to bodies, e.g., town councils, which can also partially finance the training and are allocated to the Autonomous Communities in accordance with a formula based on the number of unemployed job seekers. The financing for these programmes is used for operating and training costs.

The procedure for the adjudication of workshop school, craft centre and employment workshop projects is specified in the regulations for these programmes. Organizations present their projects and SPEE-INEM grants subsidies in accordance with the criteria in the regulations: the number of people unemployed, their possibilities of finding a job after the project, the innovative character of the project, the quality of the training plan, etc. The amount of the subsidy depends on the rates set per hour/people being trained.

The SPEE subsidizes the spending on vocational training and operating costs for the whole training project and compensate, specifically:

- The wages and salaries and the Social Security contributions for which the employer of the management, teaching and support personnel is responsible,

- Teaching materials and resources and consumables,
- Accident insurance for the students,
- Scholarships for students during the first six months,
- The wages, salaries and Social Security expenses that are the responsibility of the employer, in the set proportions, based on the contract signed with the students.

The other amounts that are not provided by the SPEE are the responsibility of the body sponsoring the programme (such as purchasing machinery, equipment goods or investments, other materials, etc.).

Spending on training and maintenance may be co-financed by the European Social Fund. The percentage that is co-financed varies according to the region where the projects take place.

The intended actions may be the object of co-financing by the European Social Fund through an Operational Programme that comes under the Pluriregional Operational Programme for Adaptability and Employment (2007 ES05 UP001), This Programme was approved for the period 2007-2013 in a European Commission Decision of 14/12/2007.

The following table shows the total amount of financing provided and the contribution from the European Social Fund, by year. The State's contribution is therefore the difference between the total spending and the ESF's contribution.

TABLE 1. PUBLIC SPENDING ON WORKSHOP SCHOOLS AND CRAFT CENTRE PROGRAMMES, INCLUDING ESF PARTICIPATION (AMOUNT IN €)		
YEAR	TOTAL PUBLIC SPENDING	ESF CONTRIBUTION
1999	353,620,000	137 326 521 (38.83%)
2001	452,900,000	121 009 499 (26.72%)
2003	475,720,000	144,388,617 (30.35%)
2004	493,760,000	99,705,300 (20.19%)
2005	494.910.000	225.823.141 (45.63%)
2006	497,037,000	274,459,146 (55.22%)

Source: SPEE-INEM Workshop School and Crafts Centre Department, 2007

The noticeable decrease in financial aid from the ESF in 2000 is related to compliance with the new 2000/2006 Community Framework and the need to justify spending (which cannot be postponed) within each Community Support Framework.

It is also necessary to take into consideration the fact that the National Public Employment Service did not request co-financing from the ESF for the total costs.

TRAINING CONTRACTS

The aim of training contracts is to offer the theoretical and practical training needed to correctly perform an occupation or position that requires a particular level of qualification that can be formally validated.

Financing for the cost of theoretical training comes from allowances on the employers' Social Security contributions and is charged to that line item in the SPEE-INEM budget.

9.2 FUNDING FOR CONTINUING VOCATIONAL EDUCATION AND ADULT LEARNING

9.2.1 FUNDING FOR PUBLICLY PROVIDED CVET

The vocational training for employment (CVET), is based on the *Ley de las Cualificaciones y de la Formación Profesional* (Law on Qualifications and Vocational Training) and upholds the principle of free education, which is guaranteed by financing through the *Ley de Presupuestos Generales del Estado* (Law on General State Budgets), contributions from the state and co-financing from the European Social Fund (which is gradually decreasing).

In accordance with the terms of the *Ley de Presupuestos Generales del Estado* (Law on the General State Budgets), vocational training for employment (CVET) is financed with funds from the vocational training levy that is paid by companies and workers, with help from the European Social Fund and specific contributions earmarked in the SPEE-INEM budget. The Autonomous Communities can also allocate their own funds to financing the management of training initiatives.

The General State Budgets for 2008 stated that the vocational training levy would be 0.70%, with 0.60% paid by the company and 0.10% paid by each worker.

The creation of Integrated Vocational Training Centres (*Centros Integrados de Formación Profesional*) and National Reference Centres (*Centros de Referencia Nacional*) and initiatives for alternance training, for example, have been financed using resources other than training levies.

