



Spain

VET in Europe - Country Report

2010

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Author: ReferNet Spain. National Public Employment Service.

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. Policy development – objectives, frameworks, mechanisms and priorities
3. Delivering training in times of crisis.
4. Background, legislative and institutional framework.
5. Initial vocational training.
6. Continuing vocational training for adults.
7. Training VET teachers and trainers.
8. Matching VET provision (skills) with labour market needs (jobs).
9. Counselling and guidance for learning, careers and employment.
10. Financing – investment in human resources.
11. National VET statistics – allocation of programmes.

This overview has been prepared in 2010 and its reference year is 2009. 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

TABLE OF CONTENTS

1. GENERAL CONTEXT – FRAMEWORK FOR THE KNOWLEDGE SOCIETY	6
1.1. Political and Socio-Economic Context	6
1.2. Population and Demography	6
1.3. Economic and Labour Market Indicators	8
1.4. Educational Achievements of the Population	13
1.5. Definitions	18
2. POLICY DEVELOPMENT – OBJECTIVES, FRAMEWORKS, MECHANISMS AND PRIORITIES	21
2.1. Objectives and Priorities of the National Policy Development Areas of VET	21
2.2. The Latest Developments in the Field of European Tools	25
3. DELIVERING TRAINING IN TIMES OF CRISIS	28
3.1. General Panorama.	28
3.2. Effects of the Crisis on VET and Measures Adopted.	28
3.3. Long-Term Consequences and Future Responses.	30
4. BACKGROUND, LEGISLATIVE AND INSTITUTIONAL FRAMEWORK.	31
4.1. Background	32
4.2. Legislative Framework for IVET	33
4.3. Institutional Framework for IVET and Organigram	34
4.4. Legislative Framework for CVET	34
4.5. Institutional Framework for CVET and Organigram	35
5. INITIAL VOCATIONAL EDUCATION AND TRAINING	38
5.1. Background and Diagram of the Education and Training System	38
5.2. IVET at Lower Secondary Level	43
5.3. IVET at Upper Secondary Level	44
5.4. Apprenticeship Training	46
5.5. Other Programmes for Young People and Alternative Pathways	47
5.6. Vocational Education and Training at Post-Secondary (Non-Tertiary) Level	49
5.7. Vocational Education and Training at the Tertiary Level	46
6. CONTINUING VOCATIONAL TRAINING FOR ADULTS	53
6.1. Formal Education	53
6.2. Non-Formal Education	63
6.3. Measures to Help Job Seekers and People Vulnerable to Exclusion from the Labour Market	64
7. TRAINING VET TEACHERS AND TRAINERS	66
7.1. Types of Teachers and Trainers in VET	66
7.2. Types of Teachers and Trainers in IVET	67
7.3. Types of Teachers and Trainers in CVET	68
8. MATCHING VET PROVISION (SKILLS) WITH LABOUR MARKET NEEDS (JOBS).	71
8.1. Systems and Mechanisms for the Anticipation of Skill Needs	71
8.2. Practices to Match Vocational Education and Training Provision with Skill Needs	73
9. COUNSELLING AND GUIDANCE FOR LEARNING, CAREERS AND EMPLOYMENT	75
9.1. Strategy and Provision	75

9.2. Target Groups and Modes of Delivery	76
9.3. Counsellors and Consultants	78
10. FINANCING – INVESTMENT IN HUMAN RESOURCES	79
10.1. Funding For Initial Vocational Education And Training	79
10.2. Financing Continuing Vocational Education and Adult Education	76
10.3. Financing Training for the Unemployed and Other Groups Excluded from the Labour Market	82
10.4. General Funding Arrangements and Mechanisms	84
11. NATIONAL VET STATISTICS – ALLOCATION OF PROGRAMMES.....	85
11.1. Classification of National VET Programmes	85
11.2. Fields of Education and Training	87
11.3. Links between National Qualifications and International Qualifications or Classifications	88
12. AUTHORS, SOURCES, BIBLIOGRAPHY, ACRONYMS AND ABBREVIATIONS	89
12.1. Author	89
12.2. Sources, References and Web Sites	89
12.3. List of Acronyms and Abbreviations	99

1. GENERAL POLITICAL 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 freedoms ¹, 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 1 January 2009, the total number of inhabitants of Spain was 46,745,807. There is a slightly larger percentage of women than of men: 50.55% as against 49.45%². The available data show that the average population density is 91.4 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 ANNUAL POPULATION (ON 1 JANUARY)				
	2003	2006	2009	2010 (forecast)
EU-27	486,647,831	493,226,936	499,723,520(s):	501,259,840
SPAIN	41,663,702	43,758,250	45,828,172(s):	46,087,170
%	8.56%	8.87%	9%	9%

Source: EUROSTAT (Demographic statistics); date of query: 2 May 2010. (s) estimated.

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 2009, 12.20% of the resident population of Spain were foreigners; in other words, 5.7 million people, an interannual increase of 7.2%.

As far as education is concerned, during the academic year 2008-2009, a total of 755,587 foreign students were taking non-university courses, which was 10.15% of the total number of students and 8.69% more than in the previous year. The majority of these students came from South America (40.24%), mainly from Ecuador and Colombia.

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

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 2009, 2020 AND 2025						
AGE	2009		2020		2025	
	No.	%	No.	%	No.	%
UNDER 25 YEARS OLD	11,745,807	25.55%	11,927,432	25.36%	11,980,893	25.31%
BETWEEN 25 AND 59	24,578,206	52.58%	23,168,391	49.25%	22,144,045	46.78%
OVER 60	10,224,715	21.87%	11,942,117	25.39%	13,216,654	27.92%
TOTAL	46,745,807	100%	47,037,942	100%	47,341,590	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: PROJECTION OF THE PERCENTAGE OF DEPENDENT ELDERLY PEOPLE COMPARED TO THE TOTAL POPULATION, 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 query: 30 April 2010.

1.3. ECONOMIC AND LABOUR MARKET INDICATORS

— FRAMEWORK FOR THE ECONOMY AND GDP

During 2006 and the early months of 2007, the Spanish economy was still in the phase of significant growth that it had been registering for a little over a decade, in an international context that was characterized by great vitality. However, due to the international financial crisis, this trend changed in the fourth quarter of 2009 and the Spanish economy shrank by 2.4% compared with the same period in 2008. The annual growth rate for 2009 was -3.6%, as compared to 0.9 in 2008. As far as employment is concerned, during this same period it decreased by 3.9%.

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)

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 gave less compensation for unfair dismissal for objective reasons. Although this reform did not meet the objective of reducing temporary hiring, it did slow down its rate of growth and reduce the unemployment rate.
- The aims of the fourth reform, in 2001, were to extend the time allotted to applying the measures set out in the previous reform, to continue to promote permanent hiring and to reduce the number of people unemployed. This reform succeeded in significantly increasing the number of people who were employed and, at the same time, in reducing the unemployment rate by 2.35%.
- The fifth reform, which was the last one to date, was carried out in May 2006, when the government and the social interlocutors arrived at an agreement to 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.

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 2009 it was 4,3%), although it still remained considerably far below the key objectives of the Lisbon Strategy.

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 (Table 6).

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

YEAR	2001	2003	2005	2006	2007	2008	2009
TOTAL	47.40	49.11	52.10	53.36	54.05	53.02	49.15
MEN	61.23	62.03	63.94	64.76	64.86	62.50	56.49
WOMEN	34.28	36.82	40.77	42.41	43.63	43.88	42.08

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

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-commercial services*; and *Trade and other businesses*, as they account for 71% 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 industrial sector, which is more highly developed in Europe.

	PRIMARY SECTOR	PRODUCTION	CONSTRUCTION	DISTRIBUTION AND TRANSPORT	TRADE AND OTHER BUSINESSES	NON-COMMERCIAL SERVICES
	A_B_C_E	D	F	G_H_I	J_K_O_P_	L_M_N
EU-27	7.0%	16.1%	7.9%	26.4%	17.7%	24.4%
ES	5.5%	13.3%	10%	30.8%	19.9%	20.4%

Source: EUROSTAT (Workforce Survey). Date of query: 30 April 2010.

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: 14% for women with a primary school education or less and 7% for women with higher education.

The highest rate of employment in Spain in 2009 was for the intermediate age group (25 to 49 years old), at 71.4%. 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 2009, because of the crisis, there was a drop in employment in Spain of 2.5 points, distancing the country from the average for the EU-27 countries.

TABLE 8: EMPLOYMENT RATE BY AGE GROUP AND HIGHEST LEVEL OF TRAINING REACHED (%) 2003, 2006, 2009.

YEAR		2003			2006			2009		
AGE GROUPS		15-24	25-49	50-64	15-24	25-49	50-64	15-24	25-49	50-64
EU-27	TOTAL	36.0(i)	77.4(i)	51.5(i)	36.6	79.1	54.4	35.2	78.8	56.5
	ISCED 0-2	25.1(i)	66.1(i)	41.9(i)	24.8	66.9	43.5	22.8	64.1	43.3
	ISCED 3-4	47.2(i)	79.1(i)	54.9(i)	48.1	80.5	57.9	46.3	80.5	59.5
	ISCED 5-6	62(i)	88(i)	72.4(i)	60.5	88.5	74.2	58.4	88.2	74.5
	No ANSWER	14.9(i)	72.6(i)	39.1(i)	5.1	76.0	5.6	5.5	75.6	63.9
ES	TOTAL	34.2	72.8	48.5	39.5	77.2	52.4	28.0	71.4	52.3
	ISCED 0-2	38.6	65.9	43.1	42.1	69.8	44.9	27.2	61.0	43.6
	ISCED 3-4	29.3	75.1	57.3	39.3	79.2	62.8	30.5	73.1	62.1
	ISCED 5-6	51.6	82.5	74.6	57.6	85.3	74.6	48.5	82.8	74.0

Source: EUROSTAT (Workforce Survey). Date of query: 30 April 2010.

(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 2009, 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 almost 40%.

TABLE 9: EMPLOYMENT RATE BY AGE GROUP AND HIGHEST LEVEL OF TRAINING REACHED (%) 2003, 2006, 2009.									
YEAR	2003			2006			2009		
AGE GROUPS	15-24	25-49	50-64	15-24	25-49	50-64	15-24	25-49	50-64
TOTAL	18(i)	8.3(i)	6.6(i)	17.2	7.3	6.3	19.7	8.2	6.3
ISCED 0-2	20.2(i)	11.6(i)	7.2(i)	21.2	11.2	7.5	25.9	14.8	9.1
EU2 7 ISCED 3-4	17.7(i)	8.4(i)	7.7(i)	15.4	7.3	6.9	16.9	7.5	6.2
ISCED 5-6	12.0(i)	4.8(i)	3.7(i)	13.4	4.3	3.6	15.4	4.8	3.4
NO ANSWER	13.9(i)	7.8(i)	7.4(i)	20.1	:	:	22.0	7.5	:
TOTAL	22.3	10.5	6.8	17.9	7.7	5.9	37.8	17.1	12.3
ISCED 0-2	23.3	12.5	8.0	19.8	9.9	7.1	44.7	24.5	16.1
ES ISCED 3-4	22.0	10.1	6.5	16.1	7	5.6	31.1	16.4	10.1
ISCED 5-6	19.6	8.1	2.5	15.2	5.9	3.1	26.0	9.7	5.5

Source: EUROSTAT (LFS). Date of query: 30 April 2010.

(i): See data on web site.

— EXPENDITURE ON EDUCATION

Between 1997 and 2007, the resources spent on education in Spain increased in absolute terms from 22.8 thousand million euros to 46.5 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
PUBLIC SPENDING	22.8	24.0	25.7	27.4	29.2	31.4	33.9	37.0	39.0	42.4	46.5
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.

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.

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 by a slight rise in 2006. 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 dropping out of the education system, 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: PUBLIC SPENDING ON EDUCATION AS A PERCENTAGE OF GDP, SECONDARY LEVEL (ISCED 2-4), 2001-2006						
	2001	2002	2003	2004	2005	2006
EU-27	2.27(s):	2.32(s):	2.35(s):	2.29(s):	2.25(s):	2.23(s):
SPAIN	1.77	1.76	1.72	1.69	1.67	1.68

Source: EUROSTAT (UOE); Date of query: 30 April 2010.
(s) Estimate.

1.4. EDUCATIONAL ATTAINMENT OF THE 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.

TABLE 13: EARLY SCHOOL LEAVERS (%) 2002-2008							
	2002	2003	2004	2005	2006	2007	2008
EU27	17.0	16.6(b)	16.1	15.8	15.5	15.1	14.9
SPAIN	30.7	31.6	32.0	30.8(b)	30.5	31.0	31.9

Source: EUROSTAT (LFS); Date of query: 30 April 2010 ⁴.

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.

TABLE 14: ISCED LEVELS 3 AND 4, BY EDUCATION LEVEL, TYPE OF PROGRAMME AND SEX 2005 AND 2007													
		2005						2007					
		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	F	1,015,169	108,071	984,823	22,749	0	215,435	1,298,881	98,757	1,176,169	25,386	0	212,113
	M	743,694	157,951	1,157,304	22,432	0	189,312	965,600	134,924	1,374,844	23,488	0	177,657
	T	1,758,863	266,122	2,142,128	45,182	0	404,747	2,264,481	233,681	2,551,014	48,874	0	389,770
SPAIN	F	118,019	:	88,100	:	:	:	116,497	:	91,823	:	:	:
	M	86,303	:	79,477	:	:	:	86,518	:	86,115	:	:	:
	T	204,322	:	167,577	:	:	:	203,015	:	177,938	:	:	:

Source: EUROSTAT (UOE); Date of query: 1 May 2010. * Total available - 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 fall (Table 15).

⁴ Early school leavers are young people aged between 18 and 24 who fit the following two conditions: a) maximum education level reached is ISCED 0, 1, 2, or 3c reduced and b) those surveyed stated that they has not received any training in the four weeks prior to the survey (numerator). The denominator comprises the total population of this same age group, but does not include those who did not answer the questions about the "maximum education level reached" and "participation in education and training". Both the numerators and denominators come from the EU Labour Force Survey.

TABLE 15: GRADUATES OF ISCED LEVELS 5 AND 6, BY EDUCATION LEVEL, TYPE OF PROGRAMME AND SEX 2005 AND 2007

		2005					2007						
		5 A1	5A2	5B1	5B2	6	5-6	5 A1	5A2	5B1	5B2	6	5-6
EU27	F	1,189,646	87,526	403,026	7,709	39,068	1,993,899	1,114,803	397,431	332,154	4,448	40,736	1,891,803
	M	876,113	69,567	270,994	3,441	50,963	1,439,416	792,381	249,218	207,117	3,715	50,700	1,304,118
	T	2,113,614	157,093	677,990	11,150	92,525	3,494,481	1,960,132	654,480	545,166	8,163	93,442	3,264,601
SPAIN	F	118,293	:(i)	45,635	:	3,221	169,380	112,474	4,753	42,526	:	3,405	163,158
	M	77,653	:(i)	39,675	:	3,681	121,996	72,677	2,713	37,119	:	3,745	116,254
	T	195,946	:(i)	85,310	:	6,902	291,376	185,151	7,466	79,645	:	7,150	279,412

Source: EUROSTAT (UOE); Date of query: 1 May 2010.

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

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 this type of study.

