



Spain

VET in Europe - Country Report

2011

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Abstract:

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

1. General context – framework for the knowledge society.
2. Modernizing VET to support LLL, internationalization and mobility.
3. VET to support recovery from the crisis.
4. Historical background, legislative and institutional framework.
5. Initial vocational education and training.
6. Continuing vocational education and training.
7. Training VET teachers and trainers.
8. Matching VET provision (skills) with labour market needs (jobs).
9. Lifelong guidance for lifelong learning and sustainable employment.
10. Financing: investment in human resources.
11. Authors, sources, bibliography, acronyms and abbreviations.

This overview has been prepared in 2011 and its reference year is 2010. 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 CONTEXT — FRAMEWORK FOR THE KNOWLEDGE SOCIETY

1.1. POLITICAL AND SOCIO-ECONOMIC CONTEXT

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 regional structure is organized into municipalities, provinces and Autonomous Communities.

The seventeen Autonomous Communities, plus the autonomous cities of Ceuta and Melilla, have their own legal identity. The communities may take on the powers for self-governing institutions, regional and urban planning and housing, agriculture, the environment, social services and cultural promotion. Similarly, all the communities have responsibilities for education and training, which consist of the application and expansion of the basic legislation and the regulation of the non-essential aspects of education and the VET 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 freedoms¹, under the terms established by treaties and the law.

1.2. POPULATION AND DEMOGRAPHICS

Spain is located in the southwest of Europe and occupies the major part of the Iberian Peninsula. It also includes the archipelagos of the Balearic Islands in the Mediterranean Sea and the Canary Islands in the Atlantic Ocean. In addition, it holds territories in the North coast of Africa, the cities of Ceuta and Melilla. Its total area is 505,990 km², 85% of which is on the Iberian Peninsula.

According to the latest census figures, on 1st January 2010, the total number of inhabitants of Spain was 47.021.031. There is a slightly larger percentage of women than of men: 50.6% as against 49.4%². The available data show that the average population density is 92.9 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 and other large cities.

¹ Spanish Constitution. TITLE I, articles 10 to 55, on Fundamental Rights and duties, which includes the basic rights to education.

² Instituto Nacional de Estadística, INE (National Institute of Statistics).

TABLE 1: TOTAL POPULATION (ON 1ST JANUARY), 2003, 2006, 2009, 2010				
	2003	2006	2009	2010
EU-27	486,647,831	493,226,936	499,723,520(p)	501,105,661(p)
SPAIN	41,663,702	43,758,250	45,828,172	45,989,016
%	8.56%	8.87%	9.29%	9.17%

Source: EUROSTAT (Demographic statistics); date of extraction: 19 May 2011.
(p) Provisional value.

The Spanish population pyramid has changed significantly in the last 30 years, although the changes have not occurred continuously. 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 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.

This trend changed after the year 2000, and between 2002 and the forecast for 2020 there has been a rise in the number of inhabitants of 4,234,468, which means that the total population has increased by 9.91% in seven years. Part of this increase is due in great part to the phenomenon of immigration, which started in the mid 90's. In 2010, 12.49% of the resident population of Spain were foreigners; in other words, 5.7 million people, an interannual increase of 0.6% respect 2009 (Table 2).

As far as education is concerned, during the academic year 2009-2010, a total of 762,746 foreign students were taking non-university courses, which was 9.7% of the total number of students and 0.9% more than in the previous year. The majority of these students came from South America (38.7%), mainly from Ecuador and Colombia.

TABLE 2: FOREIGN POPULATION OF SPAIN (2002-2010)						
YEAR	2002	2004	2006	2008	2009	2010
TOTAL	2,664,168	3,730,610	4,519,554	5,648,671	5,708,940	5,747,734
%	6.24%	8.46%	10.00%	12.10%	12.20%	12.49%

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

According to the latest population estimate and forecast figures, the base of the population pyramid has shrunk, with a slight decrease in proportion of the population under the age of 25 and aged between 25 and 59, and, at the same time, a significant increase in the proportion of the population that is aged over 60 (see Table 3 below).

TABLE 3: ESTIMATED POPULATION BY AGE GROUP IN 2010, 2020 AND 2025						
AGE	2010		2020		2025	
	No.	%	No.	%	No.	%
UNDER 25 YEARS OLD	11,738,356	25.50%	11,927,432	25.36%	11,980,893	25.31%
BETWEEN 25 AND 59	24,124,609	52.42%	23,168,391	49.25%	22,144,045	46.78%
OVER 60	10,154,595	21.06%	11,942,117	25.39%	13,216,654	27.92%
TOTAL	46,017,560	100%	47,037,940	100%	47,341,592	100%

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 59.07% of the total population in 2060, which is almost 6 points more than the forecast average of 53.47% for the 27 countries of the European Union.

TABLE 4: PROJECTED OLD-AGE DEPENDENCY RATIO, 2010-2060							
	2010	2015	2020	2030	2040	2050	2060
EU-27	25.9%	28.26%	31.05%	38.04%	45.36%	50.42%	53.47%
SPAIN	24.43%	25.82%	27.42%	34.32%	46.39%	58.69%	59.07%

Source: EUROSTAT. (EUROPOP2008 –Convergence Scenario, national level –proj_08c). Date of extraction: 19 may 2011, last update: 16 april 2011

1.3. ECONOMY 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 international financial crisis, this trend changed in the fourth quarter of 2009 and the Spanish economy shrank by 2.7% compared with the same period in 2008. The annual growth rate for 2010 was -0.15%, as compared to -3.6% in 2009. As far as employment is concerned, during this same period it decreased by 2.4%.

TABLE 5: GDP. ANNUAL GROWTH IN VOLUME TERMS	
2005	3.6
2006	4
2007	3.6 (p)
2008	0.9 (a)
2009	-3.6 (ie)
2010	-0.15 (ie)

Source: Instituto Nacional de Estadística, INE (National Institute of Statistics). (p) Provisional; (a) advance; (ie) initial estimate.

— THE LABOUR MARKET

In the last decade, there has been an increase in the number of people who are part of and have joined the labour market, mainly due to the approval of 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 precarious 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. However, this reform did not produce the expected results. Its great successes were in labour flexibility, as it laid the bases for later developments.
- The aim of the third reform, in 1997, was to reduce temporary hiring and promote permanent hiring. As a result, contracts for starting a new activity were ended and a new type of contract was introduced, the permanent hiring promotion contract, which allows the employer to reduce the compensation in case of unjustified lay off. 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. 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, was carried out in May 2006, when the government and the social interlocutors arrived at an agreement to reduce 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.
- In September 2010, the sixth reform has been launched to reduce unemployment, particularly youth unemployment, and also to improve spanish productivity by promoting creation of stable jobs, quality in work and improving flexibility in labour relationships.

These reforms succeeded in reducing the gap between Spain and the EU in terms of the long-term unemployment rate and the rate of employment among older workers, mainly in certain areas (according to data from EUROSTAT, in 2000, Spain's long-term unemployment rate was 4.6%, while in 2008 it was 2.0%). However, since crisis started, the long-term unemployment in Spain has increased to 4,3% and 7,3% in 2009 and 2010, respectively.

Reforms targeted at improving the employment rate for women, had positive results. Their participation in the labour market has been growing at a constant rate since reforms were made, mainly due to the increase in flexibility, the incorporation of measures such as the possibility 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, even during the last two crisis years (Table 6).

This positive evolutionary pattern is due also to the growing level of education among women.

TABLE 6: EMPLOYMENT RATE (ANNUAL AVERAGE, POPULATION AGED OVER 16)								
YEAR	2001	2003	2005	2006	2007	2008	2009	2010
TOTAL	47.40	49.11	52.10	53.36	54.05	53.02	49.15	47,96
MEN	61.23	62.03	63.94	64.76	64.86	62.50	56.49	54,65
WOMEN	34.28	36.82	40.77	42.41	43.63	43.88	42.08	41,56

Source: EPA, Encuesta de Población Activa (Labour Force Survey).

The EUROSTAT data (see Table 7 below) show that the economic activities that have the greatest significance for employment in Spain are concentrated in the following sectors: *Distribution and Transport*; *Non-marketed services*; and *Business and other services*, as they account for 72% of the total. This trend runs parallel to the figures for the EU-27, with one difference, the fact that the construction sector has great importance in Spain, as opposed to the manufacturing sector, which is more highly developed in Europe.

TABLE 7: EMPLOYED PERSONS AGED 15+ BY ECONOMIC SECTOR OF ACTIVITY (IN THOUSANDS AND AS % OF TOTAL EMPLOYMENT), 2010													
	PRIMARY SECTOR AND UTILITIES		MANUFACTURING		CONSTRUCTION		DISTRIBUTION AND TRANSPORT		BUSINESS AND OTHER SERVICES		NON-MARKETED SERVICES		
	persons	%	persons	%	persons	%	persons	%	persons	%	persons	%	
EU-27	15175.8	7.0	33992.7	15.7	16573.2	7.7	57099.0	26.4	38733.1	17.9	53694.1	24.8	
ES	1033.4	5.6	2370.1	12.8	1650.8	8.9	5695.2	30.9	3754.5	20.3	3952.5	21.4	

Source: EUROSTAT (Labour Force Survey): extracted on: 19-05-2011; last update: 12-05-2011

According to table 8 below, higher employment rates, as well as 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, particularly in the case of women: 29% for women with a primary school education or less and 13% for women with higher education.

The highest rate of employment in Spain in 2010 was for the intermediate age group (25 to 49 years old), at 70.2%. However, we should note that since 2003 employment has increased as the workers attained higher levels of education and training, reaching 85% in 2006 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.

However, in 2010, because of the crisis, there was a drop in employment in Spain, distancing the country from the average for the EU-27 countries.

TABLE 8: EMPLOYMENT RATES BY AGE GROUPS AND HIGHEST LEVEL OF EDUCATION ATTAINED (%) 2003, 2006, 2010.									
TIME	2003			2006			2010		
AGE GROUPS	15-24	25-49	50-64	15-24	25-49	50-64	15-24	25-49	50-64
TOTAL	36.0(i)	77.4(i)	51.5(i)	36.6	79.1	54.4	34.1	78.1	56.7
ISCED 0-2	25.1(i)	66.1(i)	41.9(i)	24.8	66.9	43.5	21.5	62.8	43.1
EU-27 ISCED 3-4	47.2(i)	79.1(i)	54.9(i)	48.1	80.5	57.9	45.0	79.7	59.6
ISCED 5-6	62(i)	88(i)	72.4(i)	60.5	88.5	74.2	57.1	87.4	74.5
No ANSWER	14.9(i)	72.6(i)	39.1(i)	5.1	76.0	5.6	5.2	72.8	62.2
TOTAL	34.2	72.8	48.5	39.5	77.2	52.4	24.9	70.2	52.1
ES ISCED 0-2	38.6	65.9	43.1	42.1	69.8	44.9	23.4	60.0	42.7
ISCED 3-4	29.3	75.1	57.3	39.3	79.2	62.8	27.0	71.0	62.3
ISCED 5-6	51.6	82.5	74.6	57.6	85.3	74.6	45.6	81.2	73.5

Source: EUROSTAT (Labour Force Survey); extracted on 19-05-2011; last update: 12-05-2011

(i): See data on web site.

In the countries that make up the EU-27, as shown in Table 9 below, higher unemployment rates are concentrated in the youngest groups with the least education, while in Spain they can be found among the younger members of the population, regardless of their level of education. This fact emphasizes the serious youth unemployment situation. This is a problem that increased in 2010, due to the general level of unemployment among all age groups and all levels of education, when unemployment among young people in Spain grew to very high percentages, reaching more than 40%.

TABLE 9: UNEMPLOYMENT RATES BY AGE GROUP AND HIGHEST LEVEL OF EDUCATION ATTAINED (%) 2003, 2006, 2010.										
TIME		2003			2006			2010		
AGE GROUPS		15-24	25-49	50-64	15-24	25-49	50-64	15-24	25-49	50-64
EU27	TOTAL	18(i)	8.3(i)	6.6(i)	17.2	7.3	6.3	20.8	8.9	6.9
	ISCED 0-2	20.2(i)	11.6(i)	7.2(i)	21.2	11.2	7.5	27.4	16.3	10.2
	ISCED 3-4	17.7(i)	8.4(i)	7.7(i)	15.4	7.3	6.9	18.1	8.2	6.7
	ISCED 5-6	12.0(i)	4.8(i)	3.7(i)	13.4	4.3	3.6	16.2	5.3	3.6
	No ANSWER	13.9(i)	7.8(i)	7.4(i)	20.1	:	:	:	8.2	:
ES	TOTAL	22.3	10.5	6.8	17.9	7.7	5.9	41.6	19.2	14.4
	ISCED 0-2	23.3	12.5	8.0	19.8	9.9	7.1	49.6	27.1	19.4
	ISCED 3-4	22.0	10.1	6.5	16.1	7.0	5.6	34.3	18.9	11.4
	ISCED 5-6	19.6	8.1	2.5	15.2	5.9	3.1	28.9	11.4	6.0

Source: EUROSTAT (LFS). Extracted on: 19-05-2011; last update: 12-05-2011
(i): See data on web site.

— EXPENDITURE ON EDUCATION

Between 1997 and 2008, the resources spent on education in Spain increased in absolute terms from 22.8 thousand million euros to 50.8 thousand million euros; in other words, more than 100%, as can be seen in Table 10 below. However, in relative terms, according to the data in Table 11, the percentage of GDP spent on education remained stable, around 4%, with some slight decreases, both in public spending, which was 4.41% in 2007 as opposed to 4.52% in 1997, and in spending by families, which was 0.8% in 2007.

TABLE 10: PUBLIC AND FAMILY SPENDING ON EDUCATION IN SPAIN RELATIVE TO GDP (IN THOUSANDS OF MILLIONS OF EUROS)

	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
PUBLIC SPENDING	22.8	24.0	25.7	27.4	29.2	31.4	33.9	37.0	39.0	42.4	46.5	50.8
SPENDING BY FAMILIES	5.5	5.9	6.2	6.2	6.5	6.9	7.2	7.5	8.0	8.4	8.6	:

Source: Institute of Evaluation. Ministry of Education³.

Spanish public spending on education, although about 4.5%, is less than the European average, which is around 5%.

TABLE 11: SPENDING ON EDUCATION IN SPAIN/GDP

YEAR	% of GDP	SPENDING BY FAMILIES
1997	4.52%	1.1%
2003	4.33%	0.91%
2005	4.29%	0.88%
2006	4.31%	0.85%
2007	4.41%	0.80%

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

With regard to public spending on secondary education, there has been a downward trend that was interrupted in 2006 and with slight rise in 2008. If we look at what has occurred in the EU-27, it can be seen that there too the trend is a downward one, and it continued up to 2007, the reference year.

In Spain, due to the high rate of failure at school and early school leaving, it is necessary to increase the resources earmarked for this education level, above all for the compulsory stage, which would make it possible for there to be progress and for more positive data to be recorded in this area.

TABLE 12: TOTAL PUBLIC EXPENDITURE ON EDUCATION AS A % OF GDP, AT SECONDARY LEVEL OF EDUCATION (ISCED 2-4), 2002-2008

	2002	2003	2004	2005	2006	2007	2008
EU-27	2.32(s):	2.35(s):	2.29(s):	2.25(s):	2.23(s):	2.20 (s)	:
SPAIN	1.76	1.72	1.69	1.67	1.68	1.66	1.74

Source: EUROSTAT (LFS); extracted on: 19-05-2011; last update: 12-05-2011. (s) Eurostat estimate.

³ The information on family spending refers to payments for educational services by households to schools, academies and private classes and does not include spending on supplementary services or goods related to education, textbooks or school supplies, since this information is currently not available.

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 EU-27 but, while this figure has fallen in the last five years in the EU, in Spain it has remained stable.

	2002	2003	2004	2005	2006	2007	2008	2009
EU27	17.0	16.6(b)	16.1	15.8	15.5	15.1	14.9	14.4
SPAIN	30.7	31.6	32.0	30.8(b)	30.5	31.0	31.9	31.2

Source: EUROSTAT (LFS); extracted: 19-05-2011; last update 01-04-2011.

Description: Percentage of the population aged 18-24 with at most lower secondary education and not in further education and training.

Similarly, the number of young people in Spain who have completed upper secondary education has continued to show an upward trend where VET programmes are concerned, but a slight downward trend for *Bachillerato*. This situation is very different from what has occurred in the EU-27 (as shown below in Table 14). Here there have been very significant increases in all education programmes at upper secondary level, both in vocational training and academic courses.

		2007						2009					
S		3 GEN	3 PV	3 VOC	4 GEN	4 PV	4 VOC	3 GEN	3 PV	3 VOC	4 GEN	4 PV	4 VOC
EU-27*	T	2,393,291	:	2,595,569	49,493	:	424,537	2,319,746	:	2,480,373	:	:	394,682
	M	1,022,202	:	1,400,317	23,958	:	194,372	995,733	:	1,344,532	:	:	188,195
	F	1,371,089	:	1,195,251	25,535	:	230,165	1,324,013	:	1,135,842	:	:	206,487
SPAIN	T	203,015	:	177,938	:	:	:	207,596	:	185,076	:	:	:
	M	86,518	:	86,115	:	:	:	90,855	:	92,866	:	:	:
	F	116,497	:	91,823	:	:	:	116,741	:	92,210	:	:	:

Source: EUROSTAT (UOE Data collection); extracted: 19-05-2011; last update: 29-04-2011

* Available total – calculated by Cedefop. S=sex; M= male; F= female; T= total; GEN= general; PV= pre-vocational; VOC= vocational.

The number of graduates from higher education in both Spain and the EU-27 has shown a tendency to stabilize or slightly increase (Table 15).

TABLE 15: GRADUATES AT ISCED LEVELS 5 AND LEVEL 6 BY LEVEL OF EDUCATION, PROGRAMME DESTINATION, 1ST/2ND STAGE AND SEX (NUMBERS), 2007, 2009

		2007						2009					
S		5 A1	5A2	5B1	5B2	6	5-6	5 A1	5A2	5B1	5B2	6	5-6
EU27*	T	2,348,435	916,150	691,661	10,355	109,512	4,076,113	2,465,221	915,360	706,581	10,850	100,723	4,198,735
	M	971,270	357,768	280,571	2,703	59,335	1,671,647	1,020,740	365,808	278,346	2,568	54,413	1,721,875
	F	1,377,165	558,382	411,090	7,652	50,177	2,404,466	1,444,481	549,552	428,235	8,282	46,310	2,476,860
SPAIN	T	185,151	7,466	79,645	:	7,150	279,412	193,523	23,482	85,532	:	7,915	310,452
	M	72,677	2,713	37,119	:	3,745	116,254	76,434	9,751	39,410	:	4,053	129,648
	F	112,474	4,753	42,526	:	3,405	163,158	117,089	13,731	46,122	:	3,862	180,804

Source: EUROSTAT (UOE Data collection); extracted: 19-05-2011; last update: 29-04-2011

* Available total – calculated by Cedefop. S=sex; M= male; F= female; T= total; 5A1= 5a all first degrees; 5A2= 5a second degree; 5B1= 5b first qualification; 5B2= 5b second qualification; 6= level 6; 5-6= level 5-6.

The percentage of the population between the ages of 25 and 34 who had completed at least upper secondary education (*Bachillerato*, intermediate level training courses or other types of secondary education) was 65% in 2008, 15 points below the OECD level of 80% and 17 points below the EU level of 82% (see Table 16). However, the progress registered in the last 30 years is noteworthy: 29% of Spanish citizens who are now between the ages of 55 and 64 (i.e., those who belonged to the 25-34 age group thirty years ago) hold this diploma, as compared to the OECD and EU averages of 59% and 29% respectively. From 29%, the number has grown to 65%; in other words, the changes that have taken place in education in Spain have permitted an improvement of 36 points in the number of people between 25 and 34 years of age taking post-compulsory secondary education.

TABLE 16: ADULT POPULATION (AGED 25-64) WITH BACHILLERATO, INTERMEDIATE LEVEL TRAINING COURSES AND OTHER SECONDARY STUDIES (ISCED 3-4), 2008

	25-34 YEARS OLD	55-64 YEARS OLD
EU-19	82	59
OECD	80	58
SPAIN	65	29

Source: Ministry of Education. Panorama of education: OECD Indicators 2010. Spanish report.

The 2009-2010 academic year began with a forecast drop in the number of students in Compulsory secondary education (Spanish initials, ESO) with a variation of -1.1%

from the previous academic year. However, for the other education levels, there were increases in enrolment of 3.19% in *Bachillerato* and 13% in vocational training, in spite of the fact that the population in the corresponding age groups remained stable or had slightly decreased. Therefore, it may be possible to forecast a gradual increase in both type of studies.

TABLE 17: PREDICTED NUMBER OF STUDENTS IN GENERAL NON-UNIVERSITY EDUCATION, ACADEMIC YEAR 2009-10				
	2009-10	2008-09	VARIATION	%
TOTAL	7,606,517	7,443,625	162,892	2.2%
PRE-SCHOOL EDUCATION (TOTAL)	1,822,142	1,763,019	59,123	3.35%
PRE-SCHOOL, STAGE 1	401,582	361,826	39,756	11.0%
PRE-SCHOOL, STAGE 2	1,420,560	1,401,193	19,367	1.4%
PRIMARY EDUCATION	2,702,415	2,665,161	37,254	1.4%
SPECIAL EDUCATION	30,616	30,819	-203	-0.7%
COMPULSORY SECONDARY EDUCATION	1,793,205	1,813,572	-20,367	-1.1%
BACHILLERATO (TOTAL)	649,343	629,247	20,096	3.19%
BACHILLERATO (IN-CLASS)	608,428	589,473	18,955	3.2%
BACHILLERATO (DISTANCE)	40,915	39,774	1,141	2.9%
VOCATIONAL TRAINING (TOTAL)	608,590	538,552	70,038	13.0%
INTERMEDIATE LEVEL TRAINING COURSES (IN-CLASS)	271,330	249,506	21,824	8.7%
ADVANCED LEVEL TRAINING COURSES (IN-CLASS)	245,179	223,098	22,081	9.9%
DISTANCE EDUCATION COURSES	18,001	14,289	3,712	25.98%
INITIAL PROFESSIONAL QUALIFICATION PROGRAMMES	74,080	51,659	22,421	43.4%-
SOCIAL GUARANTEE PROGRAMMES	206	3,255	-3,049	-93.7%-

Source: Information and figures. Academic Year 2009/2010, Ministry of Education.