The *Acuerdo de Formación Profesional para el Empleo* (Agreement on vocational training for employment (CVET) of 7 February 2006 established that the financing for the vocational training for employment (CVET) system would depend on the type of initiative developed and the type of recipient to maximize the resources. The formulae for the financing were given flexibility with the aim of increasing opportunities for training and making access easier. In this sense, the financing can be rationalized by taking into consideration at least the following criteria:

- Making the distribution of the budget for training the employed and the unemployed correspond more closely to their real weight in the labour market.
- Starting with the 2007 budget year, progressively incorporating more resources other than the vocational training contribution, which should include the total or partial financing of at least:
 - Training groups that do not pay contributions;

- Particular actions designed specifically for the unemployed, in accordance with the 2004 ILO Recommendation on the development of human resources, which reminds governments of their basic responsibility with regard to training this group;
- The development of initiatives that refer to the whole of vocational training.

ADULT EDUCATION

Adult training and education in Spain is managed and financed basically by the Ministry of Education and the Autonomous Community education departments.

Financing for education courses comes from different sources and mechanisms. The relative weight of the number of adult students taking part in education is also very diverse.

During the academic year 2006/2007, spending on adult training and education in Spain was 334,150,000 euros. This amounted to 0.8% of the total expenditure on public education and training in Spain for the year. (*Las cifras de la Educación en España. Estadísticas e indicadores*. Madrid, Ministerio de Educación, Política Social y Deporte, 2009)

Financing for training initiatives also includes the amounts that are allocated to this type of training by the European Social Fund (ESF), in accordance with the Community Support Framework and the conditions set by the Community authority in question.

The 2007-2013 strategy of the ESF for Spain will take the form of 22 operational programmes: three national programmes, to which 60% of the ESF's financing for Spain will be allocated, and 19 regional programmes, which will receive the remaining 40% of the funds.

9.2.2 FUNDING FOR CVT IN ENTERPRISES

In Spain, continuing training is financed through the vocational training levy on workers and companies, subsidies from the European Social Fund and private contributions.

The financing from the vocational training levy for continuing training matches the percentages set by the General State Budgets, as mentioned in the previous section on vocational training for employment (CVET).

Additional resolution twenty six of the General State Budgets for 2008 stated that the funds from the vocational training levy would be allocated to financing the vocational training for employment (CVET). A minimum of 60% of the funds collected through the levy went to financing the following initiatives and items:

- Training on demand, which includes training actions by companies and individual leaves of absence for training;
- Training on offer, which includes the training plans intended mainly for employed workers and the training actions intended mainly for unemployed workers;
- Support and mentoring actions during training;
- Training for the civil service;
- The operating costs of and investment in the *Fundación Tripartita para la Formación en el Empleo* (Tripartite Foundation For Training in Employment)

These funds collected through levies form part of the budget of SPEE-INEM. The Autonomous Communities that have the powers of management over continuing vocational training receive transfers of funds from SPEE-INEM to manage and finance programme contracts for training workers and supplementary and mentoring training actions, in the amounts that result from applying the criteria for the territorial distribution of funds that have been approved by the *Conferencia Sectorial de Asuntos Laborales* (Sectorial Conference on Labour Affairs).

TRAINING ON DEMAND

Companies use their own resources to finance the training of their workers, according to the minimum percentages that are applied to the total cost of training. These percentages are set by the Ministry of Labour and Social Affairs and depend on the size of the company. Therefore, companies receive a credit for training their workers. The amount is obtained by applying the percentage that is established annually in the Law on the General State Budgets to the amount paid in by each company in the previous year as its vocational training contribution. The credit is applied as allowances on the Social Security contributions paid by the companies.

In 2007, companies that contributed for the contingency of vocational training were to use this credit to develop continuing training actions. The allowance given was the result of applying the following percentages, which depend on the size of the company, to the amount paid in by each company in the previous year for its vocational training contribution.

- a) Companies with 6 to 9 workers: 100%
- b) From 10 to 49 workers: 75%
- c) From 50 to 249 workers: 60%
- d) 250 or more workers: 50%

Companies with between 1 and 5 workers received a per company credit of 420 euros, instead of a percentage.

An application has been developed that allows companies that implement training actions and individual leaves of absence for training to report the beginning and end of the training and leaves of absence to the Foundation, as ordered by the Ministerial Order regulating them.