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 System⁵; and e)

⁵ *Ley Orgánica, 5/2002, de 19 de junio, de las cualificaciones y de la formación profesional* (Organic Law 5/2002 of 19 June on qualifications and vocational training).

the implementation of new vocational training diplomas and certificates of professionalism⁶.

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: LEVEL REACHED BY YOUNG PEOPLE (%)									
	2002			2005			2008		
	TOTAL	WOMEN	MEN	TOTAL	WOMEN	MEN	TOTAL	WOMEN	MEN
EU-27	76.7	79.3	74.0	77.5	80.2	74.8	78.5	81.3	75.6
SPAIN	63.7	70.3	57.4	61.8	68.5	55.4	60.0	67.6	52.7

Source: EUROSTAT (LFS); Date of query: 30 April 2010.

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, putting Spain above the average for the EU-27; with an especially notable rise in the case of women.

TABLE 20: PARTICIPATION OF ADULTS IN LIFELONG LEARNING, BY SEX (%), 2002, 2005, 2008									
	2002			2005			2008		
	TOTAL	WOMEN	MEN	TOTAL	WOMEN	MEN	TOTAL	WOMEN	MEN
EU-27	7.2	7.8	6.6	9.8	10.5	9.0	9.5	10.4	8.7
SPAIN	4.4	4.8	4.0	10.5(b)	11.4(b)	9.7(b)	10.4	11.3	9.5

Source: EUROSTAT (LFS); Date of query: 30 April 2010. (b): Break in series.

— EDUCATIONAL CHALLENGES

One of the current challenges for the Spanish education system is to reduce the high educational drop-out rate found in the 18 to 24 age group. The percentage of

⁶ Real Decreto 34/2008, de 18 de enero, por el que se regulan los certificados de profesionalidad (Royal Decree 34/2008 of 18 January regulating the certificates of professionalism).

the population in this age group that has not finished the second phase of secondary education and has not taken any type of study-training programme rose to 30.8% in 2005, a percentage that is considerably higher than the average for the EU27 in that same year, 15.8%. In Europe, only Portugal, with 39.4%, and Malta, with 41.1%, have higher percentages.

In 2006, the educational drop-out rate in Spain decreased slightly to 30.5% but in 2008 it increased to 31.9%, making it far higher than the average of 14.9% for the 27 members states of European Union.

1.5. DEFINITIONS

- ▶ **GENERAL EDUCATION:** 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: *Ley Orgánica de Educación* (Organic Law on Education, Spanish initials, LOE), 2006.
- ▶ **PRE-VOCATIONAL EDUCATION:** 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: *Ley Orgánica de Educación*, LOE (Organic Law on Education); *Servicio Público de Empleo Estatal* (National Public Employment Service).
- ▶ **VOCATIONAL TRAINING:** Vocational training in Spain includes the set of training actions that prepares students to be qualified to work in a variety of professions, to have access to employment and to actively participate in social, cultural and economic life. The term includes the specific courses taught in initial vocational training (intermediate and advanced level vocational training courses that lead to diplomas as a Technician or Advanced Technician), which taught in the field of education, labour insertion and reinsertion actions for unemployed and employed workers and also in-company continuing training courses that are taught in the workplace under the framework of Vocational Training for Employment, which permit workers to acquire and keep their professional competencies and their accreditation up to date through certificates of professionalism. (Source: *Ley Orgánica de Educación*, LOE (Organic Law on Education), 2006.
- ▶ **TERTIARY EDUCATION OR HIGHER EDUCATION:** In Spain, higher education includes university education (ISCED 5A, 6), advanced level vocational training (ISCED 5B), and special non-university advanced education in the areas of artistic education (Advanced Artistic Education) or languages (Advanced Level Language Education). Tertiary education gives students access to advanced research studies and professions with a high degree of specialization. (Source: *Ley Orgánica de Educación* (Organic Law on Education, Spanish initials, LOE), 2006.

- ▶ **POST-SECONDARY NON-TERTIARY EDUCATION:** 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).
- ▶ **INITIAL VOCATIONAL TRAINING (IVET):** 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. (Source: Ley Orgánica de Educación (Organic Law on Education, Spanish initials, LOE), 2006).
- ▶ **CONTINUING VOCATIONAL EDUCATION AND TRAINING (CVET):** 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 training alternating with employment) and permits certificates of professionalism to be acquired through training actions directed towards full or partial qualifications. (Source: Ministry of Labour. Public Employment Service).
- ▶ **FURTHER EDUCATION:** This level includes all the initiatives designed to improve the qualifications and vocational training of those who have not obtained these qualifications in the education system. Under the umbrella of vocational training for employment, there are initiatives that permit and help individuals to obtain these qualifications. (Source: Public Employment Service).
- ▶ **EDUCATION PROGRAMME:** This should be understood as being a series of activities, content and methods applied with the aim of reaching certain training objectives (gaining knowledge, skills and other competencies), organized in a logical sequence and over a specific period of time. The terms "*education programme*" and "*training programme*" refer to the carrying out of training activities, while the term "*curriculum*" applies to the design, organization and planning of the training.
- ▶ **ALTERNANCE TRAINING:** 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 certificate of professionalism 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).

- ▶ **APPRENTICES:** 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: Public Employment Service).
- ▶ **PROFESSIONAL QUALIFICATION:** This is defined as “the set of professional competencies relevant to employment that can be acquired through modular training or other types of training or through work experience”. (Source: *Ley Orgánica 5/2002, de 19 de junio de las Cualificaciones y de la Formación Profesional* (Organic Law 5/2002 of 19 June on Qualifications and Vocational Training)).
- ▶ **COMPETENCY:** Competency is defined as “the set of knowledge and abilities that allow a professional activity to be performed in accordance with the requirements of production and employment” and a “unit of competency” as the “minimum combination of professional competencies that can be recognized and given partial accreditation”. (Source: *Ley Orgánica 5/2002, de 19 de junio de las Cualificaciones y de la Formación Profesional* (Organic Law 5/2002 of 19 June on Qualifications and Vocational Training))

2. POLICY DEVELOPMENT – OBJECTIVES, FRAMEWORKS, MECHANISMS AND PRIORITIES

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

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 *Programa Nacional de Reformas 2005* (2005 National Reform Programme)⁷ was a turning point for the Spanish vocational training system in that it established a set of priority objectives related to education and training that led to legislative reforms such as the approval of the *Ley Orgánica de Educación*, LOE (Organic Law on Education)⁸, 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)⁹, which reformed the model for vocational training in the world of work.

Vocational Training for Employment (CVET) 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 presented a series of measures to promote vocational training

⁷ CONVERGENCE AND EMPLOYMENT: National Reform Programme. Approved by the Council of Ministers on 13 October 2005. Available on www.la-moncloa.es

⁸ Ley 2/2006, de 3 de mayo, de Educación (Organic Law 2/2006 of 3 May on Education).

⁹ *Real Decreto 395/2007, de 23 de marzo, por el que se regula el subsistema de formación profesional para el empleo* (Royal Decree 395/2007 of 23 March regulating the vocational training for employment subsystem).

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.

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 interlocutors. The “road map” is based on four central themes:

- *Excellence in vocational training*: by promoting the Network of National Reference Centres¹⁰, 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 *Instituto Nacional de Cualificaciones* (National Qualifications Institute) in updating the *Catálogo Nacional de Cualificaciones Profesionales* (National Catalogue of Professional Qualifications); 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 centres¹¹.
- *Recognizing Experience*: through the approval of a Royal Decree¹² 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 certificates of professionalism,

¹⁰ *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 229/2208 of 15 February regulating the National Reference Centres in the field of vocational training).

¹¹ *Real Decreto 1558/2005, de 23 de diciembre, por el que se regulan los requisitos básicos de los centros integrados formación profesional* (Royal Decree 1558/2205 of 23 December regulating the basic requirements for integrated vocational training centres).

¹² *Real 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).

as well as to create an Internet-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 (Spanish initials, LOE). 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%¹³; b) To promote training as being a lifelong learning process; and 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

¹³ National system of education indicators 2007, *Instituto de Evaluación* (Institute of Evaluation).

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.
- ▶ *Programa de apoyo al aprendizaje de lenguas extranjeras, PALE* (Foreign Language Learning Support Programme): 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 2009 Annual Progress Report¹⁴ shows that in 2008 the early school leaving rate was 31.9%, which was twice the average for the EU-27 and 0.9% higher than in 2007 (i.e. 31%). However, it was lower than in 2004, when it was 32%.

On the other hand, the percentage of population aged between 20 and 24 years with at least upper secondary education has increased slightly, rising from 62% in 1995 to 66% in 2001 and 73% in 2008. 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 *Programas de Cualificación Profesional Inicial* (Initial Professional Qualification Programmes) 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 possibilities of continuing to study. The scholarships and aid to follow these programmes were also increased.

Two fundamental problems still remain to be solved in secondary education and training in Spain. These are: a) reducing the high drop-out rate from the second stage of secondary education; and b) increasing the number of graduates from intermediate level vocational training.

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

¹⁴ SPANISH NATIONAL REFORM PROGRAMME. 2009 Annual Progress Report. Spanish Government. Approved by the Council of Ministers on 16 October 2009.

needs of the production network, involving companies both in the design and the development of training.

2.2. THE LATEST DEVELOPMENTS IN THE FIELD OF EUROPEAN TOOLS

— EUROPEAN QUALIFICATIONS FRAMEWORK

The *Marco Nacional de Cualificaciones* (Spanish Qualifications Framework) is an effective instrument for promoting and improving access to lifelong learning for all citizens and the recognition and use of qualifications at the national and European levels. It is a framework that includes 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. The levels of qualification are described in terms of the learning outcomes so as to make it easier to validate the knowledge acquired outside institutions that offer formal education programmes. An authorized body carries out the evaluation process that gives accreditation to the qualifications and issues the corresponding diploma or certificate.

The process of creating the National Qualifications Framework is founded on guaranteeing quality, as this is a key element in creating trust between the participating countries. It takes as its basis the European Common Reference Framework for Quality in VET and the Standards and Guidelines for Guaranteeing Quality in Higher Education, which, in turn, are based on the principles agreed to by the European countries as those that will be applied to the National Qualifications Frameworks. The final aim of the Spanish Qualifications Framework is to be a reference for the new diplomas and certificates issued by the competent authorities in Spain that matches the levels in the European Qualifications Framework.

The *Marco Español de Cualificaciones para la Educación Superior, MECES* (Spanish Qualifications Framework for Higher Education) aims to facilitate mobility and the international recognition of diplomas and training, and has several levels that seek to organize the different levels found in higher education. The description of each level and of the diplomas awarded at that level has changed significantly: each level can include a number of diplomas (or types of diploma) with similar "*entrance requirements*" and "*final competencies of graduates*". The descriptors for the levels must be in line with the European Qualifications Framework so that students can move between the different types and levels of study and employers can understand the relationships between the different qualifications.

— EUROPEAN VET CREDIT SYSTEM (ECVET).

The development of recent regulations has introduced important elements of flexibility into the context of the national system that favour the formal introduction of the credit system into initial vocational training and vocational training for employment, in order to set up a process that will make it easier to accumulate credits and obtain vocational training diplomas and/or certificates of professionalism.

The training process leading to vocational training diplomas or certificates of professionalism has a modular structure and is expressed in terms of learning outcomes, for ease of transferability, accumulation and the future assignment of

credit points. The diplomas take as their reference the units of competency established by the National Catalogue of Professional Qualifications. Also, work is currently being done on the process for assessing and accrediting the professional competencies acquired through work experience and non-formal methods of education, in line with the Royal Decree.

The measures that have been introduced are: a) the introduction of a principle of flexibility in the general organization of VET, with an emphasis on recognizing partial, accumulable accreditation or competencies acquired through training or work experience and making it possible for the modules to be taken as smaller, accumulable units; and b) the structure of the diplomas and certificates is valid throughout the country, making it possible for modules to be accumulated and transferred between the regions.

— **PROMOTING GEOGRAPHICAL MOBILITY**

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 *Organismo Autónomo de Programas Educativos Europeos*, OAPEE (Autonomous Organization of European Educational Programmes) is the Spanish National Agency of the *Programa de Aprendizaje Permanente*, PAP (Lifelong Learning Programme). It reports to the Ministry of Education and is responsible for managing Spanish participation and for implementing the decentralized actions of the various programmes: *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.

3. VET IN TIMES OF 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.

3.2. EFFECTS OF THE CRISIS ON VET AND CORRESPONDING MEASURES

Because of the worsening economic situation in Spain, at the beginning of 2008, Royal Decree-Law 2/2008 of 21 April¹⁵ 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)¹⁶ 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.

¹⁵ 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.

¹⁶ 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.

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**”¹⁷ 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.

¹⁷ Available in Spanish at www.mtin.es // www.educacion.es

3.3. LONG-TERM CONSEQUENCES AND FUTURE RESPONSES

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 Dependence.
- 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.

4. BACKGROUND, LEGISLATIVE AND INSTITUTIONAL FRAMEWORK

4.1. HISTORICAL BACKGROUND

Not Available.

4.2. LEGISLATIVE FRAMEWORK FOR IVET

With the approval in 2006 of the *Ley Orgánica de Educación*, LOE (Organic Law on Education), another reform of the education system took place, which, without changing the established vocational training system, significantly affected several of its aspects: a) the general organization of vocational training within the education system (IVET); b) the basic aspects of the curriculum for the special scheme for foreign language teaching; c) the basic aspects of the curriculum for professional education in Music and Dance; d) the general organization of professional Plastic Arts and Design education; and e) the general organization of the special scheme for Sports education.

This law repealed the previous laws that had comprised the basic legal framework for the Spanish education system at the non-university levels: a) *Ley General de Educación y Financiamiento de la Reforma Educativa* (General Law on Education and the Financing of Educational Reform), 1970; b) *Ley Orgánica General de Ordenación del Sistema Educativo*, LOGSE (General Organic Law Organizing the Education System), 1990; c) *Ley Orgánica para la Participación, la Evaluación y el Gobierno de los Centros Docentes*, LOPEG (Organic Law on the Participation, Evaluation and Governance of Teaching Centres), 1995; and d) *Ley Orgánica de Calidad de la Educación*, LOCE (Organic Law on Quality in Education), 2002.

Today, LOE and the *Ley Orgánica Reguladora del Derecho a la Educación*, LODE (Organic Law on the Right to Education) of 1985, with the aspects modified by the LOE, constitute the basic legal framework for the Spanish education system. The implementation of the LOE and the Royal Decrees expanding on it have been carried out progressively in recent years. The current legislation that is in force is the following:

- *Ley Orgánica 8/1985, de 3 de julio, Reguladora del Derecho a la Educación* (Organic Law 8/1995 of 3 July, Regulating the Right to Education).
- *Ley Orgánica 5/2002, de 19 de junio, de las Cualificaciones y de la Formación Profesional* (Organic Law 5/2002 of 19 June on Qualifications and Vocational Training).
- *Real Decreto 1128/2003, de 5 de septiembre, por el que se aprueba el Catálogo Nacional de las Cualificaciones profesionales* (Royal Decree 1128/2003 of 5 September approving the National Catalogue of Professional Qualifications).
- *Ley Orgánica 2/2006, de 3 de mayo, de Educación* (Organic Law 2/2006 of 3 May on Education).
- *Real Decreto 1538/2006, de 15 de diciembre, por el que se establece la ordenación general de la formación profesional del sistema educativo* (Royal Decree 1538/2006 of 15 December establishing the general organization of vocational training in the education system).

