

**Achieving the Lisbon Goal:**  
The Contribution of Vocational Education and Training Systems

# Country Report: Spain

Preliminary report by Tom May (with comment in French by Jordi Planas).

This report is one of a series of European country reports. It has been written to support a larger report: **Achieving the Lisbon Goal: the contribution of VET**, prepared by the Lisbon-to-Copenhagen-to-Maastricht Consortium for the European Commission. This report is not intended as an official view. But rather independent insight into specific aspects of National VET systems in Europe.



## **Considerations préalables:**

1.- Avec la LOGSE (1990) il y a un changement dans les conditions d'accès à l'IVT. Avec la loi précédente (Loi Générale de l'Education -1970) l'accès au premier cycle de la IVT (FP1) en Espagne, était obligatoire pour tous ceux qui ne n'avaient pas fini, avec succès, l'Ecole Obligatoire et optionnellement pour ceux qui avaient fini avec succès et pouvaient choisir entre poursuivre sa formation dans le cadre de la IVT (FPI) ou dans le Bachillerato.

Avec la LOGSE les conditions préalables d'accès au premier cycle de IVT (FPEM) sont exactement les mêmes que celles pour l'accès au Bachillerato : le succès dans l'Ecole Obligatoire, allongé deux ans de plus des 14 aux 16 ans en rapport avec la loi precedente.

Je vous explique ça pour trois raisons : a) ceci exclut de l'accès au premier cycle de IVT (FPEM) aproximativement      de chaque generation qui est en insuccés scolaire a la fin de l'école obligatoire, du a ça l'aplication de la LOGSE a implique une chute importante des inscrits dans la formation professionnelle seulement partialement recuperé petit a petit par la croissance, encore faible, des inscrits dans le cycle superieur de l'IVT (FPES), b) dans ce cadre, les conditions pour l'acces à la FPEM sont les mêmes que pour l'accès au Bachillerato, et ceci implique une propension majeure des possibles candidats à la poursuite du Bachillerato qui inclut une specialité technologique. c) dans ce cadre, n'a pas du sens dire comme fait le rapport : « Students successfully completing middle-level Specific Vocational Schooling obtain the qualification of Technician in the corresponding occupation. This gives access to the Bachillerato studies... », parce qu'ils avaient les conditions pour l'accès au bachillerato déjà à l'entrée à la FPEM.

Ce changement dans le « regles du jeu », entre les deux lois –LGE et LOGSE-, a implique à la fin des 90's et début des 2000's un transformation des inscrits dans l'IVT. Changement quantitatif (Chute forte et recuperation lente des inscrits) et qualitatif (éleves mieux éduqués, excluant ceux en « school failure » et plus agés par l'expansion du cycle superieur, presque inexistent dans le cadre de la loi precedente). S'ils auraient présenté des statistiques sur l'évolution des inscrits, les données sont claires.

2.- La Quality Act, fut approuvé par le gouvernement conservateur, contre tous les autres partis et secteurs sociaux et scolaires. N'a pas été mise en œuvre du tout, devrait l'être le prochain cours académique 2004-2005, et a été « surgelée » par le nouveau gouvernement qui avait promis en campagne de l'annuler parmi l'annulation d'autres mesures du gouvernement conservateur d'Aznar, comme celle d'envoyer des troupes en Irak. Cette loi est donc « surgelée » pendant le processus de discussion initié par le gouvernement socialiste pour la remplacer. Donc le cadre légal est pour le moment celui de la LOGSE, et la Quality Act n'est guère plus que qu'une déclaration d'intentions éducatives de la droite SANS APLICATION

3.- La Qualifications and Vocational Training Act (2002) est une loi qui a un consensus très large et, malgré être approuvé par le gouvernement conservateur, va poursuivre sa route d'application. Mais es une loi très récente et qui requiert un processus d'application long et complexe, par exemple le Catalogue des Qualifications, qui est le cadre général pour développer le Système National des Qualifications, fut approuvé en septembre 2003. Donc, en ce cas, l'application de la plupart des intentions contenues dans la loi est encore invérifiables et inévaluables en absence de résultats « externes ». On peut faire uniquement un bilan des travaux « internes » développés, et je n'ai pas avec moi les données pour le faire.

