

Lifelong Learning Programme
Leonardo da Vinci, Development of Innovation

QUALIMOVET

Preliminary Study Spain

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1. Please give a **brief** overview of your national education system

(use also a graphic for depicting the system)

Education in Spain and its system are currently in a global reform process that began in 1978 with the Spanish Constitution. In 1992 **LOGSE** (*Ley de Ordenación General del Sistema Educativo*) started and favoured a new organisation of the educational system. Before its implementation was finished, in 2006 a new law, **LOE** (*Ley Orgánica de Educación*) started to run and it is foreseen that it will have been finally implemented by 2009.

As far as the **labour market in Spain** and **vocational training for employment** is regarded, the Spanish National Reform Programme contains a number of objectives to be met prior to 2010, based on the characteristics of the Spanish job market. Amongst these, we can highlight the following: reaching an overall employment rate of 66% (today 59.12%), a female employment rate of 57% (at present, 49%), reducing the youth unemployment rate to 18.6%; reducing seasonal unemployment, which is not only negative for those who suffer it, but also for the economy as a whole. In Spain, the highest number of temporary contracts are found amongst women, young people and disadvantaged groups such as workers with few qualifications and immigrants, which increases the risk of the social and professional exclusion of these people.

In order to achieve these objectives, the Government and social partners signed a Declaration for Social Dialogue in 2004, that has produced significant progress on employment issues. These agreements have been the subject of regulatory implementation, most notably the 43/2006 Law for the Improvement of and Growth in Employment and the Royal Decree 395/2007 regulating the Sub-system of Vocational Training for Employment, the fundamental objectives of which are: the improvement of job stability and the adaptation of training targeted at active and unemployed workers, respectively, to the requirements demanded by the job market.

This Royal Decree of the Sub-system of Vocational Training for Employment incorporates and builds on the two previous subsystem – occupational training (unemployed workers) and continuous training (active workers)- into one single model of Vocational Training for Employment, clarifying the groups that are considered the priority for training actions.

a) **Preschool activities**

Structured as two cycles of three years each:

- Nursery or Kindergarten ("Jardín de Infancia") (0-2 years of age)
- Preschool ("Preescolar") (3-5 years of age)

The second of these two cycles is included in the general state provision of education and, although not compulsory, is followed by nearly all children. The first cycle, nursery care, is largely privately provided and funded although there are some subsidies second grade.

b) **School system**

Primary School: It is called "Educación Primaria", from 6 to 12 years of age.



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Secondary Education:

Compulsory Secondary Education ("Educación Secundaria Obligatoria" or ESO) is structured with two cycles of two academic years each (total 4 years):

- 1st Cycle (12-13 years of age).
- 2nd Cycle (14-15 years of age).

Upon finishing ESO the student has a number of options:

- Postcompulsory Schooling.
- Vocational Training ("Ciclos Formativos de Grado Medio").
- Start work (ESO is compulsory up to the age of 16, and you have to be at least 16 to get a job).
- Learn a profession in a year ("Programas de Cualificación Inicial Profesional").

Post-compulsory schooling or "Bachillerato" encompasses grades 11 and 12, and is the first non-compulsory educational option for many, particularly those wishing to go on to university. A substantial change in pressure and workload can be found, even within the same institution, as this option is (arguably) the hardest (but shorter). Upon completion, it entitles the student to either sit the university-entrance exam ("selectividad"), in order to go on to undergraduate studies, or to attend some kind of higher vocational training.

There are currently five branches to choose from (it is possible, though, to take up a double option), a fact that directly influences almost half of the curriculum, the other half being made up of compulsory subjects, the so-called "core" curriculum.

The common curriculum is as follows (for both years unless otherwise stated): Language and Literature (of both Spanish and another subject with a usually comparable workload only in case another language of Spain is co-official), a first foreign language (both years, usually English, but German and French are also common, and depending on the institution), Philosophy (1st year), Physical Education (1st year), Spanish History (2nd year), History of Philosophy (2nd year), and an optional one, which depends on both the school's offer and the student's interests.

Each branch is made up of three core subjects, and usually a further one can be chosen.

- Arts: History of Art, Volume (sculpture), Colours (painting).
- Nature and Health Sciences: Biology, Chemistry, Physics/Earth Sciences/Mathematics.
- Sciences & Engineering: Physics, Maths, Chemistry/Technical Drawing.
- Social Sciences: Applied Maths, Economics, Geography, Sociology/Psychology.
- Humanities: Latin, Greek, History of Art/Psychology.

At undergraduate level, every degree has its own branch requirement (entrance is usually possible from two different branches or more, even though some degrees have no such specification). Arts has a limited choice of related degrees at University, mainly History of Art. Humanities have a wider choice, including Physiology, Oriental Studies, Philosophy. Social studies have preference for entering degrees in Law, Economics, Business, Geography. Sciences & Engineering, as its name states, has preference in all engineering careers, and also in Maths, Chemistry and Physics. The main

requirements for nature and health sciences are: Medicine, Pharmacy, Nursing, Biology, Physiotherapy, Chemistry, Dentistry, Geology, Environmental Sciences.

Despite this, some courses accept students from any branch, such as Philology, History, Social Work, Educational Sciences or Tourism.

c) Vocational education and training (in special consideration of the target group)

Formal Vocational Training

Middle or superior vocational training is also a common possibility after ESO or after post-compulsory schooling. They are called middle grade training cycles (*Ciclos Formativos de Grado Medio*) or superior-level training cycles (*Ciclos Formativos de grado Superior*). The student gets a Technician Degree or a Superior Technician diploma.

Vocational Training for Employment

The renovation of education and vocational training initiated in Spain in the 80's consolidated the sub-systems of vocational training, which are currently the **Vocational training for employment** (Ministry of Employment and Immigration) and the **Initial vocational training** (Ministry of Education and Social Affairs) that are responsible, respectively, for the Vocational Certificates and Vocational Diplomas.