4.3. INSTITUTIONAL FRAMEWORK FOR IVET

In Spain, the responsibility for IVET belongs to the education departments (the Ministry of Education and those of the Autonomous Communities). The Autonomous Communities are responsible for developing regulations based on the basic national regulations, which are the responsibility of the central government, and for regulating the non-basic aspects of the education system, as well as providing the executive and administrative management of the education system in their own communities.

Ley Orgánica 8/1985 sobre el Derecho a la educación (Organic Law 8/1985 on the Right to Education) lists the basic aspects of education that are the responsibility of the state: a) the general organization of the education system; b) the general education programme; c) setting the minimum levels of education and regulating the remaining conditions for obtaining, issuing and standardizing academic and professional diplomas that are valid all over the country; and d) the High Inspectorate of Education.

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

The diplomas of Technician and Advanced Technician, which can be obtained through intermediate and advanced levels vocational training courses are regulated by the state and issued by the Autonomous Community education departments in accordance with the conditions set out in the basic and specific regulations.

4.4. INSTITUTIONAL FRAMEWORK FOR CVET

For a number of years, Spain had two different vocational training subsystems in the area of employment (CVET), 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 *Declaración del Diálogo Social* (Declaration of the Social Dialogue) in July 2004 and the *Acuerdo de Formación Profesional para el Empleo* (Agreement on Vocational Training for Employment) 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 *Ley Organica de las Cualificaciones y de la Formación Profesional* (Organic Law on Qualifications and Vocational Training). The current legislation that has relevance for CVET is:

- ▶ *REAL DECRETO 395/2007, de 23 de marzo, por el que se regula el subsistema de formación profesional para el empleo* (Royal Decree 395/2007 of 23 March regulating the vocational training for employment sub-system).
- ▶ *REAL DECRETO 34/2008, de 18 de enero, por el que se regulan los certificados de profesionalidad* (Royal Decree 34/2008 of 13 January regulating the

certificates of professionalism).

- ▶ *REAL DECRETO 229/2008, de 15 de febrero, por el que se regulan los Centros de Referencia Nacional en el ámbito de la formación profesional* (Royal Decree 229/2208 of 15 February regulating the National Reference Centres in the field of vocational training).
- ▶ *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 1224/2009 of 17 July recognizing professional competencies acquired through work experience or non-formal learning).
- ▶ *REAL DECRETO 1558/2005, de 23 de diciembre, por el que se regulan los requisitos básicos de los Centros integrados de formación profesional* (Royal Decree 1558/2205 of 23 December regulating the basic requirements for integrated vocational training centres).

4.5. INSTITUTIONAL FRAMEWORK FOR CVET

At the national level, the management and regulation of vocational training for employment (CVET), in regard to the actions intended mainly for the unemployed, comes under the labour departments, the Ministry of Labour (the Public Employment Service) and the departments with the appropriate powers in the Autonomous Communities. Actions intended mainly for the employed come under the labour departments and the social partners through the *Fundación Tripartita para la Formación en el Empleo* (Tripartite Foundation for Training in Employment).

The Ministry of Labour is responsible 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 *Servicio Público de Empleo Estatal* (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.

At the national level, the *Servicio Público de Empleo Estatal* (National Public Employment Service) with the participation of the *Centros de Referencia Nacional* (National Reference Centres), is responsible for: a) creating and updating the certificates of professionalism; and b) determining the priorities, general objectives and recommendations for CVET training courses.

At the regional level, the *Servicio Público de Empleo Estatal* (National Public Employment Service) and the competent bodies in the Autonomous Communities are responsible for: a) drawing up an annual plan evaluating the quality, impact, effectiveness and efficiency of CVET; and b) carrying out the activities of evaluation, monitoring and inspection of the training initiatives financed by the allowance system.

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 certificates of professionalism.

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.

Between 1983 and 2002, continuing training for employed workers was regulated through *Acuerdos Nacionales de Formación Continua* (National Continuing Training Agreements) 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 royal decree and managed as a tripartite body by the social partners and the competent administrative department. The main joint management body is the *Fundación Tripartita para la Formación en el Empleo* (Tripartite Foundation for Training in Employment), which partners with the *Servicio Público de Empleo Estatal* (National Public Employment Service) in managing the initiatives set up under the royal decree. The 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.

As to the social partners, they form part of the *Consejo General para la Formación Profesional* (General Council for Vocational Training), a body that advises the government on vocational training, which was created in 1986 and since 1997 has included representatives from the Autonomous Communities. It is a consultative body with a tripartite structure. There are also *Comisiones Paritarias Sectoriales* (Joint Sectorial Committees) that act in the area of vocational training for employment that is intended mainly for the employed.

Another main consultative body in which the civil service and the social partners participate is the *Consejo General del Sistema Nacional de Empleo* (General Council of the National Employment System). It was set up to give advice and participate in training. It maintains its joint, tripartite nature both in its composition and in its methods of reaching agreements.

As has been noted above, the employer's organizations and the trade unions may create Joint Sectorial Committees at the national level in accordance with the scope of their collective bargaining agreement, with the aim of establishing their priorities for sectorial reference plans (cf 6.1).

TABLE 21: INSTITUTIONAL STRUCTURE OF THE SPANISH VOCATIONAL TRAINING SYSTEM		
	INITIAL VOCATIONAL TRAINING	VOCATIONAL TRAINING FOR EMPLOYMENT
REGULATION AND PLANNING	Ministry of Education	Ministry of Labour
MANAGEMENT	Ministry of Education Autonomous Communities	National Public Employment Service: Autonomous Communities Social interlocutors

Source: Ministry of Education and Ministry of Labour.

5. INITIAL VOCATIONAL EDUCATION AND TRAINING

5.1. BACKGROUND TO THE IVET SYSTEM AND DIAGRAM OF THE EDUCATION AND TRAINING SYSTEM

The *Ley Orgánica de Educación*, LOE (Organic Law on Education) of 2006 partially changed the structure of the education system. It was implemented in stages over five years and reorganized the Spanish education system into stages, cycles, degrees, courses and levels so that transition between them is guaranteed. The levels offered are: a) *Educación Infantil* (pre-school education) (from 0 to 6 years of age), which is voluntary; b) *Educación básica* (basic education) including primary and compulsory secondary education; c) *Educación secundaria postobligatoria* (post-compulsory secondary education), including *Bachillerato*, intermediate level vocational training, intermediate level education in the plastic arts and design and intermediate level sports education; d) *Educación superior* (higher education), including university education, advanced artistic education, advanced level vocation training, advanced level education in the plastic arts and design and advanced level sports education; and e) *Enseñanzas de régimen especial* (special education scheme – cf 11.1) including foreign languages, artistic and sports education).

— BASIC EDUCATION (6 TO 16 YEARS OLD)

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

- ▶ *Primary education* (from 6 to 12 years old): also includes elementary education in music and dance intended for interested pupils aged from 8 to 12 years old. It is taught in conservatories.
- ▶ *Compulsory or lower secondary education* (from 12 to 16 years old): (in Spanish, *Educación Secundaria Obligatoria*, ESO) leads to the diploma of *Graduado en Educación Secundaria Obligatoria* (Graduate of Compulsory Secondary Education), which allows students to enter *Bachillerato* (upper secondary education), intermediate vocational training, intermediate level plastic art and design courses and intermediate sports education. Also included in this stage are professional education in music and dance. Students who do not meet the objectives can enter *Programas de Cualificación Profesional Inicial*, PCPI (Initial Professional Qualification Programmes).

— POST-COMPULSORY UPPER SECONDARY EDUCATION

- ▶ *Post-compulsory upper secondary education*: The second, non-compulsory stage of secondary education includes *Bachillerato*, which takes two years and leads to the diploma of *bachiller* (graduate of upper secondary education), intermediate level vocational training courses, intermediate level education in the plastic arts and design and intermediate level sports education, which lead to a diploma as a *Técnico* (technician). Also included in this stage are professional education in music and dance, which leads to a professional diploma, and basic level foreign language education.

— HIGHER EDUCATION

Higher education includes the following types of education:

- ▶ *University Education*, with three stages: studies for a *Grado* (undergraduate degree) with a diploma of *Grado*; studies for a *Posgrado* (post-graduate degree) with a diploma of *Máster* (Master); and studies for a *Doctorado* (doctorate degree) with a diploma of *Doctor*.
- ▶ *Advanced artistic education*, which leads to an advanced diploma in Design, Plastic Arts, Preservation and Restoration of Cultural Artefacts and Music and Dance.
- ▶ *Vocational Education*, which includes advanced vocational training courses, advanced plastic arts and design education and advanced sports education and lead to a diploma as an Advanced Technician (*Técnico Superior*).
- ▶ Advanced foreign language education, which is taught in the official language schools (*escuelas oficiales de idiomas*) and leads to an official diploma.

VOCATIONAL TRAINING

Vocational training within the education system aims to prepare students for an activity in a professional field and to help them adapt to the changes in employment that could occur during their lifetime, as well as to contribute to their personal development, their exercising democratic citizenship and lifelong learning. This type of vocational training comprises a set of training courses that are organized as modules and have varying durations and theoretical/practical content suited to the different professional fields. The courses can be either at intermediate or advanced level and are referenced in the National Catalogue of Professional Qualifications.

Passing the vocational training courses leads to a diploma as a Technician (*Técnico*) at intermediate level and Advanced Technician (*Técnico Superior*) at advanced level. The diplomas are organized around the 26 professional families established in the Royal Decree¹⁸ regulating the National Catalogue of Professional Qualifications (*Catálogo Nacional de Cualificaciones Profesionales*) and make up the *Catálogo de Títulos de Formación Profesional* (Catalogue of Vocational Training Diplomas) 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

Title IV of the LOE regulates teaching centres, their legal system, classification, programming and entrance requirements, as well as their nomenclature, material

¹⁸ *Real Decreto 1128/2003, de 5 de septiembre, por el que se aprueba el Catálogo Nacional de las Cualificaciones profesionales* (Royal Decree 1128/2003 of 5 September approving the National Catalogue of Professional Qualifications).

and human resources and matters related to private and state-funded private education centres.

The LOE also pays particular attention to the autonomy of teaching centres, both in regard to the teaching, as they may draw up their own educational projects, and the financial management of their resources, organization and operation. This law gives greater involvement to the collective bodies that govern the centres: in other words, the school council, the teaching staff and the bodies coordinating teaching.

TABLE 22 – TYPES OF CENTRES	
TYPE OF EDUCATION AND TRAINING	CENTRES
PRIMARY EDUCATION	<i>COLEGIOS DE EDUCACIÓN PRIMARIA</i> (PRIMARY SCHOOLS)
SECONDARY EDUCATION	<i>INSTITUTOS DE EDUCACION SECUNDARIA</i> (SECONDARY SCHOOLS)
INTERMEDIATE AND ADVANCED LEVEL VOCATIONAL TRAINING	<i>INSTITUTOS DE EDUCACION SECUNDARIA</i> (SECONDARY SCHOOLS)
INTERMEDIATE AND ADVANCED LEVEL VOCATIONAL TRAINING IN PLASTIC ARTS AND DESIGN	<i>ESCUELAS DE ARTE</i> (ART SCHOOLS)
ELEMENTARY AND PROFESSIONAL EDUCATION IN MUSIC AND DANCE	<i>CONSERVATORIOS</i> (CONSERVATORIES)
ADVANCED LEVEL EDUCATION IN DANCE	<i>ESCUELAS SUPERIORES DE MÚSICA Y DANZA</i> (ADVANCED MUSIC AND DANCE SCHOOLS)
ADVANCED LEVEL EDUCATION IN DRAMATIC ARTS	<i>ESCUELAS SUPERIORES DE ARTE DRAMÁTICO</i> (ADVANCED LEVEL DRAMA SCHOOLS)
ADVANCED LEVEL EDUCATION IN PRESERVATION AND RESTORATION OF CULTURAL ARTEFACTS	<i>ESCUELAS SUPERIORES DE CONSERVACIÓN Y RESTAURACIÓN DE BIENES CULTURALES</i> (ADVANCED LEVEL PRESERVATION AND RESTORATION OF CULTURAL ARTEFACTS SCHOOLS)
ADVANCED LEVEL EDUCATION IN PLASTIC ARTS	<i>ESCUELAS SUPERIORES DE ARTES PLÁSTICAS</i> (ADVANCED LEVEL PLASTIC ARTS SCHOOLS)
ADVANCED LEVEL EDUCATION IN DESIGN	<i>ESCUELAS SUPERIORES DE DISEÑO</i> (ADVANCED LEVEL DESIGN SCHOOLS)
SPORTS EDUCATION	<i>CENTROS DE FORMACIÓN PROFESIONAL</i> (VOCATIONAL TRAINING CENTRES)
FOREIGN LANGUAGE EDUCATION	<i>ESCUELAS OFICIALES DE IDIOMAS</i> (OFFICIAL LANGUAGE SCHOOLS)

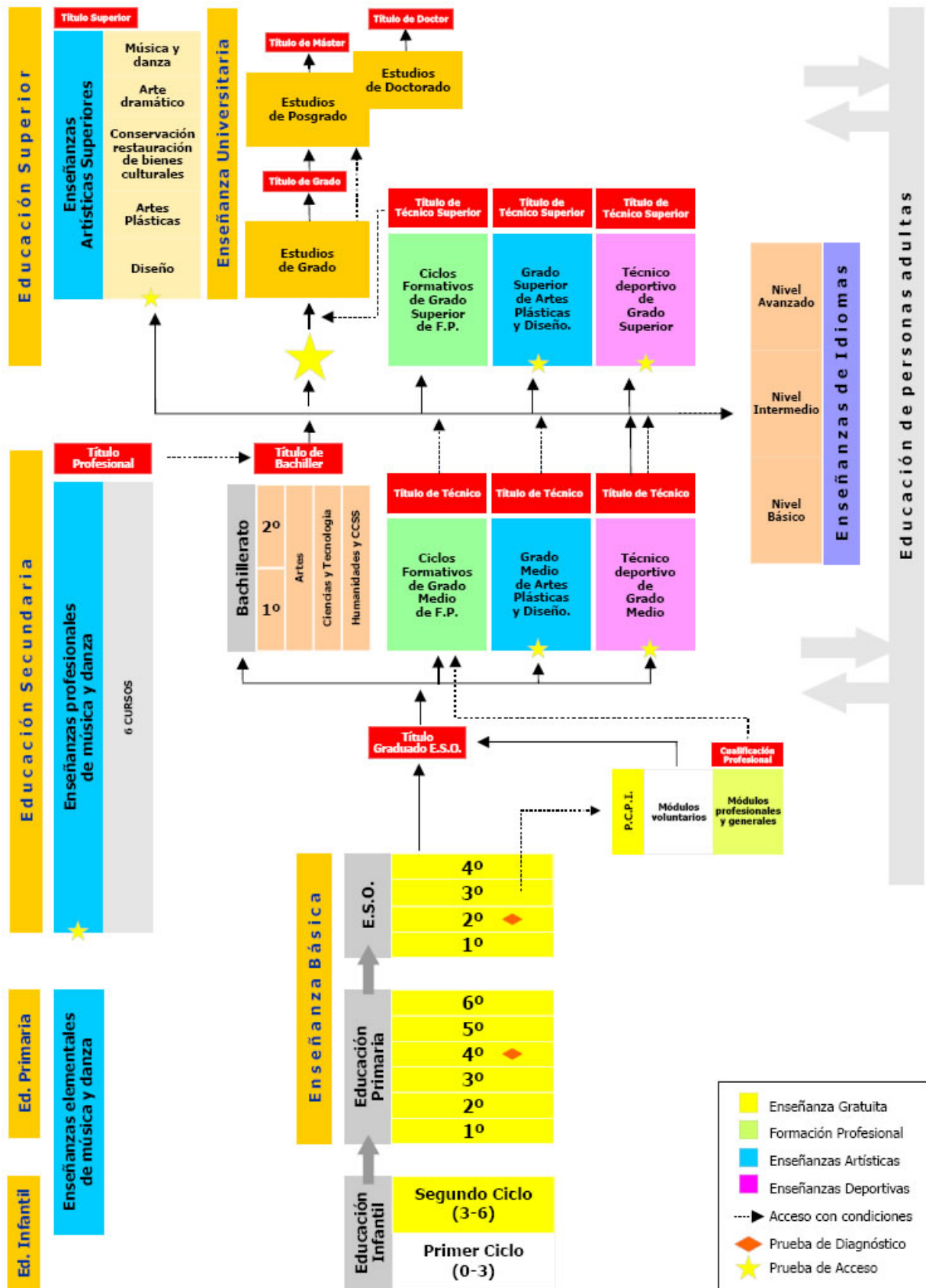
Source: Ministry of Education

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 73.2% and for vocational training to 76.49%.