## **Theme 1: Progress of national VET systems towards meeting the challenges of Lisbon.**

### **1. Strategies and barriers for improving the status, flexibility and attractiveness of Initial VET (IVET).**

Among the European Countries Spain has a low take up of Vocational qualifications compared to General Qualifications; though work has been done in order to address this.

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

Responsibility for initial vocational training used to lie with the education authorities (Ministry of Education, Culture and Sport), though this has now been transferred to the authorities of the 17 Autonomous Regions<sup>1</sup>.

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

Specific Vocational Schooling is structured into two educational levels: middle-level Specific Vocational Schooling and upper-level Specific Vocational Schooling (also called, respectively, middle and upper level training cycles), both of which lead to vocational qualifications. Access to middle level Specific Vocational Schooling is via the Compulsory Secondary Education certificate; access to the higher level is via the Bachillerato and therefore is not included in this section but under 0407 (post-secondary education). The new system was introduced on a progressive basis, and its implementation was completed in the 2002/2003 academic year.

Middle-level Specific Vocational Schooling is for students aged over 16. Its duration varies according to the training cycle in question (between 1 300 and 2 000 hours over one and a half or two academic years, usually one and a half). During the training course, between 300 and 700 hours are for in-company training.

The objectives of the Specific Vocational Schooling curriculum are:

- That students acquire the relevant vocational skills and understanding characteristic of each qualification and economic sector and the mechanisms of entry into working life;
- That they know the basic relevant regulations, rights and obligations;
- Are able to work safely;
- That their outlook encourages them to continue learning and an ability to adapt to future skills needs.

Students successfully completing middle-level Specific Vocational Schooling obtain the qualification of Technician in the corresponding occupation. This gives access to the Bachillerato studies in which they are credited with the studies related to the corresponding training course. It also gives access to other specialized or complementary studies, such as special educational streams (Art and Languages), etc.

The (initial) vocational training provided under the Plan FIP, has been restructured to be more responsive to labour market needs and more compatible with existing forms of training, the qualifications available have been made more transparent, and lifelong learning has been promoted in line with the National System of Qualifications and Vocational Training (SNCFP). The training is at present modular in structure, both at the level of studies and in programme management. There are various types of courses available:

- Occupational courses for the unemployed, consisting of training for an occupation and for entry into the labour market;
- Specific courses, which retrain workers, and update or adapt occupational skills to real labour market needs;
- Complementary training courses to improve employability. They are programmed as a complement to vocational training either at a school level or for the unemployed<sup>2</sup>.

Comme indique dans les "considerations préalables" ceci est un desir, un process en cours mais pas encore verifiable. J'ai des sérieuses doutes sur sa viabilité et sa efficacité. Mes doutes sont, elles aussi, pas encore vérifiables.

(<sup>1</sup>. ES TO 0301. <sup>2</sup>. Plan Nacional de Formación e Inserción Profesional, Plan FIP (the National Training and Employment Plan), passed into law by Royal Decree 631/1993 of 3 May (BOE 4 May))

## **2. Reducing the number of early school leavers.**

The Spanish government has adopted a comprehensive approach to raising levels of education, literacy and training for people of working age. The education system, in particular secondary and higher education, encourages links and partnership agreements with local companies. Given the high dropout rate among people aged 16 - 25, a core objective of the measures is to reduce substantially the number of young people who leave the system without basic qualifications. **It is also important to increase the low numbers of young people studying science, technology and the “new” professions. Ceci est toute une autre question à traiter separement et suivant d'autres critères!!**

**In the compulsory school the drop out's rate it's around the 1/4 of each generation.**

Since 1997, the government has introduced important changes in education and vocational training. As a result of these policies, the number of young people of between 20 and 24 years of age who have not obtained at least higher secondary qualifications or who are not studying fell by 19% between 1997 and 2001 (Labour Force Survey data)<sup>1</sup>. The Spanish DGVT report identifies dropout as an issue that has not been successfully tackled, although progress has been made<sup>2</sup>.