At the end of the 90's, it was planned to create a National System of Qualifications and Vocational Training (SNCFP), in order to achieve greater integration and coordination amongst the qualifications of the production system, the sub-systems of vocational training and the evaluation and official accreditation of vocational skills. Finally, the Statutory Act 5/2002 on Qualifications and Vocational Training set up the cited National System of Qualifications and Vocational Training. The backbone of the SNCFP is the National Catalogue of Vocational Qualifications which, moreover, is the reference point for establishing the Vocational Certificates and Vocational Diplomas.

The National Catalogue of Vocational Qualifications is also the reference point for carrying out the valuation and accreditation of the skills acquired through work experience or non-formal routes of training.

The sub-system of **Vocational training for employment** has a set of instruments and actions with the aim of pressing for and spreading a form of training between companies and active workers and the unemployed that respond to their needs and contributes towards the development of a knowledge-based economy. This is a question of a new model that integrates the occupational training, targeted at the unemployed, and continuous training, targeted at active worker, allowing for a more comprehensive vision of the training policies targeted at workers. This prevents the work situation of the worker (active/unemployed) being a reason for the non-acceptance of a training action. However, the integration does not imply the loss of the specific features and goals that justify the existence of differentiated offers and adapted to the different training needs.

The sub-system of Vocational training for employment is made up of the following training initiatives:

- Demand Training: a bespoke response to the specific training need of companies and workers. It is fundamentally targeted at active workers and the initiative comes from companies. It is financed with tax allowances.
- Supply Training: it is tailored to the job market needs and enables the different professions to be carry out their work on a qualified basis, and for access to employment, being targeted at both active workers and the unemployed. The initiative comes from public authorities and it is financed with Government subsidies.
- Training in Alternation with Employment: the objective of this is the acquisition of vocations skills for work by means of a mixed process of employment and training.

One of the aims of this new sub-system is the improvement of the employability of workers, especially those who have greater difficulty in keeping jobs or professional integration, as well as promoting the accreditation of professional skills acquired by workers both through training processes and work experience.

In order to guarantee access to training for workers with greater difficulties of integration or keeping them in the job market, the following groups will have priority to participate: women, **young people**, people with disabilities, those affected by and victims of gender violence and terrorism, the long-term unemployed, the over 45's, people at risk of social exclusion (prisoners, people with disabilities, **foreign people** and people with low training level) and workers of SMEs.

d) Tertiary education

Technical College

Accessed with a post-compulsory schooling degree or through a middle-level training cycle ("Ciclo Formativo de Grado Medio") while being at the age 18 before December 31 of that year and passing an entrance exam. The schooling covers a set of formation cycles that are organized in professional modules. Upon finishing, individuals can access to university studies related to their training cycle studies. For example, if a student receives a degree in computer science, they may study computer science engineering. It has no access exam but the marks are considered for the university admission.

University

Spanish higher education is **currently adapting to the three cycle degree system of the European Higher Education Area**. Therefore, two structures currently coexist in university education:

The new structure (in line with the European Higher Education Area)
In this structure, programmes are situated in one of the following three cycles:

- Bachelor's programmes: Basic degree programmes and/or general education-oriented;



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- Master's programmes: Specialized or multidisciplinary advanced training; academic or professional oriented; and
- Doctorate programmes: Advanced training in research techniques.

The old structure (pre-European Higher Education Area). There are still four types of programmes which will be adapted to the above-mentioned structure before 2010. These are:

- First cycle (short cycle) degree programmes: orientated towards professional qualifications and award either a Diploma or a General Degree, and, in Engineering and Architecture, an equivalent qualification (official duration of three years).
- First and second cycle degree programmes (long cycle): According to the type of studies, they have an official duration of either four or five years.
- Second cycle only degree programmes (generally two years), lead to the award of the equivalent of an Honours Degree, and, in Engineering and Architecture, an equivalent qualification, entry to which requires certain first cycle qualifications or a long cycle first degree.

Studies of the 3rd cycle are called Ph.D. programs (doctorate). The access is regulated by the university itself, through the Doctorate Commission. It is necessary to have the degree course, architecture or engineering.

Own degrees are non-regulated studies leading to an unofficial degree, recognized only by the granting university. These courses have the same structure as the regulated studies. Therefore, there are first cycle degrees, first and second cycle degrees, and second cycle degrees.