TABLE 23: NUMBER OF STUDENTS IN SECONDARY EDUCATION AND PERCENTAGE IN PUBLIC CENTRES 2006/2007/2008/2009						
	2006/2007		2007/2008		2008/2009	
	No. OF STUDENTS	% STUDENTS IN PUBLIC CENTRES	No. OF STUDENTS	% STUDENTS IN PUBLIC CENTRES	No. OF STUDENTS	% STUDENTS IN PUBLIC CENTRES
COMPULSORY SECONDARY EDUCATION	1,834,685	66.30%	1,829,874	66.14%	1,813,572	65.89%
STUDENTS IN BACHILLERATO	630,349	74.56%	622,133	73.79%	629,247	73.83%
STUDENTS IN VOCATIONAL TRAINING	499,467	75.28%	509,465	75.55%	541,807	76.49%

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

DIAGRAM OF THE SPANISH VOCATIONAL TRAINING SYSTEM



5.2. INITIAL VOCATIONAL TRAINING AT LOWER SECONDARY LEVEL

One of the purposes of compulsory secondary education (Spanish initials, ESO) is to prepare students to enter further studies with the aim of facilitating their entry into the labour market. At this level, special attention is paid to giving the students educational and vocational guidance. Measures are also taken that focus on diversity, organization and the adaptation of the curriculum so as to meet the proposed objectives of compulsory education (ESO).

Included in these measures are curriculum diversification programmes (*programas de diversificación curricular*) which are intended for students who have taken the second year of ESO and repeated one or more subjects and are therefore not able to go on to the third year. The objectives for this stage are reached through a specific methodology that organizes the content and practical activities differently from the general methodology. These programmes are designed to give students a diploma in compulsory secondary education (*Graduado en Educación Secundaria Obligatoria*).

Another initiative included in this stage, which is intended to provide students with the professional competencies they need to have a greater possibility of social insertion and labour market entry and to broaden the basic competencies that the students need to be able to continue their studies in different areas, is the *Programas de Cualificación Profesional Inicial, PCPI* (Initial Professional Qualification Programmes). These are aimed at students over the age of sixteen (with some exceptions) who have not obtained a lower secondary education diploma. These programmes are the responsibility of the education departments and include three types of module: a) Specific modules related to the units of competency that correspond to level 1 qualifications; b) General training modules that build basic competencies; and c) Modules chosen voluntarily by the students that lead to the Graduate of Compulsory Secondary Education diploma (ESO).

The courses in the initial professional qualification programmes (PCPI) can be of different types, and education centres, local councils, professional associations, non-governmental organizations and other employers' organizations and trade unions can take part in them. They are coordinated by the education departments, which are responsible for regulating the programmes, and are taught in both public and private centres.

Type of education programme	Main economic sectors	ISCED Level	Balance between general and vocational subjects	Balance between school and workplace	Average duration of studies	Transfer to other tracks
Initial professional qualification programmes	26 professional families	ISCED levels 2 or 3 (provisional)	Academic and professional orientation	All teaching theoretical and practical	1-2 years	Secondary Vocational training

Table 24 shows that the percentage of students in Spain who take part in some vocational training initiative 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 24 – STUDENTS REGISTERED IN COMPULSORY SECONDARY EDUCATION 2007

	TOTAL ISCED2	ISCED2, GENERAL	%	ISCED2, PRE- PROFESSIONAL	%	ISCED2, PROFESSIONAL	%
EU-27	22,283,865	21,716,207	97.5%	291,250	1.3%	276,408	1.2%
SPAIN	1,966,155	1,957,401	99.6%	0	0%	8,754	0.4%

Source: EUROSTAT (UOE); Date of query: 30 April 2010.

5.3. INITIAL VOCATIONAL TRAINING AT UPPER SECONDARY LEVEL

This stage of secondary education includes *Bachillerato*, vocational training tracks and intermediate level professional education in the plastic arts and design and intermediate level sports education. Also included in this stage are professional education in music and dance, which leads to a professional diploma, and basic level foreign language education.

TABLE 25 – MAIN EDUCATION PROGRAMMES

TYPE OF EDUCATION	MAIN ECONOMIC SECTOR	ISCED LEVEL	TRANSFER TO OTHER TRACKS
INTERMEDIATE LEVEL VOCATIONAL TRAINING	26 professional families	ISCED 3	<i>Bachillerato</i> (upper secondary education)
PROFESSIONAL EDUCATION IN MUSIC AND DANCE	Service Sector (leisure and teaching)	ISCED 3	Entry to advanced education in music and dance
PROFESSIONAL EDUCATION IN PLASTIC ARTS AND DESIGN	Service Sector (leisure and teaching)	ISCED 3	<i>Bachillerato</i> (upper secondary education)
INTERMEDIATE LEVEL SPORTS EDUCATION	Tertiary sector (leisure and teaching)	ISCED 3	<i>Bachillerato</i> (upper secondary education)

Source: Ministry of Education.

— INTERMEDIATE LEVEL VOCATIONAL TRAINING COURSES

Post-compulsory upper secondary education includes intermediate level vocational training courses. These are aimed at students over the age of 16 who have obtained a diploma of graduate of compulsory secondary education (those who are working will also be able to enter after taking 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 are listed in the National Catalogue of Professional Qualifications.

If the professional profile for a training course requires it, specific professional modules are included that provide training in information and communication technologies, foreign languages and workplace risk prevention. In the remaining training courses, this type of training is included transversally.

The curriculum for the training courses includes a module of workplace training (*Formación en Centros de Trabajo, FCT*), which is not employment, but those who can prove that they have work experience related to their professional studies can be exempted from it.

The training courses are evaluated by professional module and the objectives and the criteria for evaluation of each of the professional modules and the general objectives of the training course must be taken into account. For the evaluation of the workplace training module, the tutor from the educational centre works in cooperation with the tutor appointed by the company. When the training course has ended, the diploma of *Técnico* (Technician) is awarded.

TABLE 26: INTERMEDIATE LEVEL TRAINING COURSES	
PLACE IN THE SYSTEM	Upper Secondary Educación (post-compulsory) Vocational Training
DIPLOMA RECEIVED	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 dedicated to in company training
GROUP AIMED AT AND AGE	16 years and over
CENTRES	Public and private vocational training centres Specialized centres <i>Institutos de educación secundaria</i> (Secondary schools)
ENTRY REQUIREMENTS	Compulsory Secondary Education Diploma Vocational Training Technician Diploma Entrance test
TRANSITION TO OTHER STUDIES	<i>Bachillerato</i> (higher secondary education) Advanced level training courses Entry to specialized studies, such as special education courses (Art and Foreign Languages)

Source: Ministry of Education.

The objectives of the vocational training curriculum focus on the students acquiring the professional aptitudes that characterize each qualification and understanding the organization and features of the corresponding economic sector and the mechanisms for entering the world of work. They are also directed toward the students knowing the basic regulations, their rights and obligations in their fields; acquiring the knowledge and skills needed to work safely and avoid risks; and having the attitude and professional maturity needed to continue learning and to adapt to future changes in the skills demanded by the productive environment.

— **EDUCATION IN PLASTIC ARTS AND DESIGN AND MUSIC AND DANCE, AND INTERMEDIATE LEVEL SPORTS EDUCATION.**

This type of education includes in-company practical experience that is not employment. To enter, it is necessary to hold the diploma of Graduate in Compulsory Secondary Education and to pass an entrance test. Alternatively, those without the necessary academic certification only need to take the entrance test. The diploma awarded is as a technician (*Técnico*) in the speciality chosen.

It can be seen from table 27 that, in Spain, the studies leading to the diploma 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 27: STUDENTS REGISTERED IN POST-COMPULSORY SECONDARY EDUCATION 2007

	TOTAL ISCED3	ISCED3 GENERAL	%	ISCED3 PRE- PROFESSIONAL	%	ISCED3 PROFESSIONAL	%
EU-27	22,085,482	10,719,847	48%	1,130,868	5,1%	10,234,767	46.3%
SPAIN	1,114,006	630,349	56.6%	0	0%	483,657	43.4%

Source: EUROSTAT (UOE); Date of query: 30 April 2010.

5.4. APPRENTICESHIP TRAINING

Type of education programme	Main economic sectors	Proposed ISCED	Balance between general and vocational subjects	Balance between school and workplace	Average duration of studies	Transfer to other tracks
Training contracts	All sectors	Level 2 or 3	Finish ESO Level 1 qualification	Theory 15% Practical work experience 85%	Between 6 months and 2 years	Certificates of professionalism

— TRAINING CONTRACTS

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. These regulated *formación en alternancia con el empleo* (training alternating with employment or alternance training) that comprise:

- *acciones formativas de los contratos para la formación* (training actions for training contracts); and
- *programas públicos de empleo-formación* (public employment/training programmes).

The above aim to contribute to the workers acquiring professional competencies through a mixed process of training and employment, thereby permitting them to combine informal learning and practical, on the job experience.

Training actions for training contracts (acciones formativas de los contratos para la formación) include theoretical training that is linked to the courses for the certificates of professionalism for that particular occupation or, if there is no certificate, to the training 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 accreditation. It can be financed through a system of allowances (for *on-demand training*).

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 21 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. No tutor may be assigned more than three workers who were 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.

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.

5.5. OTHER PROGRAMMES FOR YOUNG PEOPLE AND ALTERNATIVE PATHWAYS

Type of education programme	Main economic sectors	Proposed ISCED	Balance between general and vocational subjects	Balance between general and vocational subjects	Average duration of studies	Transfer to other tracks
Workshop schools, Craft Centres and Employment Workshops	All sectors	Level 2 or 3	Finish ESO Level 1 qualification	Theory 15% Practical work experience 85%	2	Certificates of professionalism

— WORKSHOP SCHOOLS, CRAFT CENTRES AND EMPLOYMENT WORKSHOPS

The public employment/training programmes (Workshop Schools, Craft Centres and Employment Workshops (*Escuelas Taller, Casas de Oficios, Talleres de Empleo*) 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 units of competency in the certificates of professionalism and, if there are none, those listed in the file of training specialities. The qualification or the professional competency 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 24 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 (2002-2008)				
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
2003	2,225	63,925	14,340	475.7
2004	2,067	55,040	12,434	493.8
2005	2,500	61,037	14,060	494.4
2006	2,712	63,618	14,888	497.0
2007	2,712	61,581	14,831	507.1
2008	2,957	60,253	14,291	524.5

Source: *National Public Employment Service*.

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

In Spain, this level includes the training for level three certificates of professionalism and training to pass the university entrance test for those over 25 years of age.

TABLE 28: STUDENTS REGISTERED IN POST-COMPULSORY SECONDARY EDUCATION 2007

	TOTAL ISCED 4	ISCED 4 GEN	ISCED 4 (%)	ISCED 4 VOC	ISCED 4 (%)
EU-27	1,516,312	174,028	11.5%	1,342,284	88.5%
SPAIN	0	:(-)	:	:	:

Source: EUROSTAT (UOE); Date of query: 30 April 2010.

5.7. EDUCATION AND TRAINING AT THE TERTIARY LEVEL

The tertiary level education and vocational training that is offered by the Spanish education system can be both university and non-university.

The non-university education can be divided into four categories: A) Advanced level vocational training courses; B) Advanced artistic education (music and dance/dramatic arts/preservation and restoration of cultural artefacts/plastic arts/design); C) Advanced level plastic arts and design and advanced level sports education; and D) Advanced level foreign language education.

Type of education programme	Main economic sectors	Proposed ISCED	Balance between general and vocational subjects	Balance between general and vocational subjects	Average duration of studies	Transfer to other tracks
Advanced level training courses	26 professional families	5B	Theoretical and practical studies	25% practical work experience 75% theory/practice	2 YEARS	Undergraduate degree (<i>Grado</i>)
Advanced artistic education	Speciality	5B	Theoretical and practical studies	100% theory/practice	2 YEARS	University: Speciality World of work
Advanced level plastic arts and designer and sports education	Specialization	5B	Theoretical and practical studies	25% practical work experience 75% theory/practice	2 YEARS	Undergraduate degree (<i>Grado</i>)
Foreign language education Advanced level	Specialization	5B	Theoretical and practical studies	100% theory/practice	2 YEARS	University: Specialization World of work
University education	All sectors	5A or 6	Theoretical and practical studies	100% theory/practice	4 YEARS	University: Specialization World of work

— ADVANCED LEVEL VOCATIONAL TRAINING COURSES

Advanced level vocational training courses are included in higher education. They are aimed at students over the age of 17 who have obtained a diploma of graduate of upper 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 test for those over 25 years of age are not required to take this test.

The curriculum for the training courses includes a module of workplace training (*Formación en Centros de Trabajo, FCT*), which is not employment and those who can prove that they have work experience related to their professional studies can be exempted from it.

The training courses are evaluated by professional module and the objectives and the criteria for evaluation of each of the professional modules and the general objectives of the training course must be taken into account. For the evaluation of the workplace training module, the tutor from the educational centre works in cooperation with the tutor appointed by the company. When the training course has ended, the diploma of *Técnico Superior* (Advanced Technician) is awarded. As stated in Royal Decree 1892/2008¹⁹, those who have been awarded a vocational training diploma as an Advanced Technician can enter official undergraduate university education directly.

TABLE 29: STUDENTS REGISTERED BY ACADEMIC YEAR ADVANCED LEVEL VOCATIONAL TRAINING COURSES	
1993/1994	16,187
1995/1996	32,285
1997/1998	79,900
1998/1999	110,516
2000/2001	185,051
2002/2003	230,889
2004/2005	226,826
2005/2006	217,160
2006/2007	218,319
2007/2008	222,933
2008/2009	233,377
2009/2010	257,838

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

— **ADVANCED ARTISTIC EDUCATION**

The aim of advanced artistic education is to provide students with high-quality artistic training and to guarantee that they are qualified to be future professionals in music, dance, the dramatic arts (acting, set design, directing and playwriting), the plastic arts (ceramics and glass; the preservation and restoration of cultural artefacts, with specializations in archaeology, illustrated documents, sculpture, painting and textiles) and design (with specializations in product design, graphics, interior design and fashion).