(<sup>1</sup>. ES TO 0202. <sup>2</sup>. CMC DGVT questionnaire for Spain)

## **3. Increasing VET at tertiary level.**

The Ley Orgánica de Universidades LOU (Universities Act) promoting student and teacher mobility, represents the response to a number of concrete challenges: the possibilities offered by information and communications technologies for distance learning in higher education; the opportunities of lifelong learning; and the need for Spanish universities to become competitive within the newly-emerging European university space. The law extends the competences of the Autonomous Regions in higher education and the degree of independence of the universities, and also boosts the idea of evaluation by creating the Agencia Nacional de Evaluación de la Calidad y Acreditación (the National Accreditation and Quality Evaluation Agency)<sup>1</sup>.

**La, il y a trois questions séparés, bien qu'en rapport: a) la hausse de la Formation Professionnelle Supérieure, en cours mais encore modérée, b) la professionnalisation de l'éducation universitaire, notamment celle de cycle court, et c) la concurrence et/ou perméabilité entre ces deux sortes d'éducation.**

Adult education is included in section III of the Ley Orgánica de Ordenación General del Sistema Educativo LOGSE (Educational System Reform Act) and its regulation is developed by the Autonomous Regions.

The Qualifications and Vocational Training Act does not supersede the legal framework for vocational training established by the LOGSE in 1990. Rather, it aims to help individuals' personal and professional development, and to meet future skills needs, caused by advancing computer technology and the EU coordinated employment strategies. The National Training and Employment Plan<sup>2</sup> (Plan FIP) also falls within the Qualifications and Training Act.

(<sup>1</sup>. ES TO 0407.).

#### **4. Incentives for updating knowledge & skills.**

In Spain, access to continuing training is through the training programmes contracted on a yearly basis by the Fundación Tripartita para la Formación en el Empleo FORCEM (Tripartite Foundation for In-Company Training) peut se donner un probleme de compréhension, son les personnes déjà employées, la formation peut se faire dans ou dehors de l'entreprise et aussi a initiative des individus). Workers have access to this training independently of their training level. Ceci est d'après la norme mais la réalité, les données statistiques incluses dans les documents envoyés à May, nous montre qu'elle se concentre sur population relativement jeune (moins de 40 ans) et sur celle plus formée.

The organisation FORCEM<sup>1</sup> has become, through the III National Continuing Training Agreements (2000-04), the Tripartite Foundation for Training and Employment. It has its management shared between central government (Ministry of Labour and Social Affairs) and the social partners.

It is financed by contributions from companies and workers, via the treasury and the National Employment Institute (INEM). This equates to 0.7 % of the wage bill of a company, part of which also goes towards training of the unemployed which is collected together with social security contributions.

The 2002 Qualifications and Vocational Training Act<sup>2</sup>, implemented a system of vocational training, qualifications and accreditation. There are three pathways within this section: adult education, run by the educational authorities; vocational training for the unemployed, run by the labour authorities; and continuing training for workers. The Act includes training at the level of initial vocational training, measures for the entry or re-entry of the unemployed into the labour market, and continuing in-company training enabling workers to acquire and continuously update their vocational skills.

The National System of Qualifications and Vocational Training has been created to aid the delivery of vocational training; that is required by both the labour market and labour force. This includes giving information and guidance, as well as evaluation and accreditation of vocational qualifications. It also aims to support self-employment and entrepreneurship<sup>3</sup>. The system also includes the National Catalogue of Occupational Qualifications (CNCP). A network of Training Reference Centres is to be established and integrated

Centres of Vocational Training created<sup>4</sup>. Voir considération préalable sur l'application de cette loi

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

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

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

- To have worked for at least a year in the company where presently employed
- Permission formally granted from the Board of Directors
- Detailed time table, days... and locality where the course will be performed<sup>5</sup>.