The application has a series of interactive help screens that assist users in understanding how it works before registering:

- Credit simulator. This allows the user to calculate the amount assigned to the company for implementing training actions.
- Video tutorials. These show all the steps needed to access the application and to report training actions and their participants and individual leaves of absence for training.
- XML file format: This describes the new format for uploading batch files listing the participants or the start and end of groups.

TRAINING PLANS INTENDED MAINLY FOR EMPLOYED WORKERS

Applications for national subsidies for training intended mainly for employed workers involve the signing of cooperation agreements to carry out the different types of training plan:

- Inter-sectorial, to acquire competencies common to various economic sectors. Included is the training needed by the workers' legal representatives in order to carry out their duties.
- Inter-sectorial, intended for workers and partners in the social economy.
- Inter-sectorial, for self employed workers.
- Sectorial, intended for workers in one specific productive sector and for recycling and requalifying workers who come from another sector that is in crisis.

The following bodies can request this aid:

- The most representative employers' organizations and trade unions at the national level.
- The most representative employers' organizations and trade unions in one economic sector at the national level and joint bodies created or protected by collective bargaining.
- Organizations in the social economy with sufficient implementation at the national level.
- Associations of self-employed workers with sufficient implementation at the national level.

This training initiative was included in *ORDEN* (Order) TAS/718/2008 regulating the training on offer in the vocational training for employment subsystem. The European Social Fund is also involved.

SUPPORT AND MENTORING ACTIONS DURING TRAINING

The aim of this training initiative is to:

- Develop instruments, methodologies and tools that will contribute to improving the planning, organization, implementation, delivery and evaluation of vocational training for employment.
- Update the information on the economic, company and job situation and the repercussions of technological and organizational changes on the competitiveness of companies and the qualifications of workers.
- Improve the organization of training for employment using the National System of Professional Qualifications as a reference point.
- Analyze and promote the procedures for gaining access to training among small and medium sized companies and workers who have greater difficulty in finding work.
- To publicize and promote the vocational training for employment subsystem and the results that have been obtained through research and innovation actions

The financing for the support action projects comes from annual announcements of public subsidies regulated by a Ministerial Order.

According to CVTs surveys, the percentage of the total costs of continuing training courses is between 1.5% and 1.2%, which puts it below the average for the 25 countries of the European Union, where it is between 1.6 and 2.3% (Please see Table 1)

TABLE 1: COST OF CONTINUING TRAINING COURSES AS A PERCENTAGE OF EMPLOYMENT COSTS (ALL COMPANIES), 2005								
		SIZE (NO.OF EMPLOYEES)						
	TOTAL (%)		10 TO 49 (%)		50 TO 249 (%)		250 AND OVER (%)	
	CVTS3	CVTS2	CVTS3	CVTS2	CVTS3	CVTS2	CVTS3	CVTS2
EU27	1.6	:	1.1	:	1.4	:	1.9	:
EU25	1.6	2.3	1.1	1.5	1.4	2.4	1.9	2.5
ES	1.2	1.5	0.7	0.7	1	1.1	1.8	2.1

Source: Eurostat

PRIVATE FINANCING

With regard to private contributions, there are some that are made through public financing, for example, through the Tripartite Fund For Training in Employment, which are based on the fact that public funds used for training initiatives may be supplemented by contributions from the recipients of these funds (co-financing), in accordance with any criteria established in the tenders for subsidies.

Secondly, there are other contributions that are carried out in accordance with collective agreements within one company or at a different level, which specify the commitment of the company to increase the training financed solely by the company or with supplementary contributions from the workers.

However, companies also contribute with funds that are destined exclusively for training initiatives associated with specific qualifications and with the demand for their workers to have some particular knowledge. These funds, which remain outside the obligatory dispersal of the vocational training tax, are considered to be a “voluntary cost” (V́ctor Ṕrez D́az. *La educaci3n profesional en Espa~a*. 2002). They include all the spending and costs for this type of programme.

9.3 FINANCING FOR TRAINING FOR UNEMPLOYED AND OTHER GROUPS EXCLUDED FROM THE LABOUR MARKET

The vocational training courses that are included in training for employment plans are organized by the agencies that administer the plan; in other words, SPEE-INEM or the Autonomous Communities that have delegated responsibilities. In this case, the courses are developed at the training centres belonging to SPEE-INEM or the competent Autonomous Communities, with materials and human resources belonging to the Autonomous Community, or at recognized partner centres whose spending on training is subsidized.