After passing these courses, students are awarded an advanced diploma in their specialization that is the equivalent for all purposes of an undergraduate degree (*Grado*).

¹⁹ Real Decreto 1892/2008, de 14 de noviembre, por el que se regulan las condiciones para el acceso a las enseñanzas universitarias oficiales de grado y los procedimientos de admisión en las universidades públicas españolas (Royal Decree 1892/2008 of 14 November regulating the conditions for entry to official undergraduate university education and the procedures for admission to Spanish public universities).

— **ADVANCED LEVEL PLASTIC ARTS AND DESIGN AND ADVANCED LEVEL SPORTS EDUCATION**

This type of education includes in-company practical experience that is not employment. To enter it is necessary to hold the diploma of Graduate in Compulsory Secondary Education (ESO) and to pass an entrance test. Alternatively, those without the necessary academic certification only need to take an entrance test. The diploma awarded is as a technician (*Técnico*) in the speciality chosen.

— **UNIVERSITY EDUCATION**

University Education is organized into three stages or academic levels: Studies for a *Grado* (undergraduate degree) with a diploma of *Grado*; studies for a *Posgrado* (post-graduate degree) with a diploma of *Máster* (Master); and studies for a *Doctorado* (doctorate degree) with a diploma of *Doctor*.

The courses are offered by the universities. There are currently 50 officially recognized public universities and 19 private universities in Spain. The *Ley Orgánica de Universidades, LOU* (Organic Law on Universities)²⁰, which regulates the Spanish university system, responds to the present-day challenges shared by the European Higher Education Space: a) the use of information and communication technologies; b) opportunities for lifelong learning; c) the need for Spanish universities to become competitive within the European university space; and d) the mobility of students and teachers. The law extended the powers of the Autonomous Communities for higher education and the degree of independence of the universities. It also promoted assessment by the creation of the *Agencia Nacional de Evaluación de la Calidad y Acreditación* (National Agency for the Evaluation of Quality and Accreditation). Most universities have counselling, training and employment centres.

TABLE 30: STUDENTS AT LEVELS 5 AND 6 (2007)						
	TOTAL ISCED 5	(ISCED 5A). GEN	ISCED 5A (%)	ISCED 5B VOC	ISCED 5B (%)	TOTAL ISCED 6
EU-27	18,359,029	15,893,156	86.6%	2,465,873	13.4%	525,809
SPAIN	1,704,757	1,468,942	86.2%	235,815	13.8%	72,741

Source: EUROSTAT (UOE); Date of query: 30 April 2010.

²⁰ *Ley Orgánica 6/2001, de 21 de diciembre, de Universidades* (Organic Law 2/2001 of 3 December on Universities).

6. CONTINUING VOCATIONAL TRAINING FOR ADULTS

6.1. FORMAL EDUCATION

The aim of adult education is to offer all those over the age of eighteen²¹ the possibility of acquiring, updating, completing or expanding their knowledge and skills for their personal and professional development.²² 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 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.

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 ways²³.

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,

²¹ 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.

²² *Ley Orgánica 2/2006, de 3 de mayo, de Educación* (Organic Law 2/2006 of 3 May on Education).

²³ Real 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).

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.*

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 IN FORMAL EDUCATION BY HIGHEST LEVEL OF EDUCATIONAL ACHIEVEMENT (%) 2007				
ISCED 97	0-2	3-4	5-6	TOTAL
EU-27	2.5%	5.7%	12.2%	6.3%
SPAIN	1.7%	6.6%	12.7%	6%

Source: *EUROSTAT (AES); Date of query: 30 April 2010.*

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 IN FORMAL EDUCATION BY EMPLOYMENT STATUS (%) , 2007

	EMPLOYED	INACTIVE	TOTAL	UNEMPLOYED
EU-27	6.2%	6.4%	6.3%	6.3%
SPAIN	6.1%	5.1%	6%	6.4%

Source: EUROSTAT (AES); Date of query: 30 April 2010.

VOCATIONAL TRAINING FOR EMPLOYMENT (CVET)

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 economy²⁴.

The subsystem comprises the following training initiatives:

- a) *Formación de demanda* (training on demand), which includes *acciones formativas de las empresas* (company training actions) and *permisos individuales de formación, PIF* (individual leaves of absence for training), financed wholly or partially by public funds, to meet the specific training needs of companies and their workers;
- b) *formación de oferta* (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) *formación en alternancia con el empleo* (training alternating 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 (cf 5.4); and
- d) *acciones de apoyo y acompañamiento a la formación* (support and mentoring actions during training), which help to increase the effectiveness of the vocational training for employment sub-system (CVET).

a) ON DEMAND TRAINING

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 leaves of absence for training, which are authorized by a company in order for an employee to take officially accredited training.

Company training actions receive a credit in the form of allowances on Social Security contributions that are calculated by applying the percentage set in the Law on the General State Budgets to the amount paid in by the company for vocational training. Companies that give individual leaves of absence also receive an additional credit. The companies also provide funding out of their own resources, except for

²⁴ Real Decreto 395/2007, de 23 de marzo, por el que se regula el subsistema de formación profesional para el empleo (Royal Decree 395/2007 of 23 March regulating the vocational training for employment subsystem).

those with less than 10 workers. The workers' legal representatives are informed of these training actions and individual leaves of absence and failing to carry them out prevents the allowance from being granted. Also, if there are any disagreements, 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. The allowances are applied annually in the manner determined by the General Treasury of the Social Security. Any unduly collected amounts will be the object of an administrative claim. The costs of training actions and leaves of absence must be itemized in the company accounts and made available to the auditors.

Individual leaves of absence for training (*permisos individuales de formación, 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. The companies can finance the cost of the wages during a leave of absence with the annual credit received as training allowances and any additional credit that they receive. 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) certificates of professionalism; 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 education²⁵.

The bodies with the authority to programme, manage and monitor this initiative are the National Public Employment Service, with technical support from the Tripartite Foundation for Training in Employment, and authorized Autonomous Community bodies. They are coordinated through the Sectorial Conference on Labour Affairs and the Coordination and Monitoring Commissions.

In recent years there has been an increase in both the number of training companies, (46% more than the previous year) and the number of workers trained (20.98% more than in 2008). Table 34 shows the increase in the company training action 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.

²⁵ *Real 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).

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

Source: *Fundación Tripartita para la Formación en el Empleo (Tripartite Foundation for Training in Employment)*.

Table 35 shows that the number of individual leaves of absence for training has increased each year and the level of education most often chosen by those who participated in this initiative was higher education, both at the university level and for advanced training courses.

TABLE 35: LEAVES OF ABSENCE COMPLETED AND LEVEL OF ENTRY				
LEVEL OF ENTRY	2007	2008	2009	
PRIMARY EDUCATION	2	9	8	
COMPULSORY SECONDARY EDUCATION	12	10	7	
BACHILLERATO	75	133	55	
INTERMEDIATE LEVEL VOCATIONAL TRAINING	37	51	76	
ADVANCED LEVEL VOCATIONAL TRAINING	113	140	169	
OFFICIAL LANGUAGE SCHOOL	58	101	153	
ENTRANCE TO UNIVERSITY FOR THE OVER 25'S	37	46	24	
UNIVERSITY – 1ST STAGE DIPLOMA/ENGINEERING TECHNICIAN	435	528	557	
UNIVERSITY -2ND STAGE DEGREE/ADVANCED ENGINEERING	185	292	417	
UNIVERSITY – 3RD STAGE DOCTORATE COURSES	43	53	70	
UNIVERSITY'S OWN DIPLOMAS	229	276	485	
OTHER OFFICIAL QUALIFICATIONS (SPECIFY)	13	0	0	
OTHER TYPES OF ACCREDITATION	55	50	116	
CERTIFICATES OF PROFESSIONALISM	1	1	1	
TOTAL	1,295	1,690	2,138	

Source: *Fundación Tripartita para la Formación en el Empleo. (Tripartite Foundation for Training in Employment)*

b) TRAINING ON OFFER

The aim of *formación de oferta* (i.e., training courses offered by the government) 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 permanent, accessible training that is offered in a modular format since it is intended to lead to certificates of professionalism through partial, accumulable accreditation.

The Ministry of Labour draws up multi-annual plans to determine the priorities, general objectives and recommendations for the courses offered by the entire vocational training for employment subsystem. These plans are supplemented by

the Sectorial Reference Plans that are drawn up by the Joint Sectorial Committees as part of the vocational training for employment intended mainly for the employed. The training offered includes various forms of subsidized training:

- training plans intended primarily for employed workers;
- training plans intended primarily for the unemployed;
- specific programmes for those with special training needs or difficulties in finding employment; training for those who have been deprived of their freedom and professional soldiers in the army and navy (cf 6.3); and
- training actions intended mainly for the unemployed that include an undertaking to hire the trainees after the course (cf 6.3).

— ***Training intended primarily for employed workers Agreements to carry out training plans.***

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 multi-annual.

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 authorized Autonomous Community bodies. The National Public Employment Service and the Autonomous Communities collaborate and cooperate through and are coordinated by the Sectorial Conference on Labour Affairs and the Coordination and Monitoring Committees.

Between 2006 and 2009, nationwide announcements calling for bids paved the way for sectorial training plans (93.65%), inter-sectorial training plans (1.56%), training plans for the social economy (2.00%) and training plans for self-employed workers (2.79%). The announcements for 2007-2008 were biennial and all others were annual.

For national level vocational training for employment (CVET), the Joint Sectorial Committees set up reference plans with the annual training actions that have priority for their particular sectors.

TABLE 36: TRAINING PLANS UNDERWRITTEN (nationwide announcements)			
TRAINING PLANS	2006	2007/2008	2009
Sectorial training plans	320	258	263
Inter-sectorial training plans	6	4	4
Social economy training plans	6	6	6
Self-employed workers training plans	7	9	9
TOTAL	339	277	282

Source: *Fundación Tripartita para la Formación en el Empleo. (Tripartite Foundation for Training in Employment)*

Table 37 shows that there has been an increase in the number of participants in all types of plan, especially in sectorial plans.

TABLE 37: PARTICIPANTS TRAINED (National announcements)			
TRAINING PLANS (participants)	2006	2007/2008	2009*
Sectorial training plans	553,147	959,811	657,545
Inter-sectorial training plans	65,577	119,048	68,763
Social economy training plans	22,393	45,272	24,348
Self-employed workers training plans	18,843	31,703	19,401
TOTAL	659,960	1,155,834	770,057

Source: *Fundación Tripartita para la Formación en el Empleo. (Tripartite Foundation for Training in Employment) Participants contacted.*

— **Training actions intended primarily for unemployed workers**

The main objective of training actions intended primarily for unemployed workers is finding them employment or reemployment. 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 certificates of professionalism 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 (Spanish initials, SPEE) and the corresponding Autonomous Community departments with similar powers. SPEE and the Autonomous Communities collaborate and cooperate through and are coordinated by the Sectorial Conference on Labour Affairs and the Coordination and Monitoring Committees.

The main consultative and participatory body in the vocational training for employment sub-system for the civil service and the social interlocutors is the National Employment System's General Council (*Consejo General del Sistema Nacional de Empleo*), through the National Vocational Training for Employment Commission (*Comisión Estatal de Formación para el Empleo*). Among the duties of this National Commission is to coordinate with the General Vocational Training Council on developing the essential actions and instruments for the National Qualifications and Vocational Training System.

According to the information collected on participation in training actions intended primarily for the unemployed, the total number of participants has decreased in recent years. Table 38 shows the results by sex, age, education level, sector and professional family.

TABLE 38: UNEMPLOYED WORKERS. PARTICIPANTS BY SECTOR AND PROFESSIONAL FAMILY

SECTOR	PROFESSIONAL FAMILY	2006	2007	2008	Advance on 2009
AGRICULTURE AND FISHING	AGRICULTURE	6,043	5,543	4,159	3,122
	MARITIME AND FISHING	196	147	78	25
	Total	6,239	5,690	4,237	3,147
CONSTRUCTION	CONSTRUCTION AND CIVIL ENGINEERING	15,630	15,640	12,919	11,158
	Total	15,630	15,640	12,919	11,158
INDUSTRY	GRAPHIC ARTS	18,431	16,092	14,342	11,209
	ARTS AND HANDICRAFTS	2,920	2,517	1,737	1,092
	ELECTRICITY AND ELECTRONICS	10,459	10,724	10,089	9,677
	ENERGY AND WATER	2,710	3,400	3,722	5,229
	MECHANICAL MANUFACTURING	11,547	11,395	9,500	10,770
	FOOD INDUSTRIES	4,758	4,566	3,962	2,996
	EXTRACTIVE INDUSTRIES	59	81	303	313
	INSTALLATION AND MAINTENANCE	3,893	4,122	3,980	3,755
	WOOD, FURNITURE AND CORK	3,348	2,812	2,214	2,090
	CHEMICALS	1,323	1,137	1,049	1,276
	TEXTILES, CLOTHING AND LEATHER	1,526	1,200	939	657
	TRANSPORT AND VEHICLE MAINTENANCE	24,289	27,225	22,708	17,448
	GLASS AND CERAMICS	85	91	51	141
	Total	85,348	85,362	74,596	66,653
	SERVICES	PHYSICAL AND SPORTING ACTIVITIES	2,963	2,650	2,472
ADMINISTRATION AND MANAGEMENT		99,680	87,875	73,295	55,283
SALES AND MARKETING		15,694	13,242	9,742	8,414
SUPPLEMENTARY TRAINING		1,737	454	217	221
HOTELS AND TOURISM		16,175	17,147	15,011	13,293
PERSONAL IMAGE		7,520	8,081	6,062	4,236
IMAGE AND SOUND		4,119	3,985	3,587	3,605
COMPUTING AND COMMUNICATIONS		78,544	65,853	51,925	43,914
HEALTH		23,656	21,088	19,347	18,656
SAFETY AND THE ENVIRONMENT		1,708	2,470	2,348	1,836
SOCIOCULTURAL AND COMMUNITY SERVICES		26,088	26,365	22,758	18,597
Total		277,884	249,210	206,764	170,086
TOTAL		385,101	355,902	298,516	251,044

Source: National Public Employment Service.

CERTIFICATES OF PROFESSIONALISM

Certificates of Professionalism²⁶ 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, SPEE) and the competent Autonomous Community

²⁶ REAL DECRETO 34/2008, de 18 de enero, por el que se regulan los certificados de profesionalidad (ROYAL DECREE 34/2008 of 18 January, regulating certificates of professionalism). The Royal Decrees that establish the various certificates of professionalism can be found on the web pages of the different professional families at: <https://www.redtrabaja.es/es/redtrabaja/static/Redirect.do?page=cf05>

departments. Their aim is to: a) Give accreditation to qualifications and units of competency 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; and 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 Certificate of Professionalism represents a professional profile that is identifiable in the productive system and recognized and valued in the labour market, and ensures the training needed to acquire this profile. Each Certificate of Professionalism accredits a professional qualification, although, exceptionally, when the professional profile requires it, it can include fewer units of competency than those defined for that particular qualification. In both cases, a unit of competency constitutes the minimum accreditable unit. El *Repertorio Nacional de Certificados de Profesionalidad* (National Repertory of Certificates of Professionalism) lists the Certificates of Professionalism by sector in the 26 professional families in accordance with the levels of qualification established²⁷.