In Spain, vocational training has not been considered to be a real option for students who are finishing their lower secondary education, but this trend is now changing due to a number of factors, among them the current economic crisis, the number of women taking this type of training and the increased social value placed on this pathway.

The public agencies are therefore promoting a policy of education and training that focuses on: a) the development of lifelong learning; b) the promotion of vocation training, both in education and as vocational training for employment; c) the granting of recognition to learning acquired through work experience; d) the development of the National Qualifications and Vocational Training System; and e) the implementation of new vocational training diplomas and professional certificates.

Another of the objectives that is currently being tackled by the education authorities is to substantially reduce the number of young people who abandon the system before obtaining a basic qualification, given the high failure and drop-out rate of young people between 18 and 24 years of age.

TABLE 18: YOUTH EDUCATION ATTAINMENT LEVEL BY SEX (%), 2002, 2005, 2009									
	2002			2005			2009		
	TOTAL	FEMALES	MALES	TOTAL	FEMALES	MALES	TOTAL	FEMALES	MALES
EU-27	76.7	79.3	74.0	77.5	80.2	74.8	78.6	81.4	75.9
SPAIN	63.7	70.3	57.4	61.8	68.5	55.4	59.9	67.1	53.1

Source: EUROSTAT (LFS); extracted: 19-05-2011; last update: 01-04-2011.

Youth education attainment level: porcentaje of the population aged 20 to 24 having completed at least upper secondary education.

29% of Spaniards between the ages of 25 and 64 has completed higher education courses in 2008. This is an increase compared to the figures for earlier years and puts Spain above the OECD average of 28% and the EU average of 27%.

TABLE 19: ADULT POPULATION (25-64 YEARS OF AGE) WITH HIGHER EDUCATION (ISCED 5-6), 2007	
	25-64 YEARS OLD
EU-19	27%
OECD	28%
SPAIN	29%

Source: Ministry of Education. Panorama of education: OECD Indicators 2010. Spanish report.

Adult lifelong learning has grown significantly in recent years, placing Spain above the average for the EU-27; with an especially notable rise in the case of females.

TABLE 20: LIFELONG LEARNING-ADULT PARTICIPATION IN EDUCATION AND TRAINING BY SEX (%), 2002, 2005, 2009									
	2002			2005			2009		
	TOTAL	FEMALES	MALES	TOTAL	FEMALES	MALES	TOTAL	FEMALES	MALES
EU-27	7.2	7.8	6.6	9.8	10.5	9.0	9.3 (P)	10.2 (P)	8.5 (P)
SPAIN	4.4	4.8	4.0	10.5(b)	11.4(b)	9.7(b)	10.4	11.3	9.6

Source: EUROSTAT (LFS); extracted on: 19-05-2011; last update: 01-04-2011

(b): Break in series; (p) provisional value

— EDUCATIONAL CHALLENGES

One of the current challenges for the Spanish education system is to reduce the early school leaving 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 31.2% in 2009, a percentage that is considerably higher than the average for the EU27 in that same year, 14.4%. In Europe, only Malta, with 36.8%, has higher percentages.

In 2006, the educational drop-out rate in Spain decreased slightly to 30.5% but in 2009 it increased to 31.2%, making it far higher than the average of 14.4% for the 27 members states of European Union.

1.5. DEFINITIONS

Alternance training

Education and training combining periods in an educational institution or training centre and in the workplace. The alternance scheme can take place on weekly, monthly or yearly basis. Depending on the country and applicable status, participants may be contractually linked to the employer and/or receive the remuneration.

Source: Cedefop. Terminology of European education and training policy: a selection of 100 key terms. Luxembourg: Publications Office. Available from Internet: <http://europass.cedefop.europa.eu/europass/home/hornav/Glossary.csp> [cited 22.07.2010].

In Spain this is equivalent, on the one hand to the following vocational training initiatives that include a practical workplace experience module:

- a) on the vocational training courses provided by the education system, there is a compulsory workplace training module, which must take place in a real productive setting; and
- b) in the area of vocational training for employment, to obtain a professional certificate a practical workplace training module must be taken.

In both cases, this is compulsory non-employment practical learning experience that takes place in a real workplace environment and can be co-validated as being sufficient work experience. Training actions on training contracts and the public training and employment programmes known as Workshop Schools, Craft Centres and Employment Workshops which include practical work experience in a real workplace setting, are also considered to be alternance training. (Source: Public Employment Service).

Apprenticeship

Systematic, long-term training alternating periods in a school or training centre and at the workplace; the apprentice is contractually linked to the employer and receives remuneration (wage or allowance). The employer assumes responsibility for providing the trainee with training leading to a specific occupation.

Source: Cedefop. Terminology of European education and training policy: a selection of 100 key terms. Luxembourg: Publications Office. Available from Internet: <http://europass.cedefop.europa.eu/europass/home/hornav/Glossary.csp> [cited 22.07.2010].

In Spain, the term “apprentice” is no longer used in Spain but the concept is the equivalent of the current training contract model. Training contracts aim to provide the theoretical and practical training needed to work competently in an occupation or job that requires a level of qualification that can be formally accredited or, alternatively, a basic level of qualification that will fit any occupation included in a company’s job classification scheme. (Source: National Public Employment Service).

Competence

The proven ability to use knowledge, skills and personal, social and/ or methodological abilities, in work or study situations and in professional and personal development. In the context of the European Qualifications Framework, competence is described in terms of responsibility and autonomy.

Source: EQF, 2006.

Continuing vocational education and training (CVET)

Vocational education or training after initial education and training – or after entry into working life aimed at helping individuals to:

- improve or update their knowledge and/or skills;
- acquire new skills for a career move or retraining;
- continue their personal or professional development

Comment: CVET can be provided and undertaken at the initiative of public authorities, social partners, sectors, enterprises, individuals as well as a range of voluntary and community organisations.

Source: adapted from Cedefop. Terminology of European education and training policy: a selection of 100 key terms. Luxembourg: Publications Office. Available from Internet:

<http://europass.cedefop.europa.eu/europass/home/hornav/Glossary.csp>

Glossary of the EknowVET database [cited 22.07.2010].

In Spain, with the approval of Royal Decree 395/2007 which regulated the vocational training for employment subsystem, all training intended for the active population, employed or unemployed, was incorporated into the same system managed by the labour sphere. This training, which is designed to respond directly to the needs and requirements of the productive market, includes a variety of initiatives (on-demand training; training courses on offer; and alternance training with employment) and permits professional certificates to be acquired through training actions directed towards full or partial qualifications. (Source: Ministry of Labour. Public Employment Service).

First stage of tertiary or higher education (ISCED 5)

Includes tertiary programmes with: (a) academic orientation (type A), which are largely theoretical; (b) occupational orientation (type B), usually shorter than type A and geared

towards entry to the labour market. Type A programmes provide access to advanced research studies and professions with high skill requirements. Type B programmes prepare students for direct entry into a specific occupation. Entry to ISCED level 5 normally requires successful completion of ISCED levels 3 or 4.

Comment: Level 5 A programmes with academic orientation are typically outside the scope of VET.

Source: Cedefop, 2008, based on Unesco, 1997; Eurydice, 2006. Terminology of European education and training policy: a selection of 100 key terms. Luxembourg:

Publications Office. Available from Internet:

<http://europass.cedefop.europa.eu/europass/home/hornav/Glossary.csp>

[cited 22.07.2010].

Formal learning

Learning that occurs in an organised and structured environment (e.g. in an education or training institution or on the job) and is explicitly designated as learning (in terms of objectives, time or resources). Formal learning is intentional from the learner's point of view. It typically leads to validation and certification.

Source: based on Cedefop, 2004.

General education

Education which is mainly designed to lead participants to a deeper understanding of a subject or group of subjects, especially, but not necessarily, with a view to preparing participants for further (additional) education at the same or a higher level. Successful completion of these programmes may or may not provide the participants with a labour-market relevant qualification at this level. These programmes are typically school-based. Programmes with a general orientation and not focusing on a particular specialization should be classified in this category.

Source: United Nations Educational, Scientific and Cultural Organization (Unesco), "International Standard Classification of Education - ISCED 1997", Paris, November 1997.

In Spain, this concept includes both basic education (primary and compulsory lower secondary education) taught in the education field, with the aim of providing pupils with the basic skills needed to cope with new educational levels, by giving them a preliminary knowledge of certain subjects, and also *bachillerato*, which is part of post-compulsory upper secondary education.

Source: Organic Law on Education, (Spanish initials, LOE), 2006 (*Ley Orgánica de Educación 2006*).

Initial education and training

General or vocational education and training carried out in the initial education system, usually before entering working life.

Comment: some training undertaken after entry into working life may be considered as initial training (e.g. retraining); initial education and training can be carried out at any level in general or vocational education (full-time school-based or alternance training) pathways or apprenticeship.

Source: Cedefop. Terminology of European education and training policy: a selection of 100 key terms. Luxembourg: Publications Office.

Available from Internet:

<http://europass.cedefop.europa.eu/europass/home/hornav/Glossary.csp>

[cited 22.07.2010].

Initial vocational education and training (IVET)

Initial vocational education and training (IVET) is defined as training undertaken typically after full-time compulsory education (although it may start before) to promote the acquisition of the necessary knowledge, skills and competences for entry to an occupation or group of occupations. It can be undertaken purely within a school-based and/or work-based environment. It includes apprenticeship training.

Source: Glossary of the eKnowVet database.

In Spain, this is made up of specific vocational training that is taught within the education system at two different levels: Intermediate level vocational training courses that lead to the diploma of Technician; and advanced level vocational training courses that lead to the diploma of Advanced Technician. It is organized into 26 professional families. This training is organized into training modules that vary in their duration and content, and may or may not be associated with the different professional competencies defined in the National Catalogue of Professional Qualifications (CNCP).

Source: Organic Law on Education, Spanish initials, LOE), 2006 (*Ley Orgánica de Educación, 2006*).

Lower secondary education (ISCED 2)

Lower secondary education generally continues the basic programmes of primary, although teaching is typically more subject-focused, often employing more specialised teachers to conduct classes.

Comment: in some countries, this level may appear as an artificial division which does not correspond to the national education system (nine years of basic education including ISCED level 2). In such cases, ISCED 2 level is called 'second stage of basic education'.

Source: Cedefop, 2008, based on Unesco, 1997; Eurydice, 2006. Terminology of European education and training policy: a selection of 100 key terms. Luxembourg: Publications Office. Available from Internet:

<http://europass.cedefop.europa.eu/europass/home/hornav/Glossary.csp>

[cited 22.07.2010].

Non-formal learning

Learning which is embedded in planned activities not explicitly designated as learning (in terms of learning objectives, learning time or learning support). Non-formal learning is intentional from the learner's point of view.

Comments:

- non-formal learning outcomes may be validated and lead to certification;
- non-formal learning is sometimes described as semi-structured learning.

Source: based on Cedefop, 2004.

Occupation

Group of activities that necessitate a homogeneous series of techniques and skills within a specific field and speciality.

Source: Cedefop, working definition.

Post-secondary (non-tertiary) education (ISCED 4)

These programmes straddle the boundary between upper secondary and tertiary education. They serve to broaden the knowledge of upper secondary education graduates. These programmes are designed to prepare students for studies at first stage of tertiary education or for direct labour market entry. They do not lead to a tertiary qualification.

Comment: students entering will have usually completed upper secondary education. Programmes usually have a full-time equivalent duration of between 6 months and 2 years.

Source: Cedefop, 2008, based on Unesco, 1997; Eurydice, 2006. Terminology of European education and training policy: a selection of 100 key terms. Luxembourg: Publications Office. Available from Internet:

<http://europass.cedefop.europa.eu/europass/home/hornav/Glossary.csp>

[cited 22.07.2010].

In Spain, this level of education (ISCED 4) includes vocational training for employment courses that lead to level 3 certificates of professionalism. Training programmes designed to allow those over 25 years of age to enter higher education can also be included. The aim of these courses is to prepare students to pass the undergraduate University Entrance Tests (Spanish initials, PAU), which are governed by RD 1892/2008. The knowledge required for these tests is the equivalent of *Bachillerato* (post-compulsory secondary education).

Source: National Public Employment Service and Ministry of Education.

Pre-vocational or pre-technical education

Education which is mainly designed to introduce participants to the world of work and to prepare them for entry into vocational or technical education programmes. Successful completion of such programmes does not yet lead to a labour-market relevant vocational or technical qualification. For a programme to be considered as pre-vocational or pre-technical education, at least 25 per cent of its content has to be vocational or technical.

Source: ISCED 1997.

In Spain, this corresponds to the Initial Professional Qualifications Programmes (Spanish initials, PCPI), intended for students over the age of sixteen who have not obtained a compulsory secondary education diploma. Its aim is for all these students to have a Level 1 qualification from the National Catalogue of Professional Qualifications, which will permit them to continue their studies. Also included are the following initiatives: Workshop Schools and Craft Centres, and the ESO and *bachillerato* subjects that are intended to provide basic vocational training.

Source: Organic Law on Education, 2006 (*Ley Orgánica de Educación, LOE*); National Public Employment Service (*Servicio Público de Empleo Estatal*).

Profession

Professional activity or group of professional activities, access to which, the pursuit of which, or one of the modes of pursuit of which is subject, directly or indirectly, by virtue of legislative, regulatory or administrative provisions to the possession of specific professional qualifications.

Source: European Parliament and Council of the European Union (2005). directive 2005/36/EC of the European parliament and of the Council of 7 September 2005 on the recognition of professional qualifications.

Available from Internet:

<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:L:2005:255:0022:0142:en:PDF>

[cited 03.05.2011].

Qualification

A formal outcome of an assessment and validation process which is obtained when a competent body determines that an individual has achieved learning outcomes to given standards.

Source: EQF, 2006.

School-based programmes

Programmes in which instruction takes place (either partly or exclusively) in educational institutions. These include special training centres for vocational education run by public or private authorities or enterprise-based special training centres if these qualify as educational institutions. These programmes can have an on-the-job training component, i.e. a component of some practical experience at the workplace.

Source: UOE data collection on education systems, Volume 1, Manual, Concepts, definitions and classifications.

Skill

The ability to apply knowledge and use know-how to complete tasks and solve problems. In the European Qualifications Framework, skills are described as cognitive (use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments).

Source: EQF, 2006.

Upper-secondary education (ISCED 3)

Final stage of secondary education that normally begins at the end of compulsory education. The entrance age is usually 15 or 16 years. Entrance qualifications (completion of compulsory education) and other minimum entry requirements are generally needed. Instruction is often more subject-oriented than lower secondary education (ISCED 2). The typical duration of ISCED level 3 varies from two to five years.

Source: Cedefop, 2008, based on Unesco, 1997; Eurydice, 2006. Terminology of European education and training policy: a selection of 100 key terms. Luxembourg: Publications Office.

Available from Internet:

<http://europass.cedefop.europa.eu/europass/home/hornav/Glossary.csp>

[cited 22.07.2010].

2. MODERNIZING VET TO SUPPORT LLL, INTERNATIONALIZATION, AND MOBILITY

2.1. VET POLICY DEVELOPMENTS AND PRIORITIES IN SUPPORTING LLL

The 2002 Law on Qualifications and Vocational Training was approved with the aim of creating a National Qualifications and Vocational Training System that would bring unity, coherence and efficiency to the planning, organization and administration of this field, making it easier to integrate the different ways of certifying and accrediting competencies and professional qualifications.

The National Reform Programme 2005 (*Programa Nacional de Reformas 2005*)⁴ was a turning point for the Spanish vocational training system since it established a set of priority objectives related to education and training that led to legislative reforms such as the approval of the Organic Law on Education (*Ley Orgánica de Educación, LOE*), which set the basis for Vocational Training within the education system, and the creation of a new vocational training model, vocational training for employment (CVET), which reformed the model for vocational training in the world of work.

Vocational Training for Employment is made up of a variety of initiatives and actions designed to promote and offer companies and 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 the knowledge and skills that match the professional competencies required by the job market.
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.

At the end of 2008, in the area of education and vocational training, the Ministers of Education and Labour and Immigration presented a series of measures to promote vocational training and bring the number of people in Spain with vocational training 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.

⁴ CONVERGENCE AND EMPLOYMENT: National Reform Programme. Approved by the Council of Ministers on 13 October 2005. Available on www.la-moncloa.es

The two main objectives of the roadmap are to succeed in attracting 200,000 more students to intermediate level VET 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 vocational training*: by promoting the Network of National Reference Centres, public centres that carry out innovative and experimental vocational training activities, specialize in different productive sectors and are linked to one of the 26 professional families. They will be located in different Autonomous Communities and their duties will be to: a) to observe and analyze the evolution of the productive sectors in order to make the training that is offered meet the needs of the labour market; b) to cooperate with the National Qualifications Institute (*Instituto Nacional de Cualificaciones*) in updating the National Catalogue of Professional Qualifications (*Catálogo Nacional de Cualificaciones Profesionales*); and c) to try out innovative training actions, emphasizing cooperation with employers’ organizations and the trade unions, as well as the joint commissions formed under sectorial collective bargaining at the national level. This framework will also include the network of integrated vocational training centres.
- *Recognizing Experience*: through the approval of a Royal Decree regulating an accreditation system for competencies acquired through work experience or non-formal ways of learning.
- *European Vocational Training*: to promote the mobility of students, have them gain practical work experience in different EU countries and improve their prospects of employment and to define a national qualifications framework that is linked to the European framework in order to guarantee the transparency of the qualifications obtained.
- *Increasing the number of courses offered*: to speed up the creation of new VET diplomas, give priority to those that are related to emerging and economically innovative sectors, and create professional qualifications. It is also intended to set up a virtual platform that will permit professional modules to be taken in order to obtain vocational training diplomas and professional certificates, as well as to create a web-based vocational information and counselling system.

Also, to increase the number of those with intermediate level vocational training diplomas, the roadmap includes setting up a programme of scholarships and aid for workers aged between 18 and 24 who do not have a VET diploma, so that they can combine working with training activities.

These measures have been added to the improvements introduced in 2005 with the National Reform Programme and later on with those included in the Law on Education. All of these improvements have included measures designed to enhance the VET training system and to promote lifelong learning, especially the following:

a) To improve the general results and decrease the numbers of students who finish their basic education without being awarded a compulsory secondary education diploma. In 2006, 29.9% of young people aged between 18 and 24 dropped out of the Spanish education system without finishing their studies. The figures for men were higher, 35.8%, than for women, 23.8%⁵

b) To promote training as being a lifelong learning process.

c) To increase the flexibility of the education system to allow for moving between training and work, or between training and other activities, and making it easier for young people who left school early to go back to complete their studies and for adults to continue learning throughout their lives.

The LOE viewed training as being a permanent process, which should continue throughout life, and promoted it through measures designed to ensure success for students in compulsory secondary education (Spanish initials, ESO) and to reduce drop-out rates. For the period 2006-2010, a sizeable budget was allocated to applying the LOE, of which 60% was financed by the State and 40% by the Autonomous Communities. It was a budget intended to finance the government's main lines of action for education up to 2010 and meet the Lisbon objectives on education and training:

1. To broaden and improve the Spanish education system: To increase the number of places in the first stage of pre-school education and increase schooling in post-compulsory secondary education.
2. To make the second stage of pre-school education free.
3. To increase the amounts allocated to scholarships and aid.
4. To guarantee the success of all students through support programmes, with a special emphasis on diversity and the special needs of each student, so as to give them a personalized education that will facilitate learning and the acquisition of the basic skills.
5. To improve teacher training and the social recognition of teachers.

In this context, the Ministry of Education has implemented a series of measures designed to guarantee the quality of all stages of the education system as part of lifelong education.

- ▶ *Programmes to improve success at school:* with actions designed to promote training when learning difficulties have been detected, in both primary and secondary education.
- ▶ *Programmes to reduce early school leaving:* with actions designed to keep students in the education system through second opportunity programmes.
- ▶ *Teacher training programmes:* with actions focusing on the general aspects of the LOE and specific programmes or areas in the curriculum.

⁵ National system of education indicators 2007, Institute of Evaluation (*Instituto de Evaluación*).

- ▶ Foreign Language Learning Support Programme (*Programa de apoyo al aprendizaje de lenguas extranjeras, PALE*): including actions designed to train teachers who deliver content in other languages and to increase the number of students learning foreign languages.

Another of the aims of the Law on Education 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.

The Spanish National Reform Programme⁶ shows that in 2009 the early school leaving rate was 31.2%, which was twice the average for the EU-27, however and 0.9% higher than in 2007 (i.e. 31%). However, it was 0,7 % lower than in 2008.

On the other hand, the percentage of population aged between 25 and 64 years with at least upper secondary education has increased slightly, rising from 62,2% in 2000 to 70,4% in 2009. Although these improvements show that we are still far from meeting the Lisbon objectives for education, it should be noted that these indicators have an upward trend, which will be seen more clearly when some years have passed.

The Initial Professional Qualification Programmes (*Programas de Cualificación Profesional Inicial, PCPI*) came into force in the 2007/2008 academic year with the aim of reducing early school leaving. 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 increasing their chances of further study. The scholarships and aid to follow these programmes were also increased.