As noted in section 9.2, vocational training for employment (CVET) includes training for the unemployed and is financed out of: a) the vocational training levy paid by the employer and workers, which is collected by the Social Security system, and b) the European Social Fund.

TRAINING PLANS. THE VOCATIONAL TRAINING LEVY

The objective criteria used for distributing these funds are based on the proportion of unemployed workers in each Autonomous Community compared to the total for the country as a whole. The funds are approved by the Sectorial Conference on Labour Affairs, promulgated as a decision from the Council of Ministers and published annually in the *Boletín Oficial del Estado* (Spanish initials, BOE, Official State Gazette) as an Order from the Ministry of Labour and Immigration.

After the criteria for distribution and the percentages and quantities corresponding to the Autonomous Communities with responsibilities in this area have been approved, the regulating bodies in the Autonomous Communities approve the administrative procedures for planning and financing the vocational training courses that fall within their administrative responsibility.

The procedure for approving the subsidies for partner training centres is by public tender.

The amount of the subsidy given for courses delivered by partner centres is determined as modules per student/hours of coursework and takes into account the content that will be delivered, the level of the course and the difficulty of the techniques used, as well as whether the training is in-class or distance learning. Students who stop attending a course to accept a job are also counted as if they had finished the course satisfactorily.

THE EUROPEAN SOCIAL FUND (ESF)

The actions carried out in accordance with the training for employment plans in *Plan FIP* (National Programme for Vocational Training and Entry into the Job Market Plan) are included in Objectives 1 and 3 of the European Social Fund and, as a result, these activities are co-financed by the Fund in the following manner:

- In Objective 1 regions, the co financing from the EFS is 65% of the total cost.
- In Objective 3 regions, the co financing from the EFS is 35%.

The FIP Plan is funded by the vocational training levy (from companies and workers) that is collected together with the Social Security levies; and by the contributions of the ESF. Since 2007 the FIP Plan was replaced by the training for employment plans.

AMOUNTS OF FINANCING

The following table shows the sources of financing for training actions included in *Plan FIP* (the National Programme for Vocational Training and Entry into the Job Market) up to 2006 and for training for employment plans after 2007. It also includes the amounts transferred to the Autonomous Communities that are responsible for administering the plan. With the reform of the vocational training for employment (CVET) in 2007, the FIP Plan was replaced by Training for Employment Plans. However, statistical sources (the Ministry of

Labour and the National Public Employment Service) have continued to use the FIP Plan for the data for 2006, when this plan was still in force.

TABLE 1: FINANCING FOR TRAINING UNDER <i>PLAN FIP</i> (UP TO 2006) AND TRAINING FOR EMPLOYMENT		
PLAN FIP BUDGET (€)		
YEAR	PLAN FIP BUDGET	ESF Aid ¹
1999	604,448,000.43	173,824,388.30 (28.76%)
2001	680,351,814.45	210,340,056.00 (30.92%)
2003	695,876,880.00	218,107,203.00 (31.34%)
2004	692,413,100.00	2345,269,802.36 (49.86%)
2005	842,848,070.00	194,704,835.49 (23.10%)
2006	913,970,470.00	210,229,711.88 (23%)
2007	921,878,920	189,485,257 (21%)
2008	932,000,478	149,000,000 (16%)

Source:

SPEE-INEM

(2009)

¹ Included in the Plan FIP budget

9.4 GENERAL FUNDING ARRANGEMENTS AND MECHANISMS

The general objectives of vocational education and training in Spain are listed in its Programme. The financing trends are set by the 2005 *Programa Nacional de Reformas* (National Reform Programme). The “Third Pillar”, increasing and improving human capital, is essential for the proper functioning and the quality of education systems that train human capital during the various stages of education and is the reference point for the Spanish vocational training system.

The General State Budgets for 2007 appointed the National Public Employment Service to regulate the direct management of the credits intended for active employment policies, as well as the financial contribution given to finance integrated employment plans in the Autonomous Communities. These plans have the objective of raising the level of employment in the respective areas by carrying out actions and measures to promote employment that are part of the Active Employment Policies. The details of the financing for vocational training for employment (CVET) are listed within these policies. In the period between 2002 and 2008, the budget for active policies has increased by more than 40%.