The National Public Employment Service, with the cooperation of the National Reference Centres, creates and updates the Certificates of Professionalism, a report is issued by the General Vocational Training Council and the General Council of the National Employment System and finally the certificates are approved in a Royal Decree. The Autonomous Communities, the social partners and the productive sectors are all involved in creating the certificates of professionalism. 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 Certificate of Professionalism is also reviewed and changed.

As of April 2010, 98 certificates of professionalism had been published in the Official State Gazette and 144 more were awaiting publication.

It is forecast that by the end of the year 130 new certificates of professionalism will have been created. This means that by the end of 2010 the National Repertory of Certificates of Professionalism will include a total of 372 certificates, i.e., 58% of the 640 professional qualifications that the National Institute of Professional Qualifications intends to have approved by that date.

²⁷ Anexos I y II de Real Decreto 1128/2003, de 5 de septiembre, por el que se aprueba el Catálogo Nacional de las Cualificaciones profesionales (Appendices I and II of Royal Decree 1128/2003 of 5 September approving the National Catalogue of Professional Qualifications).

TABLE 39: CERTIFICATES OF PROFESSIONALISM PUBLISHED

PROFESSIONAL FAMILY	LEVEL I	LEVEL II	LEVEL III	TOTAL
PHYSICAL AND SPORTING ACTIVITIES	-	1	-	1
ADMINISTRATION AND MANAGEMENT	-	1	4	5
AGRICULTURE	4	11	4	19
GRAPHIC ARTS	-	1	1	2
COMMERCE	-	1	1	2
CONSTRUCTION AND CIVIL ENGINEERING	1	1	2	4
ELECTRICITY AND ELECTRONICS	1	2	-	3
ENERGY AND WATER	-	4	3	7
MECHANICAL MANUFACTURING	1	4	2	7
HOTELS AND TOURISM	4	3	5	12
PERSONAL IMAGE	2	2	1	5
IMAGE AND SOUND	-	-	3	3
FOOD INDUSTRIES	1	2	-	3
EXTRACTIVE INDUSTRIES	1	2	-	3
COMPUTING	1	-	-	1
INSTALLATION AND MAINTENANCE	1	2	1	4
WOOD, FURNITURE AND CORK	-	5	-	5
MARITIME AND FISHING	-	2	-	2
CHEMICALS	-	2	4	6
SAFETY AND THE ENVIRONMENT	-	1	-	1
SOCIOCULTURAL AND COMMUNITY SERVICES	1	2	-	3
TOTAL	18	49	31	98

Source: Ministry of Labour. National Public Employment Service.

All the professional families have new certificates of professionalism, especially *Agriculture* and *Hotels and Tourism*, which have the largest number of certificates published to date.

6.2 NON-FORMAL EDUCATION

In Spain, non-formal education essentially comprises all training actions that are not directly linked to obtaining a vocational training diploma, certificate of professionalism or a unit with credits that can be accumulated in order to obtain a diploma or certificate.

When the training actions are not directly linked to obtaining a certificate of professionalism, each participant is given a certificate of attendance or a diploma of achievement. The competencies acquired through this type of training and those acquired through job experience can both be given total or partial accreditation for certificates of professionalism (cf 6.1) or vocational training diplomas. The process that permits recognition and accreditation was approved in 2009 and is currently being implemented²⁸.

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.

²⁸ *Real 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).

TABLE 40 – PARTICIPATION IN NON-FORMAL EDUCATION BY HIGHEST LEVEL OF EDUCATIONAL ACHIEVEMENT (%) 2007				
ISCED:	0-2	3-4	5-6	TOTAL
EU-27	16.3%	33.3%	52.8%	32.7%
SPAIN	15.8%	30.9%	43.9%	27.2%

Source: EUROSTAT (AES); Date of query: 3 May 2010.

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 an 8 point difference, while there are similar rates for inactive and unemployed workers.

TABLE 41 - PARTICIPATION IN FORMAL EDUCATION BY EMPLOYMENT STATUS (%), 2007				
	EMPLOYED	INACTIVE	TOTAL	UNEMPLOYED
EU-27	40.5%	13.2%	32.7%	20.4%
SPAIN	32.3%	12.9%	27.2%	20.7%

Source: EUROSTAT (AES); Date of query: 3 May 2010.

6.3. MEASURES TO HELP JOB SEEKERS AND PEOPLE VULNERABLE TO EXCLUSION FROM THE LABOUR MARKET

— ADULT EDUCATION

One of the aims of adult education is the development of programmes to correct the risks of social exclusion, especially for the less favoured sectors²⁹.

In adult education, suitable attention is paid to those who have a specific need for educational support. The education departments provide language and culture programmes for Spanish and the other official languages in order to facilitate the integration of immigrants. Also, in penal institutions, the prison population is guaranteed access to this type of education.

— TRAINING PLANS INTENDED PRIMARILY FOR THE UNEMPLOYED (cf 6.1)

— VOCATIONAL TRAINING FOR EMPLOYMENT FOR SPECIFIC GROUPS

Both at the national and Autonomous Community levels, the public employment services with the appropriate powers have established specific programmes to train people with special training needs or who have difficulties in finding employment or being retrained. These training actions include:

- a) specific programmes for those with special training needs or difficulties in finding employment;

²⁹ *Ley Orgánica 2/2006, de 3 de mayo, de Educación* (Organic Law 2/2006 of 3 May on Education).

- b) training for those who have been deprived of their freedom and professional soldiers in the army and navy who have a temporary employment relationship with the armed forces; and
- c) training actions that include an undertaking to hire the trainees after the course has ended that are intended mainly for the unemployed and immigrant workers in their country of origin.

The body authorized to announce, programme, manage, control and monitor these actions is the National Public Employment Service through its Provincial Directorates. The training includes the following groups: a) training for professional soldiers in the army and navy; b) training for those who have been deprived of their freedom; c) training for the unemployed (agreements with companies with an undertaking to hire) and d) specific programmes: Training for groups with special difficulties in finding employment or being retrained. Table 42 shows the number of participants in these specific actions:

TABLE 42: PARTICIPANTS IN ACTIONS FOR SPECIFIC GROUPS			
YEAR	DEFENCE	PRISONS	UNDERTAKING TO HIRE
2003	711	468	2,840
2004	1,350	476	2,104
2005	1,290	486	2,099
2006	1,875	972	1,469
2007	1,050	1,020	1,398
2008	1,010	855	871
2009	1,300	2,175	629

Source: *General Sub-Directorate for Active Employment Policies*

With regard to the implementation of specific programmes: the training for groups with special difficulties in finding employment or being retrained was only started in 2009/2010 and it will be necessary for some time to pass before its effects and results can be evaluated. Self-teaching training actions have been designed for unemployed women in rural areas, and unemployed young people in a situation of or at risk of social exclusion and unemployed young people with difficulties finding employment or being retrained.

7 TRAINING VET TEACHERS AND TRAINERS

7.1. TYPES OF TEACHERS AND TRAINERS IN VET

In Spain, a number of different types of professionals work and carry out their teaching activities in *Formación Profesional Inicial*, FPI (initial vocational training): a) secondary school teachers; b) technical teachers in vocational training; c) experts from different professional sectors; and d) trainers/tutors (for the implementation of workplace training modules).

There are also different types of trainers taking part in vocational training for employment (CVET) initiatives: a) instructor-trainers, who teach technical content at a theoretical level, and b) technician-teachers, who teach the technical/practical content of vocational training in situations that are closer to real employment.

In Spain, vocational training is the responsibility of two different ministries: the Ministry of Education for *Formación Profesional Inicial*, FPI (Initial Vocational Training) and the Ministry of Labour for *Formación Profesional para el Empleo*, FPE (CVET). However, both ministries have transferred a large part of their management powers in this area to the Autonomous Communities. 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 for 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.

One of the chapters of *the Ley Orgánica de Educación*, LOE (Organic Law on Education) establishes the training that must be given to the teaching staff: a) initial training, which must meet the needs for diplomas and qualifications required under the general organization of the education system; and b) lifelong training, which is a right and an obligation for all teachers and the responsibility of the education departments and the education centres.

One of the key elements in the VET system is its teachers and trainers. Many of the results in this field depend on the quality of their competences. At the present time, efforts are being made to increase the quality of teaching to the maximum by providing training that meets current needs, has more appropriate selection processes, invests in better prepared professionals who receive good, ongoing training and to create a system of evaluation and a teaching career that offer greater motivation.

The new configuration of teacher training at the 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.

The LOE views lifelong training for teachers as a right and an obligation. In-service training programmes are designed to match the knowledge and methods to the changes that are occurring, both in specific educational methods and in ways of improving the quality of education and the operation of training centres. Based on these principles, 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.

The National Public Employment Service draws up an annual advanced technical training plan for vocational training for employment (CVET) teachers in cooperation with the Autonomous Communities, the National Employment Centres and the Provincial Directorates of the Public Employment Service. The aim is to respond to their needs and bring their technical and pedagogical competencies up to date. The plan includes theoretical and practical content in a variety of training actions that update technical and pedagogical competencies by promoting the use of new techniques or innovative processes.

7.2. TYPES OF TEACHERS AND TRAINERS IN IVET

7.2.1 TYPES OF TEACHERS, TRAINERS AND TRAINING FACILITATORS IN IVET

There are different types of professionals teaching in *Formación Profesional Inicial*, FPI (Initial Vocational Training), who are responsible for delivering the professional modules that make up the specific vocational training courses. All of them must have a higher education diploma corresponding to a university, professional or artistic education:

- ▶ Teachers of compulsory set of education or teaches of general education subjects.
- ▶ Teachers (instructors) of professional theoretical modules.
- ▶ Teachers (technicians) of vocational practical modules.

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

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

TABLE 43: VOCATIONAL TRAINING TEACHERS IN SECONDARY EDUCATION			
TYPE OF INSTRUCTOR	WORKPLACE	INITIAL TRAINING	IN-SERVICE TRAINING
INSTRUCTORS/ TRAINERS GENERAL EDUCATION SUBJECTS	Secondary schools (IES)	University degree (ISCED 5A). Special teacher training courses.	Research programmes; language learning; programmes to update specific ICT competencies; Company training programmes for instructors in the vocational training system; courses to update scientific and pedagogical knowledge; training for teachers and students were special educational needs; assessment.
TEACHERS (INSTRUCTORS) OF PROFESSIONAL THEORETICAL MODULES.	Secondary schools (IES)	University degree (ISCED 5A). Special teacher training courses.	Programmes to update specific ICT competencies; company training for instructors in the vocational training system; courses to update scientific and pedagogical knowledge.
"TECHNICIAN" TEACHERS	Secondary schools (IES)	University degree (ISCED 5A). Special teacher training courses.	Programmes to update specific ICT competencies; company training for instructors in the vocational training system; courses to update scientific and pedagogical knowledge.

Source: Ministry of Education.

The national body for promoting permanent teacher training is the *Instituto Superior de Formación y Recursos en Red para el Profesorado*, ISFTIC (Higher Institute of Training and Networked Resources for Teachers), which offers in-class and online

training through the website *Formación del Profesorado* (Teacher Training) which is maintained by the *Centro de Información y Comunicación Educativa*, CNICE (Centre for Educational Information and Communication). This web site is designed to integrate the new information and communications technologies into education. The aims of these plans, projects and programmes focus on: providing technical support and adequate training in the use of the computer as a teaching resource and as a way of updating educational methodology and improving the quality of teaching by giving it theoretical and operational tools for analyzing and selecting the computerized methods that best suit this environment and the specific task.

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.

7.3. TYPES OF TEACHERS AND TRAINERS IN CVET

7.3.1 TYPES OF TEACHERS, TRAINERS AND TRAINING FACILITATORS IN CVET

Table 44 shows the different types of teachers and trainers who work in vocational training for employment centres and the make-up of their initial and in-service training.

TABLE 44: TEACHERS IN TRAINING (EMPLOYMENT) CENTRES

TYPE OF TEACHER	DUTIES	WORKPLACE	INITIAL TRAINING	IN-SERVICE TRAINING
TEACHERS (STATE TEACHING STAFF) INSTRUCTOR-TEACHER TECHNICIAN-TEACHER	Carryout training activities in various areas or specialities of vocational training	SPEE and Autonomous Community training centres	Diploma, engineering technician or draftsman (ISCED 5B).	Programmes to update specific ICT competencies; company training for vocational training instructors. Advanced technician training plan for CVET instructors.
HIRED EXPERTS	Implement most activities in vocational training centres.	SPEE and Autonomous Community training centres	Professional experience in the sector	Advanced technician training plan for CVET instructors.
TEACHERS IN NON-OFFICIAL TRAINING CENTRES	Implementar vocational training activities in accordance with employment plans and their direction and priorities.	SPEE and Autonomous Community training centres cooperating on applying CVET training plans.	Academic certificates compatible with the project.	Advanced technician training plan for CVET instructors.

Source: *National Public Employment Service.*

Table 45 below presents information on teachers who are trained in centres run by partner bodies and organizations.

TABLE 45: TEACHERS IN OTHER TRAINING INSTITUTIONS

TYPE OF TEACHER	DUTIES	WORKPLACE	INITIAL TRAINING	IN-SERVICE TRAINING
IN-COMPANY INSTRUCTORS AND TRAINERS PERMANENT AND OCCASIONAL TRAINERS	Implement specific internal training inside the organization.	In companies, organizations, departments or training services	Proven knowledge and experience of the subject or speciality	Advanced technician training plan for CVET instructors.
IN-COMPANY INSTRUCTORS AND TRAINERS WORKPLACE AND PRACTICAL WORK EXPERIENCE TUTORS	Implement the "workplace vocational training" module	Company work places	Proven knowledge and experience of the subject or speciality	Advanced technician training plan for CVET instructors.
TRAINERS FOR CVET AND PRACTICAL WORK EXPERIENCE	Implement training plans and programme contracts in transverse areas. Implement training activities of general interest for a productive sector or designed to meet specific training needs.	Training centres of appropriate organizations (social interlocutors).	Proven knowledge and experience of the subject or speciality	Advanced technician training plan for CVET instructors.
EMPLOYERS' ORGANIZATIONS AND TRADE UNIONS.	Implement training plans and programme contracts to train workers in various fields.	Own training centres.	Proven knowledge and experience of the subject or speciality	Advanced technician training plan for CVET instructors.
TRAINERS IN PRIVATE ORGANIZATIONS	Improve the competitiveness of companies and increase the employability of their workers	Own training centres.	Proven knowledge and experience of the subject or speciality	Advanced technician training plan for CVET instructors.

Source: *National Public Employment Service.*

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 *Centros Nacionales de Formación Profesional* (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 diplomaed educational 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.

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

8.1. SYSTEMS AND MECHANISMS FOR THE ANTICIPATION OF SKILL NEEDS – INSTITUTIONAL FRAMEWORK

In the Spanish 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 *Consejo General de Formación Profesional*, CGFP (General Council on Vocational Training) is a consultative, tripartite body (workers' organisations, 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 which manages the *Observatorio de las Ocupaciones* (Occupational Observatory). The Observatory 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. It provides information on the evolution of the supply and demand of professions, activities and professional profiles in the labour market, as well as being involved in the definition, elaboration and updating of the *Catálogo Nacional de Cualificaciones Profesionales*, CNCP (National Catalogue of Professional Qualifications) – see below. This Observatory 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.
- ▶ The *Instituto Nacional de las Cualificaciones*, INCUAL (National Qualifications Institute) promotes the identification and updating of training and professional qualification needs in cooperation with the social and economic interlocutors.
- ▶ The *National Reference Centres (Centros de Referencia Nacional)*³⁰. The following are some of its 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 *Comisiones Paritarias* (Joint Committees), 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,

³⁰ 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).