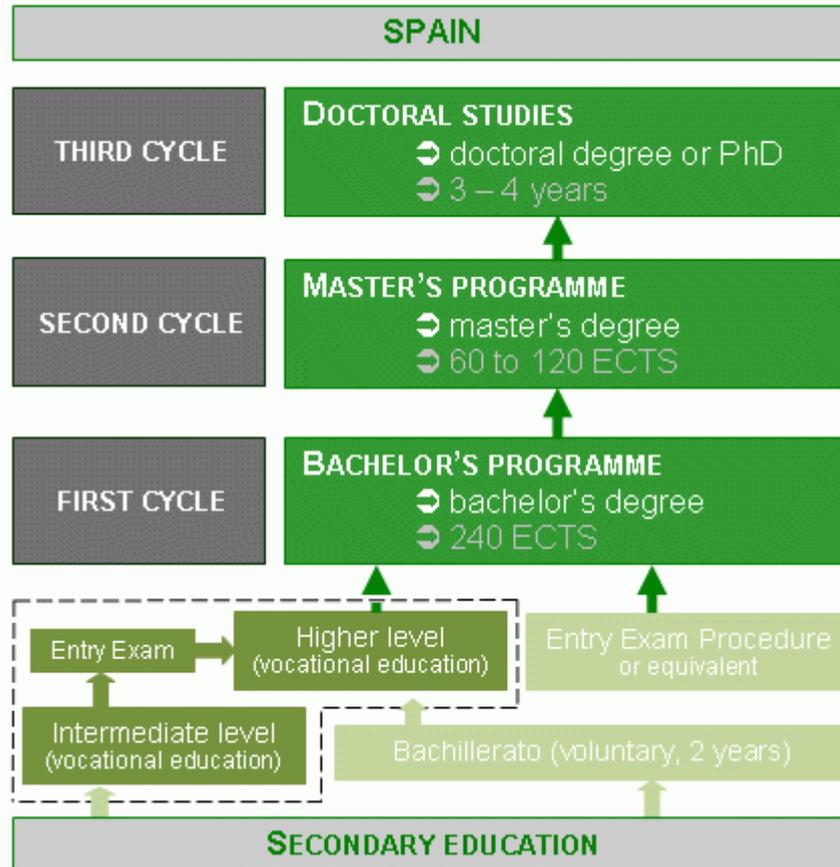


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e) Further training activities

There are other training activities called “enseñanzas de régimen especial”:

Languages: In order to access it is necessary to be older than 16, except for those older than 14 who are studying a different language than that studied in ESO. With the Certificate of Secondary school it is possible to directly access the intermediate level of the first language studied in “Bachillerato”.

Sports: In order to get access to the superior grade, it is possible to have the Certificate of Secondary School and the Certificate of middle grade for the appropriate speciality. In some specialities it might be necessary to pass a specific exam to get access. It will be possible to access without the academic requirements passing an entrance exam (to middle grade those older than 17 and to superior grade those older than 19, or 18 provided they hold a technical certificate related to the speciality).

Arts: This refers to professional studies related to music and dance together with middle and superior grades in plastic arts and design. It is necessary to pass a specific exam to get access. The students who finish dance and music professional studies will obtain the Certificate of Secondary Studies if they pass the common subjects from “Bachillerato”. The students can get access without the academic requirements to professional studies related to plastic arts and design passing an entrance exam (to the



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middle grade those older than 17 and to superior grade those older than 19 or 18, if they hold the technical certificate related to the speciality).

In order to get access to the superior artistic studies (“enseñanzas artísticas superiores”), it is required –apart from the Certificate of secondary school- to pass a specific exam.

Training for Adults with a view to promoting their joining to the educational system. It is addressed to people older than 16 years. The methodology is quite flexible and open.

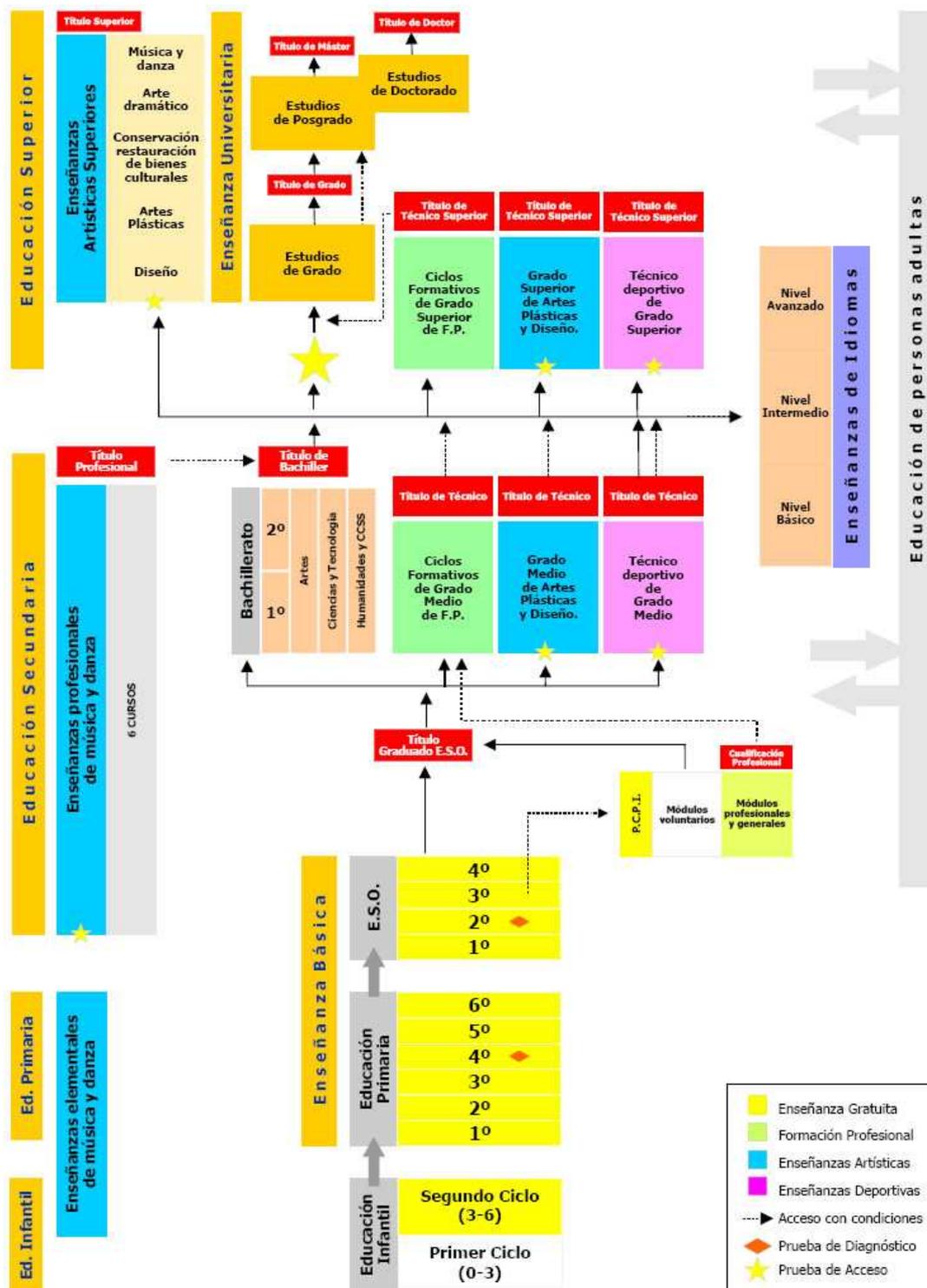


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2. Please give indicators to: (use tables where possible)

a) Structural data (demographic figures, labour market, traditional industries, etc.) and structural development in the near future in your country