Never the less despite all of the activities described above, there is low participation in Continuing Training according to the CVTS2 report<sup>6</sup>.

Deux des textes que j'ai envoyé à May sont sur le sujet, ils sont un peu vieux (du 2002) mais en l'essentiel valides. Mais vous pouvez vérifier les données dans des dates plus récentes dans les services du FORCEM (Je crois !)

(<sup>1</sup>.FORCEM -the Fundación para la Formación Continua (Foundation for Continuing Training. <sup>2</sup>. Qualifications and Vocational Training Act, 19 June (BOE 20 June 2002), Law 5/2002. <sup>3</sup>. ES TO 0302. <sup>4</sup>. CMC DGVT questionnaire for Spain. <sup>5</sup>. ES TO 0501. <sup>6</sup>. Information from EUROSTAT CVTS2 (2003) tables 3.3.1 and 4.2.6.)

## **5. Meeting the challenges of an ageing population.**

From 1997 to 2003 the activity rate of the 55 to 64 age group increased by 5 percentage points to 43.3%. However, there is margin for growth in the over-55 age group of both sexes. The rate for men increased by 6 points, principally because of the improved employment situation, which makes people less likely to leave the labour market. The rate for women increased by nearly 5 points, although it continues to be low because most Spanish women

in this age group have been outside the labour market all their lives. The growth in activity rates for this group in the next few years will probably speed up, since women born after 1950 have been more active in the labour market. Despite the rapid rate of growth in the last few years, the overall activity rate in Spain continues to be below the European objectives.

The main policies are as follows: Older workers will be helped to remain in employment by increasing both the incentives they have to remain in work, and those which employers have to retain them. This will be done under the law implemented in 2002, by which the pension of a worker who retires before the age of 65 is reduced between 6% and 8% for each year remaining before 65. Workers who entered the social security system after 1966 can only take early retirement, with the reduction in pension.

On the other hand, workers who delay their retirement after the age of 65 receive an increase of 2% in their pension for each year after 65. In addition to this, the recent tax reform offers special income tax cuts for people who decide to continue working beyond the age of 65. It will be possible to work part-time and receive a retirement pension, reduced accordingly. If the worker is between 60 and 65, the company will be obliged to find a substitute by offering a relief contract to an unemployed person or a worker in the company who is on a temporary contract. If the worker is over 65, there is no obligation to recruit a substitute.

The policy of reductions in employers' social security contributions for indefinite-term recruitment of people over the age of 45, initiated in 1997, will be continued. The reduction initiated in 2002 in employers' contributions for workers over the age of 60 will also be continued. The reductions begin at 50% and are increased by 10% each year, up to a total exemption at the age of 65. The legal changes introduced in 2002 should take effect in the period 2003-2006, as an increasing number of workers become affected by the measures. The parliamentary commission (Non-Permanent Toledo Pact Commission) is continuing its work in the field and is due to propose new recommendations, among which will be some relating to strengthening policies designed to prolong active life.

Another measure relating to this guideline affects companies that lay off workers over the age of 55 through redundancy plans. They will have to continue to pay part of the workers' social security contributions until the workers reach the age of 61. The workers will also not be able to receive welfare benefits at the same time as significant severance payments from the companies. These measures aim to encourage companies to prolong their workers' active life rather than offering them early retirement. To make it easier for the unemployed over the age of 52 to find a job, they can continue to receive unemployment benefit while working, with a proportional reduction in wage costs for the companies that recruit them<sup>1</sup>.

(<sup>1</sup> .National Action Plan for Employment, Guideline 5 -increase labour market supply and promote active ageing.)