The Ministries of Labour and Education are working together on a three-part objective: a) to increase the attractiveness of VET, b) to enhance the permeability between the education system and the different pathways to training and professional qualifications; and c) to promote lifelong learning.

It is necessary to act to improve the quality of VET and how society perceives it, and to make intermediate and advanced level VET an attractive alternative by improving its prestige and social recognition. To do this, it is essential to improve the quality of VET programmes and to adapt them to the dynamic and changing needs of the production network, involving companies both in the design and the development of training.

⁶ SPANISH NATIONAL REFORM PROGRAMME. 2011. Spanish Government, april 2011.

2.2. IMPLEMENTATION OF EUROPEAN TOOLS AND PRINCIPLES

— SPANISH QUALIFICATIONS FRAMEWORK FOR LIFELONG LEARNING

The development and setting of the Spanish Qualifications Framework (MECU) is being carried out within an education and training policy which already had the key tools defining the qualifications frameworks. The MECU, that will include the entire qualifications spectrum (qualifications obtained from compulsory education, from post-compulsory secondary education, from higher education -university and VET- and from non-formal and informal educational processes), will have an impact on these policies because it will consolidate and align them even more with the rest of European countries' ones. A key factor of the process is to accomplish the "Criteria and procedures for the alignment process between the national qualifications levels and the EQF", adopted in 2009 by the EQF Advisory Group with the aim of facilitating transparency and assuring quality guarantee.

The qualifications framework provides formal coherence to the methodological change from a teaching pattern where the student is a passive target to a teaching/learning paradigm supporting current education reforms, where the student is the focus of the process.

This change had already started in Spain, which, in the last years, is developing tools for promoting a lifelong learning culture and facilitating the mechanisms guaranteeing it; enhancing Vocational Training; speeding up the transition from an education pattern based on theoretical learning to another one based on competences acquisition.

Among these tools, there are the qualifications definition and the curricula design, according to the achievement of learning outcomes, the establishment of standards for outcomes achievement, credits systems adoption, development of assessment processes, validation and, when appropriate, certification of learning achievements and the development of quality guarantee procedures.

— SPANISH QUALIFICATIONS FRAMEWORK FOR HIGHER EDUCATION

The Spanish Qualifications Framework for higher education (MECES, by its abbreviation in Spanish) has the same goals than the Spanish Qualifications Framework for Lifelong Learning (MECU, by its abbreviation in Spanish): informing to society, facilitating international mobility and acknowledgment all around the European Higher Education Area for education in general. Even if the intentions of both frameworks are similar, they cannot be confused.

The MECU will tackle all the education levels and it is focused on the idea of valuing Lifelong Learning (learning not only acquired in the field of formal education, but also in the fields of non-formal and informal education); while the MECES only envisages higher education teaching or certificates to which the Act on Education (*Ley Orgánica de Educación-LOE*) refers in article 3, that is, university education, advanced Arts studies, advanced vocational training, advanced vocational training in Plastic Arts and Design and advanced Sports studies (learning only acquired in the field of higher formal education).

The Spanish Qualifications Framework for higher education (MECES) is based on a four-level structure, which must allow to place a person according to his/her level of the acquired and certified learning. There is a clear and demonstrable link between the qualifications that it integrates and the qualification descriptors of the corresponding cycle defined in the European Framework, due to the fact that the qualifications frameworks are a key tool for implementing the European Higher Education Area.

— **EUROPASS DOCUMENTS**

➤ **Europass CV at the NEC in Spain**

After Portugal and Italy, Spain is currently the third country with regard to the number of Europass CVs filled out online. Statistics published yearly by Cedefop show that 223,612 CVs were filled out online by Spanish citizens in 2010. The profile of users in Spain in 2010 is as follows:

- 69.2% of users have less than five years work experience. It should be highlighted that 32% of users had no work experience at all at the time of filling out their online ECV.
- 72.2% of ECV online users are less than 30 years old. In fact, users between the ages of 21 and 35 are those that use the ECV the most (35.2%). This means that many of them fill out the form as a useful method to search for their first job after finishing their studies.
- The difference in ECV demand between women (41.5%) and men (48.6%) is negligible.
- 69.4% of users speak at least two foreign languages, meaning that a high percentage of them have an advanced level of education as well as having transnational mobility as a priority.
- With regard to the nationality of online CV users resident in Spain it should be pointed out that most of them have Spanish nationality (79%), while a lesser percentage (21%) are of other nationalities.

At NEC-Spain we have discovered that the online CV tool is highly valued by citizens, not only as a mobility aid but also as a tool to improve the level of their personal abilities and skills (social, linguistic, organisational, computer) with a view to personal development.

In a poll taken by NEC-Spain of ECV users in December 2010, it was confirmed that over 90% of users found it to be very useful or useful (68%). Almost the same proportion of users considered that the online tool and orientation instruments (samples and instructions) were particularly useful.

In addition, 40% of users who wished to change their job or workplace, considered Europass to be an extremely useful tool, although what can be gleaned from the poll is that Europass benefited a bigger percentage of workers or students (46%) than unemployed people (36%). It should be pointed out that the users of the CV tool tend to have a high level of education: more than 65% of those polled had a higher education degree or diploma.

➤ **Europass Language Passport (LP)**

After Portugal and Italy, Spain is the third country with regard to the number of LPs filled out online. Statistics published yearly by Cedefop show that 7,231 LPs were filled out online by Spanish citizens in 2010:

NEC-Spain has fostered the link between LP and the European Language Portfolio (ELP) to make it part of it and is preparing a joint project with Cedefop consisting in merging the online LP platform with ELP's electronic format in Spain. Thus, future interoperability will exist between both tools so that the learner of a language can "transfer" the data filled out in the online LP to ELP's electronic format (being one and the same, together with the linguistic Biography and Dossier).

➤ **Europass Mobility (EM)**

NEC-Spain developed a new computer application called "EuropassMobility" (EM) for the processing and issuing of Europass Mobility Documents which became operative in November 2009: <https://www.oapee.es/europassmobility/>

Also, and to date, the computer application *Leopass* has been used for the certification of mobility for Leonardo da Vinci projects. Both tools have worked hand in hand since November 2009 (when the "EuropassMobility" application began) but from now on, and in the future, LdV projects will be managed with this new tool.

The EM tool has replaced the old *GestiónEuropass* application and has the following advantages, among others: an easy, simple and intuitive tool, the creation of a NATIONAL REGISTRY of Europass Mobility, the use of electronic signature and a better process control.

The use of this EM tool has doubled the issuing of Europass Mobility Documents since November 2009.

➤ **Europass Supplement for VET and Higher Education**

There are two levels for Europass Supplements for Further Education Certificates in Spain:

- 1. Europass Supplement for VET Diplomas of Higher Technicians.** The Directorate General for Vocational Training of the Ministry of Education is in charge of publishing a catalogue with generic Europass Supplements for each Diploma for Higher Technical and Vocational Training. The catalogue of supplements has been developed using the educational results acquired from each vocational module in the following link:
<http://todofp.es/todofp/orientacion-profesional/movilidad/Suplementos-Europass/Titulos-LOE.html> (**Vocational Training diplomas under LOE**)
<http://todofp.es/todofp/orientacion-profesional/movilidad/Suplementos-Europass/Titulos-LOGSE.html> (**Vocational Training diplomas under LOGSE**)

- 2. Europass Supplement for University Degrees,** to be issued to the interested party by the corresponding University.

It should be highlighted that Spain is a pioneer in the development of Europass Supplements for University Degrees with respect to other NECs in Europe. It is one of the few countries to have developed the supplements using the **educational results of each professional or vocational module** ensuring that its supplements result in a transparent diploma or degree document, describing in detail its nature, level, context, content and regulation.

Results obtained in relation to the Europass Diploma Supplements in 2010 in Spain are as follows:

- Number of downloaded Europass Diploma Supplements for Vocational Training: 8,330
- Number of templates for Europass Diploma Supplements for Vocational Training: 5,150
- Number of hits: approx 8,000
- Number of Europass Supplements for University Degrees: no official data available

➤ **Europass Supplement for VET Diplomas of Technician and Professional Certificates**

There are two levels of Europass Certificate Vocational Supplements in Spain:

- 1. Europass Supplement for VET Diploma of Technician.** The Directorate General for Vocational Training of the Ministry of Education is in charge of publishing a catalogue with generic Europass Supplements for each Diploma for Higher Technical and Vocational Training. The catalogue of supplements has been developed using the educational results acquired from each professional or vocational module in the following link
<http://todofp.es/todofp/orientacion-profesional/movilidad/Suplementos-Europass/Titulos-LOE.html> (Vocational Training Diplomas under LOE)
<http://todofp.es/todofp/orientacion-profesional/movilidad/Suplementos-Europass/Titulos-LOGSE.html> (Vocational Training Diplomas under LOGSE)

2. **Europass Supplement for Professional certificate:** The National Public Employment Service (*Servicio Público de Empleo Estatal*, SEPE) is in charge of publishing a catalogue with each of the Professional Certificates, grouped into professional families as can be seen in the following link: <https://www.sepe.es>

The results obtained in relation to Europass Diploma Supplements in 2010 in Spain are as follows:

- Number of downloaded Europass Diploma Supplements for Vocational Training: 5,531
- Number of issued Europass Diploma Supplements for Vocational Training: 7,720

Promotion and diffusion of Europass tools

NEC-Spain is entrusted with the mission, among others, to coordinate, manage, diffuse and promote Europass documents. Thus, it is part of a series of **work groups and projects** which can be summed up as follows:

- **MED-NEC (Mediterranean NEC Interregional Committee):** NEC-Spain coordinates and leads a work group including Portugal, Italy, Greece and France, to develop a user manual for the new CV model, mainly focusing on describing and developing personal transversal skills (social, linguistic and ICT) for people with low professional qualifications. Other Mediterranean countries - Malta, Cyprus and Croatia - will join this group in the autumn of 2011.
- **Promotion & Communication Europass WG:** NEC-Spain is taking part, along with 15 other countries of the NEC network in a work group for the development of activities aimed at promoting and diffusing Europass: Europass short film (max. 2 minutes), e-postcards and diffusion via social networks (Facebook, Twitter...)
- **Europass Certificate Supplement WG:** a work group for the exchange of experiences and information with other NECs for the development of a single Europass document which will, in the future, unify the Europass Supplement for Further Education and the Europass Supplement for Vocational Diploma/Certificate.
- **CERTIUNI:** a project set up by the Conference of Spanish University Chancellors (CRUE) which allows its universities to offer credit systems for some of the most sought after skills in the new European Higher Education System (IT, languages and personal skills). Europass hopes to diffuse and promote the CV tool via this project, which allows the registration of these transversal skills.
- **Europass Plus:** a project set up by the Fundación Tripartita, in which a number of countries of the NEC network (Spain, Italy, the UK, France and Germany) participate. It has developed directives to help specify skills and abilities developed from activities and experiences in and outside the workplace.

2.3. INTERNATIONALISATION AND TRANSNATIONAL MOBILITY IN VET

2.3.1 Policy framework for internationalizational and transnational mobility in VET

Gaining practical work experience in another European country under the aegis of VET is part of Spain's *Lifelong Learning Programme*. The aim of the programme is to contribute to creating an advanced knowledge society, with sustainable economic development, more and better jobs and greater social cohesion. Its aims are to foster interaction, cooperation and mobility between the education and training systems of the countries in the European Community. This programme is the main source of European funding for education and training for the period 2007-2013, with projects that will foster exchange, cooperation and mobility between the different European countries.

The Autonomous Organization of European Educational Programmes (*Organismo Autónomo de Programas Educativos Europeos, OAPEE*) is the Spanish National Agency of the Lifelong Learning Programme (*Programa de Aprendizaje Permanente, PAP*). It reports to the Ministry of Education and is responsible for managing Spanish participation and for implementing the decentralized actions of the various programmes: a) *Comenius* for education in schools; b) *Erasmus* for higher education; c) *Leonardo da Vinci* for vocational training; and d) *Grundtvig* for adult education. To these four programmes, we should also add the Transversal Programme, which has four key activities: a) policy cooperation and innovation in lifelong learning (study visits, research projects); b) promoting language learning; c) ICT-based content, services, pedagogy and practical experience; and d) the dissemination and exploitation of its results.

The *Erasmus* and *Leonardo da Vinci* activities are the main source of support for VET student mobility at both the intermediate and advanced levels. According to the data, Spain continues to be the main recipient of Erasmus students and ranks third among the countries that send Erasmus students abroad.

VET students at tertiary level participate in Erasmus since the approval of the Lifelong Learning Programme in 2006. In the first three academic years (from 2007-2008 to 2009-2010), more than 5,500 students have carried out a work placement in another European country. 224 VET professionals have also participated in the programme, both for teaching or training purposes. 42% of Spanish higher education institutions providing VET at tertiary level hold an Erasmus Charter (873 out of 2,077). Their participation in the action of student mobility for placements (SMP) represented almost 58% of the total number of mobilities for placements in Erasmus in the academic year 2009-2010.

Spain also participates in international VET projects through the Ministries of Education and Labour and Immigration in collaboration with the Ministry of Foreign Affairs.

2.3.3. Arrangements to secure work placements for transnational mobility in VET

The Report 4/2010 of the European Court of Auditors on Leonardo Mobility remarks, as a main hindrance to perform high quality transnational placements, the difficulty to identify appropriate host institutions for the practice. Thus, as a summary the ECA issues:

Recommendation 1:

b) The Commission should explore options to ensure a user-friendly and effective partner search tool, either at EU or at national level.

(c) The Commission should consider whether National Agencies should facilitate the placements of foreign participants by providing other National Agencies with information about hosting and intermediary organisations in their own country.

The EU, aware of this need, allocates in its final EU Budget for 2011 ⁷ the funding for a Leonardo Mobility System Network to facilitate the identification of suitable host organizations for the placements.

In Spain those beneficiary institutions of mobility projects lacking the sufficient and specialised human resources to identify, contact and monitor host institutions, have to rely on commercial intermediaries, with a large range of quality levels in the management of the mobilities abroad. Beneficiaries are advised to take special care in the supervision of such intermediary organisations in the most demanded host countries. Regional authorities in charge of VET interchange services in the framework of Region European Networks with peers of other European Education and Training Authorities. These contacts lead in many cases to the interchange of host services and support between VET schools for IVT Leonardo Mobilities. Chambers of Commerce are also important actors facilitating final host partners for transnational mobility.

⁷ Final Budget EU 2011. EU OJ 15/03/2011; page II/605:

“This appropriation is also intended to finance a Leonardo Mobility System network. The creation of this network will allow those organisations active in a given field, such as trade unions, commercial chambers, students or youth associations to work together in order to help the candidates applying for the Leonardo da Vinci programme to find a company/enterprise where they can complete their traineeship.

3.VET TO SUPPORT RECOVERY FROM THE CRISIS

3.1. OVERVIEW

After 14 years of continuous growth, the Spanish economy was very badly affected by the international financial crisis. This led to an economic crisis, starting in the second half of 2008. The residential construction sector was overheated and was responsible for more than 40% of the job losses in 2009. The figures from this period of crisis reveal a situation that required immediate action since employment was destroyed and the entrepreneurial system was weakened.

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

The economic turbulence has hit young people hardest, with the unemployment rate over 40 percent.

3.2. EFFECTS OF THE CRISIS ON VET AND CORRESPONDING MEASURES

3.2.1 Trends in learners ' behaviour

Because of the worsening economic situation in Spain, at the beginning of 2008, Royal Decree-Law 2/2008 of 21 April⁸ on measures to promote economic activity was approved. Its aim was to stimulate household consumption and company activity, slow down the slump in the property market and lessen the negative effects on employment and it therefore included fiscal and financial measures. The *Plan extraordinario de medidas de orientación, formación profesional e inserción laboral* (Extraordinary Guidance, Vocational Training and Labour Insertion Measures Plan)⁹ designed to increase job creation and to strengthen job stability both for the unemployed and for those who are at risk of being excluded from the labour market.

⁸ REAL DECRETO-LEY 2/2008, de 21 de abril, de medidas de impulso a la actividad económica (ROYAL DECREE-LAW 2/2008 of 21 April on measures to promote economic activity). BOE no. 97 of 22 April 2008.

⁹ Real Decreto-Ley 2/2009, de 6 de marzo, de medidas urgentes para el mantenimiento y el fomento del empleo y la protección de las personas desempleadas (Royal Decree-Law 2/2009 of 6 March on urgent measures to maintain and promote employment and protection for unemployed people). Final Resolution One permits the government to prolong the extraordinary plan for guidance, vocational training and labour insertion measures approved by a Council of Ministers Agreement on 18 April 2008, so as to provide a better service to the growing number of unemployed and especially vocational guidance so as to obtain more rapid labour insertion. At the Council of Ministers' meeting of 26 February 2010, an agreement was reached, in accordance with the terms of article 86 of the General Law on Budgets, to formalize the financial commitments for the General State Administration that resulted from the approval by the Sectorial Conference on Employment and Labour Affairs at its meeting of 23 June 2009 of the criteria for distributing a credit to finance the costs, attributable to the 2010 financial year, of extending the measure to hire 1,500 counsellors to strengthen the Employment Office network, which was included in the extraordinary guidance, vocational training and labour insertion plan.

The great demand for vocational guidance caused by the current economic crisis has shown up deficiencies in the system that had remained hidden in the bonanza years. The Extraordinary Guidance, Vocational Training and Labour Insertion Measures Plan “has served to strengthen the leading role played by vocational guidance as a key factor for the public employment services and a way to enter the world of work along personalized paths”.

- It has led to the inclusion of 1,500 professional counsellors to reinforce the employment offices at a time when it was necessary to stop treating people *en masse* and to pay the due professional attention to numerous unemployed people. In parallel, staff was encouraged to make increased use of technology to provide tailored services.
- By providing personalized insertion routes, it has offered support at a sensitive time to people who have lost their jobs and has promoted the activity of job seeking and professional re-insertion among more than half a million unemployed people.

It has also encouraged the administration of a *Job Market Survey*, with the aim of approaching employers and offering them the services of the Public Employment Service for: personalized attention, information, access to computerized services, help with their human resources needs and setting up cooperation agreements.

3.2.2 Trends in enterprises behaviour

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

In Spain, a measure known as the “*Roadmap*”¹⁰ was implemented, as was mentioned in the previous chapter (2.1). It was presented jointly by the Ministries of Education and Labour in October 2008 with the aim of providing vocational training that would meet the requirements of the 21st century by following these strategic priority lines of action:

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

¹⁰ Available in Spanish at www.mtin.es // www.educacion.es

3.2.3. Measures taken to address the negative effects or as a result of the crisis (by public authorities at national, regional, local and by social partners)

The key factor in increasing the potential for growth of the Spanish economy lies in improving the level of training of the active population. Dropping out of the job market during this crisis has occurred with greater intensity among those in 16 to 34 age group who have fewer qualifications. This is a group that must continue and complete training in order to cope with the current and future job prospects.

The structure of education and training is changing and the number of people with a higher level of training is increasing. However, it is necessary to pay urgent attention to certain aspects that will decisively influence this country's model of development and growth:

- Reducing the school dropout rate and increasing the percentage of young people who finish post-compulsory secondary education (*bachillerato* and intermediate level vocational training) by offering high quality compulsory basic education. We should highlight the following initiatives implemented by the education and labour departments: a) A plan to reduce school dropout rates, in cooperation with the Autonomous Communities; b) A Reform of vocational training with the approval of the *Roadmap*; C) Promoting excellence in the universities (*Estrategia Universidad 2015* (University Strategy 2015)); and d) Promoting equal opportunities through educational scholarships.
- Matching workers' skills to the new needs of the job market, a market in which the service sector and occupations that require a higher level of training on the part of the human capital are gaining in importance and which is seeking workers with high levels of qualifications. Some of the estimates consider that the advances made in various sectors will create new jobs, many of them highly qualified, and emphasize that many of them will be produced in response to: a) an increase in the importance of construction and refurbishing with stricter sustainability criteria; b) an increase in the use of public transport by travellers and in the transportation of goods; c) the development of the sustainable aspect of the industrial sector (ecological vehicles, manufacturing railway equipment); and d) Implementing and expanding on the Law on Dependence¹¹.
- Increasing the budget for R&D+i and promoting the creation of a highly technological small and medium sized business sector.

The education and training system must form part of this growth process. To do so, it is necessary to incorporate measures to enhance the emerging and innovative sectors within the context of the knowledge society; fully integrate learning into the education system and into in-company training; 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.

¹¹ Law 39/2006 on the 14th of December 2006 on the Promotion of Personal Autonomy and Care for dependent people. (Ley 39/2006, de 14 de diciembre, de Promoción de la Autonomía personal y Atención a las personas en situación de dependencia. BOE de 15 de diciembre de 2006).

4. HISTORICAL BACKGROUND, LEGISLATIVE AND INSTITUTIONAL FRAMEWORK

4.1. HISTORICAL BACKGROUND

Spanish modernization of the vocational education and training system was brought about in the nineties, with the approval of the Organic Act on the General Organisation of the Education System, known as LOGSE (LOGSE, 1990). It established the definition of basic education as envisaged by the Constitution, being of ten years, between the ages of 6 and 16, compulsory and free of charge. The Act regulated the structure and organisation of non-university education, primary education, lower secondary education, as well as a thorough reform of vocational training, by establishing a post-secondary level. This way vocational education and training was integrated in secondary schools under the general heading of "secondary education".

Additionally, the introduction of work placements through the compulsory module called "Training on the job" (*Formación en el centro de trabajo*) favoured the transition from school to the labour market and introduced a quality standard which has contributed to improving the image of VET studies ever since.