Revision of the Municipal Register 2008. Data at a nacional, regional and local level

Population per sex and age

Units: People

AGE	SPAIN			ANDALUSIA			GRANADA		
	Total	Men	Women	Total	Men	Women	Total	Men	Women
16- 19	1.896.432	975.988	920.444	399.891	206.472	193.419	45.272	23.374	21.898
20- 24	2.839.138	1.451.460	1.387.678	555.720	284.995	270.725	61.832	31.690	30.142
25- 29	3.714.625	1.915.080	1.799.545	669.087	344.315	324.772	72.950	37.636	35.314
16- 29	8.450.195	4.342.528	4.107.667	1.624.698	835.782	788.916	180.054	92.700	87.354

Source: INE

The assessment of the data for 2008 provides that a significant section of the youth population¹, particularly women, compared with the previous analysed situations (1996, 2000, 2004):

- Start working at an earlier age, i.e., they complete their education earlier or they drop out.
- Spend less time, after education, looking for a job.
- Spend less time in unemployment.
- More have indefinite employment contracts.
- Have incomes available at an earlier age with which they can “mainly” finance their expenses.

In the last eight years our country has seen the youth population fall by **three percentage points and it is expected to continue falling over the next ten years**, according to demographic projections.

Young people become independent in greater numbers and at an earlier age. 37% do not live in the parental home. In 2004, the share was 32%. Gaining independence and settling down are the main reasons for youth emancipation.

Young people begin to live with a partner at an earlier age. On average, young people begin to live with a partner at 21.6 years of age.

There has been an increase in the number of young women who live with a partner. Of the young people living with a partner: 44.8% are women and 29.3% are men.

Women with lower levels of education tend to have children at an earlier age than those with higher levels of education.

Young mothers with high levels of education have more possibilities of working outside the home than those with lower levels of education.

¹ When we speak about youth population we are referring to the age range 15- 29.



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b) Percentage of young people under the age of 27 reaching ISCED levels 2-6²

Youngsters between 16 & 29 years old 8.168,6

- Men 4.191,7
- Women 3.976,9
- % of young people in the population of 16 and over 21,3%
- Men in male population of 16 and over 22,3%
- Women in female population of 16 and over 20,4%

Youngsters who are studying (both formal & non-formal studies) 2.859,6

- Men 1.388,8
- Women 1.470,8
- % of youngsters who are studying (both formal & non-formal studies) in the youth 35,0%
- Men in the young male population 33,1%
- Women in the young female population 37,0%

Youngsters taking formal studies 2.292,3

- Men 1.100,7
- Women 1.191,6
- % of youngsters who are taking formal studies in the young population 28,1%
- Male in the male population 26,3%
- Women in the young female population 30,0%

c) Percentage of young people under the age of 27 finishing vocational education (ISCED level 3 and 4)

- Unable to find relevant data-

d) Current unemployment rate overall and under the age of 27 or which other age limit is normally used in your country (please add figures for the group of the 25 to 30 year old if they can be found and if possible, distinguish between people with and without professional qualification)

Survey of Active Population

Activity rate per sex and age group

Units: Percentage

Andalusia	2008 (Rate 4th Semester)	2007 (Rate 4th Semester)	2006 (Rate 4th Semester)	2005 (Rate 4th Semester)
Both sexes (ages)				
16 to 19	30,81	32,92	31,82	28,32
20 to 24	68,02	67,76	66,17	67,83
25 to 29	84,55	81,73	81,69	81,92

² We have only found data regarding formal and non-formal education.



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Men (ages)				
16 to 19	35,74	38,67	38,57	36,65
20 to 24	72,07	70,88	72,29	75,54
25 to 29	89,24	87,46	89,81	89,78
Women (ages)				
16 to 19	25,56	26,8	24,66	19,51
20 to 24	63,76	64,48	59,73	59,73
25 to 29	79,58	75,63	73,03	73,58
Spain	2008 (Rate 4th Semester)	2007 (Rate 4th Semester)	2006 (Rate 4th Semester)	2005 (Rate 4th Semester)
Both sexes				
16 to 19	26,62	28,16	28,5	27,73
20 to 24	68,27	66,94	67,59	67,14
25 to 29	86,88	86,01	86,2	85,24
Men (ages)				
16 to 19	29,56	32,73	33,01	31,96
20 to 24	72,37	71,47	72,07	72,56
25 to 29	90,01	90,31	90,85	90,24
Women (ages)				
16 to 19	23,52	23,34	23,73	23,27
20 to 24	63,99	62,2	62,89	61,46
25 to 29	83,57	81,43	81,24	79,92

Source: INE & IEA

Survey of Active Population

Unemployment rate per sex and age groups

Units: Percentage

Andalusia	2008 (Rate 4th Semester)	2007 (Rate 4th Semester)	2006 (Rate 4th Semester)	2005 (Rate 4th Semester)
Both sexes (ages)				
16 to 19	53,41	35,17	31,66	30,99
20 to 24	33,35	20,66	17,19	22,06
25 to 29	24,44	15,64	14,43	14,64
Men (ages)				
16 to 19	52,77	28,41	25,32	27,02
20 to 24	33,54	17,93	12,83	17,68
25 to 29	22,47	11,69	11,51	11,29
Women (ages)				
16 to 19	54,36	45,56	42,18	38,88
20 to 24	33,12	23,81	22,74	27,89
25 to 29	26,79	20,51	18,25	18,97
Spain	2008 (Rate 4th Semester)	2007 (Rate 4th Semester)	2006 (Rate 4th Semester)	2005 (Rate 4th Semester)
Both sexes (ages)				
16 to 19	45,79	31,34	31,13	27,7
20 to 24	24,79	15,3	14,19	16,15