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.

Catálogo Nacional de Cualificaciones Profesionales, CNCP (National Catalogue of Professional Qualifications)

INCUAL is also responsible for the *Catálogo Nacional de Cualificaciones Profesionales*, CNCP (National Catalogue of Professional Qualifications), the instrument that systematizes the qualifications identified in the productive system. It will be flexible, anticipate changes and be constantly updated and set up a framework for defining, evaluating, recognizing and accrediting professional competencies. It constitutes a set of standards for skills that have significance for employment and is complemented by the modular catalogue of associated training, which constitutes the set of training modules that defines the training courses that may be offered and that already exist, in the interest of attaining definitive standards. Among its goals are the following: a) to help fit the training to the productive system; b) to create an integrated range of training courses; c) to promote lifelong training by accrediting what has been learned; d) to contribute to transparency, market unity and the mobility of workers.

The Catalogue identifies the qualifications, sets the content of the training and evaluates and recognizes competencies acquired through work experience or non-formal methods of training. It also helps with vocational guidance and the processes to improve the quality of the National System of Qualifications and sets up appropriate training courses for groups with specific needs. It contains the professional qualifications and the associated training, both of which are organized by level and grouped into the 26 professional families.

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

8.2. PRACTICES TO MATCH VOCATIONAL EDUCATION AND TRAINING PROVISION WITH SKILL NEEDS

IVET

Formación Profesional Inicial, FPI (Initial Vocational Training) is organized into intermediate and advanced training courses that are made up of modules, last for varying amounts of time and have the theoretical and practical content that fits the different professional sectors. The curriculum that is taught meets the requirements of the National System of Qualifications and Vocational Training and is updated very

five years. These courses lead to the diploma of *Técnico* (Technician) or *Técnico Superior* (Advanced Technician) in the various specializations.

With the aim of ensuring generalized training and guaranteeing the validity of the qualifications, the education authorities set up the basic aspects of the teaching, 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 qualification.

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 productive processes; b) determining the ideal models for qualifications; 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 d) the issuing of appropriate regulations. Outside experts from companies participate to a greater or lesser extent in all these phases. Short-term and medium-term studies are made since it is intended to update the competencies listed every five years, according to the changes in the sectors concerned.

CVET

Vocational training for employment (CVET) initiatives 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 certificate of professionalism. 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 units of competency in the National Catalogue of Professional Qualifications. The Ministry of Labour produces plans that set the priorities, general objectives and recommendations for the training courses provided by the CVET subsystem.

The *Consejo General del Sistema Nacional de Empleo* (General Council of the National Employment System) is attached to the Ministry of Labour and is the consultative body where the Autonomous Communities and social interlocutors participate in the formulation of proposals for employment policies. 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 certificates of professionalism is based on the qualifications in the National Catalogue of Professional Qualifications. Whenever a professional qualification or unit of competency is updated or changed, the corresponding certificates of professionalism are reviewed and updated. The inclusion of new qualifications and certificates of professionalism 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 *Centro Nacional de Formación Profesional* (National Vocational Training Centre); b) the public bodies affected; c) the social interlocutors; and d) contracted experts.

9. COUNSELLING AND GUIDANCE FOR LEARNING, CAREERS AND EMPLOYMENT

In Spain, educational and vocational information and counselling is done by several institutional bodies: the education departments through activities in their education centres; the labour department through its network of employment services; other institutions linked to labour market entry 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

One of the motivating principles of the *Ley Orgánica de Educación*, LOE (Organic Law on Education) is that educational and vocational counselling for students is a necessary means for achieving success in personalized training and providing an all round education in knowledge, skills and values. It therefore states that the education authorities must give priority to the factors that will promote quality in education, among which are educational and vocational counselling. 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.

In compulsory secondary education, special attention is paid to giving the students educational and vocational counselling. The education departments are responsible for promoting the measures needed in order for students to have personal tutoring and educational, psycho-pedagogical and vocational counselling, which are a basic element in the organization of this stage of education.

The duties of the teaching staff in the education system include tutoring students, directing their learning and counselling them and giving them support in the teaching-learning process, with the cooperation of their families. The duties include as well educational, academic and vocational counselling in cooperation, if appropriate, with specialized services or departments.

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*; (Counselling Departments; and in vocational training: *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.

Employment sector

The labour authorities and their network of employment services also provide counselling on vocational training, job searches and developing self-employment initiatives. The common instrument promoted by the Public Employment Service and developed by the Autonomous Communities is 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 has the aim of helping 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.

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).

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

The education authorities offer counselling services to students who are in the education system, their families and society in general, within the scope of their powers. They also establish the measures and instruments needed to support and reinforce the provision of information, counselling and consultancy to groups at risk of exclusion, especially drop-outs and early school leavers.

Counselling departments (*Departamentos de Orientación*) have been created in all secondary education centres in order to provide teachers and students in the education system with support. Their actions focus on four areas: a) support for the teaching-learning process, b) academic and professional consulting, c) assistance with special educational needs; and d) tutorial counselling.

In those education centres providing vocational training within the education system, there is a specific training and counselling department, called in Spanish, *Formación y Orientación Laboral*. In addition, students on vocational training courses have to attend a module of the same name (*Formación y Orientación Laboral*) which has the following aims: a) to inform people about educational possibilities, academic requirements and the access requirements; b) to provide counselling on the different opportunities for learning and training paths, in order to facilitate both entry and re-entry into the labour market and improve professional mobility; c) to provide information on academic qualifications and the possibilities for acquiring, evaluating and accrediting the professional competencies and qualifications required by the world of work; d) to guide students toward training paths that fit their personal interests and abilities.

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

All training courses include aspects related to opportunities for learning and employment, creating and managing companies and self employment, and organizing work and in-company relations, basic labour legislation on equal opportunities and non-discrimination against people with disabilities and the rights and obligations arising from labour relations, all of which aim to make access to employment or re-entry into the labour market easier. This training is included in one or several specific professional modules, depending on the specific characteristics of each professional family or productive sector.

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 *Formación y Orientación Laboral*, FOL (vocational training and counselling) module of intermediate and advanced level vocational training courses.

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 Service offers 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

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

10.1. 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.

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 classes³¹.

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.

³¹Statistics on non-university education. Ministry of Education.

10.2 FUNDING FOR CONTINUING VOCATIONAL EDUCATION, AND ADULT EDUCATION

The 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 2,800 million euros per annum, with only slight variations. The following actions and initiatives are financed out of this budget:

- VT courses offered primarily to unemployed workers, which are managed by the Autonomous Communities.
- VT courses offered primarily to employed workers, which are managed by the Autonomous Communities.
- VT courses offered primarily to employed workers, which are managed by the National Public Employment Service and the Tripartite Foundation for Training in Employment.
- VT courses offered to specific groups.
- In-company, on-demand VT courses and individual leaves of absence for training.
- Training for the civil service.
- Workshop schools, craft centres and employment workshops.
- Training actions for training contracts.
- Vocational information and counselling services.
- Support and mentoring actions during training.
- The operating costs of and investment in the *Fundación Tripartita para la Formación en el Empleo* (Tripartite Foundation for Training in Employment).

The *Acuerdo de Formación Profesional para el Empleo* (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 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 *Ley de Presupuestos Generales del Estado* (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 2009, 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.

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

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.

According to EUROSTAT, in Spain, the cost of CVET training courses as compared to the total labour cost is less than the average cost for the EU-27 countries as a whole. This difference is even greater for small and medium sized companies.

TABLE 46: COST OF CONTINUING TRAINING COURSES AS A PERCENTAGE OF TOTAL EMPLOYMENT COSTS (ALL COMPANIES) 1999 AND 2005								
WORKFORCE	10-49	10-49	50-249	50-249	250+	250+	TOTAL	TOTAL
DATE	2005	1999	2005	1999	2005	1999	2005	1999
EU-27	1.1%	:	1.4%	:	1.9%	:	1.6%	:
SPAIN	0.7%	0.7%	1%	1.1%	1.8%	2.1%	1.2%	1.5%

Source: EUROSTAT (CVTS2 and CVTS3); Date of Query: 30 April 2010.

10.3. FUNDING TRAINING FOR UNEMPLOYED PEOPLE AND OTHER GROUPS EXCLUDED FROM THE LABOUR MARKET

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 for 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 *Conferencia Sectorial de Asuntos Laborales* (Sectorial Conference on Labour Affairs) and promulgated as a Council of Ministers' decision. The subsidies granted to partner training centres that implement these training courses 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.

The financing for Workshop School, Craft Centre and Employment Workshop programmes comes mainly from public funding, specifically the budget of the Ministry of Labour, which grants subsidies through the National Public Employment Service to various organizations, including town and city councils, which also allocate their own budgets to financing 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 people unemployed, 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 SPEE are the responsibility of the body sponsoring the programme (such as purchasing machinery, equipment goods or investments, other materials, etc.).

Spending on training and maintenance may be co-financed by the European Social Fund through the 2007-2013 Pluriregional Operational Programme for Adaptability and Employment. Table 47 shows the annual total amount of financing provided and the ESF's contribution. The State's contribution is therefore the difference between the total spending and the ESF's contribution.

TABLE 47: PUBLIC SPENDING ON WORKSHOP SCHOOLS AND CRAFT CENTRES, INCLUDING ESF PARTICIPATION (AMOUNT IN €)		
YEAR	TOTAL PUBLIC SPENDING	ESF CONTRIBUTION
1999	353,620,000	137,326,521 (38.83%)
2001	452,900,000	121,009,499 (26.72%)
2003	475,720,000	144,388,617 (30.35%)
2004	493,760,000	99,705,300 (20.19%)
2005	494,910,000	225,823,141 (45.63%)
2006	497,037,000	274,459,146 (55.22%)

Source: Departamento de Escuela Taller y Casas de Oficios del SPEE-INEM (SPEE-INEM, Workshop School and Craft Centre Department), 2007.

The aim of training contracts is to offer the theoretical and practical training needed to properly perform an occupation or position that requires a particular level of qualification. The financing for the cost of theoretical training comes from allowances on the employers' Social Security contributions and is charged to that line item in the Public Employment Service budget.

Since 2007, the *Plan de Formación e Inserción Laboral, Plan FIP* (National Programme for Vocational Training and Entry into the Job Market), which was managed by the Public Employment Service and was intended for unemployed workers, has been replaced by Training for Employment Plans, which are included in the training courses on offer initiative regulated by Royal Decree 395/2007. The actions carried out under the strain for employment plans are included in Objectives 1 and 3 of the European Social Fund and, as a result, these activities are co-financed by the Fund in the following manner: a) in Objective 1 regions, the co-financing is 65% of the total cost; and b) in Objective 3 regions, 35%. This initiative is therefore funded by the vocational training levy on companies and workers that is collected as 0.7% of the Social Security contributions and by the above-mentioned ESF contributions.

Table 48 shows the sources of financing for the training actions included in the FIP Plan up to 2006 and in the training for employment plans (training on demand initiative) starting in 2007. It also includes the amounts transferred to the Autonomous Communities that have taken over these powers. Although, as has already been mentioned, the FIP Plan was replaced by the training on demand initiative in 2007, the statistical sources (the Ministry of Labour and the National Public Employment Service) continued to use the FIP Plan for the 2006 data, when this plan was still in force.

TABLE 48: FINANCING FOR TRAINING UNDER THE PLAN FIP (UP TO 2006) AND TRAINING FOR EMPLOYMENT		
YEAR	PLAN FIP BUDGET	ESF Aid (1)
1999	604,448,000,43	173,824,388.30 (28.76%)
2001	680,351,814,45	210,340,056.00 (30.92%)
2003	695,876,880,00	218,107,203.00 (31.34%)
2004	692,413,100,00	2,345,269,802.36 (49.86%)
2005	842,848,070,00	194,704,835.49 (23.10%)
2006	913,970,470,00	210,229,711.88 (23%)
2007	921,878,920,00	189,485,257 (21%)
2008	932,000,478,00	149,000,000 (16%)

Source: Servicio Público de Empleo Estatal (National Public Employment Service). ¹⁾ Included in the Plan FIP budget.

10.4. GENERAL FUNDING ARRANGEMENTS AND MECHANISMS

The 2005 *Programa Nacional de Reformas* (National Reform Programme) set the general objectives for vocational training in Spain and the priorities for its funding. This programme emphasized the fact that it is essential to the proper functioning and quality of the Spanish vocational training system to increase and improve the human capital.

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

11. NATIONAL VET STATISTICS. ALLOCATION OF PROGRAMMES

11.1. CLASSIFICATION OF NATIONAL VET PROGRAMMES

The *Clasificación Nacional de Educación* (National Classification of Education) or CNED-2000 is an ideal tool for collecting, processing and analyzing data on education as it helps to standardize the data for the whole country. In addition, CNED-2000 was based on CINE-97 (UNESCO's International Standard Education Classification) to make it internationally comparable.

CNED-2000 uses the education programme as its statistical unit. Since an education programme can be classified according to different criteria, and these are independent criteria, three different structures have been created:

- ▶ *Classification of education programmes by educational level:* This is used to classify the programmes that are currently being taught (primary education, secondary education, etc.; vocational training, etc.).
- ▶ *Classification of education programmes by study sector:* This includes all the areas of knowledge or economic sectors that a programme may be assigned to. It is based on the EUROSTAT and CEDEFOP classification (sciences, humanities, etc.).
- ▶ *Classification of education programmes by level of training:* The third structure in CNED-2000 is used to determine the training acquired by an individual throughout his or her life. In this case, all education programmes that have existed at any time have been taken into account, including individuals who did not take any programme (illiterate, primary education, etc.; university education, etc.).

TABLE 49 – LEVELS OF EDUCATION AND TRAINING

LEVEL	CINE ISCED EQUIVALENT	DURATION (MIN)	DURATION (MAX)	DURATION (AVER)	NORMAL AGE OF STUDENTS AT START
COMPULSORY SECONDARY EDUCATION (SPANISH INITIALS, ESO)	2A	4 years	6 years	5 years	12
BACHILLERATO (COMPULSORY SECONDARY EDUCATION)	3A	2 years	4 years	3 years	16
INTERMEDIATE LEVEL VOCATIONAL TRAINING	3B	2 years	2 years	2 years	16
PROFESSIONAL EDUCATION IN MUSIC AND DANCE	3C	6 years	8 years	7 years	12
INTERMEDIATE LEVEL PLASTIC ARTS AND DESIGN	3B	2 years	2 years	2 years	16
INTERMEDIATE LEVEL SPORTS EDUCATION	3B	2 years	2 years	2 years	16
ADVANCED LEVEL VOCATIONAL TRAINING	5B	2 years	2 years	2 years	18
ADVANCED LEVEL PLASTIC ARTS AND DESIGN	5B	2 years	2 years	2 years	18
ADVANCED LEVEL SPORTS EDUCATION	5B	2 years	2 years	2 years	18

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

The current CINE-97 educational levels are the following:

0	Pre-school education. // <i>Educación Infantil</i> (Pre-school education).
1	Primary education (first stage of basic education). // <i>Educación Primaria</i> (Primary Education).
2	First stage of secondary education (second stage of basic education) // <i>Educación Secundaria Obligatoria</i> (Compulsory Secondary Education).
3	Second stage of Secondary Education. // <i>Educación Secundaria postobligatoria</i> (Post-Compulsory Secondary Education).
4	Post-secondary, non-tertiary education. // <i>Formación Profesional para el Empleo</i> (Vocational Training for Employment)
5	First stage of higher education (does not lead directly to a diploma in advanced studies). // <i>Educación Superior</i> (Higher education).
6	Second stage of higher education (leads to an advanced diploma) (<i>Educación Superior</i> (Higher education)).