The year 2000 was a milestone in beginning to shape vocational education and training the way it is conceived today, with consecutive reform packages which started with two general regulations underpinning the ongoing process:

- The 2002 Act on Qualifications and Vocational Training, *Ley Orgánica de las Cualificaciones y de la Formación Profesional* (LOCFP), whose main objective was the organisation of a comprehensive system of vocational training, qualifications and accreditation, meeting social and economic demands by means of different types of provision: initial vocational training, in-service training in companies and occupational training, aimed at both the integration and reintegration of workers into employment .
- The 2006 Education Act, *Ley Orgánica de Educación* (LOE). The LOE, in an attempt to simplify the complex legal situation, repealed the previous acts and became the basic regulation for the general organisation of the Spanish non-university education system.

In 2007, the Vocational Training for employment subsystem under the Ministry of Labour and Immigration is legislated and the vocational training model in the workplace is reformed, adding improvements in the adaptation of vocational training for the employed and unemployed considering the new social and economic scenario, and the needs of the labour market.

In 2008 the Professional Certificate is ruled as a tool for formal accreditation of the professional qualifications included in the National Catalogue of Professional Qualifications (*Catálogo Nacional de las Cualificaciones profesionales*, CNCP) that have been acquired through vocational training for employment or through work experience without formal training. A new Royal Decree in 2010 introduces modifications on the one published in 2008, to improve the management and implementation of the Professional Certificates.

The National Reference Centres (*Centros de Referencia Nacional*) are also regulated in the field of vocational training. The mission of these Benchmarking Centres is to implement and share innovative measures and procedures in the field of vocational training regarding specialized productive areas.

Legislation on the recognition of competences acquired through work experience or non-formal learning was approved in 2009 thanks to a great deal of consensus among Education and Labour Administrations. This procedure will permit to obtain both VET diplomas or professional certificates.

4.2. LEGISLATIVE FRAMEWORK FOR IVET

- Organic Act 5/2002, of 19 June, on Qualifications and Vocational Education and Training, *Ley Orgánica de las Cualificaciones y de la Formación Profesional*.
- Royal Decree 1128/2003 of 5 September approving the National Catalogue of Professional Qualifications, *Real Decreto por el que se aprueba el Catálogo Nacional de las Cualificaciones profesionales*.
- Organic Act on Education 2/2006, *Ley Orgánica de Educación (LOE)*, which regulates the different stages of the education system in accordance with the Constitution (1978) and with the Organic Act on the Right to Education (1978) regulates the different stages of education within the education system.
- Royal Decree 1538/2006, of 15 December, establishing the general organization of vocational training in the education system, *Real Decreto por el que se establece la ordenación general de la formación profesional del sistema educativo*.

In compliance with this general framework, the different Autonomous Communities pass their own legislation regarding aspects such as the official curricula, rules for evaluation and promotion or the organisation and functioning of educational institutions, among other issues.

Within the LOE framework, the Ministry of Education and the Autonomous Communities approved in 2008 the Plan for the reduction of early school leaving (*Plan para Reducir el Abandono Escolar*), aimed at reducing the still high early school leaving rates to half between school years 2008/09 and 2012/13.

In autumn 2009 the Government of Spain defined the Strategy for a Sustainable Economy, to be completed during the current legislature (to November 2011). The Strategy is a set of policy initiatives, plans of action and regulatory measures aiming at facilitating the shift towards a revitalized and more sustainable pattern of economic activity.

The regulatory measures include structural reforms of: the Organic Act 5/2002 on Qualifications and Vocational Education and Training, the Organic Act on Education 2/2006 and the Royal Decree 1538 which establishes the general organization of vocational training within the education system.

In the meantime, while these changes adopt the legal form, the Cabinet approved on 25 June 2010 the Education Action Plan for 2010-2011, with a set of measures and actions aiming to favour educational success for all, increase the attractiveness of VET, as a key instrument for sustainable economic growth, and as a means to enter the labour market and facilitate employability.

The Plan approved measures like:

- Increasing the flexibility of access to vocational education and training cycles for students without the certificate in Compulsory Secondary education.
- Improving permeability between educational levels.
- Fostering distance learning
- Establishing specific measures for young people aged 18-24 so that they can combine work and employment.
- Increasing cooperation between the different Administrations, enterprises and social partners in order to improve data collection for the benefit of the training needs in accordance with the labour market demands.
- Completing the National Reference Centres Network
- Increasing the number of Integrated Centres.
- Reinforcing the role of information and guidance in order to help students choose the most appropriate training path in accordance with their own interests and capacities.
- Modifying the last year of compulsory secondary education and prepare students to choose further studies aiming to university or to vocational training within the education system.
- Accessing professional Initiation Programmes for 13-year-olds with few possibilities of obtaining the certificate in compulsory education following the ordinary path and who without this measure would risk both school failure and social exclusion.
- Easing transition between education levels.
- Providing distance education and training.
- Opening access to university from higher VET studies.

4.3. INSTITUTIONAL FRAMEWORK FOR IVET AND ORGANIGRAM

The State Administration has adapted, in order to accommodate the decentralised model established under the Spanish Constitution of 1978, to the increasing competences and responsibilities of the Autonomous Communities. This has been a very long process, which ended in January 2000. In the case of the Autonomous Cities of Ceuta and Melilla, powers regarding non university education are still exercised by the Ministry of Education, as body of the State General Administration.

This decentralised model of the Education Administration divides educational powers between the State General Administration, the Autonomous Communities, local authorities and educational institutions themselves, in accordance with the Constitution, the Statutes of Autonomy and the different acts on education.

The Ministry of Education is the department of the State General Administration, responsible for the proposals and implementation of the Government policies on education, vocational training and universities.

According to the Royal Decree 1086/2009, the higher and executive bodies through which the Ministry of Education performs its duties are:

- The Secretariat of State for Education and Vocational Education and Training.
- The Secretariat General for Universities.
- The Deputy Secretariat for Education.

The following executive bodies report to the Secretariat of State for Education and Vocational Training:

- The Directorate General for Evaluation and Territorial Cooperation
- The Directorate General for Vocational Training.

These bodies, in turn, are made up of different units with the status of deputy directorates general.

State Administration Ministry of Education	Secretariat General for Universities			
	Deputy Secretariat for Education			
	Secretariat of State for Education and VET			
		Secretariat of State for Education and VET		
		Directorate General for VET		
			Deputy Directorate General for Guidance and VET	
			Deputy Directorate General for Lifelong Learning	
			National Institute for Qualifications (occupational standards)	
			Institute for Teacher Training and Education Research	
			Institute for Education Technology	

In addition, the following advisory bodies are attached to the Ministry of Education through this Secretariat

- The Supreme Council for Artistic Education.
- The State Observatory for School Coexistence.
- The State School Council.

The Autonomous Communities are responsible for the implementation of basic State standards and the regulation of non-basic aspects of the education system, as well as for the administration of the education system in their respective regions, with the exception of those reserved to the State. They therefore perform the following duties:

There are functions which are shared between the Ministry of Education and the different education authorities: decisions on educational policies that affect the system as a whole and educational planning in general, specific aspects regarding the exchange of information for educational statistics, the implementation of educational research, the general regulation and continuing education for teaching staff, and the register of educational institutions.

The advisory body in charge of providing for such coordination among the various education authorities is the Sectoral Committee for Education, currently made up of those responsible for education in the different Autonomous Communities and chaired by the Minister of Education. Its main aim is to achieve the maximum cohesion and integration when implementing the decisions on educational policy made by the State administration and the Autonomous Communities, by exchanging points of view, and discussing the problems which may arise and the actions planned to face and solve them.

The General Council on vocational education and training is the consultative coordination body for institutional participation by the public Administrations and the social partners regarding VET policy.

The process of decentralisation of educational powers has not only affected the different administrative levels but has extended to non-university educational institutions. In order to ensure a more rational and appropriate use of resources and better adaptation of the training offer to the specific needs of pupils and the features of the school community, educational institutions have autonomy to devise, approve and implement an educational project, *proyecto educativo*, as well as to establish rules for the organisation and running of the institution, within the legal framework set by the State and the Autonomous Community.

The organisational, pedagogical and management autonomy of public educational institutions is the responsibility of the management team and the mixed-membership governing and educational coordination bodies. Mixed-membership governing bodies must comprise, at least, the School Council and the Teachers' Assembly.

The management team is the executive governing body of public educational institutions, and it is made up of the head teacher, the head of studies, the secretary, as well as any other figure established by education authorities. One of the specific duties of the head teacher and the School Council of the educational institution is that of fostering the cooperation with companies and institutions to enhance pupil training.

The educational coordination bodies in secondary schools normally comprise: the Counselling Department; the Extracurricular and Complementary Activities Department; the educational departments (subject or vocational area); the Pedagogical Coordination Commission; form teachers; and the teaching team. The Counselling Department organises educational, psycho pedagogical and career counselling, and pupils' guidance action plans. The Department of Extracurricular and Complementary Activities promotes, organises and facilitates this kind of activity. The educational departments organise and implement instruction in their respective disciplines, subjects and modules.

In some Autonomous Communities there are other figures or teams, such as the pedagogical coordinator, the person responsible for the quality management system or the one in charge of the coexistence programme.

Initial vocational training may be provided in institutions exclusively devoted to teaching vocational training, or in institutions providing other stages. The most frequent case is that this provision is offered along with the compulsory secondary education (ESO) and the *Bachillerato*, in institutions known as *institutos de educación secundaria* (IES), secondary education schools. In these cases, vocational training is organised independently of the other types of provision, but they may share personnel and material resources. The Royal Decree 1538/2006 establishing the general organisation of vocational training establishes that it may be provided at the following institutions:

- Public and private institutions authorised by the relevant education authority.
- National reference centres, specialised in the different production sectors, which are responsible for innovation and experimentation in vocational training.
- Vocational training integrated institutions, which are those institutions offering all types of vocational training provision included in the National Catalogue on Professional qualifications.

All these institutions must meet a series of requirements which apply throughout the whole of Spain, such as offering at least two training cycles.

In addition, these institutions must comply with the safety, hygiene, acoustic and habitability conditions as established by regulations in force, ensuring that natural light and ventilation are provided; provide conditions facilitating access, circulation and communication for disabled people complying with the legislation promoting accessibility and the removal of barriers, without detriment to reasonable adjustments which can be made; provide premises and equipment as established by the relevant royal decrees regulating each educational level; and provide at least a specific set of facilities (head teacher's office, office to carry out coordination and guidance activities, secretary's office, library and staffroom adapted to the number of students, as well as toilets and hygiene services according to the number of students and toilets and other facilities for the safety and hygiene of disabled people according to number, proportion and usage conditions as established by current legislation on accessibility conditions). The Royal Decrees establishing vocational training diplomas describe the minimum space and equipments required to carry out each VET cycle.

The statistics show that about 66% of the students in compulsory secondary education in Spain are in government schools, and the percentage is higher for post-compulsory upper secondary education: in the case of *bachillerato*, this figure rises to 74.7% and for vocational training to 77.1%.

TABLE 21: NUMBER OF STUDENTS IN SECONDARY EDUCATION AND PERCENTAGE IN PUBLIC CENTRES 2007/2008/2008/2009/2009/2010						
	2007/2008		2008/2009		2009/2010	
	No. OF STUDENTS	% STUDENTS IN PUBLIC CENTRES	No. OF STUDENTS	% STUDENTS IN PUBLIC CENTRES	No. OF STUDENTS	% STUDENTS IN PUBLIC CENTRES
COMPULSORY SECONDARY EDUCATION	1,829,874	66.14%	1,813,572	65.89%	1,793,205	65.9%
STUDENTS IN BACHILLERATO	622,133	73.79%	629,247	73.83%	649,343	74.7%
STUDENTS IN VOCATIONAL TRAINING	509,465	75.55%	541,807	76.49%	608,796	77.1%

Source: Statistics on non-university education. Ministry of Education

4.4. LEGISLATIVE FRAMEWORK FOR CVET

For a number of years, Spain had two different vocational training subsystems in the area of employment, which were intended for the active population: a) occupational training for the unemployed; and b) continuing training for the employed. In 2007, both subsystems were brought together into one single model, vocational training for employment (CVET), which is made up of a set of instruments and initiatives designed to promote and extend training in companies and among employed and unemployed workers.

After the government and the social partners signed the Declaration of the Social Dialogue (*Declaración del Diálogo Social*) in July 2004 and the Agreement on Vocational Training for Employment (*Acuerdo de Formación Profesional para el Empleo*) in 2006, it was decided to integrate occupational and continuing training into one single system focusing on employment and in accordance with the terms of the Organic Law on Qualifications and Vocational Training (*Ley Organica de las Cualificaciones y de la Formación Profesional*). The current legislation that has relevance for CVET is:

- ▶ Royal Decree 395/2007 of 23 March regulating the vocational training for employment subsystem, (*REAL DECRETO 395/2007, de 23 de marzo, por el que se regula el subsistema de formación profesional para el empleo*).
- ▶ Royal Decree 34/2008 of 13 January regulating the professional certificates Modified by Royal Decree 1675/2010 of 10 December (*REAL DECRETO 34/2008, de 18 de enero, por el que se regulan los certificados de profesionalidad. Modificado por el REAL DECRETO 1675/2010, de 10 de diciembre*)
- ▶ Royal Decree 229/2008 of 15 February regulating the National Reference Centres in the field of vocational training, (*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 1224/2009 of 17 July recognizing professional competencies acquired through work experience or non-formal learning, (*REAL DECRETO 1224/2009, de 17 julio, de reconocimiento de las competencias profesionales adquiridas por experiencia laboral o a través de vías no formales de formación*).

- ▶ Royal Decree 1558/2005 of 23 December regulating the basic requirements for integrated vocational training centres. Modified by Royal Decree 564/2010 of 7 May. (*REAL DECRETO 1558/2005, de 23 de diciembre, por el que se regulan los requisitos básicos de los Centros integrados de formación profesional, modificado por el REAL DECRETO 564/2010, de 7 de mayo*).
- ▶ *ORDEN TAS/2307/2007*, of 27 July, partially developing the Royal Decree 395/2007 of 23 March on training on demand and its financing (*por la que se desarrolla parcialmente el Real Decreto 395/2007, de 23 de marzo en materia de formación de demanda y su financiación*).
- ▶ *ORDEN TAS/718/2008, de 7 de marzo*, which develops the Royal Decree 395/2007 of 23 March on training on offer and establishes the regulatory basis for granting public subsidies for funding (*por la que se desarrolla el Real Decreto 395/2007, de 23 de marzo, en materia de formación de oferta y se establecen las bases reguladoras para la concesión de subvenciones públicas destinadas a su financiación*).

4.5. INSTITUTIONAL FRAMEWORK FOR CVET AND ORGANIGRAM

Between 1983 and 2002, continuing training for employed workers was regulated through National Continuing Training Agreements (*Acuerdos Nacionales sobre Formación Continua*) signed by the most representative employers' organizations and trade unions, and by these bodies and the government, and managed as a bipartite body by the social partners. After the approval of Royal Decree 1046/2003, the system has been regulated by the Royal Decree 395/2007 and managed as a tripartite body by the social partners and the competent administrative departments.

Vocational training for employment is considered one of the most important active policies for employment on the National Employment System (*Sistema Nacional de Empleo, SNE*), which is integrated by the National Public Employment Service (*Servicio Público de Empleo Estatal, SEPE*) and the competent bodies in the Autonomous Communities. Social partners participate in the National Employment System through its consultative body, General Council of the National Employment System, which it was set up to give institutional advice in employment policy maintaining a tripartite nature both in its composition and in its methods of reaching agreements.

The General Council for Vocational Training (*Consejo General de Formación Profesional, CGFP*) is an advisory body on vocational education and training (including IVET and CVET), organized on a tripartite basis with the participation of representatives of the Public Administrations (the Ministry of Education, the Ministry of Labour and Immigration and Autonomous Communities), the employers' organizations and also the social partners.

On the other hand, the Ministry of Labour and Immigration, together with the Ministry of Education, constitute a Committee to guarantee the fulfillment of the principles, purposes and functions of the procedure for the recognition of professional competencies acquired through work experience or non-formal learning.

At the legislative level, the Ministry of Labour and Immigration and the competent bodies in the Autonomous Communities are responsible for the regulation of vocational training for employment (CVET) at national and regional level, respectively. Moreover, it is responsible, for the development and updating of the professional certificates.

Regarding implementation level, the Ministry of Labour and Immigration makes the multiannual planning determining the priorities, general objectives and recommendations for CVET training courses in the whole subsystem. On making this planning, the proposals drawn up by Autonomous Communities and social partners will be taken into account. The Ministry of Labour and Immigration is also responsible through National Public Employment Service for: a) programming and managing the training plans intended primarily for employed workers; b) applying the National Plan for Workshop Schools, Craft Centres and Employment Workshops; c) programming and managing the specific programmes set up by the National Public Employment Service to train people with special training needs or who have difficulty finding employment; and d) programming and managing training actions that include hiring agreements for the unemployed and immigrant workers in their countries of origin. In the case of actions intended primarily for employed workers, the National Public Employment Service manages them through the Tripartite Foundation for Training in Employment. This Foundation, which belongs to the national public sector, is tripartite, so that its board is made up of the civil service and the major employers' organizations and trade unions.

At the regional level, the Autonomous Communities have the powers to: a) programme, organize, manage, administer and inspect training for employment in their geographical area; b) authorize and validate the courses organized by partner centres; c) select students in accordance with the established priorities; d) register the partner centres; and e) issue professional certificates.

At the local level, town and city councils have their own adult education initiatives and promote the implementation of workshop schools, craft centres and employment workshops. They can also participate, as training providers, in specific programs to train people with special training needs or who have difficulty finding employment under the vocational training for employment subsystem.

TABLE 22: INSTITUTIONAL STRUCTURE OF THE SPANISH VOCATIONAL TRAINING SYSTEM		
	INITIAL VOCATIONAL TRAINING	VOCATIONAL TRAINING FOR EMPLOYMENT
REGULATION AND PLANNING	Ministry of Education Autonomous Communities	Ministry of Labour and Immigration Autonomous Communities
MANAGEMENT	Ministry of Education Autonomous Communities	National Public Employment Service Autonomous Communities Social partners

Source: Ministry of Education and Ministry of Labour and Immigration.

5. INITIAL VOCATIONAL EDUCATION AND TRAINING

5.1. BACKGROUND TO THE INITIAL VOCATIONAL EDUCATION AND TRAINING SYSTEM AND DIAGRAM OF THE EDUCATION AND TRAINING SYSTEM

The Spanish education system consists of the following:

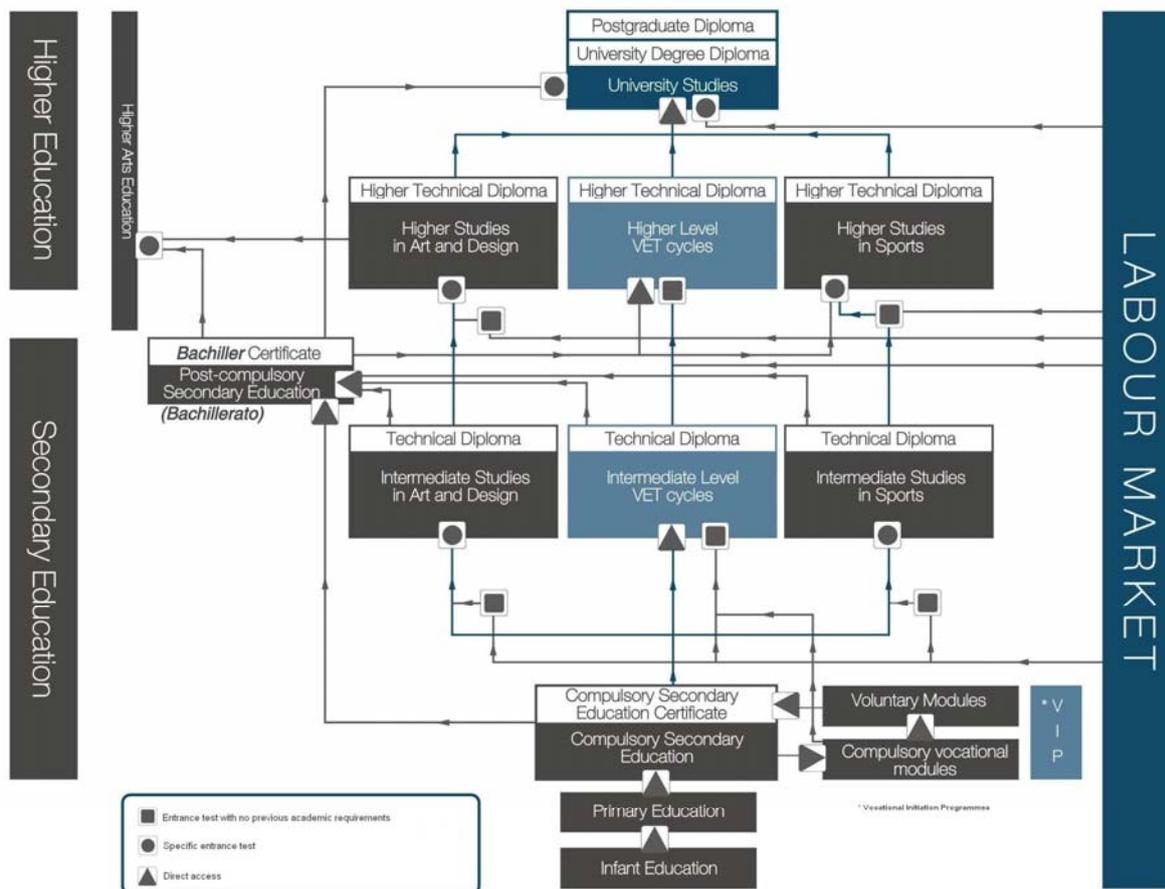
- Infant school.
- Primary school.
- Compulsory secondary education (E.S.O).
- Baccalaureate (Bachillerato).
- Vocational training (Formación Profesional).
- Language teaching.
- Arts education.
- Sports education.
- Adult education
- University education.