On 7 February 2006, the government and the economic and social agents signed the vocational training for employment (CVET) Agreement, under which the financing for the system would depend on the type of initiative developed and the type of recipient, maximize the use of resources and make the methods of financing more flexible.

10. NATIONAL STATISTICS FOR VET - REPORTING ON PROGRAMMES

10.1 CLASSIFICATION OF NATIONAL VET PROGRAMMES

10.1.1 MAIN CRITERIA USED FOR REPORTING ON VET PROGRAMMES

Information not available.

10.1.2 LEVELS OF EDUCATION AND TRAINING

LEVEL	CINE ISCED EQUIVALENT	MINIMUM DURATION	MAXIMUM DURATION	AVERAGE DURATION	NORMAL AGE OF STUDENTS AT START
COMPULSORY SECONDARY EDUCATION (SPANISH INITIALS, ESO)	2	4 years	6 years	5 years	12
<i>BACHILLERATO</i> (HIGHER SECONDARY EDUCATION)	3	2 years	4 years	3 years	16
INTERMEDIATE LEVEL VOCATIONAL TRAINING COURSES	3	2 years	2 years	2 years	16
PROFESSIONAL EDUCATION IN MUSIC AND DANCE	3	6 years	8 years	7 years	12
INTERMEDIATE LEVEL PLASTIC ARTS AND DESIGN	3	2 years	2 years	2 years	16
INTERMEDIATE LEVEL SPORTS EDUCATION	3	2 years	2 years	2 years	16
ADVANCED LEVEL VOCATIONAL TRAINING COURSES	5B	2 years	2 years	2 years	18
ADVANCED ARTISTIC EDUCATION	5A	5 years	6 years	5 years	18
ADVANCED LEVEL PLASTIC ARTS AND DESIGN	5B	2 years	2 years	2 years	18
ADVANCED LEVEL SPORTS EDUCATION	5B	2 years	2 years	2 years	18

CINE 0 - ISCED 0: PRE-PRIMARY EDUCATION - INITIAL EDUCATION (KINDERGARTEN AND PRE-SCHOOL)

The initial stage of organized education is designed to familiarize very young children (from three years of age) with the school environment and to serve as a transition between the home and school. This level includes education for children with special needs, which is taught in hospitals, special schools and training centres.

Adult education is not included.

At the end of these programmes, the children's education continues in CINE 1 - ISCED 1.

CINE 1 - ISCED 1: PRIMARY EDUCATION - BASIC SCHOOL EDUCATION (STAGES 1 AND 2)

Education for children starting at the age of 6 (the legal age for starting school). Schooling generally lasts an average of 5 to 7 years. The programmes for this level (which are organized into units or projects and not by subject) are designed to provide the children with a solid basic education in reading, writing and arithmetic, plus an elementary knowledge of subjects such as history, geography, the natural sciences, social sciences, art and music. This level includes programmes for children with special educational needs: Special education (stages 1 and 2), in-school and out-of-school literacy programmes. Basic adult education (stages 1, 2 and 3).

CINE 2 - ISCED 2: 1ST STAGE OF SECONDARY EDUCATION OR 2ND STAGE OF BASIC EDUCATION - BASIC SCHOOL EDUCATION (STAGE 3)

The contents of this stage of education are designed to complete the basic education started in CINE 1. The programmes tend to follow a more subject-based model and the teachers are more specialized. The students come to fully master the basic skills. The end of this stage tends to coincide with the end of compulsory education, after 9 years of schooling (up to the age of 14 or 15). This level includes the Permanent Education programme. Special Intermediate Education Scheme (years 1, 2 and 3)

CINE 3 - ISCED 3: 2ND STAGE OF SECONDARY EDUCATION - INTERMEDIATE EDUCATION

At this level there is more specialization than at the previous level and the teachers must be more qualified or specialized. The normal starting age is 15 or 16, as the programmes at this level require students to have taken 9 years of full-time education. Programmes for young people and adults are included: Special Intermediate Education Scheme (stages 4, 5 and 6).