- **CINE 0 - ISCED 0: PRE-SCHOOL EDUCATION:** This initial stage of education aims to familiarize children with the school environment and serve as a transition between the home and school. This level includes education for children with special needs, which is taught in hospitals, special schools and training centres. At the end of these programmes, the children's education continues in CINE 1/ISCED 1.
- **CINE 1 - ISCED 1: PRIMARY EDUCATION:** Primary education forms a part of basic education and starts at the age of six. This stage lasts between five and seven years. The programmes for this level, which are organized as units or projects, are designed to provide the children with a solid, basic education in reading, writing and arithmetic, plus an elementary knowledge of subjects such as history, geography, the natural sciences, social sciences, art and music. This level includes: programmes for children with special educational needs (special education, levels 1 and 2); in-class and distance literacy programs; and basic adult education (levels 1, 2 and 3).
- **CINE 2 - ISCED 2: FIRST STAGE OF SECONDARY EDUCATION:** The content of this level are designed to complete the basic education begun in CINE 1. The programmes tend to follow a model that is based more on subjects and the teachers are more specialized. The students come to fully master the basic skills. The end of the stage tends to coincide with the end of compulsory education. This level includes the lifelong education programme. Intermediate special education scheme (years 1, 2 and 3).
- **CINE 3 - ISCED 3: FIRST STAGE OF SECONDARY EDUCATION:** At this level there is more specialization than at the previous level and the teachers are more qualified or specialized. The normal starting age is 15 or 16, as the programmes at this level require students to have taken nine years of fulltime education. Programmes for young people and adults are included: Intermediate special education scheme (years 4, 5 and 6).

This level includes sub-classifications: **a) CINE 3C:** Programmes offered by the *Ministerio de Salud Pública y Bienestar Social* (Ministry of Public Health and Social Welfare) (courses at assistant and general services levels) and by the Ministry of the Interior (courses for non-commissioned officers); and **b) CINE 3A:** Scientific *Bachillerato* and Technical *Bachillerato*.

- **CINE 4 - ISCED 4: Post-Secondary, Non-Tertiary Education:** This level includes short professional courses that are not considered tertiary level programmes. The content of these programmes must be specialized or have a more complex application than CINE 3 programmes. It is a requirement to have passed CINE 3. The students in this category are older than those in CINE 3. Courses last between six months and two years. Programmes offered by the Ministry of Health (technical level courses).
- **CINE 5 - ISCED 5: FIRST LEVEL OF TERTIARY/HIGHER EDUCATION:** This level includes tertiary level programmes with a more advanced educational content than levels 3 and 4. The entry requirement is to have passed level 3A. In theory, these programmes must last for a minimum of two years. This level includes research programmes that do not form part of a doctorate. This level includes sub-classifications: **a) CINE 5A:** Tertiary level university programmes, which are partly theoretical (lasting 3, 4 or more years) and are designed to offer sufficient qualifications to be able to enter advanced research programmes and professions that require a high level of training, for example, medicine, dentistry, architecture, etc. They can include completing a research project or thesis; and **b) CINE 5B:** Tertiary level non-university programmes that are shorter than those for CINE 5A. These focus on the specific skills required to exercise a profession and to enter the world of work, although the programme may include a theoretical basis. They do not provide direct access to advanced research programmes.
- **CINE 6 - ISCED 6: POSTGRADUATE:** Tertiary education programmes that lead to an advanced level research qualification; therefore, they are dedicated to advanced studies or original research and are not based only on coursework.

11.2. FIELDS OF EDUCATION AND TRAINING

TABLE 50: FIELDS OF EDUCATION AND TRAINING	
LEVEL	GENERAL/ARTISTIC/SPORTS/PROFESSIONAL
COMPULSORY SECONDARY EDUCATION	General studies
BACHILLERATO	General studies
INTERMEDIATE LEVEL VOCATIONAL TRAINING COURSES	Sectorial studies
PROFESSIONAL EDUCATION IN MUSIC AND DANCE	Artistic studies
INTERMEDIATE LEVEL PLASTIC ARTS AND DESIGN	Artistic studies
INTERMEDIATE LEVEL SPORTS EDUCACIÓN	Sports studies
ADVANCED LEVEL VOCATIONAL TRAINING	Sectorial studies
ADVANCED ARTISTIC EDUCATION	Artistic studies
ADVANCED LEVEL PLASTIC ARTS AND DESIGN	Artistic studies
ADVANCED LEVEL SPORTS EDUCATION	Sports studies

Source: Ministerio de Educación (Ministry of Education).

11.3. LINKS BETWEEN NATIONAL QUALIFICATIONS AND INTERNATIONAL QUALIFICATIONS OR CLASSIFICATIONS

The completion of a system of similarities between the National Qualifications and Vocational Training System and EU tools and instruments is currently being developed, although references to the European Qualifications Framework are

already being included when new vocational training diplomas and certificates of professionalism are being defined for this country.

Currently work has begun on defining the national qualification framework under the European framework and on defining the Spanish higher education qualification framework (Spanish initials, MECES), which includes a new definition of university degrees and levels in line with the Bologna process.

The *Catálogo Nacional de Cualificaciones Profesionales* (National Catalogue of Professional Qualifications) is the instrument for developing the *Sistema Nacional de Cualificaciones y de Formación Profesional* (National System of Qualifications and Vocational Training). The CNCP is the reference for defining vocational training diplomas and certificates of professionalism so as to bring about greater transparency and mobility, both nationally and within Europe.

At the international level, the link between the CNED-2000 levels and ISCED CINE-97 has been established in the following way:

TABLE 51: COMPARISON OF TRAINING LEVELS			
CNED 2000	ISCED 97		
	LEVELS	AIM	ORIENTATION
01	0	--	Not applicable.
02	0	--	Not applicable.
11	1	--	General
12	1	--	General
13	1	--	Pre-profesional
21	2	C	Pre-profesional
22	2	A	General
23	2	A	General
31	3	C	Professional
32	3	A	General
33	3	B	Professional
34	3	C	Professional
35	3	C	Pre-profesional
41	4	C	Professional
51	5	B	Professional
52	5	A	General
53	5	B	Professional
54	5	A	General
55	5	A	General
56	5	B	Professional
57	5	B	Professional
58	5	B	Professional
61	60	--	General
91	2,3,4,5	C	Professional
92	2,3,4,5	C	Professional
93	2,3,4,5	C	Not applicable.

Source: Ministerio de Educación (Ministry of Education). Instituto Nacional de Estadística, INE (National Institute of Statistics).

12. AUTHORS, SOURCES, BIBLIOGRAPHY, ACRONYMS AND ABBREVIATIONS

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SCHOLARSHIPS AND AID	http://www.educacion.es/educacion/becas-y-ayudas
IDEAD	http://cidead.cnice.mec.es/
ROADMAP	http://www.la-moncloa.es/ConsejodeMinistros/Referencias
PRESIDENCY CONCLUSIONS. European Council. Brussels, 13-14 March 2008	www.europa.eu
EUROPASS	http://www.educacion.es/europass/
FTFE (Tripartite Foundation)	www.fundaciontripartita.org
Instituto Nacional de las Cualificaciones (National Institute of Qualifications).	http://www.mepsyd.es/educa/incual/ice_incual.html
Instituto Nacional de Administraciones Públicas (National Institute of Public Administrations)	www.inap.map.es
ITE	http://www.ite.educacion.es/
IFIIE	http://www.educacion.es/cide/
INE	www.ine.es
MEC	http://www.educacion.es/
MTIN	http://www.mtin.es/
Regulations for Certificates of Professionalism	https://www.redtrabaja.es/redtrabaja/static/Redirect.do?page=cf05
Argos Observatory	http://www.juntadeandalucia.es/servicioandaluzdeempleo/oficinavirtual/web/es/ARGOS
Observatorio de Mercado de Trabajo (Job Market Observatory)	http://inaem.aragon.es/portal/page/portal/INA/Observatorio%20Mercado%20de%20Trabajo%20Laboral
OBECAN	http://www.gobcan.es/empleo/observatorio/portada.php
Observatorio de Empleo y Formación (Employment and Training Observatory), Cantabria	http://www.empleacantabria.com/es/portal.do?IDM=23&M=2
Observatorio Ocupacional (Occupational Observatory) Castilla La-Mancha	http://www.sepecam.jccm.es/otras-secciones/observatorio-ocupacional/
Observatorio Regional de Empleo Regional (Employment Observatory), Castilla-Leon	http://www.jcyl.es/web/jcyl?cid=1164899396117&idioma=es&pagename=Portal_Empleo%2FPagina%2FEmpleoPlantillaPaginaObservatorioRegional&paginaId=1164899396820
Observatori del Treball, Catalonia	http://www20.gencat.cat/portal/site/observatorit treball
Gabinete Técnico (Technical Office), Valencia	http://www.port talento.es/Empleo/AyudaSubvencion/Pagina s/Ayudassubvencion_Valencia.aspx
Área de Estudios de Intermediación (Mediation studies department), Extremadura	http://www.juntaex.es/consejerias/igualdad-empleo/sexpe/observatorio-ides-idweb.html
Observatorio Ocupacional (Occupational Observatory), Galicia	http://trabajo.xunta.es/contenidos/gl/menu_transversal/formacion_cualificaciones/sec_formacion_cualificaciones/sec_observatorio_ocupacional
Centro de Estudios y Programas Laborales (Labour Studies and Programmes Centre), Balearic Islands	http://www.caib.es/govern/organigrama/area.do?lang=es&coduo=1464
Observatorio de Empleo y Formación (Employment and Training Observatory), La Rioja	http://www.larioja.org/npRioja/default/defaultpage.jsp?idtab=423403
Observatorio Regional de Empleo, Madrid	http://www.madrid.org/cs/Satellite?c=CM_Agrupador_FP&cid=1132041401844&idConsejeria=1109266187284&idListConsj=1109265444710&idOrganismo=1132041401844&language=es&pagename=ComunidadMadrid%2FEstructura
Observatorio de Empleo y Formación (Employment and Training Observatory), Navarre	http://www.navarra.es/home_es/Temas/Empleo+y+Economia/Empleo/Informacion/Observatorio/
Observatorio Profesional (Professional Observatory), INCUAL	http://www.educacion.es/educa/incual/ice_obsProfesional.html

Observatorio Ocupacional Estatal	https://www.redtrabaja.es/es/redtrabaja/static/Redirect.do?page=introObservatorio
OAPEE	http://www.oapee.es/oapee/inicio.html
Plan Escuela 2.0	http://www.plane.qob.es/escuela-20/
Plan Proa	http://www.madrid.org/dat_este/upe/c_prior_proa.htm
Counselling web portals	www.todofp.es
Royal Decrees approved for the various Professional Qualifications	http://www.educacion.es/educa/incual
SPEE	www.sepe.es

Autonomous Community Web Sites

ANDALUSIA	http://www.juntadeandalucia.es/educacion/scripts/iacp/indice.asp?vismenu=0,0,1,1,1,1,1
ARAGON	http://www.educaragon.org/noticias/noticias.asp?idNoticia=29
ASTURIAS	http://trabajastur.com/trabajastur/
BALEARIC ISLANDS	http://www.caib.es/govern/organigrama/area.do?coduo=8&lang=ca/m7dml.ca.htm
CANARY ISLANDS:	http://www2.gobiernodecanarias.org/empleo/portal/portalInicio2.html
CANTABRIA	http://www.empleacantabria.com/es/portal.do
CASTILLA LA MANCHA	http://www.sepecam.jccm.es
CASTILLA-LEÓN	http://www.jcyl.es/
CATALONIA	http://www.gencat.net/educacio/icqp/
VALENCIA	http://www.gva.es/servef/portalv.htm
EXTREMADURA	http://www.extremaduratrabaja.es/
GALICIA	http://traballo.xunta.es/index.jsp?menu=em0&entry=&item=&content=4054
LA RIOJA	http://www.larioja.org/npRioja/default/defaultpage.jsp?idtab=423403
MADRID	http://www.madrid.org/servicio_regional_empleo/html/04_02.html
NAVARRRE	http://www.pnte.cfnavarra.es/cualificaciones/
BASQUE COUNTRY	http://www.hezkuntza.ejgv.euskadi.net/r432639/es/contenidos/informacion/sis_cualif_prof_p v/es_2020/inicio_c.shtml
MURCIA	http://www.sefcarm.es/neweb2/servlet/integra.servlets.ControlPublico?IDCONTENIDO=8&IDTIPO=180
CEUTA	http://www.ceuta.es
MELILLA	http://www.opcionempleo.com/ofertas_empleo_melilla_34850.html

12.3. LIST OF ACRONYMS AND ABBREVIATIONS

BOE	Boletín Oficial del Estado (Official Gazette)
CGFP	Consejo General de Formación Profesional (General Vocational Training Council)
CIDE	Centro de Investigación y Documentación Educativa (Centre for Educational Research and Documentation)
CINE	Clasificación Internacional Normalizada de Educación (ISCED, International Standard Education Classification)
CNCP	Catálogo Nacional de Cualificaciones Profesionales (National Catalogue of Professional Qualifications).
CNE	Centro Nacional Europass (National Europass Centre)
ECVET	European Credit System for Vocational Education and Training
EPA	Encuesta de Población Activa (Survey of the Active Population).
ESO	Educación Secundaria Obligatoria (Compulsory secondary education)
ETEFIL	Encuesta de Transición Educativo Formativa e Inserción Profesional (Survey of the Transition from Education/Training to Labour Market Entry)
FCT	Formación en Centros de Trabajo (Workplace Training)
INCUAL	Instituto Nacional de las Cualificaciones (National Institute of Qualifications).
INE	Instituto Nacional de Estadística (National Statistics Institute)
INEM	Instituto Nacional de Empleo, now called Servicio Público de Empleo Estatal, SPEE (National Public Employment Service)
LOE	Ley Orgánica de Educación (Organic Law on Education)
LOGSE	Ley Orgánica de Ordenación del Sistema Educativo (Organic Law on the Organization of the Education System)
LOCE	Ley Orgánica de Calidad de la Educación (Organic Law on Quality in Education)
LOCFP	Ley Orgánica 5/2002, de 19 de junio de las Cualificaciones y de la Formación Profesional (Organic Law 5/2002 of 19 June on Qualifications and Vocational Training)
LODE	Ley Orgánica Reguladora del Derecho a la Educación (Organic Law Regulating the Right to Education)
LOPEG	Ley Orgánica de la participación, la evaluación y el gobierno de los Centros Docentes (Organic Law on participation, assessment and governance of Teaching Centres)
MEC	Ministerio de Educación y Ciencia (Ministry of Education and Science)
MTIN	Ministerio de Trabajo e Inmigración (Ministry of Labour and Immigration)
SPEE	Servicio Público de Empleo Estatal (National Public Employment Service)