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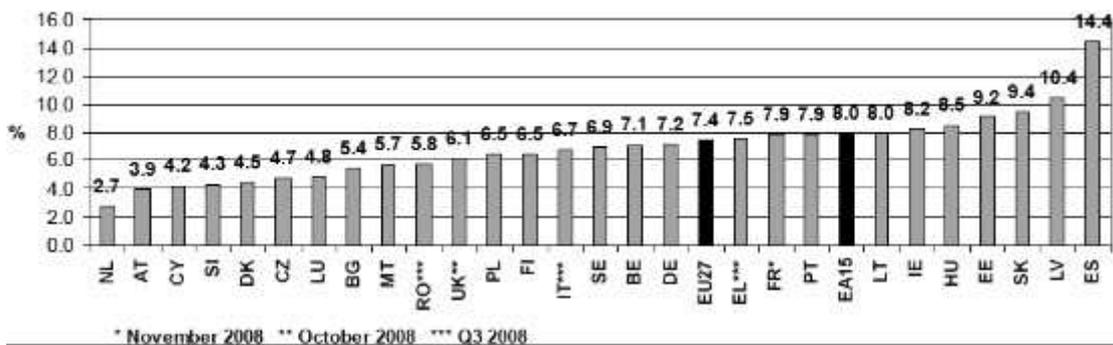
25 to 29	16,86	10,04	9,81	10,82
Men (ages)				
16 to 19	44,58	26,89	25,22	23,22
20 to 24	25,48	13,27	10,79	13,79
25 to 29	17,82	8,1	8,2	8,74
Women (ages)				
16 to 19	47,39	37,93	39,81	34,2
20 to 24	23,96	17,73	18,26	19,07
25 to 29	15,76	12,32	11,73	13,32

Source: INE & IEA

e) Rate of long term unemployment overall and under the age of 29 (if possible, distinguish between people with and without professional qualification)

According to Eurostat, the EC office for statistics, **Spain** is the country, amongst the twenty-seven members of the EU, in which the unemployment rate reached in December the highest level, **14.4%** the data indicate that Spain is the country in the EU **with greatest unemployment rates in all categories**, since the unemployment among those younger than 25 reached in December 29.5%, compared to 16.6% in the EU and 16.45 in the Eurozone.

Unemployment rates in December 2008, seasonally adjusted



The male unemployment rate in Spain became the highest in the EU in December, when it reached 13.7% compared to 7.6% in the eurozone and 7.2% in the EU. As for **women**, Spain is also the leader in unemployment, with an unemployment rate of 15.3%, compared to 8.5% of the eurozone and 7.7% in the EU.

As far as the **unemployment rate under the age of 29**, 19.2% of unemployed Spanish young people have been in that situation for more than 12 months. Long-term unemployment affects more Spanish than foreign young people (the percentage for the young foreigners is 15.9%).

According to the data offered by international organisations such as OCDE and Eurostat, the position of the European youngsters in the labour market has become worse from 1995 up to now. This is due partially to the changes in the economic cycles.



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As for the labour situation of the Spanish youth, there are important improvements in the position of the young people in terms of employment, even if always in the same context of lack of stability and increasing risk than the rest of the European youngsters have to suffer, but sensitively higher in the Spanish case. In the last four years there has been an increase of the working youngsters. They represent 23.2% of the total employed population. According to the IJE 2008 (Report of the Spanish Youth issued by the National Institute for the Youth), 57.5% of the youngsters are employed, 9.2% are unemployed and 33.3% inactive. These data thus confirm an increase of the employed young people if you compare it to year 2000. The unemployment youth rate, even if high in a compared context, have continued their decrease initiated in year 2000, when the rate was 21%. According to EPA (Survey of Active Population carried out by INE, National Spanish Institute for Statistics) in 2008 the youth unemployment rate was 13.8%. The youth unemployment rate for the 27 members of the EU is 17.4% for the group between 15 to 24 years and 10% for the group between 25 to 29 years.

f) Current percentage of school dropouts, early school leavers³ and VET drop outs

“Premature drop-outs” are perhaps the most serious problem that international evaluations have detected in recent years in the Spanish education system. The organisations that set the educational norms are more and more ambitious, and have come to consider as “premature” any drop out after the mandatory maximum schooling age; in other words, students who do not go on to higher-level secondary school, (*bachillerato* or vocational training). Not only has Spain one of the lowest graduation rates at this level, but it does not appear to be improving in recent years and according to some researchers it is getting worse. This indicator of the success of the educational system has traditionally risen year after year, but the trend stopped in 2000, with 65.9% of students having *bachillerato* or vocational training diplomas, falling until 2004 at the rate of more than a percentage point a year until it hit 61%. In the 2008 it fell two points and in this case it was due to the increase in the number of immigrants. Other reasons explain the decline in the other three years. The following quote, from an author who stresses this issue, gives an idea of the political passions it stirs: “In searching for blame in such a way as to avoid examining the intrinsic woes of the LOGSE system, all that remains is the enemy par excellence of the educational system in recent years, judging by the analysis of the LOGSE education law: immigrants. Once again it is shown that failure did not come in a small boat crowded with undocumented foreigners, but rather is part of our educational system: once we have eliminated the effect of the immigrants, the figures improve a little (the figure corresponding to 2006 would be surpassed) but the evolution is identical”.