Primary education and compulsory secondary education constitute what is called "basic education".

Secondary education comprises compulsory secondary education and post-compulsory secondary education: baccalaureate, intermediate level VET cycles, plastic arts and design and sports education.

Higher education encompasses university education, higher level arts studies, higher level VET cycles, crafts and design and higher sports studies.

Diagram of the Spanish Vocational Training System



Objectives

Initial vocational education and training contributes to developing capacities in the students which enable them to:

- Develop general competence corresponding to the qualification or qualifications for which they have studied.
- Understand the organisation and nature of the relevant sector, as well as the corresponding procedures of professional incorporation; learn about labour law and the rights and duties derived from labour relations.
- Learn autonomously and work in a team, understand how to prevent conflicts and resolve them peacefully in all areas of personal family and social life. Promote equal opportunities between men and women to ensure access to training which opens up all type of professional options.
- Work in conditions of health and safety to prevent possible risks at work.
- Develop a professional identity which will motivate them to continue learning and help them adapt to new trends in the productive process and to social change.
- Develop a spirit of enterprise in carrying out activities and taking business initiatives.

The Royal Decree 1538/2006 establishes the general organisation of vocational training in accordance with the Organic Law 5/2002 and the LOE. This decree establishes the structure of the new vocational training diplomas, based on the National Catalogue of Professional qualifications (*Catálogo Nacional de Cualificaciones Profesionales, CNCP*), the guidelines of the European Union and other aspects of general interest. As mentioned before, this decree is subject to be reformed so as to gather the measures and changes approved to meet the new educational needs and also to satisfy the demands of the labour market.

Vocational provision aims at preparing students to work in a professional field and facilitating their adaptation to possible future changes in the labour market, as well as contributing to their personal development, the exercise of democratic citizenship and lifelong learning.

Likewise, vocational training must foster real equality of opportunities among men and women so that they can access training which gives a range of professional options and the possibility to exercise them.

In accordance with the LOE, the curricula of all VET cycles must include training on the job module, *formación en centros de trabajo*. The main objectives of this module are the following:

- a) Enable students to acquire the professional competences relevant to each level of study achieved at the educational institution.
- b) Acquire professional identity and maturity to encourage lifelong learning and to adapt to changes in qualification requirements.
- c) Accomplish knowledge related to the production, marketing, management and the system of social-labour relations of companies, aiming at facilitating access to employment.

Contents and organisation

It is the responsibility of the Education Administrations, in collaboration with local governments and social and economic entities, to plan the provision of vocational training.

In order to ensure continuing education and training and guarantee the validity of the corresponding qualifications, the Government establishes, under the objectives, the competences, contents, assessment criteria, basic aspects of the curriculum which form the core curriculum. The basic contents of the core curriculum require 55% of school hours in Autonomous Communities with co-official languages and 65% in those without. The curriculum for vocational training must include practical training in the workplace, from which those who can accredit previous work experience which corresponds with the professional studies covered may be exempt. The Education Administrations regulate this practical stage and the said exemption.

Vocational training integrates scientific, technological and organisational contents to guarantee that students acquire the knowledge and capacities related to the areas established in the Organic Law 5/2002.

All the VET diplomas are organized around the 26 professional families established in the Royal Decree regulating the National Catalogue of Professional Qualifications (*Catálogo Nacional de Cualificaciones Profesionales, CNCP*) and make up the Catalogue of Vocational Training Diplomas (*Catálogo de Títulos de Formación Profesional*) for the education system.

PROFESSIONAL FAMILIES IN THE NATIONAL CATALOGUE OF QUALIFICATIONS	
1. AGRICULTURE	2. MARITIME AND FISHING
3. FOOD INDUSTRIES	4. CHEMICALS
5. PERSONAL IMAGE	6. HEALTH
7. SAFETY AND THE ENVIRONMENT	8. MECHANICAL MANUFACTURING
9. INSTALLATION AND MAINTENANCE	10. ELECTRICITY AND ELECTRONICS
11. ENERGY AND WATER	12. TRANSPORT AND VEHICLE MAINTENANCE
13. EXTRACTIVE INDUSTRIES	14. CONSTRUCTION AND CIVIL ENGINEERING
15. GLASS AND CERAMICS	16. WOOD, FURNITURE AND CORK
17. TEXTILES, CLOTHING AND LEATHER	18. GRAPHIC ARTS
19. IMAGE AND SOUND	20. COMPUTING AND COMMUNICATIONS
21. ADMINISTRATION AND MANAGEMENT	22. SALES AND MARKETING
23. SOCIOCULTURAL AND COMMUNITY SERVICES	24. HOTELS AND TOURISM
25. PHYSICAL AND SPORTING ACTIVITIES	26. HANDICRAFTS

Assessment, qualifications and validation

Assessment of the students is carried out by professional modules. To obtain the corresponding diploma, students must pass all the modules of the cycle:

- Students who pass an intermediate level vocational training cycle are awarded a Technician (*Técnico*) diploma that allows them direct access to all *Bachillerato* modalities.
- Students who pass a higher level vocational training cycle are awarded a Higher Technician (*Técnico Superior*) diploma that allows them access to the university studies determined by the government, following the consultation with the Autonomous Communities and a report from the University Coordination Board. The new measures have opened up access to university on equal terms with *Bachillerato*.
- Students who do not pass receive an academic certificate for the modules passed which serves as partial accreditation for the professional competences acquired in relation to the National System of Qualifications and Vocational Training.

The government regulates the system of validation and/or exemption between University courses and higher level vocational training cycles.

5.2. INITIAL VOCATIONAL TRAINING AT LOWER SECONDARY LEVEL

The Vocational Initiation Programmes (*Programas de Cualificación Profesional Inicial*), came into force in the 2007/2008 academic year for all the students who reach the age of 16 and who have not obtained the Certificate in Compulsory Secondary Education. Exceptionally, students aged fifteen who risk school failure are also allowed to participate in these programmes.

The aim of the vocational initiation programmes is that all students achieve professional competences equivalent to a level one professional qualification under the current structure of the National Catalogue of Professional Qualifications created by the Law 5/2002, of 19th June, and that students have the chance to join the labour market and increase their basic competences in order to continue their studies.

The vocational initiation programmes include three types of modules:

- a) Specific modules referring to the units of competence corresponding to grade one of the above mentioned list, (compulsory).
- b) Formative modules of a general nature which increase basic competences and encourage the transition from the education system to the labour market,(compulsory).
- c) Modules of a voluntary nature for students, which lead to the Certificate in Compulsory Secondary Education and which can be followed at the same time as the previous ones.

Students who pass the compulsory modules of these programs will obtain an academic certificate awarded by the Education Administrations. This certification will accredit the professional competences acquired in relation to the National System of Qualifications and Vocational Education and Training with the right to obtain the corresponding Certificates of Professional Standards awarded by Labour Administrations. According to the Action Plan 2010-2011 these students will be able to access Intermediate VET cycles without passing the voluntary modules and so, without the certificate in Compulsory Education, and this will be regulated in the new regulation substituting the current Royal Decree 1538/2006.

The provision of vocational initiation programmes can take various forms. Schools, local government, professional associations, NGOs and other business and trade union organisations may participate in these programmes, under the supervision of the Education Administrations.

It is the responsibility of the Education Administrations to regulate vocational initiation programmes, which will be offered in all cases in public and publicly-funded private schools to ensure that students have access to these programmes.

These programmes are part of the flexibilization of VET. Transitions between the different education levels have opened up and students can access intermediate level vocational studies after:

- Completion of the compulsory modules of the Vocational Initiation Programmes.
- Obtaining the Certificate in Compulsory Secondary Education.
- Passing an access test, set by the Education Administrations. To access intermediate level VET cycles through this route, students must be seventeen or older.
- Having the professional competences acquired through work experience assessed and accredited and completing the additional training necessary to enter the academic pathway.

These new measures are to contribute to reducing the high drop out rate and to increasing the number people holding an intermediate level vocational diploma. The attractiveness of vocational studies is rising in such a way that the number of VET students has increased 29% in the last four years. This is due to a good number of reasons, among which flexibilization in access, the modular organisation of VET studies, which permits accumulation of learning and partial accreditation, together with the distance learning offer, are playing an important role in the image of vocational studies and in the way the society as a whole envisage it

Type of education programme	Main economic sectors	ISCED Level	Balance between basic and professional competences	Balance between school and workplace	Average duration of studies	Transfer to other tracks
Vocational Initiation Programmes	26 professional families	ISCED levels 2 or 3 (provisional)	basic 40% Professional 60% (approx)	School 85% Workplace 15% (approx)	1.100 hours (1-2 years)	intermediate level vocational training

The following table shows that the percentage of students in Spain who take part in some vocational initiation programmes at this stage of secondary education is lower than for students in the general track. This proportion is similar to the average for the EU member states.

TABLE 23 – STUDENTS ENROLLED IN LOWER SECONDARY EDUCATION BY PROGRAMME ORIENTATION (VALUES AND SHARE OF THE TOTAL), 2009

	TOTAL ISCED2	ISCED2GEN (NUM)	ISCED2GEN (%)	ISCED2PV (NUM)	ISCED2PV (%)	ISCED2VOC (NUM)	ISCED2VOC (%)
EU-27	22,064,045	21,484,802	97.4	335,599	1.5	243,644	1.1
SPAIN	1,962,662	1,953,668	99.5	:	:	8,994	0.5

Source: EUROSTAT (UOE); Extracted on: 19-05-2011; last update: 13-05-2011

5.3. INITIAL VOCATIONAL TRAINING AT UPPER SECONDARY LEVEL (MAINLY SCHOOL-BASED)

INTERMEDIATE LEVEL VOCATIONAL TRAINING CYCLES

Post-compulsory secondary education includes intermediate level vocational training cycles. These are aimed at students over the age of 16 who have obtained the certificate in compulsory secondary education or an equivalent certificate.

Students who do not meet the established academic requirements may also access these studies, provided they pass a test specifically designed by education authorities, valid nationwide. Students must have a minimum age of 17 at the time the test is taken. These tests must accredit the knowledge and skills required to successfully pursue these studies.

Education authorities regulate the appropriate exemptions from those parts of the tests for candidates who have completed a vocational initiation programme (PCPI), who hold a professional certificate regarding the training cycle pursued or who are accredited with a specific qualification or one-year full-time professional experience in a professional field regarding the studies in question. Those who have passed the university entrance examination for people aged over 25 are also exempt from taking the vocational training entrance examination.

Intermediate level vocational training cycles are organised in professional modules which are described in learning outcomes. The assessment is carried out through the curricular elements which define a professional module: learning outcomes, assessment criteria and contents. For the assessment of the on-the job training module, the tutor from the educational centre works in cooperation with the tutor appointed by the company.

Specific professional modules are included so as to provide training in information and communication technologies, foreign languages and workplace risk prevention according to the specific needs of the cycle.

Once an intermediate level vocational training cycle has been successfully completed, a diploma of Technician (*Técnico*) is awarded.

TABLE 24: INTERMEDIATE LEVEL VOCATIONAL TRAINING CYCLES	
LEVEL	Upper Secondary Education (post-compulsory) Vocational Training
ISCED level	ISCED 3
AWARD	Technician in the corresponding profession
PLACE WHERE TRAINED	Education centres and workplace
DURATION	The new diplomas are 2,000 hours. Between 300 and 700 hours are on the job training
AGE	16 years and over
CENTRES	Public and private vocational training centres <i>Institutos de educación secundaria</i> (Secondary schools) Specialized centres
ENTRY REQUIREMENTS	Compulsory Secondary Education Certificate Technician Diploma (Intermediate level VET) Entrance test
TRANSITION TO	<i>Labour market</i> <i>Bachillerato</i> (higher secondary education) Higher level vocational training cycles Entry Higher Arts Education

Source: Ministry of Education.

In Spain, the studies leading to the certificate of *Bachiller* have more weight at upper secondary level than vocational training courses, in contrast to what happens on average in the 27 member states of the European Union.

TABLE 25: STUDENTS ENROLLED IN UPPER SECONDARY EDUCATION BY PROGRAMME ORIENTATION (VALUES AND SHARE OF THE TOTAL), 2009

	TOTAL ISCED3	ISCED3GEN (NUM)	ISECD3GEN (%)	ISCED3PV (NUM)	ISCED3PV (%)	ISCED3VOC (NUM)	ISCED3VOC (%)
EU-27	20,633,767	10,946,188	53.0	:	:	9,687,579	47.0
SPAIN	1,102,355	629,247	57.1	:	:	473,108	42.9

Source: EUROSTAT (UOE); Extracted on: 19-05-2011; last update: 13-05-2011

TABLE 26: STUDENTS IN VOCATIONAL UPPER SECONDARY EDUCATION BY TYPE OF PROGRAMME, 2008 [%]

ES	
SCHOOL BASED	96 271,990
COMBINED	4 5,935 (Distance learning)
TOTAL VET	100

Source: Cedefop's calculation based on Eurostat, UOE data collection on education systems, date of extraction 27.7.2010

5.4. ALTERNANCE TRAINING (INCL. APPRENTICESHIP)

In Spain, the programmes described in the table below are included in Continuing Vocational Education and Training (CVET) under the responsibility of the Labour Administrations. One of the objectives of these programmes is to allow those trainees without the Compulsory Secondary Education Certificate to get it through the corresponding training.

Name of alternance programme	Admission requirements	Main economic sectors	Corresponding ISCED level and orientation/ destination	Balance between general and vocational subjects	Balance between school and work-based training	Average duration of studies	Access (horizontal/ vertical) to other pathways
Training contracts	between the ages of 16 and 25	All sectors	Level 2 or 3	- Vocational if ESO finished - General if Level 1 qualification	Theory 15% Practical work experience 85%	Between 6 months and 2 years	Professional certificates
Workshop schools, Craft Centres	between the ages of 16 and 25	All sectors	Level 2 or 3	Finish ESO Level 1 qualification	Theory 15% Practical work experience 85%	2 years	Professional certificates
Employment Workshops	More than 25 years old						

With the organization in 2007 of the vocational training for employment subsystem - CVET, which established a common framework of training for both the employed and the unemployed, various training initiatives were developed (see information in 6.2). These regulated alternance training with employment that included:

- ▶ Training actions for training contracts
- ▶ Public employment-training programmes (workshop schools, craft centres and employment workshops)

The above aim to contribute to the workers acquiring professional competencies through a mixed process of training and employment, thereby permitting them to combine periods in an educational institution or training centre and in the workplace.

— TRAINING CONTRACTS

Training actions for training contracts include theoretical training linked to the courses for the professional certificates for that particular occupation or, if there is no certificate, to the training courses listed in the File of Training Specialities. If the trainees have not reached the objectives of Compulsory Secondary Education (Spanish initials, ESO), the training will also seek to fulfil them. The training cannot last for more than 15% of the maximum working day, is supplemented by help from tutors and is the object of certification/accreditation.

Training contracts aim to provide the theoretical and practical training needed to work competently in an occupation or job that requires a level of qualification that can be formally accredited or, alternatively, to provide a basic level of qualification that will fit any occupation included in a company's job classification scheme.

The basic requirement is that training contracts may only be signed with workers between the ages of 16 and 25 who do not have the qualifications needed to get a work experience contract for a particular occupation or job. 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. The working day must be full time.

There can be a probationary period of no longer than two months. When the training contract reaches the maximum time limit, the worker cannot be hired by the same company, or any other, with the same type of contract. The practical training, which takes place when the actual work that is the object of the contract is done, must be carried out under the supervision of the employer or of a worker who is qualified or has the appropriate professional experience. A tutor may not be assigned to more than three workers hired on training contracts, unless the Collective Agreement states otherwise.

Distance training can be offered through distance education centres, if the area where 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 practical 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.

— WORKSHOP SCHOOLS, CRAFT CENTRES AND EMPLOYMENT WORKSHOPS

The public employment-training programmes (Workshop Schools, Craft Centres and Employment Workshops) aim to improve the qualifications and employment possibilities of particular groups of unemployed people. The workers who take part receive occupational vocational training that alternates with work and practical professional experience.

The content is linked to the training offered for the competence units in the professional certificates and, if there are none, to the training listed in the File of Training Specialities. The qualification or the professional competence acquired receives accreditation under the established terms. When the participants have not reached the objectives of Compulsory Secondary Education (Spanish initials, ESO), specific programmes are organized so that they can achieve them. They are governed by specific regulations.

In order to meet the challenges created by the realities of the process of modernizing the VET systems, the Workshop School, Craft Centre and Employment Workshop programmes offer alternating training and practical work experience in areas related to the recovery of the natural or cultural environment or of the country's national heritage, and social care.

The Workshop Schools and Craft Centres are designed for unemployed young people between the ages of 16 and 25 and the Employment Workshops for people over the age of 25 with difficulties in finding work and/or the long-term unemployed and special groups. The management of these programmes is the responsibility of the Autonomous Communities that have the authority to implement them. The current number of student-workers on these programmes has increased because of the employment crisis.

Entry into the labour market from these programmes is between 60% and 65% for trainees from Workshop Schools and Craft Centres and 45% to 50% for trainees from Employment Workshops. Although the range of activity is very wide, the following are the most representative areas: *Construction* 45%; *Environment-Gardening* 24%; and *Community Services* 16%.

TABLE 27: RESULTS OF THE WORKSHOP SCHOOLS, CRAFT CENTRES AND EMPLOYMENT WORKSHOPS (2002-2010)				
Years	No. of WS/ CC/EW projects	No. of WS, CC and EW students	Teaching Staff	Budget used (millions of euros)
2002	2,393	68,871	14,969	472.9
2005	2,500	61,037	14,060	494.4
2007	2,712	61,581	14,831	507.1
2009	3,003	58,453	14,073	536.9
2010	3,310	60,937	13,023	560,2

Source: *National Public Employment Service*.

5.5. PROGRAMMES AND ALTERNATIVE PATHWAYS FOR YOUNG PEOPLE

SEE 5.4 ALTERNANCE TRAINING

5.6. VOCATIONAL EDUCATION AND TRAINING AT POST-SECONDARY (NON-TERTIARY) LEVEL (MAINLY SCHOOL-BASED)

TABLE 28: STUDENTS ENROLLED IN POST SECONDARY NON TERTIARY EDUCATION BY PROGRAMME ORIENTATION (VALUES AND SHARE OF THE TOTAL), 2009

	TOTAL ISCED 4	ISCED4 GEN (NUM)	ISCED4 GEN (%)	ISCED4 VOC (NUM)	ISCED 4 (%)
EU-27	1,501,995	173,928	11.6	1,328,067 (s)	88.4
SPAIN	0	:	0	:	0

Source: Eurostat (UOE); extracted on: 19-05-2011; last update: 13-05-2011.

(S) Eurostat estimate

5.7. VOCATIONAL EDUCATION AND TRAINING AT TERTIARY LEVEL (MAINLY SCHOOL-BASED)

According to the LOE (Art.3.5), university education, higher level arts education, vocational training, plastic arts and design and sports education constitute higher education.

HIGHER LEVEL VOCATIONAL TRAINING CYCLES: ISCED LEVEL 5B

Higher level vocational training cycles are aimed at students over the age of 17 who have obtained the certificate in post-secondary education (*Bachiller*), while those who are working will also be able to enter after passing a test. Each of the courses includes general objectives and professional modules. Depending on their nature, some, but not all, of these modules are associated with units of competency that established in the National Catalogue of Professional Qualifications. The Autonomous Communities can replace the entrance test by a special training course. Those, who have passed the university entrance examination for candidates over 25 years old, are not required to take this test.

The coming reform of the RD1538/2006, regarding access to higher VET cycles, will replace the entrance test for a one-year training course for students holding a Technician diploma (intermediate level). The course will aim to ensure that students acquire the right competence to succeed in higher VET cycles.

The vocational courses within the education system are organised in professional modules which are described in learning outcomes. The assessment is carried out through the curricular elements which define a professional module: learning outcomes, assessment criteria and contents.

The curriculum for the training courses includes the on the job training module, (*Formación en Centros de Trabajo, FCT*), which conveys neither a work contract nor a salary, and is compulsory for all students except for those who can prove work experience related to the corresponding professional profile.

For the evaluation of the workplace training module, the tutor from the education centre works in cooperation with the tutor appointed by the company. When the training course has ended, the diploma of Higher Technician (*Técnico Superior*), is awarded.

As stated in Royal Decree 1892/2008, those who have been awarded a vocational training diploma as a Higher Technician can enter official undergraduate university education directly.

TABLE 29: STUDENTS REGISTERED BY ACADEMIC YEAR ADVANCED LEVEL VOCATIONAL TRAINING COURSES	
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	218,319
2007/2008	222,933
2008/2009	233,377
2009/2010	257,838

Source: Ministry of Education. Statistics on non-university education.

TABLE 30: STUDENTS AT ISCED LEVEL 5 BY PROGRAMME DESTINATION (VALUES AND SHARE OF THE TOTAL) AND AT ISCED LEVEL 6 (VALUES), 2009						
	TOTAL ISCED 5	ISCED 5A (NUM)	ISCED 5A (%)	ISCED 5B (NUM)	ISCED 5B (%)	TOTAL ISCED 6
EU-27	19,505,749	16,370,782	83.9	2,617,882	13.4	517,085
SPAIN	1,800,834	1,472,132	81.7	251,491	14.0	77,211

Source: Eurostat (UOE); extracted on: 19-05-2011; last update: 13-05-2011.

5.8. LANGUAGE LEARNING IN IVET

The Royal Decree 1538/2006, establishes foreign language acquisition as one of the priority areas in the vocational training offer, following also the guidelines set by the EU.

Most professional profiles in the professional families of Administration and Management, Trade and Marketing and Hotels and Tourism require a foreign language command and, therefore, a specific foreign language module has been introduced in those training cycles.