## **6. Effectiveness and efficiency of VET.**

En reference avec des indicateurs d'efficacité externe (rendements sociaux) et cout benefice. Il y a tres peu et je ne m'en souviens pas maintenant des references exactes. Est, sans doute une des lacunes d'information. Bien sûr, il doit y avoir des données sur les taux d'emploi des sortants des diferents cycles de formation initiale et, peut être de ceux de la formation pour les chomeurs, cette indication n'ha pas de sens pour la formation continue des employés.

## **Theme 2: Innovation in Teaching and Learning Processes.**

### **7. Improvements in learning processes and contents.**

### **8. Improving the integration of different learning sites; integration of formal and informal learning.**

The Second National Action Plan on Social Inclusion states the following with regard to improving the links between schools and the labour market:

To carry out professional initiation programmes, intended for those students who reject the traditional concept of schooling, so that they can reconcile professional qualification and basic skills of a general nature through the adaptation of contents, paces and school organisation<sup>1</sup>.

To create measures oriented towards attending to the diverse skills, expectations and interests of students in the last two years of their ESO (Spanish equivalent of Compulsory Secondary Education), so as to promote the utmost development of abilities in each of them, through plans that offer educational formulas that are best adapted to the expectations and interests of students, though in no case shall the chosen option be of an irreversible nature<sup>2</sup>.

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

non-profit organisations. They can be organised abroad, through international collaboration and on the terms agreed between the Ministry of Labour and Social Affairs and the Ministry of Foreign Affairs.

The projects are in two phases. In the first the students receive vocational training and in the second they complement their training by alternance with work. The training providers recruit the trainees on a training contract. In the first phase, the trainees receive a grant and in the second they receive wages, which are normally 75 % of the minimum wage. The length of both phases in the School-Workshop programmes is a minimum of one year and maximum of two, each phase lasting six months. The length of each phase in the Trade Learning Centre projects is six months<sup>3</sup>.

C'est un desir peut plausible. D'autres collegues du GRET ont fait un rapport payé et publié en 2003 par et pour le FORCEM sur l'integration des trois systemes de Form. Prof en Espagne et ils concluent que l'approche proposée est peu viable (reference : Casal J, Colomé F, Comas M. "La interrelación de los tres subsistemas de Formación Profesional en España" 2003 FORCEM. Madrid)

(<sup>1</sup>. Second National Action Plan on Social Inclusion for Spain 2003-2005; 1.2.4.18. <sup>2</sup>. Second National Action Plan on Social Inclusion for Spain 2003-2005; 1.2.4.19. <sup>3</sup>. ES TO 0702)

## **9. Evaluation and quality assurance of VET provision.**

On the 28.11.03 a Royal Decree was approved that established the directives of the professional certificates. This Decree comes as an answer to important social demand, regulating the conditions of obtaining professional certificates.

Such Certificates accredit the professional competencies acquired through actions of continuous occupational professional training, programmes of training and employment, learning and training contracts, work experience or other informal ways of training which have an official character and validity across all the national territory, define the typical professional competencies of an occupation and the training materials related to these.

The Decree regulates the general requirements of access to the exams, the ways of access to the certification exams, the marking commissions, as well as the registration and issuing of certificates. In February 2004 this was extended to regulate aspects such as: circulars, concretization of access exams, marking commissions functions and aspects that were necessary to regulate in a more detailed manner<sup>1</sup>.

(<sup>1</sup>. Reply from ES ReferNet coordinator)

## **10. Professional development and status of teachers and trainers.**

The Ley de Calidad (Quality Act) includes various measures related to teacher training, both initial and continuing. In terms of general education, great importance is attached to initial teacher training, and the Título de Especialización Didáctica (teaching certificate), needed to teach secondary education, is to be revised. This training will be for a minimum of one academic year, with both a theoretical and a practical phase. The theoretical phase may be taken simultaneously with university studies, and students may choose optional study subjects through the so-called free credit system. In this way, students who wish to become teachers can choose between taking these subjects which count towards their teaching certificate at this time, and taking them after they have completed their university course. The teaching certificate can only be taken by students with a university degree.