3. Please make comments to the state of implementation of NQF (National Qualification Framework), EQF (European Qualification Framework) and ECVET (European Credit System for VET (Limit 3000 characters)

As far as the **National Qualification Framework** and the **European Qualification Framework** are regarded, a decentralized model regarding authority over education is

³ See definition of early school-leaver by Eurostat: **percentage of people aged 18-24 with only lower secondary education not in education**

currently in place for Spanish Higher Education. It distributes authority over education between the State, the Autonomous Communities and the Universities. Jurisdiction over higher education is designated almost totally to the universities, with isolated exceptions in certain military, artistic and music degree programmes that are given in non-university institutions. The State however regulates the conditions for obtaining, issuing and recognising academic and professional degrees.

As for the VET, an important event in the evolution of the Spanish Vocational Training was the approval of the **Organic Law 5/2002 of 19th June for Qualifications and Vocational Training** that establishes a **National Catalogue of Professional Qualifications**. This allows to move forward in a long life learning approach and in the integration of different offers of Vocational Training (formal, vocational and continuous), favouring the recognition and accreditation of the professional competences acquired both thanks to training processes (formal and non-formal) and working experience.

The Royal Decree 1128/2003 of 5th September by which the National Catalogue of Professional Qualifications is regulated (modified by Royal Decree 1416/2005 of 25th November) defines the structure and contents of the catalogue and its components: qualifications, competence units and training modules related to the Modular Catalogue of Vocational Training.

Currently, the qualifications in Spain are in a process of organisation and redefinition. There is a constant publication of royal decrees that regulate the occupations. The organism in charge of the organisation for the qualifications is INCUAL (Spanish National Institute for Qualifications).

A **National System of Credits for Vocational Training** within the European framework is in the process of creation. This aims at facilitating the transfer of qualifications and encourage mobility. Similarly, Decrees of the Qualifications and Vocational Training Act [*Ley de las Cualificaciones y de la Formación Profesional*] are being developed to include the European principles for the validation of formal, non-formal and informal learning in the Spanish Vocational Education and Training System.

4. Target group **(Limit 3000 characters each point)**

a) Based on the definition of the target group of the QualiMoVET project attached with this matrix, which subgroups (figures 1-8) would you define as most relevant for your country and for this project?

Group 6: Cultural differences.

Why?

Based on the Population Register, on the 1st of January 2007 there were approximately 1,342,830 young foreigners between 15 and 29 years of age living in Spain. This figure has increased substantially in the last years. In relative terms, young people make up 29.7% of the total number of foreigners registered in the Population Register. By nationality, the data shows that three nationalities, Romanians (with

210,888 individuals), Moroccans (with 192,933 individuals) and Ecuadorians (with 139,145 individuals) make up, in that order, 40.7% of the total number of young foreigners registered in the Population Register. These are followed by Bolivians and Colombians (81,545 and 78,610 registered individuals, respectively).

b) How many young people would you relate to each relevant group? Please give actual figures and a forecast to future developments, if possible.

The immigration process that Spain has witnessed in these first few years of the 21st century has been one of the fastest on record. This has also been the case for the arrival of school-age minors, as seen in the table below, which shows the evolution of foreign students as thousandths of the total in different categories. It can be seen that in Primary Education and Mandatory Secondary Education (up to age 16), immigrant students have risen from 1% to 10% of the total in the space of 10 years, meaning an average increase of one percentage point per year.

Number of foreigners per 1,000 registered students, at different educational levels

	1997- 1998	1998- 1999	1999- 2000	2000- 2001	2001- 2002	2002- 2003	2003- 2004	2004- 2005	2005- 2006	2006- 2007
Total	9.9	11.3	14.9	19.9	29.5	44.0	57.0	65.0	74.4	83.7
Infant/pre-school	10.9	11.0	15.1	21.1	32.2	47.2	58.7	60.7	64.1	67.6
Primary education	13.4	13.3	17.4	23.8	35.4	53.5	70.5	80.7	92.2	103.2
Special education	8.3	6.4	12.1	15.7	20.7	35.7	47.9	56.4	63.8	83.8
Mandatory secondary education	9.0	11.9	14.8	19.7	29.1	42.7	57.5	67.3	79.7	92.1
High school	5.6	6.5	7.8	9.2	12.0	17.8	23.6	29.7	34.2	40.3
Vocational training	4.3	4.8	7.4	9.3	13.6	20.7	28.6	38.1	48.9	58.7

Source: Education and Science Ministry, 'Spanish Education Statistics', web page.

c) Are in your country any legal regulations concerning the target group to assure social inclusion?

The inclusion of immigrant people into our society, in a short period of time, has raised the need to tackle integration policies that involve both the authorities and civil society

and the immigrants themselves, by means of a mutual and dynamic adjustment process by immigrants and the recipient society, which was specified in the **Strategic Citizenship and Integration Plan 2007- 2010**. This Plan identifies twelve areas of priority action, which include the Job Sector, which contains the specific goal of “Encouraging the maintaining of employment, vocational promotion and training, as well as the adapting of the skills of the immigrant working population to job market opportunities”. The plan includes measures such as:

- Improvement immigrant people’s access to active employment policies and adapting these to the needs of the former.
- Development of the integrated social and professional itineraries.

In Andalusia 1,400 million euros have been earmarked in 2006- 2009 in the framework of an organised and legal immigration to favour the full social, professional and personal integration of the immigrant population. The plan is called II Plan for the Immigration in Andalusia 2006- 2009 (II Plan Integral para la Inmigración en Andalucía 2006-2009).

In the social and educative area there are:

- **Aulas Temporales de Adaptación Lingüística (ATAL)**. They are programs for learning Spanish with specific trainers that help the immigrant students to integrate in the training centre.
- **Extracurricular activities** for linguistic support to immigrant students.
- **Measures and activities by the training centres**. The aim is to provide school for immigrant students so as to favour their access, stay and promotion in the training system.
- **Intercultural training for the teachers**. In the academia year 2007/08 240 training projects were carried out, with the implication of 341 centres. The current academic year it has been foreseen to implement 344 projects, with the participation of 352 centres.