On the other hand, the language learning situation in VET has been changing in the last five years with the introduction of bilingual modules in all the autonomous communities.

6. CONTINUING VOCATIONAL EDUCATION AND TRAINING

6.1. GENERAL BACKGROUND

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).

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 (Source: Cedefop Glossary).

In Spain, continuing, non-formal adult training is basically integrated into the Professional Training for Employment, CVET.

6.2. FORMAL LEARNING* IN CVET

ADULT EDUCATION

The aim of adult education is to offer all those over the age of eighteen¹² the possibility of acquiring, updating, completing or expanding their knowledge and skills for their personal and professional development.¹³ Among the proposed objectives for adult education is improving people's professional qualifications or preparing them to undertake other professions.

The education departments offer courses that meet the needs of adults who wish to acquire the skills and knowledge of basic education. They also promote measures intended to guarantee all adults the opportunity to enter *Bachillerato* or vocational education and training. In addition, distance public education courses are organized so as to provide a suitable response to the lifelong training needs of adults, including the use of the information and communication technologies.

Within the scope of their powers, the education departments organize periodic tests so that individuals can directly obtain some of the vocational training diplomas, as long as they can show that the objectives defined for this level of training have been reached and are in that particular curriculum. It is necessary to have reached the required age (between 18 and 20 years old, depending on whether the training course is intermediate or advanced level). Those who are over 19 years of age and can prove that they have the maturity, knowledge, skills and aptitudes needed to be successful in this type of education can enter advanced artistic education directly by passing a specific test. Similarly, those who are over the age of 25 and have no diploma can enter the university by passing a specific test.

¹² In exceptional circumstances, those over 16 years of age may apply to take adult 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.

¹³ Ley Orgánica 2/2006, de 3 de mayo, de Educación (Organic Law 2/2006 of 3 May on Education).

The organization and methodology of adult education are based on self-teaching and take into account the experience, needs and interests of adults. It can take place through in-class teaching or through distance learning.

It is also necessary to note that adults can acquire knowledge not only from regulated teaching activities but also through work experience or social activities, so that links have been made between these two pathways and measures have been adopted to validate the learning acquired in these different ways¹⁴.

Because of the importance that distance learning has for adults, it should be noted that in 1992 the Ministry of Education created the *Centro para la Innovación y Desarrollo de la Educación a Distancia, CIDEAD* (Centre for Innovation in and the Development of Distance Education), which is responsible for organizing distance education. CIDEAD offers primary education, compulsory secondary education, *educación secundaria para adultos a distancia, ESPAD* (distance secondary education for adults) and *Bachillerato*, as well as playing a part in vocational training and official foreign language teaching.

A virtual educational platform has also recently been created and is in operation. This unique national platform was proposed by the Ministry of Education, because it holds the authority, and agreed upon with the Autonomous Communities. The site includes various distance training courses and the professional modules that make up the courses can be taken at both the intermediate and advanced levels. This initiative provides greater flexibility in access to training, so that students can complete a training course and obtain the corresponding diploma.

The figures available for the academic year 2009-2010 show that the major part of adult education is concentrated in basic education (primary and compulsory secondary education) and other types of technical vocational education. It is also noteworthy that in recent years the number of students of Spanish as a foreign language has grown due to the increase in immigration.

TABLE 31: NUMBER TAKING PART IN ADULT EDUCATION, 2008/2009		
	2008/2009	2009/2010
BASIC PRIMARY EDUCATION (CINE - ISCED 1)	127,179	124,594
SECONDARY EDUCATION FOR ADULTS (CINE - ISCED 2)	140,096	161,535
PREPARATION FOR GRADUATE OF SECONDARY EDUCATION EXAMS	17,674	31,115
PREPARATION FOR INTERMEDIATE LEVEL ENTRANCE TESTS	5,460	6,104
PREPARATION FOR ADVANCED LEVEL ENTRANCE TESTS	19,651	23,683
OTHER TECHNICAL VOCATIONAL EDUCATION	68,475	41,815
PREPARATION FOR OVER 25'S UNIVERSITY ENTRANCE TEST	15,310	18,432
TOTAL	461,009	454,839

Source: *Statistics on non-university education. Ministry of Education.*

¹⁴Real Decreto 1224/2009, de 17 de julio, de reconocimiento de las competencias profesionales adquiridas por experiencia laboral (Royal Decree 1224/2009 of 17 July recognizing professional competencies acquired through work experience).

In Spain, 6.3% of adults take part in formal education programmes and courses, which is slightly less than the rate for the European Union countries as a whole. With regard to the highest levels of educational achievement by adults, it can be seen that Spain has a higher rate at the advanced and intermediate levels of training but that this situation does not occur at lower levels.

TABLE 32: PARTICIPATION RATE IN FORMAL EDUCATION AND TRAINING BY HIGHEST LEVEL OF EDUCATION ATTAINED (%), 2007				
ISCED 97	0-2	3-4	5-6	TOTAL
EU-27	2.7	6	12.7	6.6
SPAIN	1.7	6.6	12.6	5.9

Source of data: Eurostat (AES); extracted on: 24-05-2011; last update: 30-03-2011.

The participation of adults in formal education in Spain by employment status shows similar figures to the European Union countries as a whole. There is slightly less participation overall in Spain, with the inactive and employed population below the EU-27 and the unemployed slightly above.

TABLE 33: PARTICIPATION RATE IN FORMAL EDUCATION AND TRAINING BY LABOUR STATUS (%), 2007				
	EMPLOYED	INACTIVE POPULATION	TOTAL	UNEMPLOYED
EU-27	6.6	6.3	6.6	7.1
SPAIN	6.1	5.1	5.9	6.4

Source of data: Eurostat (AES); extracted on: 24-05-2011; last update: 13-04-2011.

VOCATIONAL TRAINING FOR EMPLOYMENT SUBSYSTEM (CVET)

PROFESSIONAL CERTIFICATES

Professional certificates are the way in which official accreditation is given to the professional qualifications in the National Catalogue of Professional Qualifications (Spanish initials, CNCP) in the area of employment. They have an official character and are valid all over the country, although they do not regulate the exercise of a profession. They are issued by the National Public Employment Service (Spanish initials, SEPE) and the competent Autonomous Community departments. Their aims are to:

- a) Give accreditation to qualifications and competence units regardless of how they were acquired.
- b) Facilitate lifelong learning through open, flexible and accessible training, organized into modules that are associated with the certificate.
- c) Increase the transparency of the job market, at both the national and European levels, for both employers and workers.
- d) Organize the training courses offered by the vocational training for employment subsystem that are linked to the CNCP.
- e) Contribute to offering high quality vocational training for employment and to the integration, transparency and recognition of the different vocational training courses on offer.

A professional certificate represents a professional profile that is identified in the productive system and recognized and valued in the labour market, and ensures the training needed to acquire this profile. Each Occupational Certificate accredits a professional qualification, although, exceptionally, when the professional profile requires it, it can include fewer competence units than those defined for that particular qualification. In both cases, a unit of competency constitutes the minimum accreditable unit. The National Repertory of Professional Certificates lists the Certificates by sector in the 26 professional families in accordance with the levels of qualification established¹⁵ (see also Table p.47).

The National Public Employment Service (*SEPE*), with the cooperation of the National Reference Centres, are responsible for the preparation and updating of the professional certificates, which are submitted to the General Council for Vocational Training and the General Council of the National Employment System. The Autonomous Communities, the social partners and the productive sectors are all involved in the process. Finally, the certificates are approved in a Royal Decree. They are drawn up and updated based on the professional qualifications in the CNCP. For this reason, whenever a professional qualification or a unit of competency is modified or updated, the corresponding Professional certificate is also reviewed and changed.

The National Repertory is composed of 620 professional certificates. As of December 2010, 98 professional certificates had been published in the Official State Gazette (*BOE*) and 115 professional certificates more were about to be published. By the end of 2011 the Repertory will include 140 certificates more, and it will be completed along 2012.

The vocational training for employment (CVET) is made up of instruments and actions that aim to promote and offer companies and employed and unemployed workers training that fits their needs and contributes to the development of a knowledge based economy¹⁶.

The subsystem comprises the following training initiatives:

- a) Training on demand, which includes: *company training actions* and *individual training leaves*, financed wholly or partially by public funds, to meet the specific training needs of companies and their workers.
- b) Training on offer, which includes the *training plans intended mainly for employed workers* and the *training actions intended mainly for the unemployed*, to offer them training that will qualify them for their professions and give them access to employment.
- c) Alternance training with employment, which comprises *training actions for training contracts* and public employment/training programmes, to permit workers to combine it training with practical on-the-job work experience (see information in 5.4).
- d) Support actions for the vocational training for employment subsystem, which help to increase the effectiveness of the vocational training for employment subsystem (CVET).¹⁷ They include studies and researching and innovative actions.

¹⁵ Appendices I and II of Royal Decree 1128/2003 of 5 September approving the National Catalogue of Professional Qualifications.

¹⁶ Royal Decree 395/2007 of 23 March regulating the vocational training for employment subsystem.

¹⁷ Idem.

a) TRAINING ON DEMAND

With the organization in 2007 of the vocational training for employment subsystem, which established a common framework of training for both the employed and the unemployed, various training initiatives were developed. Among them was *on demand training* which includes company training actions and individual training leaves, which are authorized by a company in order for an employee to take officially accredited training. The workers' legal representatives are informed of these training actions and individual training leaves and failing to carry them out prevents the allowance from being granted. Moreover, in case of disagreement, a joint commission or the competent civil service department will mediate.

The training actions are carried out by the company or by a specialized body hired for this purpose. Companies can form groups and appoint an organizing body to manage their training programmes. Reports are sent in at the beginning and end of the actions by electronic means

Individual training leaves (*PIF*) are designed to make it easier for workers who wish to improve their personal and professional abilities to take training that is recognized by an official diploma, at no cost to the company where they work. Leaves of absence can be given for training for: a) official diplomas issued by the competent education departments; b) official accreditations listed in national regulations and issued by the competent department; c) professional certificates; d) training actions that form part of the support plans for sectors in crisis. In-class training can be carried out as tele-training but distance training and leaves of absence to take exams are excluded. Leaves of absence can also be granted to go through the evaluation and accreditation processes for professional competencies acquired through work experience or non-formal education¹⁸.

The bodies with the authority to programme, manage and monitor this initiative are the National Public Employment Service, with the technical support from the Tripartite Foundation for Training in Employment, and competent Autonomous Community bodies.

In 2010 there has been an increase in both the number of training companies and the number of workers trained (48% and 29% respectively more than in 2009). Table 35 shows the increase in the company training actions under the demand initiative, with significant increases both in the number of workers trained and in the number of training actions carried out. There also has been a considerable increase in the funds made available by companies to expand this initiative.

TABLE 34: COMPANY TRAINING ACTIONS				
	2007	2008	2009	2010
No. of workers trained	1,247,220	1,588,102	1,863,031	2,771,069
No. of training companies	137,048	201,030	293,464	380,548
No. of training actions carried out	124,154	155,948	197,500	242,618
Credit available	315,814,799	390,036,809	463,601,131	507,820,370

Source: *Tripartite Foundation for Training in Employment*

¹⁸ Royal Decree 1224/2009 of 17 July recognizing professional competencies acquired through work experience.

b) TRAINING ON OFFER

The aim of training on offer (i.e., training courses offered by the Labour administrations) is to provide training that meets the needs of the labour market, requirements for company productivity and competitiveness and the professional promotion and personal development of workers that will qualify them for their professions and give them access to employment. This training is intended for employed and unemployed workers. It includes a broad range of continuing, accessible training that is offered in a modular format since it is intended to lead to professional certificates through partial, accumulable accreditation.

The training offered includes various forms of subsidized training:

- ▶ Training plans intended primarily for employed workers
- ▶ Training plans intended primarily for the unemployed (see information in 6.5)
- ▶ Specific programmes for those with special training needs or difficulties in finding employment (see information in 6.5)
- ▶ Training for those who are in prison and for professional soldiers in the army and navy (see information in 6.5)
- ▶ Training actions intended mainly for the unemployed that include an undertaking to hire the trainees after the course.

— ***Training plans intended primarily for employed workers***

Training actions intended primarily for employed workers can include inter-sectorial training plans (training actions in which competencies common to various economic sectors are acquired) and sectorial training plans (training actions for workers in one particular sector), as well as training plans for workers in the social economy and self-employed workers. They are implemented by means of agreements signed by the employers organizations and trade unions and the national or Autonomous Community civil service. They can be annual or multiannual.

The bodies with the authority to programme, manage and monitor this initiative are the National Public Employment Service, with the assistance and technical support of the Tripartite Foundation for Training in Employment, and competent Autonomous Community bodies.

In 2010, nationwide announcements calling for bids paved had the following distribution: 95% sectorial training plans, 1.4% intersectorial training plans, 2.3% social economy plans and 1.4% self-employed workers plans.

Table 36 shows that there has been an increase in the number of participants in all types of plan, except in self-employed working training plans.

TABLE 35: PARTICIPANTS TRAINED (National announcements)				
TRAINING PLANS (participants)	2006	2007/2008	2009	2010*
Sectorial training plans	553,147	959,811	583,820	682,332
Inter-sectorial training plans	65,577	119,048	59,874	81,155
Social economy training plans	22,393	45,272	22,616	31,472
Self-employed workers training plans	18,843	31,703	17,139	16,413
TOTAL	659,960	1,155,834	683,449	811,370

Source: *Tripartite Foundation for Training in Employment*. * Participation data in the case of 2010 state training agreements refers to the number of participants that each applicant has committed to train with the financial aid received.

6.3 NON-FORMAL LEARNING IN CVET

In Spain, non-formal learning essentially comprises all training actions that are not directly linked to obtain a professional certificate or a unit with credits that can be accumulated in order to obtain the professional certificate. Many of these actions take place under vocational training for employment sub-system (CVET).

When the training actions are not directly linked to obtain a professional certificate, each participant is given a certificate of attendance or a diploma of achievement.

The level of participation of adults in non-formal initiatives and programs is 27.2% in Spain, more than 5 points less than for the EU countries as a whole. There is an even greater difference when a comparison is made of the participation of those who have the highest levels of education, as Spain lags by 9 points.

TABLE 36 – PARTICIPATION RATE IN NON FORMAL EDUCATION AND TRAINING BY HIGHEST LEVEL OF EDUCATION ATTAINED (%), 2007				
ISCED:	0-2	3-4	5-6	TOTAL
EU-27	15.6	31.4	51.5	31.3
SPAIN	15.8	30.8	43.9	27.2

Source of data: Eurostat (AES); extracted on: 24-05-2011; last update: 30-03-2011.

If we look at the employment status of adults taking part in non-formal education, the greatest difference between Spain and the European Union countries as a whole can be found among employed workers, with a 6 point difference, while there are similar rates for inactive and unemployed workers.

TABLE 37 - PARTICIPATION RATE IN NON FORMAL EDUCATION AND TRAINING BY LABOUR STATUS (%), 2007				
	EMPLOYED	INACTIVE POPULATION	TOTAL	UNEMPLOYED
EU-27	38.8	12.4	31.3	19.5
SPAIN	32.3	12.9	27.2	20.7

Source of data: Eurostat (AES); extracted on: 24-05-2011; last update: 13-04-2011.

6.4 LANGUAGE LEARNING IN CVET

The Organic Law 5/2002, of June 19, on Qualifications and VET in the Preliminary recitals expresses the need to pay special attention to the learning of European Union languages, together with the information and communication technologies and the workplace risk prevention.

The development of linguistic competences and the design of vocational training courses for employment related to the National Repertory of Professional Certificates take the previous treatment given to those competences in the Catalogue of Professional Qualifications (*CNCP*) as the starting point. So, a specific foreign language module has been introduced in some professional certificates. While it is in the tourism and international management and trade sectors where linguistic competence is usual, there are also other qualifications in the field of sea and air transport, and safety with needs of English language as the common foreign language used in the communication of accidents and personal, environmental or economic risks.

The demand for foreign languages training is very important in the Spanish subsystem of Vocational Training for Employment (CVET). The Labour administrations offer many language courses both through the File of Training Specialities of the National Public Employment Service (*SEPE*) and the training courses demanded in the companies themselves (Tripartite Foundation). The most requested foreign language training is English.

6.5. TRAINING PROGRAMS TO HELP JOB-SEEKERS AND PEOPLE VULNERABLE TO EXCLUSION FROM THE LABOUR MARKET

— TRAINING PLANS INTENDED PRIMARILY FOR UNEMPLOYED WORKERS

Training actions intended primarily for unemployed workers is a modality of training on offer of the vocational training for employment subsystem (CVET, see 6.2). Its main objective is to improve the employability of the unemployed workers. These actions are programmed taking into account the needs for qualifications and the job vacancies found. Training on offer tends to include actions that lead to the professional certificates listed in the National Catalogue of Professional Qualifications and to promote professional work experience that is not employment. Unemployed workers who take part can receive aid and scholarships.

The bodies responsible for programming, managing and evaluating this type of training are the National Public Employment Service and the competent bodies of the Autonomous Community departments with similar powers (see information in 4.5).

There are priority collectives for participation in this training modality: women, youth, disabled people, terrorism victims, genus violence victims, long term unemployed, people aged over 45, and other people under social exclusion risk).

According to the information collected on participation in training actions intended primarily for the unemployed, the total number of participants has increased in 2010. (see Table 38).

TABLE 38: UNEMPLOYED WORKERS. PARTICIPANTS BY SECTOR AND PROFESSIONAL FAMILY				
SECTOR	PROFESSIONAL FAMILY	2008	2009	Advance on 2010
AGRICULTURE AND FISHING	AGRICULTURE	4,159	3,364	3,454
	MARITIME AND FISHING	78	25	31
	Total	4,237	3,389	3,485
CONSTRUCTION	CONSTRUCTION AND CIVIL ENGINEERING	12,919	11,695	11,070
	Total	12,919	11,695	11,070
INDUSTRY	GRAPHIC ARTS	14,342	14,477	13,562
	ARTS AND HANDICRAFTS	1,737	1,166	786
	ELECTRICITY AND ELECTRONICS	10,089	13,035	14,730
	ENERGY AND WATER	3,722	6,190	6,522
	MECHANICAL MANUFACTURING	9,500	12,908	12,854
	FOOD INDUSTRIES	3,962	3,740	4,611
	EXTRACTIVE INDUSTRIES	303	403	378
	INSTALLATION AND MAINTENANCE	3,980	4,970	7,568
	WOOD, FURNITURE AND CORK	2,214	2,140	1,646
	CHEMICALS	1,049	1,395	962
	TEXTILES, CLOTHING AND LEATHER	939	685	706
	TRANSPORT AND VEHICLE MAINTENANCE	22,708	19,296	20,213
	GLASS AND CERAMICS	51	141	---
	Total	74,596	80,546	84,538
	SERVICES	PHYSICAL AND SPORTING ACTIVITIES	2,472	2,734
ADMINISTRATION AND MANAGEMENT		73,295	80,432	76,212
SALES AND MARKETING		9,742	10,925	10,394
SUPPLEMENTARY TRAINING		217	227	168
HOTELS AND TOURISM		15,011	17,401	15,520
PERSONAL IMAGE		6,062	4,420	6,202
IMAGE AND SOUND		3,587	3,734	3,316
COMPUTING AND COMMUNICATIONS		51,925	33,009	54,438
HEALTH		19,347	27,478	14,661
SAFETY AND THE ENVIRONMENT		2,348	3,092	2,492
SOCIOCULTURAL AND COMMUNITY SERVICES		22,758	25,600	20,349
Total	206,764	239,052	205,804	
TOTAL	298,516	251,044	304,897	

Source: National Public Employment Service.

— ***VOCATIONAL TRAINING FOR EMPLOYMENT FOR SPECIFIC GROUPS***

At national level, the National Public Employment Service can promote specific programmes to train people with special training needs or who have difficulties in finding employment or being retrained. In 2010, three specific programs (for unemployed women in rural areas; for unemployed young people at risk of social exclusion; and for unemployed young people with difficulties finding employment or being retrained) were finished; in which a total of 1,937 unemployed people participated.

Moreover, National Public Employment Service annually signs an agreement with the national authority in charge of prisoners, to promote training as an instrument for inclusion of this collective. In 2010, a total of 2,430 prisoners were trained.

At regional level, Autonomous Communities can also promote specific programmes to train people with special training needs or who have difficulties in finding employment or being retrained.

7 TRAINING VET TEACHERS AND TRAINERS

7.1. PRIORITIES IN TRAINING VET TEACHERS AND TRAINERS

One of the key elements in the VET system is teachers and trainers. Many of the results in this field depend on the quality of their competence. At present time, efforts are being made to increase the quality of teaching by providing training that meets current needs, more appropriate selection processes, higher investment in better qualified professionals, ongoing training and greater motivation.

The management and delivery of vocational training initiatives is carried out by the Autonomous Community local education departments for initial vocational training and by the local labour departments of training for employment. One of the strategic challenges is to achieve an integrated vocational training system as a framework for all the different initiatives that have been approved.

7.2. TYPES OF TEACHERS AND TRAINERS IN IVET

Over the past years, the Spanish legislative framework has promoted several changes and measures aimed at improving the professional status of teachers and the staff who carry out their professional activity within the education system. In particular, the Organic Law on Education 2/2006 (LOE) establishes the admission requirements to public service teaching, initial and in-service teacher training, and the conditions for the recognition, support and appraisal of the staff working at non-university educational institutions.

In Spain, the academic qualifications required to teach are uniform throughout the entire country, although it may vary according to the different levels of the education system. Initial training for primary education teachers is integrated (concurrent), and requires a specific degree in teaching at this educational level. In the case of secondary education teachers, training is performed at the end (consecutive) of a degree with the corresponding speciality, after which teachers must enrol in a master's degree in pedagogy and teaching. In both cases, initial training includes a period of teaching practice.