Training courses for instructors in the vocational training system for the unemployed are taught either directly through the INEM or through the competent authority in the Autonomous Region or recognised and accredited collaborating centres. This training is of two types:

- Initial training or teaching methodology, to “to learn how to teach”. The trainer learns to plan and programme the provision of training, develops communicative teaching skills and learns to assess the learning and training delivered, in order to improve.
- Updating and technical improvement, which, as its name indicates, aims to update the trainer’s technical and professional knowledge (this varies due to changes in the occupational profile, the influence of IT, and the acquisition of new capital equipment). The choice of which trainers participate in updating and technical improvement courses is made according to the technical demands of each course. Priority is given to those trainers whose professional activity is running vocational training courses for the unemployed<sup>1</sup>.

Trainers in vocational training are specialists and qualified to teach Specific Vocational Schooling and, in some cases, Educación Secundaria Obligatoria ESO (compulsory secondary education) and the Bachillerato. They must have the certificate of Diplomado (diploma which is less than a full graduate degree), or be a technical engineer or draughtsman. These diplomas are awarded by university faculties, higher technical colleges and university colleges. The law stipulates that those who are not teachers or have a degree in Education must have the teaching specialisation certificate. The labour and training conditions during service are the same as those for secondary education teachers in general courses.

The vocational training for the unemployed managed by the INEM has undergone changes during the last few years. These obviously affect teacher training, which is considered a strategic factor for improving the quality of training offered.

Details and regulations have to be modified because of socio-economic changes, the transfer of responsibilities for management of vocational

training to the Autonomous Regions and the integration of the three training subsystems.

The last updating in the Plan Nacional de Formación e Inserción Profesional, Plan FIP (National Vocational Training and Employment) introduced technical and administrative improvements to the plan and updated the amounts of grants and subsidies. In addition, the Royal Decrees regulating the devolution of management powers over the Plan FIP to the regional authorities establish partnership agreements between central and regional governments for annual training provision plans through the Red de Centros Nacionales de Formación Ocupacional (National Network of Vocational Training Centres). Among the responsibilities of these centres, which specialise in particular occupational groups, is to deliver the technical improvement and refresher courses for teachers and educational experts using companies and/or experts recruited for this purpose<sup>2</sup>.

(<sup>1</sup>. ES TO 0601. <sup>2</sup>. ES TO 0602)

### **Theme 3: Building European competences for a European Labour Market.**

#### **11. Challenges & policies in relation to the Lisbon employment strategy.**

Rate of early school dropout amongst students is still above 22%; though there are important regional variations. Several programmes: the certificate of success in EGB course; vocational training centres- and other ones regarding active employment policies have met with different degrees of success. The proportion of students in General Education is higher than those in Vocational Training (about 1:6), opposite to the need of a better adjustment between the educational system and the economy needs and the active adaptation to economic and technological changes. The National System of Qualifications and Vocational Training is aimed at addressing this<sup>1</sup>.

Between 1997 and 2002, Spain had the highest increase in the employment rate and the highest reduction in the unemployment rate among the Member States. However, unemployment remains well above the EU average; while the employment rate remains well below. With wide differences in performances across regions, addressing regional disparities remains a priority. Female participation and the employment rate of older workers remains particularly low. Moreover, a particularly high share of people (about a third of all workers) are employed under fixed-term contracts rather than permanent employment. Labour productivity remains at low levels. Overall levels of educational attainment and participation of adults in training remain particularly low. In recent years, increased immigration has contributed to labour supply.

The Kok report makes the following recommendations:

Increasing adaptability: Make permanent contracts more attractive for employers, while discouraging the use of fixed-term contracts to counter the segmentation of the labour market; promote the development of temporary work agencies; remove obstacles to part-time work; Simplify further the administrative and regulatory environment for business; Strengthen investment in research and innovation; Review the legal framework for collective bargaining to modernise work organization and to use possibilities of wage differentiation according to local, regional and sectoral conditions.