Subclassifications:

CINE 3C:

Programmes offered by the *Ministerio de Salud Pública y Bienestar Social* (Ministry of Public Health and Social Welfare) (courses at assistant and general services levels) and by the Ministry of the Interior (courses for non-commissioned officers)

CINE 3A:

Scientific *Bachillerato* and Technical *Bachillerato*

CINE 4 - ISCED 4: POST-SECONDARY, NON-TERTIARY EDUCATION

This level includes programmes such as basic pre-undergraduate courses or short professional programmes that are not considered to be tertiary level programmes. The content of these programmes must be specialized or have a more complex application than CINE 3 programmes. It is a requirement to have passed CINE 3. The students in this category are older than those in CINE 3. Courses last between 6 months and 2 years. Programmes offered by the Ministry of Health (technical level courses).

CINE 5 - ISCED 5: 1ST STAGE OF TERTIARY EDUCATION - HIGHER EDUCATION

This level includes tertiary level programmes with a more advanced educational content than levels 3 and 4. The entrance requirement is to have passed level 3A. Theoretically, these programmes must last a total of at least 2 years. This level includes research programmes that do not form part of a doctorate.

Subclassifications:

CINE 5A:

These are tertiary level university programmes, which are partly theoretical (lasting 3 and 4 years or more) and are designed to provide sufficient qualifications to enter advanced research programmes and professions that require a high level of training, e.g., medicine, dentistry, architecture, etc. They may include finishing a research project or thesis.

CINE 5B:

These are tertiary level non-university programmes that last for a shorter time than 5A. They focus on the specific skills needed for a profession and to enter the world of work, although the programme may include theoretical bases. They do not provide direct access to advanced research programmes. Examples: basic education teacher, advanced technician in banking administration, advanced technician in educational counselling, etc.

CINE 6 - ISCED 6: POST-GRADUATE

These are tertiary education programmes that lead to an advanced research qualification; therefore, they are dedicated to advanced studies or original research and are not based only on coursework.

10.2 FIELDS OF EDUCATION TRAINING

SCOPE OF EDUCATION AND TRAINING	
LEVEL	AREA GENERAL, ARTISTIC, SPORTS OR VOCATIONAL.
COMPULSORY SECONDARY EDUCATION (SPANISH INITIALS, ESO)	General studies
BACHILLERATO (HIGHER SECONDARY EDUCATION)	General studies
INTERMEDIATE LEVEL VOCATIONAL TRAINING COURSES	Sectorial studies
PROFESSIONAL EDUCATION IN MUSIC AND DANCE	Artistic studies
INTERMEDIATE LEVEL PLASTIC ARTS AND DESIGN	Artistic studies
INTERMEDIATE LEVEL SPORTS EDUCATION	Sports studies
ADVANCED LEVEL VOCATIONAL TRAINING COURSES	Sectorial studies
ADVANCED ARTISTIC EDUCATION	Artistic studies
ADVANCED LEVEL PLASTIC ARTS AND DESIGN	Artistic studies
ADVANCED LEVEL SPORTS EDUCATION	Sports studies

10.3 LINKS BETWEEN NATIONAL QUALIFICATIONS AND INTERNATIONAL QUALIFICATIONS OR CLASSIFICATIONS

The inclusion of VET cycles (intermediate and advanced in a national qualifications structure, (National Qualification Framework) that is in the process of being established. The approach of the NSPQ and the development since 2003 of the NCPQ is coherent with the shared principles related to guarantee quality in higher education and in VET and teaching within the context of the European framework of qualifications.

The relationship of the National System of Qualifications and of Vocational Training with the community guidance, priorities and instruments is shown in the relevant regulation. In the most recent ones on vocational training and teaching for employment, the reference to the European Qualifications Framework already appears.

These three European Union tools are found in developing Vocational Training in Spain, which involve instruments for assisting mobility and the transparency of qualifications.

The Europass initiative (2005) contains five essential documents: the Curriculum Vitae, the Mobility Document, the Languages Passport and the two Supplements: the technical title and the advanced technical supplements.

In designing the new advanced level Vocational Training certificates, 120 ECTS credits are allocated to the modules of each training module; modules that are already set out in learning results, which will facilitate their subsequent conversion into ECVET credits.

In relation to the EQF, work has been begun to design the Spanish advanced teaching qualification framework (MECES), which will facilitate the subsequent preparation of a full national framework.

The CNCP must be considered as the Framework of Qualifications for Training and professional teaching associated with the National System of Qualifications and Vocational Training. Its definition and implementation is fully consistent with the definition given in the Qualifications Framework Recommendation of the Parliament and of the Council.