5. VET system with focus on the target group (Limit 2000 characters each point)

a) What is the situation and perspective of the target group in regard to vocational education?

Three large lines of action can be mentioned that represent a challenge and an opportunity in the field of training for disadvantaged groups in general. The development of all of them has a strong individualised approach.

Updating of the Repertoire of vocational certificates. In the line of the development of the National System of Qualifications and Vocational Training (SNCFP), the updating of the Repertoire of vocational certificates relating to the National Catalogue of Vocational Qualifications is presently being tackled. This may provide a twofold benefit for disadvantaged groups, making use of a broader accreditable training offer that is

very much adapted to the needs of the production sectors. In this respect, priority is being given to the preparation of the most elemental level of vocational certificates.

This training supply of the vocational training for employment referred to the National Catalogue of Vocational Qualifications, (the common reference for the Initial vocational training -Ministry of Education- and the Vocational training for employment - Ministry of Labour-), will allow linking both. This measure is especially interesting in order to promote the re-entry on the educational system for early school leavers and the lifelong learning for workers.

Evaluation and accreditation of skills. There will be the possibility of Recognition and accreditation of the skills acquired through work experience or non-formal routes. This value is further strengthened as it can be observed that our working population has a high number of workers who possess a genuine certificate but lack official accreditation of the same.

Training in basic skills. In addition to the development of the new model, it is planned to set up modular training in basic skills run by the employment authorities, since it is considered that they have a direct effect on employability and allow for access to vocational training with a higher qualification level.

b) What are the reasons which prevent access to education and employment?

Young immigrants in Spain encounter the following problems:

- Language problems (even for those who speak Spanish, because the language is differently spoken).
- Adaptation for cultural differences (other rhythms, other forms of interpreting gestures, other ways of viewing things...)
- Strong feeling of responsibility, because immigrants are the hope for their families who are back at home and find themselves in a difficult situation in their country.
- Lack of contacts (friends, family, professionals).
- Loss of cultural roots, loneliness and homesickness.
- Lack of knowledge on how the system where they have to integrate works.
- Lack of motivation.

They might undergo feelings of stress, frustration, anxiety, and rejection as they struggle with new experiences.

The level of education among immigrant differs according to their country of origin, but in general it is increasing. A high proportion of immigrant from Central and South America (and an even higher proportion of non-EU European people) have a secondary education and or even a higher education. These people often had a good position in their country of origin, but this has deteriorated in recent years due to economic difficulties in these countries. A majority of the immigrants from these countries are 20 to 35 years of age and well educated, but in Spain they are forced to work in catering, domestic service... They might find it frustrating, bearing in mind their labour expectations.



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Vocational training might serve to achieve a more suitable integration of immigrants in employment, particularly those with higher levels of education. However, the working hours that many of them must do (for example immigrant women in domestic service), and particularly the difficulty of gaining access to the necessary information, mean that few immigrants receive training. It is therefore very difficult to combat their lowly position in the labour market and allow them to obtain jobs of greater quality.

c) Are there any special programmes existing in your country for the (re-)integration of the target group in the national VET system?

The main special programme in our country is the **IV National Action Plan for Social Integration of the Kingdom of Spain**, where the priority objective of “Encouraging access to employment: promoting participation in the job market and fighting against poverty and social exclusion” is established. The plan includes measures related to vocational training for employment such as:

- Establish a new vocational training sub-system for employment that combines the occupational training of the unemployed and the continuous training of active workers, with the aim of facilitating access to training for the most disadvantaged groups, **including young people** and older people.

- Propose a training, refresher or employment action **for every young job seeker in a period of no longer than six months from them registering at the Job Centre.**

This IV National Plan for Social Integration identifies the main vulnerable groups in the Spanish population to be the following: the elderly, people with disabilities, children in a situation or risk of exclusion, drug addicts, those suffering from AIDS, asylum seekers and refugees, the Spanish gypsy population, the prison population, the **immigrant population** and women in a situation or risk of exclusion (gender violence).

As far as the immigrant population is concerned, it is necessary to underline the fact that **the proportion of foreigners residing in Spain over the last five years has reached the highest levels in the EU.** 3,979,014 foreign citizens resided with a registration certificate or residence card in effect in our country at December 2007, of which 38.8% were members of EU countries, 30.5% South Americans, 21.1% Africans, 6% Asians, 2.9% non-community Europeans, and 0.5% were North Americans or from Oceania.

d) Do modules play a significant role in vocational education and training in your country?

Yes, they do. Our system is modular.

e) Are there any options for the recognition of informal and non-formal acquired knowledge?

Not yet, but we are currently witnessing a reform (please see point 5.a).

f) Do you see needs for a reform in VET system (or parts of it) for the target group in your country and if yes, which?

As stated previously, we are about to implement a new reform.

6. Quality assurance in VET (Limit 2000 characters each point)

Within the framework of the common objectives and indicators set up in the “Education and Training 2010” report, and taking into account the necessity of urgent reforms to improve and correct the insufficient advances pointed out in the Kok Report, as well as the agreement reached by the Ministries of Education at the proposal of the Vocational Training General Managers of the Maastricht Communiqué, Spain has established national priorities for Vocational Education and Training to accelerate the process and contribute to reach the Lisbon objectives, from now to 2010.

With regard to Vocational Training, the Ministry of Education and Science, the Ministry of Labour and Social Affairs, the Education and Labour Authorities of the Regions in collaboration with Social Agents are working in the development of the Act 5/2002 of Qualifications and Vocational Education and Training, with the purpose of creating a National System of Qualifications and Vocational Training.

This national system is intended to inform people about the education system and its convergence with the individual educational needs and the requirements of the productive system.