Make work a real option for all: Strengthen preventive and active labour market measures to ensure greater geographic and occupational mobility of the workforce: provide greater access to active labour market measures for disadvantaged persons, in particular young people and immigrants, and long-term unemployed; complete the modernisation of public employment services and improve co-ordination between regional and local employment public services; Review incentives for raising female participation: increase access to childcare facilities; encourage men to share family responsibilities; Develop comprehensive active ageing strategies, including measures to encourage part time and training for older workers. Encourage social partners to review collective agreements in this direction.

Investing in human capital: Strengthen educational reforms, in particular with a view to preventing early school leaving, ensure quality and labour-market relevance of tertiary education; Strengthen incentives to promote lifelong learning and to increase access to training, in particular for the low-skilled<sup>2</sup>.

(<sup>1</sup>. CMC DGVT questionnaire for Spain. <sup>2</sup>.Kok Report, Country Message for Spain.)

## **12. Involving stakeholders.**

Continuing training is administered jointly between central government (Ministry of Labour and Social Affairs) and the social partners through the Tripartite Foundation for Training and Employment<sup>1</sup>.

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

The LOGSE introduced the idea of participation by the social partners in the planning and administration of vocational training. This principle is called *formación concertada* (coordinated training), as it involves a close relationship

and exchange of services between the business sector and the education system.

Coordinated training is being developed through a series of measures:

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

The social partners participated in the technical support groups preparing the sectoral studies used as references to establish the Plan Nacional de Formación e Inserción Profesional -Plan FIP (the National Training and Employment Plan). They will also take part in the accreditation process for the skills acquired through work experience when this system is established under the 2002 Qualifications and Vocational Training Act.

The social partners' role is particularly important in the system of continuing training through the Tripartite Foundation for Training and Employment, where employers' organisations, trade unions and government bodies are represented. The Tripartite Agreement (III National Agreements for Continuing Training, December 2000) includes guarantees of the importance of the social partners in the development of continuing training and its link with collective bargaining at a sectoral level. The social partners also participate in the Foundation in two other ways: first, on the Board which administers and represents the Foundation (9 representatives from employers' organisations, 9 from the trade unions and 9 from government). Secondly, they have a share in the management through the Board's representative commission, whose functions include preparing proposals for public subsidies prior to their presentation to the Board<sup>2</sup>.

Mes commentaires sont en la ligne du document que j'ai envoyé à May sur le rôle de l'entreprise dans l'éducation et la formation en Espagne. Je peux ajouter que d'après les résultats d'une Thèse PhD que j'ai dirigée et finie il y a un an sur les stages en entreprise une partie non négligeable des stages (le 40% en Catalogne) ne se réalise pas.

(<sup>1</sup>. ES TO 0301. <sup>2</sup>. ES TO 0303)

### **13. Transparency, recognition & mobility.**

In this area the INEM has initiated mobility actions through Projects within the Leonardo da Vinci Programme to facilitate and motivate the mobility of young

workers. Specifically, it is developing Proyecto ESTRATEGO in which the Autonomous Communities of Madrid, Castilla and Leon and the National Centre of Hosteleria and Tourism of Marbella – titular of the Public Service of the State Employment - participate. In order to complete this project 39 pupils have been sent to France and Germany to undertake work experience as part of the occupational training started in Spain.

In respect to the EUROPASS-FORMACION document, collaboration with the Ministry of Education and Science has taken place to expand the management system in the area of occupational training. The National Centres are promoting actions of mobility so that pupils from occupational training can obtain this Community document<sup>3</sup>.

Tous les problemes de la jeunesse de la loi Quqlifications and Vocational Training Act, qui regule ces sujets, voir mon avis dans le rapport sur la FP en Espahne presenté à Bratislava.

(<sup>3</sup>. Reply from ES ReferNet coordinator)