Vocational training education can be provided by two types of teachers: Secondary Education Teachers, holding a long-cycle degree (Graduate, Engineer or Architect), and Technical Teachers of Vocational Training, holding a short-cycle (Graduate, Technical Engineer or Technical Architect) university degree. In both cases a complementary specialised educational (pedagogical) training is required.

Nevertheless, exceptionally, other professionals, who work in the relevant field and who do not necessarily hold a degree, may be recruited to teach certain professional modules. They are employed on a contractual basis in accordance with the regulations which govern public administration affairs or general employment.

The Royal Decree 1834/2008, of 8 November, establishes the educational requisites for the teaching practice in *ESO*, *Bachillerato*, VET and Arts and Sports Education. It, also, determines the curricular specialties of secondary education and the areas and modules required to become a teacher and aims to identify which official master degrees are suitable for teaching purposes.

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

7.2.1 TEACHERS, TRAINERS AND TRAINING FACILITATORS IN IVET

Initial Vocational Education and Training teachers play a fundamental role in the teaching-learning process. They adapt, in each educational centre, the curricula established by the educational Administrations to their specific needs.

In order to make teaching a much more attractive profession, Spain is implementing a series of measures to improve initial teacher training, favour permanent posts for teachers in educational institutions, reinforce their authority over students and parents, and stimulate their appraisal and social acknowledgement, among other things.

One of the most important ongoing debates on initial teacher education focuses on the gradual adjustment of the Spanish university system to the new system of education qualifications of the European Higher Education Area (EHEA) encouraged by the Bologna Process. Until the process has been completed, Spanish universities are allowed to offer the currently existing programmes.

According to the LOE, to teach in pre-primary and primary education stages, teachers must hold an official Bachelor's degree of 240 European credits, while teachers for secondary education, official schools of languages, higher secondary education and vocational training must hold a 240-credit Bachelor's degree together with a 60-credit Master's Degree in Secondary Education Teaching.

This programme, which is an official Master's degree, began to qualify for the teaching profession on 1st October 2009. From the academic year 2009/10, the Pedagogical Aptitude Course and the Pedagogical Qualification Course is no longer offered. This Master consists of three different modules: general, specific and practical training in educational institutions. The latter includes an end-of-Master project.

- The teaching load corresponding to the pedagogical and didactic training is of 60 European credits. Attendance is required for, at least, 80% of those credits.

Maestros and *Licenciados* in pedagogy and psycho pedagogy have always been exempt from taking these teaching education courses. On the other hand, those, who by the end of the school year 2008/09, had accredited to have taught for two full academic years or, failing that, during a continuous or intermittent period of twelve months, at public or private educational institutions providing formal education, are also exempt from taking the said teacher training.

In addition, it should be mentioned that the Statute for the Teaching Staff in the Civil Service is still under negotiation between the Ministry of Education and the teaching unions. It is expected that the desired agreements will be reached soon and the career structure of non-university teaching staff with civil servant status will be regulated accordingly.

The Organic Law of Education 2/2006, 3rd May, establishes that with the aim of improving the quality of teaching and teachers' work, the educational authorities will draw up teaching assessment programmes, including the specific assessment goals and criteria, in collaboration with teachers, the educational community and the Administration.

Currently, educational administrations are working to draw up a Teaching Performance Assessment Plan with the aim of discussing it with the teachers' representatives, within the framework of the aforementioned new regulation on teaching staff.

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

In general, access to a teaching position in the public teaching sector is contingent upon passing a competitive examination specifically established for each of the various teaching bodies of the civil service. Nevertheless, teachers can be appointed as temporary civil servants.

Private-sector teachers are employed by the head of the governing body/owner of the institution on a contractual basis.

Entry to the civil service is based on the following two-phase selection process:

- Examination phase: Consists of one test organised in two parts: 1) demonstration of the candidate's specific knowledge required to teach; and 2) assessment of the candidate's pedagogical aptitude and command of teaching techniques. This entails the candidate's designing of a teaching plan and an oral presentation of a teaching unit.
- Competitive phase: Entails the assessment of academic qualifications and, above all, of the previous teaching experience in public sector institutions of the corresponding educational level. In order to be selected, candidates must pass all the examinations of the first phase. Only those who have qualified can take part in the second phase. The number of candidates finally selected cannot exceed the number of posts officially announced. Candidates selected on the above grounds must follow an induction phase in an educational institution.

In certain cases, authorities may designate a teacher as a temporary civil servant in a public-sector institution.

In exceptional circumstances, and depending on their needs, educational institutions may also recruit specialised teachers for certain professional modules or subject areas. They are employed on a contractual basis in accordance with the regulations which govern public administration affairs or general employment. These specialist teachers, who carry out their activities outside the academic world, need not have any formal qualifications.

The LOE views lifelong training for teachers as a right and an obligation. In-service training programmes are designed to update knowledge and methodologies both in specific educational methods and in ways of improving the quality of education and the operation of training centres. To this purpose, the education departments encourage all teachers to use information and communication technologies and to learn other languages regardless of their speciality and offer in-service training programmes designed for teachers of all the subjects regulated by the LOE.

Since in-service teacher training is a decentralised responsibility, the Autonomous Communities are free to establish their own priority guidelines for in-service teacher training, according to their own management characteristics, by regulating related issues such as public announcements, recognition, certification, as well as the terms of equivalence for research activities and university degrees, etc.

Thus, both the content and the institutions in charge of this provision differ from one Autonomous Community to another.

In turn, the Ministry of Education may also provide State in-service training programmes for teachers working at any of the educational levels and establish the relevant agreements with other institutions. The Ministry of Education, in collaboration with the Autonomous Communities, will foster the international mobility of public school teachers, post-to-post teacher exchanges and visits to other countries.

Education authorities plan the training activities of public VET teachers, provide a varied range of free training activities and take the necessary measures to foster teacher participation in these activities. They also facilitate teacher access to qualifications which allow mobility between the different teaching areas, including university education, through appropriate agreements with the universities.

All Autonomous Communities have a network of institutions which provide teacher training activities. The name of the network varies from one Autonomous Community to the next, although Teacher Training and Resource Centres is the most widespread name. In any case, each institution is also responsible for VET institutions to which they provide support in relation to professional development, resources or guidance to carry out innovation and improvement initiatives.

In addition to teacher training centres, university departments, institutes of educational sciences, professional associations and unions may also offer activities to foster in-service teacher training.

In-service teacher training activities may be grouped into three basic types: courses requiring attendance or on-line courses, seminars and team work. There are teacher training projects in training institutions as well, which are an effective tool for meeting the training needs of a team or professional family. Such projects are aimed at the theoretical and practical training of teachers and may include issues regarding administration, management and organisation, education project and its development, etc.

In-service teacher training programmes are planned according to the priorities of the relevant education authority and the needs of teachers and are organised around specialisations and educational levels. The following are some of the priority lines established by the LOE for in-service training programmes: to adapt knowledge and teaching methods to trends in education sciences and specific methodologies, as well as to all aspects of coordination, guidance, tutoring, attention to diversity and organisation aimed at enhancing the quality of education and the functioning of training institutions; to include specific training on the subject of equality; education authorities will foster the use of information and communication technologies and foreign language learning for all teachers, regardless their specialisation, setting up specific training programmes in these areas. Education authorities are also responsible for encouraging research and innovation programmes.

Undertaking in-service training activities has a direct impact on teachers' professional careers, as they are regarded as merits in competitive examinations (merit for transfers, secondments, management of educational institutions) or as a necessary requirement to be eligible for a salary bonus. The amount and name of this bonus varies in the different Autonomous Communities, but it is granted once the teacher proves he/she has attended training activities for a certain number of hours.

In addition, training activities organised by the Autonomous Communities are valid nationwide as long as they meet the basic requirements set by the Government.

VOCATIONAL TRAINING TEACHERS IN SECONDARY EDUCATION			
TYPE OF INSTRUCTOR	WORKPLACE	INITIAL TRAINING	IN-SERVICE TRAINING
TEACHERS OF PROFESSIONAL MODULES.	Secondary schools (IES) Higher level VET	University degree (ISCED 5A) Special teacher training courses.	Programmes to update specific skills and ICT competencies; company training for instructors in the vocational training system; courses to update scientific and pedagogical knowledge.
"TECHNICAL" TEACHERS	Secondary schools (IES) Intermediate level VET	University degree (ISCED 5A) Special teacher training courses.	Programmes to update specific skills and ICT competencies; company training for instructors in the vocational training system; courses to update scientific and pedagogical knowledge.

Source: Ministry of Education.

At national level, different lifelong learning activities are also organised (Conferences, Seminars, and Lectures) with the aim of promoting the exchange of experiences, peer learning and spreading of good professional practices. Annual plans are developed at the Teacher Training Unit, under the Directorate General for Education and Vocational Training. They include the priority lines that must be followed in training activities in order to achieve the decade educational goals.

The Ministry of Education has also signed agreements with most employers' organisations, trade unions and the Council of the Chambers of Commerce. These agreements are enabling us to train teachers in companies of each sector. At the same time, employers' organisations are preparing teaching materials for VET. Some of them, due to their importance in that they fully stress the use of new technologies, are process simulators, such as the one we are using as example and that is used to transfer knowledge from the virtual company to the training centre.

7.3. TYPES OF TEACHERS AND TRAINERS IN CVET

7.3.1 TYPES OF TEACHERS, TRAINERS AND TRAINING FACILITATORS IN CVET

The teachers' requirements for the Professional Training for Employment (CVET) depend on the type of training:

- Training leading to a professional certificate:
The requirements on qualification awarded and work experience for the trainers of professional certificates are contained in section IV of the appendix to the royal decrees approving the certificates and must be fulfilled both in the face-to-face and on line learning. In certain cases, a qualified professional with enough experience in a specific field of the professional competence can teach the related vocational modules.

Moreover, in order to prove their teaching competence, the trainer or expert must have the professional certificate of "Vocational trainer" or equivalent in the field of adult vocational training.

- Training on offer not leading to a professional certificate: The teachers' requirements are stated in the program of the speciality, which must be included in the File of Training Specialities of the National Employment Public Service (SEPE).
- Training on demand not leading to a professional certificate: The teachers must fulfill the requirements stated by the companies themselves.

7.3.2 PRE-SERVICE AND IN-SERVICE TRAINING OF CVET TEACHERS AND TRAINERS

TEACHERS IN TRAINING (EMPLOYMENT) CENTRES

The National Public Employment Service sets up an annual advanced technical training plan for teachers of vocational training for employment in cooperation with the Autonomous Communities, the National Vocational Training Centres and its Provincial Directorates. The aim of this plan is to respond to the teachers' needs to bring their technical and pedagogical knowledge up to date, to develop their technical abilities, to improve their teaching skills and increase their professionalism and, in this way, to contribute to improving the quality of vocational training for employment.

The advanced technical training plan has the following objectives: a) To update the professional knowledge of the trainers in specialities or competencies that form part of their teaching duties; b) To give the teachers theoretical and practical training in new technologies and those that involve innovation; and c) To supplement the theoretical and practical training needed for new occupations or specialities.

The advanced technical training courses taught by the network of National Vocational Training Centres include theoretical and practical content, teaching skills and updating technical and pedagogical skills and competencies. The annual programme of courses is technical and specifically refers to the National Centre's area of competence or it can be transversal and apply to all trainers from the different areas of expertise.

TEACHERS IN OTHER TRAINING INSTITUTIONS

Instructors or trainers from other vocational training centres, such as workshop schools, craft centres and employment workshops, are responsible for managing the project tasks and delivering training, as well as helping the student workers with job searches or on becoming self employed or entrepreneurs. This type of teaching staff varies according to the occupation for which they are qualified 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 graduate personnel, while trainers with more qualifications in the area of production, although with low or intermediate levels of education, are responsible for the practical part.

TRAINERS IN WORKSHOP SCHOOLS, CRAFT CENTRES AND EMPLOYMENT WORKSHOPS

Trainers in Workshops Schools, Craft Centres and Employment Workshops must hold an academic certificate compatible with the project. Regarding in-service training, the following programmes are available: programmes to update specific ICT competencies; company training programmes for trainers in the vocational education system; and advanced technical training for vocational training for employment (CVET) trainers.

8. MATCHING VET PROVISION (SKILLS) WITH LABOUR MARKET NEEDS (JOBS)

8.1. SYSTEMS AND MECHANISMS FOR THE ANTICIPATION OF SKILL NEEDS (IN SECTORS, OCCUPATIONS, EDUCATION LEVEL)

In the Spanish vocational education and training system, there are various institutions within the education and labour authorities that are responsible for the anticipation of needs for training and professional qualifications:

- ▶ The General Council for Vocational Training (*Consejo General de Formación Profesional, CGFP*) (see 4.5) is a consultative, tripartite body (employer's organizations, trade unions and public bodies) for vocational training. Its duties and responsibilities are to create and propose measures and priorities for vocational training policies that meet the needs and requirements of the labour market.
- ▶ The National Public Employment Service (*Servicio Público de Empleo Estatal*) manages the Occupational Observatory (*Observatorio de las Ocupaciones*) which is intended to identify the employment trends of the different economic activities, draw up statistics and reports that reflect the job market information for each of the occupations and report on the job market for specific groups, mobility and hard to fill occupations (more information in www.sepe.es) It provides information on the evolution of the supply and demand of jobs, activities and professional profiles in the labour market, as well as being involved in the definition, elaboration and updating of the National Catalogue of Professional Qualifications (*Catálogo Nacional de Cualificaciones Profesionales, CNCP*) – see below.
- ▶ The National Qualifications Institute (*Instituto Nacional de las Cualificaciones, INCUAL*) promotes the identification and updating of training and professional qualification needs in cooperation with the social and economic agents. The INCUAL has an Observatory which studies and creates reports on the evolution (from an economic and vocational standpoint) of the 26 professional families from reliable, official sources from the different productive sectors. Nowadays its activity is centered in the elaboration of evidence guides which are essential tools on the procedure of accreditation of the professional skills.

INCUAL is also responsible for the National Catalogue of Professional Qualifications (*Catálogo Nacional de Cualificaciones Profesionales, CNCP*), the instrument that systematizes the professional qualifications identified in the production system. It constitutes a set of standards for skills that have significance for employment

The Catalogue, CNCP, is compiled jointly by the Labour and Education Departments, in consultation with the General Vocational Training Council (*Consejo General de la Formación Profesional*) and in cooperation with the Autonomous Communities, the social interlocutors and the production sectors, while other agents may propose new professional qualifications or the updating of the existing ones. It must be kept up to date and each qualification is revised not more than five years after its inclusion in the Catalogue so that it serves as the reference when drafting professional diplomas, which are the responsibility of the education departments, and professional certificates, which are the responsibility of the labour department.

- ▶ The National Reference Centres ¹⁹ (*Centros de Referencia Nacional*) which has, among others, the following objectives: To observe the changes in the productive system and the needs for qualifications 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, 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 communication and the distribution of knowledge; and to provide the National System of Qualifications and Vocational Training with the information that it requires to operate and improve.
- ▶ The Joint Committees (*Comisiones Paritarias*), which are made up of the most representative employers' organizations and trade unions in a particular sector, work through collective agreements or specific agreements on training. At this time, there are 78 joint committees in the different productive sectors. Among their duties are the following: a) to take part in mediation when there are disagreements; b) to set the criteria and general priorities for the training offered to workers in different sectors; c) to cooperate in sector-based activities, studies or research and to make proposals for the National Qualifications and Vocational Training System and for the National Reference Centres in their particular area; and d) to know about the CVET that is being carried out in their particular field.

8.2. PRACTICES TO MATCH VET PROVISION (SKILLS) WITH SKILL NEEDS (JOBS)

With the aim of ensuring generalized training and guaranteeing the validity of the diplomas, the education authorities set up the basic teaching aspects, the objectives, the basic competencies, the content and the criteria for assessment. 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 an annual programme that includes all the aspects that have to do with organizing and operating the centre. The education departments of the Autonomous Communities must supplement the basic curriculum for each cycle.

The anticipation of competencies and abilities in initial vocational training is organized into a number of phases:

- a) An analysis of the sector, the quantification of resources and needs, the growth of technology and a functional analysis of the duties of Human Resources in the production processes;
- b) Determining the ideal models for professional qualifications (standards);
- c) Determining the competencies and skills, using an external contrast of the models designed, joint work by external experts and expert teachers to draft the features of the training; and

¹⁹ 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).

d) The issuing of appropriate regulations.

Experts from companies participate to a greater or lesser extent in all these phases. Short-term and medium-term studies are made since the competencies listed are updated every five years or less, depending on the changes in the sectors concerned.

Through the work carried out in the different professional observatories, an overview of each professional family is obtained: information about how the job supply and demand, occupations and profiles will evolve in the future market. Although this prospective does not offer a precise picture of the future, it is a mechanism of improvement and modernisation of Vocational and Education Training.

With the aim of establishing and reinforcing efficiency, the Ministry of Education has set out a package of priority actions underpinned on the following mainstays:

1. Equality of access to education.
2. Early skills and competences acquisition.
3. Flexible educational pathways.
4. Lifelong employability versus lifelong employment.

Therefore, some of the above mentioned actions are following different directions: introducing regulatory changes that explore the flexibility of the system, in order to achieve a stronger connection among the different levels and stages, in particular, between intermediate level VET cycles and Post-Compulsory Secondary Education (*Bachillerato*), between Intermediate and Higher Level VET Cycles and between the latter and University; favouring a better coordination between University, higher level VET centres and companies; reinforcing online learning, ; satisfying interests and favouring education beyond a person's closest geographical environment through a flexible, cumulative and individualised education offer which is increasingly adapted to individual and social needs.

During 2010, the Government, in coordination with the Autonomous Communities, has designed the implementation of the procedure approved in August 2009 which enables the assessment and accreditation of competences acquired through work experience and other ways of non formal learning, as a fundamental factor to improve access to employment and job promotion, as well as to facilitate lifelong learning. The key role of information and guidance for the success of the procedure has been given, the necessary relevance to ensure that citizens are provided with all required tools to facilitate the associated training development.

The objectives are to accredit professional competences of people with no formal qualification and help them obtain a VET diploma or a professional certificate. At the same time, the procedure will facilitate lifelong learning, will increase the citizens' qualification level and will contribute to improving their employability.

There have been selected as priority areas of action those diplomas related to dependency and to pre-primary education, basic for maintaining the Spanish welfare system. Three million women have incorporated to work, so the traditional care system, which relied mostly on women, (mothers, daughters and wives), is changing. People without any qualification are doing the jobs related to these two issues and it is estimated that around 300,000 to 500,000 formal jobs could be created.

In the CVET field, the initiatives included in the Vocational Training for Employment subsystem offer workers, both the employed and the unemployed, training that fits the needs of the job market and leads to partial or full completion of a professional certificate. Like the initial training courses, the structure of CVET is modular, so that the workers can progress 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 competence units in the National Catalogue of Professional Qualifications. The Ministry of Labour and Immigration produces plans that set the priorities, general objectives and recommendations for the training courses provided by the CVET subsystem.

There are a number of mechanisms for updating training within the framework of CVET: a) a study of training needs; b) experimental training and employment plans; c) requests for the recognition of new qualifications by professional organizations from the different sectors of the economy; and d) constantly updating the list of specialities.

The studies of training needs must be preceded by a sector-by-sector analysis of the job market, which takes into consideration an analysis of economic and productive activity; the content and structure of the occupations; identifying new jobs that appear in each sector; an analysis based on changes in production as regards techniques, organization and technology.

The creation and updating of the professional certificates is based on the qualifications in the National Catalogue of Professional Qualifications. Whenever a professional qualification or competence unit is updated or changed, the corresponding professional certificates are reviewed and updated. The inclusion of new qualifications and professional certificates can be started by a request from outside, from organizations and other bodies linked to those specific occupations. 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 an occupation or not are: 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: a) the National Reference Centre; b) the public bodies affected; c) the social partners and d) contracted experts.

9. LIFELONG GUIDANCE FOR LIFELONG LEARNING AND SUSTAINABLE EMPLOYMENT

In Spain, lifelong guidance is delivered by several institutional bodies: the education departments through activities in their education centres; the labour department through its network of employment services; institutions linked to the labour market access and integration programmes for a variety of groups; and other agents who cooperate in the development and application of training, employment and counselling initiatives and programmes.

9.1. STRATEGY AND PROVISION

— EDUCATION SECTOR

The general framework in which educational guidance must be developed is organised around the three levels into which the educational system is structured.

Educational institutions across Spain have internal and external support services to help them with their guidance tasks. In addition, many Communities offer specific and specialised teams to provide disabled students or those with specific needs with educational guidance and support.

In general, the activities of these teams are focused on those non-university educational institutions located within their district. Their structure is multidisciplinary and quite similar in the whole of the Spanish territory: normally psychologists, psycho-pedagogues, educationalists, school and social workers, with functions such as:

- Advising teachers and institutions on the design and implementation of the curricular projects in the field of guidance, educational psychology and diversity.
- Performing the psycho-pedagogical assessment of students as required, as well as proposing, advising on the most appropriate educational response to individual needs.
- Collaborating with teacher training institutions, other educational institutions, and health and social services within their area.
- Providing information and guidance to students and their families.

The LOE (Organic Law of Education, 2006) states that it is the Autonomous Communities' responsibility to implement whatever measures are needed in order to ensure the guidance mechanisms necessary to give appropriate response to the students' needs during their compulsory education.

The education authorities must, then, give priority to the factors that will promote quality in education, among which educational and vocational counselling represent key instruments. Within the framework of lifelong learning, the civil service in the education sector is responsible for providing access to information and counselling on the different lifelong learning courses on offer and access requirements.