On the basis of the open consultation concerning the EQF in the summer of 2005, the National Qualifications Institute carried out a matching exercise between the European proposal and the Spanish one of the CNCP, in general, an operation which was feasible with certain safeguards and adjustments of details and of levels.

This work has continued being developed on the national and European scales at cooperation sessions and projects with Qualifications Institutions and Agencies, likewise paying attention to sectoral projects whose object was the transparency of qualifications.

11. AUTHORS, SOURCES, BIBLIOGRAPHY, ACRONYMS AND ABBREVIATIONS

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The author of this report is the Refer Network-Spain team, which is coordinated by the *Servicio Público de Empleo Estatal* (National Public Employment Service). The report has been prepared with the cooperation of the Ministry of Education, Social Policy and Sport and the following institutions:

- *Servicio Público de Empleo Estatal. Ministerio de Trabajo e Inmigración* (Ministry of Labour and Immigration).
- *Ministerio de Educación - Dirección General de Educación, Formación Profesional e Innovación Educativa* (Ministry of Education, Social Policy and Sport - Directorate General of Education, Vocational Training and Educational Innovation)
- *Instituto Nacional de las Cualificaciones* (National Institute of Qualifications).
- *Fundación Tripartita para la Formación en el Empleo* (Tripartite Foundation for Training in Employment), in which the social partners are represented.

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9. FINANCING - INVESTMENT IN HUMAN RESOURCES

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Real Decreto 395/2007 de 23 de marzo, por el que se regula el subsistema de formación profesional para el empleo (BOE 14/04/2007)

Real Decreto Legislativo 1/1995, de 24 marzo de 1995, Boletín Oficial del Estado BOE 29 marzo 1995, núm. 75/1995, por el que se regula el contrato para la formación

Real Decreto 1046/2003, de 1 de agosto (BOE 12 septiembre), por el que se regula el subsistema de formación profesional continua

Red Refer España. Financiación de la formación profesional e inversión en recursos humanos en España, 2006

10. NATIONAL STATISTICS ON VET - PROGRAMME ASSIGNMENT

Red Refer España. Informe de Política de Educación y Formación Profesional España 2008

11.3 LIST OF ACRONYMS AND ABBREVIATION

BOE	Boletín Oficial del Estado (Official State Gazette)
CGFP	Consejo General de Formación Profesional (General Vocational Training Council)
CIDE	Centro de Investigación y Documentación Educativa (Centre for Educational Research and Documentation)
CINE	Clasificación Internacional Normalizada de Educación (ISCED, International Standard Education Classification)
CNCP	Catálogo Nacional de Cualificaciones Profesionales (National Catalogue of Qualifications and Vocational Training)
CNE	Centro Nacional Europass (Europass National Centre)
ECVET	European Credit Transfer System for Vocational Education and Training
EPA	Encuesta de Población Activa (Working Population Survey)
ESO	Educación Secundaria Obligatoria (Compulsory secondary education)

ETEFIL	Encuesta de Transición Educativo Formativa e Inserción Profesional (Survey of the Transition from Education/Training to Labour Market Entry)
FCT	Formación en Centros de Trabajo (workplace training module)
INCUAL	Instituto Nacional de las Cualificaciones (National institute of the qualifications)
INE	Instituto Nacional de Estadística (National Statistics Institute)
INEM	Instituto Nacional de Empleo. (National Employment Institute), currently called Servicio Público de Empleo Estatal, SPEE (National Public Employment Service)
LOE	Ley Orgánica de Educación (Education Statutory Law)
LOGSE	Ley Orgánica de Ordenación del Sistema Educativo (Organic Law to Order the Educative System)
LOCE	Ley Orgánica de Calidad de la Educación (Educational Quality Law)
LOCFP	Ley Orgánica 5/2002 de 19 de junio de las Cualificaciones y de la Formación Profesional (Qualification and Vocational Training Statutory Law)
LODE	Ley Orgánica Reguladora del Derecho a la Educación (Right to Education Law)
LOPEG	Ley Orgánica de la participación, la evaluación y el gobierno de los Centros Docentes (Organic Law of the participation, the evaluation and the government of the Centre Docentes)
MEC	Ministerio de Educación y Ciencia (Ministry of Education and Science)
MTIN	Ministerio de Trabajo e Inmigración (Ministry of Work and Social Affairs)
SPEE	Servicio Público de Empleo Estatal- (State Public Employment Service)