From 2008, career information and guidance is being promoted, and different actions are being carried out in order to train professionals and provide enough tools based on information and communication technologies, so that citizens have an easy access to the services of Career Information and professional Guidance within an Integrated System of Career Information and Guidance.

Some Autonomous Communities, in areas related to their competence, have developed Career Information and Guidance Portals. On the other hand, the Spanish Ministry of Education has set up a portal (todofp.com) which, in collaboration with the Communities, gathers all the information on the existing VET cycles and decision taking counselling.

— **EMPLOYMENT SECTOR**

The labour authorities and their network of public employment services also provide guidance on vocational training, job searches and developing self-employment initiatives. The two main instruments promoted by the National Public Employment Service and developed by the Autonomous Communities are:

- The *Programa de orientación Profesional para el Empleo y Asistencia para el Autoempleo*, OPEAS (Vocational Counselling for Employment and Assistance with Self-Employment Programme), which aims to help job seekers to find work through diagnostics, consciousness raising and seeking alternatives along their professional and employment path. The programme includes a variety of types of activity: a) individualized tutoring; b) search groups; c) the development of the personal aspects of an occupation; d) information and motivation to self-employment; and e) advice on entrepreneurship.

During 2010, the OPEAS program served, approximately, 929,000 beneficiaries through 872 outsourced entities. The cost of this initiative was 108 million Euros.

- The "Plan extraordinario de medidas de orientación, formación profesional e inserción laboral (Extraordinary Guidance, Vocational Training and Labour Insertion Measures Plan), besides the activities provided by OPEAS, adds prospection tasks, visiting companies and connecting the job offering with the demand. However, the biggest difference between OPEAS and the Extraordinary Plan, lies in the execution: while OPEAS is developed through third parties, totally financed by the National Public Employment Service, the Extraordinary plan is managed by the Autonomous Communities and the National Public Employment Service through 1,500 hired counsellors, and fully funded by the last one.

During 2010, the Extraordinary Plan served, approximately, 922,000 citizens and registered more than 54,500 visits to companies with a budget of 50.2 million Euros.

COOPERATION BETWEEN THE EDUCATION AND EMPLOYMENT SECTORS

In order to make the services and resources dedicated to vocational information and counselling more effective and to comply with 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 *Consejo General de Formación Profesional* (General Vocational Training Council).

The key role of information and guidance is vital for the success of the procedure of assessment and accreditation of the professional competences acquired through work experience or other ways of informal learning. Three thousand assessors and guidance practitioners have been trained so as to facilitate the identification of the competences relevant for accreditation, help candidates write a good report in which to gather the evidence and prepare the assessment phase.

Other bodies

Non-profit institutions, including local authorities, associated bodies and other organizations may take part in the implementation of guidance and counselling services if they provide specific counselling that assists 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 among job seekers and increase their personal resources so that they can handle job interviews with greater possibilities of success.

9.2. TARGET GROUPS AND MODES OF DELIVERY

IVET

During compulsory secondary education (ESO) students receive basic professional training. This entails, on the one hand, vesting traditional subject areas with a practical and semi-professional dimension and on the other, establishing objectives that contribute to the transition to adult life.

At present, regulations on education provide for the participation of social partners in the planning and management of vocational training. This principle of participation is called cooperative training because it entails close collaboration and service exchange between the productive sector and the education system. Cooperative training is carried out by means of a series of different kinds of activities:

- Joint formulation by education authorities and experts from employment of a catalogue of professional certificates, which should serve as a guide for the kind of training that the education system, is to provide.
- The inclusion of a training-on-the-job module in the curriculum of all VET cycles.

- Other initiatives such as teacher training in company training programmes, the recruitment of technology experts from the production sectors as teachers in vocational training institutions, training courses in such institutions for company employees, etc.

Furthermore, a teacher carries out, in a specific way, the tasks related to labour training and guidance. That teacher may enrol in the Guidance Board and develop those activities regarding information and vocational guidance to students and facilitating knowledge of professional pathways, basic knowledge of the labour market and self-employment, etc.

All these initiatives are implemented with the purpose of achieving the coordination between employment and vocational training. Finally, the Royal Decree 1538/2006 establishes both the objectives and the organisation to be followed by education authorities regarding vocational information and guidance for vocational training. Hence, it states that the aims of vocational information and guidance are the following:

- Disseminate and provide information on the provision, the academic requirements and possibilities for accessing this provision, taking into account the circumstances, needs and interests of those requesting such information.
- Provide information and guidance regarding the different learning opportunities and the educational pathways available to facilitate integration and reintegration into employment, career development and professional mobility.
- Provide information about academic levels and guidance on the possibilities of acquiring, assessing and accrediting the competences and professional qualifications required in the labour market.
- Provide guidance on the VET cycles best suiting students' individual circumstances so that the option chosen allows them to achieve the objectives of the professional modules and to conclude the whole of the VET cycle. This royal decree also establishes that, in order to provide more efficient services and resources for information and guidance in vocational training, in accordance with the LOCFP, education and labour authorities should establish cooperation protocols to define services, the role of each relevant authority and

In addition, all VET cycles include professional modules such as Professional Training and Guidance, *Formación y Orientación Laboral*, and Business and Entrepreneurial Initiative, *Empresa e Iniciativa Emprendedora*, that allow students to acquire the skills and competences necessary to search for information and use it when planning their future training and professional pathways, including opportunities of self-employment and entrepreneurial initiative, mobility opportunities as well as support to knowledge transfer within the same sector and/or among sectors.

CVET

The vocational counselling for employment and assistance with self-employment services, which have been developed by the labour departments for the unemployed, organize actions centering around: information, counselling, and mentoring to help the unemployed with job searches and integration into the job market and the promotion of self-employment initiatives and advice on entrepreneurship. The priority groups are young people under the age of 25, job seekers over the age of 25 who have been registered for more than 12 months and the long-term unemployed. The initiatives promoted by the labour authorities include a variety of actions and priorities: The most widespread and best implemented are the following:

- The *Programa de Orientación Profesional para el Empleo y Asistencia para el Autoempleo*, OPEAS (Vocational Counselling for Employment and Assistance with Self-Employment Programme), implemented in all the Autonomous Communities.
- Vocational counselling services for employment and self employment. Implemented by the Autonomous Communities, trade unions, institutions and cooperating bodies and the Chambers of Commerce.
- Integrated employment services: implemented by the Autonomous Communities, foundations, employers' organizations and trade unions.
- Promotion and development departments for the Workshop School and Craft Centre programmes.
- Experimental employment programmes: implemented by the Autonomous Communities.
- Labour market entry activities, through the active insertion income: implemented by the Public Employment Service and the Autonomous Communities
- Information and counselling actions for specific groups (especially young people and women): implemented by the Autonomous Communities, local bodies, universities, foundations, employers' organizations and trade unions.
- Information and counselling actions for people at risk of social exclusion (people with disabilities, immigrants and ethnic minorities): implemented by Autonomous Communities, foundations and associations.
- *Plan extraordinario de medidas de orientación, formación profesional e inserción laboral* (Extraordinary Guidance, Vocational Training and Labour Insertion Measures Plan), implemented by the Ministry of Labour through the National Public Employment Service.

It should also be noted that the CVET support and mentoring actions initiative includes an action intended to promote experimentation in integrated CVET information and counselling services, with the aim of providing information, mentoring and counselling to workers on the possibilities for training and professional mobility, as well as the different ways of entering training for employment actions that lead to professional competencies. Counselling will also be offered to workers on the possibilities of having their experience recognized and their professional qualifications accredited.

9.3. GUIDANCE AND COUNSELLING PERSONNEL

In the area of education, the professionals involved in educational and vocational counselling are secondary school teachers who are specialized in psychology and teaching. There is also a team of teachers who teach the vocational training and counselling module (*módulo de Formación y Orientación Laboral*, FOL) of intermediate and advanced level vocational training cycles.

All over Spain, there are specialized educational and vocational counselling services or departments that provide support for teachers and educational and psycho-pedagogical counselling teams. These services operate all over the country under different names, in both the public and private sector: in secondary education, including IVET: *Equipos de Orientación Educativa y Psicopedagógica* (Educational and Psycho-Pedagogical Counselling Teams); *Departamentos de Orientación profesional*; (Vocational Counselling Departments) *Departamentos de Formación y Orientación Laboral* (Occupational Training and Counselling Departments).

Also, in many of the Autonomous Communities there are other specific, specialized teams that provide counselling and educational support to students with specific problems or disabilities.

The scope of action of the specialized counselling services includes all the centres in their particular geographical area that provide different types of education. They are multidisciplinary and their duties include: advising centres and teachers on curriculum design and taking part in its development, especially from the point of view of counselling and attention to diversity; carrying out psycho-pedagogical assessments of students who require them and proposing a suitable educational response; cooperating with teachers' centres, other educational institutions and the health and social services within their scope of action; and advising students and their families.

The professionals involved in the vocational counselling for employment and assistance with self-employment services have a university education, preferably in psychology, teaching or sociology.

The Public Employment Services offer professionals from cooperating organizations a training course whose content includes methodology and the operation of counselling services. Its aim is to help all professionals from these bodies to carry out these tasks.

10. FINANCING: INVESTMENT IN HUMAN RESOURCES

10.1. VET FINANCING POLICY

In Spain, the financing for VET comes mainly from budget items in the General State Budgets (*Presupuestos Generales del Estado*) for the Ministry of Education and the Ministry of Labour and Immigration. The budget of the Ministry of Education funds initial vocational training and other initiatives that are part of lifelong learning, such as training for adults. The budget of the Ministry of Labour and Immigration funds initiatives in the vocational training for employment subsystem (CVET).

10.2. FUNDING FOR INITIAL VOCATIONAL EDUCATION AND TRAINING

The total spending on education in Spain is 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 and the Autonomous Communities or from private sources (companies, families, etc.) and EU funds.

Other ministries, as well as other regional and local authorities, also provide funding. Regardless of the authority providing funding, public spending is not earmarked only for public education, but it is also allocated to subsidise centros concertados and finance student scholarships and grants. On the other hand, public investment on education is intended for educational programmes, general and complementary services, school and university sports, teaching and non-teaching staff training and educational research, *inter alia*.

Initial VET is cost-free at all non-university education levels, however, families usually pay for school materials, textbooks for personal use, as well as for the use of complementary services of transport, canteen, when available, and extracurricular activities.

The principal source of funding for all non-university public institutions is to be found in the annual budgets for education allocated by the education authorities. Secondary schools and IVET institutions have autonomy in the management of their resources, but in order to guarantee the efficiency of their economic management, they have to prepare an annual budget showing the income and expenditure for the school year. The secretary or administrator of the school, as appropriate, is in charge of preparing the budget, which is assessed by the economic commission set up within the Pedagogical Coordination Commission or similar body, and subsequently approved by the School Council of the educational institution.

Concerning IVET, public training centres are created and financed by the Autonomous Communities, which also grant subsidies to private schools by means of the system of the so-called 'educational agreements'. As regards private schools, the LODE (Organic Law on the Right to Education, 1985) and the LOE (Organic Law of Education, 2006) establish a system of subsidy arrangements as a way of using public funds to finance schools meeting certain conditions, essentially those providing compulsory level education. Educational agreements have a dual purpose: they aim at achieving free compulsory education where there are not enough public schools places and at facilitating parents' choice, by enabling them to choose a school other than those centres set up by public authorities.

The amount of public funds earmarked for educational subsidy arrangements is determined in each year's national budget, which also specifies the sum designated for the economic amount applicable to each class unit on the various educational levels. This amount includes the salaries of teaching and non-teaching staff and the maintenance of facilities.

The last two decades have seen a spectacular increase in spending on education. According to INE forecasts, in 2008, spending on education in Spain 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 classes²⁰.

The public funding is direct, coming from the General State Budgets and the Autonomous Community budgets. The funds are not only assigned to public education institutions but they can also be assigned to private centres in the form of subsidies or scholarships and financial aid for students. Private centres that receive subsidies are called "*centros concertados*" (state-funded centres) and the public funds earmarked for them are also included in the annual General State Budgets.

The fact that there is this diversity of superimposed sources of financing makes it difficult to calculate the resources destined for vocational training in general, and specifically IVET, so that in the end it is the number of students that determines the amount of funding made available.

The provisional results of total public spending on education for 2008 show that there was an increase of 9.2% over 2007, of which 8.1% went to non-university education and 11.2% to university education. As a proportion of GDP, public spending on education accounted for 4.66%, 0.26% more than in 2007. The distribution of public spending among the different areas of education was as follows: a) Pre-school and Primary Education, including Special Education, 33.4%; b) Secondary Education and Vocational Training, 29%; c) University Education, 20.4%; and d) scholarships and aid, 3.6%.

The financing for educational initiatives includes contributions from the European Social Fund, in accordance with the Community Support Framework and the conditions imposed by the competent authority.

Alternance training funding

Regarding funding for **training actions for training contracts** (see 5.4), the employer receives a monthly allowance for the cost of the hours of theoretical training that were taught in the previous month for each and every one of the training contracts that are in effect at the time. This allowance is in the form of a reduction in that month's Social Security contributions for workers with training contracts, as long as the contributions are paid within the regulation time limit.

²⁰Statistics on non-university education. Ministry of Education.

The financing for **Workshop School, Craft Centre and Employment Workshop programmes** (see 5.4) comes mainly from public funding, specifically the budget of the Ministry of Labour and Immigration, which grants subsidies through the National Public Employment Service to various organizations, including town and city councils, which also allocate their own budgets to finance these programmes, and to private, socially oriented bodies. The Autonomous Communities also have a budget for these programmes.

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

The Public Employment Service subsidizes the spending on vocational training and the operating costs for the whole training project and compensates, specifically: a) the wages and salaries and the Social Security contributions for which the employer of the management, teaching and support personnel is responsible; b) the teaching materials and resources and consumables; c) accident insurance for the students; and d) the wages, salaries and Social Security contributions, based on the contract signed with the student-workers. The other amounts that are not provided by the SEPE are the responsibility of the body sponsoring the programme (such as purchasing machinery, equipment goods or investments, other materials, etc.).

10.3 FUNDING FOR CONTINUING VOCATIONAL EDUCATION AND TRAINING, AND ADULT LEARNING

10.3.1. PUBLIC FUNDING SCHEMES AND MECHANISM TO FINANCE CVET

The vocational training for employment subsystem is financed with funds from the vocational training contributions (0.7%) paid by companies and workers, aid from the European Social Fund and specific allocations in the National Public Employment Service budget. Its aim 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.

The budget allocated to VET policies has changed in recent years but financing for vocational training for employment activities has remained stable for the last three years at around 2,900 million euros per annum, with only slight variations. The actions and initiatives described in 6.2 are financed out of this budget.

The Agreement on Vocational Training for Employment of 7 February 2006, established that the financing for vocational training for employment (CVET) would be flexible and depend on the type of initiative developed and the type of recipient, in order to maximize the use of the resources.

In this sense, the financing can be rationalized by taking into consideration at least the following criteria: a) the real weight in the job market of the employed and unemployed; b) the progressive inclusion of training for groups that do not have to pay contributions; c) the development of particular actions designed specifically for the unemployed; and d) the implementation of initiatives that correspond to vocational training as a whole.

Under the **training on demand initiative**, companies use their own resources to finance the training of their workers, in accordance with the minimum percentages applied to the total cost of training, plus the set allowances that they receive. These percentages are set by the Ministry of Labour and Immigration and depend on the size of the company. Companies receive this allowance to train 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 allowance is applied as a reduction in the Social Security contributions paid by the company.

In 2010, companies had a credit available to train their workers that resulted from applying the following percentages to their contributions according to the size of the company: 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 had a per company credit of 420 euros, instead of a percentage.

This initiative is managed through a computerized application that has a series of interactive help screens that assist users to understand how it works before registering: a) a credit simulator that allows the user to calculate the amount assigned to the company for implementing training actions; b) video tutorials showing the steps needed to access the application and report training actions, the participants and individual leaves of absence for training; and c) a file in XML format that describes the new format for uploading files and listing the participants and the start and the end of groups.

Regarding **training on offer intended mainly for employed workers**, the same financial system, as described for training for the unemployed (10.4), is used.

10.3.2. PUBLIC-PRIVATE COST-SHARING

As it has been described above in 10.3.1, under the training on demand initiative, companies use their own resources to finance the training of their workers, in accordance with the minimum percentages applied to the total cost of training, plus the set allowances that they receive.

10.4. FUNDING FOR TRAINING FOR THE UNEMPLOYED

The financing of training initiatives intended to train unemployed workers and other groups at risk of exclusion from the labour market comes under the framework of funding the entire vocational training for employment subsystem.

The criteria used for distributing the funds that come from the 0.7% contribution are based on the proportion of unemployed workers in each Autonomous Community as compared to the country as a whole.

These funds are approved by the Sectorial Conference on Labour Affairs and promulgated as a Council of Ministers' decision. The subsidies granted to training providers that implement the training actions are calculated as modules, which take into account the cost per student/number of hours, the content taught, the level of the course and the difficulty of the techniques used, as well as the manner in which the course is delivered.

11. AUTHORS, SOURCES, BIBLIOGRAPHY, ACRONYMS AND ABBREVIATIONS

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INSTITUTO DE FORMACIÓN DEL PROFESORADO, INVESTIGACIÓN E INNOVACIÓN EDUCATIVA (IFIIE)	www.educacion.gob.es/ifiie
INSTITUTO DE TECNOLOGÍAS EDUCATIVAS (ITE)	www.ite.educacion.es
ORGANISMO AUTÓNOMO DE PROGRAMAS EDUCATIVOS EUROPEOS (OAPEE)	www.oapee.es
MINISTERIO DE TRABAJO E INMIGRACIÓN (MTIN)	www.mtin.es
SERVICIO PÚBLICO DE EMPLEO ESTATAL (SEPE)	www.sepe.es
FUNDACIÓN TRIPARTITA PARA LA FORMACIÓN EN EL EMPLEO (FTfe)	www.fundaciontripartita.org
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INSTITUTO NACIONAL DE ESTADÍSTICA (INE)	www.ine.es
INSTITUTO NACIONAL DE ADMINISTRACIONES PÚBLICAS (INAP)	www.inap.map.es

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ARAGÓN	www.educaaragon.org www.aragonemplea.com
ASTURIAS	www.educastur.es www.trabajastur.com
ISLAS BALEARES	www.caib.es
ISLAS CANARIAS	www.gobcan.es www.gobcan.es/educacion
CANTABRIA	www.educacantabria.es www.empleacantabria.com
CASTILLA LA MANCHA	www.educa.jccm.es www.sepecam.jccm.es
CASTILLA-LEÓN	www.educa.jcyl.es www.jcyl.es
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VALENCIA	www.edu.gva.es www.servef.es
EXTREMADURA	www.educarex.es www.extremaduratrabaja.es
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NAVARRA	www.educacion.navarra.es www.navarra.es
PAÍS VASCO	www.hezkuntza.ejgv.euskadi.net www.lanbide.net
MURCIA	www.educarm.es www.sefcarm.es

11.3 LIST OF ACRONYMS AND ABBREVIATIONS

BOE	Boletín Oficial del Estado (<i>Official Gazette</i>)
CGFP	Consejo General de Formación Profesional (<i>General Vocational Training Council</i>)
CIDEAD	Centro para la Innovación y Desarrollo de la Educación a Distancia (<i>Centre for the innovation and development of on-line training</i>)
CINE	Clasificación Internacional Normalizada de Educación (<i>ISCED, International Standard Education Classification</i>)
CNCP	Catálogo Nacional de Cualificaciones Profesionales (<i>National Catalogue of Professional Qualifications</i>).
CNE	Centro Nacional Europass (<i>National Europass Centre</i>)
NEC	<i>National Europass Centre</i>
ECVET	<i>European Credit System for Vocational Education and Training</i>
EPA	Encuesta de Población Activa (<i>Survey of the Active Population</i>)
ESO	Educación Secundaria Obligatoria (<i>Compulsory secondary education</i>)
ETEFIL	Encuesta de Transición Educativo Formativa e Inserción Profesional (<i>Survey of the Transition from Education/Training to Labour Market Entry</i>)
FCT	Formación en Centros de Trabajo (<i>Workplace Training</i>)
INCUAL	Instituto Nacional de las Cualificaciones (<i>National Institute of Qualifications</i>)
INE	Instituto Nacional de Estadística (<i>National Statistics Institute</i>)
LOE	Ley Orgánica de Educación (<i>Organic Law on Education</i>)
LOGSE	Ley Orgánica de Ordenación del Sistema Educativo (<i>Organic Law on the Organization of the Education System</i>)
LOCE	Ley Orgánica de Calidad de la Educación (<i>Organic Law on Quality in Education</i>)
LOCFP	Ley Orgánica de las Cualificaciones y de la Formación Profesional (<i>Organic Law on Qualifications and Vocational Education and Training</i>)
LODE	Ley Orgánica Reguladora del Derecho a la Educación (<i>Organic Law Regulating the Right to Education</i>)
LOPEG	Ley Orgánica de la participación, la evaluación y el gobierno de los Centros Docentes (<i>Organic Law on participation, assessment and governance of Teaching Centres</i>)
ME	Ministerio de Educación (<i>Ministry of Education</i>)
MECU	Marco Español de Cualificaciones (<i>Spanish Qualifications Framework</i>)

- MECES** Marco Español de Cualificaciones de Educación Superior (*Spanish Framework for Higher Education*)
- MTIN** Ministerio de Trabajo e Inmigración (*Ministry of Labour and Immigration*)
- OAPEE** Organismo Autónomo de Programas Educativos Europeos (*Autonomous Organism of European Educational Programs*)
- OPEAS** Programa de Orientación Profesional para el Empleo y asistencia para el autoempleo (*Vocational Counselling for Employment and Assistance for Self-Employment Programme*)
- SEPE** Servicio Público de Empleo Estatal (*National Public Employment Service*)