Quality of Vocational Education and Training: The Education Organic Bill and the development of the Act 5/2002 of Qualifications and Vocational Education Training lay the foundations for quality assurance of Vocational Education and Training, and the implementation at national level of the common quality assurance framework of education and Vocational Training. It also sets the foundations for common agreements for lifelong guidance, common principles for validation of formal, non-formal and informal learning, the quality evaluation systems of Vocational Education and Training and the unique framework Europass for the transparency of qualifications. It is important to point out that the *Servicio Público de Empleo Estatal* (State Employment Public Service) within its competence in the field of managing training within the labour market, has directed its policies towards the improvement of quality in job and continuing training as well as towards a greater decentralization of management, with the participation of social partners of the process of reform and the Regional Authorities. Likewise, the reforms have met the requirements of the Council of Europe regarding the needs of people at risk of exclusion in the social and working spheres. It is also worth mentioning that aids from the European Social Funding has been used to support and promote the reform of the Vocational and Continuing Training.

Ensure the transfer of credits for Vocational Training: As mentioned previously in this report, National System of Credits for Vocational Training within the European framework is in the process of creation. This aims at facilitating the transfer of qualifications and encourage mobility. Similarly, Decrees of the Qualifications and Vocational Training Act (*Ley de las Cualificaciones y de la Formación Profesional*) are being developed to include the European principles for the validation of formal, non-formal and informal learning in the Spanish Vocational Education and Training System.



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Promoting and encouraging the participation of those involved in Vocational Training, especially social agents: The Government promotes the participation and joint responsibility of all agents and people involved, including social agents, in the principles governing the National System of Qualifications and Vocational Training. These agents will take part as well in the design, implementation, monitoring and evaluation of the Territorial Cooperation Programmes, provided in the Education Organic Bill.

Regarding continuing vocational training, the *Fundación Tripartita para la Formación de Empleo* (Tripartite Foundation for Job Creation) is a managing body, which integrates the more representative business and union organizations at national level and the Government Administration. The State Foundation, which will include the Autonomous Regions, is in the process of being created.

Development of Professional Guidance in the concept of lifelong learning: The Ministry of Education and Science, the Department of Labour and Social Affairs and Education and Labour Authorities of the Autonomous Regions, in collaboration with Social Agents, supported by the National Centre of Resources for Professional Guidance (*Centro Nacional de Recursos para la Orientación Profesional*) and the remaining national and European portals and networks, will implement a common reference framework at national level, for guidance and professional information which would improve guidance services in the various fields.

The Ministry of Education and Science, the Department of Labour and Social Affairs and Education and Labour Authorities of the Communities Regions promote and encourage carrying out practices or training periods in training centres or enterprises at national, regional and local level, as well as in enterprises or training centres of other state members for students, young workers, tutors, vocational training teachers and trainers.

Data about the trans-national mobility in Vocational Training is only available for the *Leonardo* programmes. In 2005, the Ministry of Education and Science, in collaboration with the Department of Labour and Social Affairs, Education and Labour Authorities of the Regions, and Social Agents have started the implementation of the common framework Europass. This action has been complemented by the establishment of the National Centre Europass, whose working programme has been set up to promote trans-national mobility and transparency of professional qualifications.

The main policies that are being developed and reinforced in order to reach this objective refer to the following:

- flexibility of access,
- electiveness,
- transition from Secondary Education Post-compulsory or Higher Education.

Specific Vocational Training has been diversified into 23 professional families and 64 Intermediate Training Cycles, which prepare students to enter the labour market with qualifications. Advanced Vocational Training has also diversified its offer in 78 Training Cycles.



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The Act 5/2002 determined the preparation of a National Catalogue of Qualifications (*Catálogo Nacional de Cualificaciones*), which will act as a reference to the various training options. It will facilitate access to training and make it more flexible. It will also enable the election of different routes. The creation of Integrated Vocational Training Centres will also widen the access to initial, continuous and in service vocational training offers.

The Act also contemplates the inclusion of key subjects relating to Information and Communication Technology, languages of the European Union, teamwork and prevention of work risks in all Vocational Training offers financed by public funds. For the purposes of the above mentioned objective, the Education Organic Law Bill puts special emphasis on educational and professional guidance, tutorials, the development of a entrepreneurship spirit, training periods in enterprises and the possibilities offered by current regulations for the access and transition between the various options (compulsory attendance, open education, adult education, etc).

Finally, the new Law makes more feasible the access to higher education, either university or Vocational Training, from Secondary Education, as well as the possibility to obtain Upper Secondary and Vocational Training Certificates by means of specific examinations. The Law also encourages the autonomy of educational institutions to adapt their offers and training routes to the needs and interests of their social, economic and productive environment as well as to their future prospects and economic and social development.

The State Employment Public Service plans, through the Employment Law, the setting up of several programmes. As examples we could mention:

- "On line" training for the unemployed.
- Training and Labour Force Inclusion Programme, of information and communication technologies and other activities for job seekers.

With regard to in-service training, a number of measures have been proposed aimed at facilitating individual alternatives for the participation of the labour force in training activities, such as:

- Individual training permits, which would enable worker to participate in regular institutional training.
- Training requested by enterprises that can be incorporated to their own educational projects.
- Training offered to workers that can be linked to the acquisition of training credits of the national system of qualifications.

Training incentives by means of the discount of training costs on the enterprises' contributions to Social Security is the most important change carried out in the management of continuing training.

The Employment National Plan and the Declaration for the Social Dialogue 2004 pursue the objective of improving competitiveness, stable employment and social cohesion. The Social Dialogue contains 13 specific business fields. The Knowledge Economy is one of these 13 fields, which seeks to encourage lifelong learning and

ensure professional qualifications to guarantee employment for the entire working age population.

The Act 5/2002 of Professional Qualifications and Vocational Training draws up the National Catalogue of Professional Qualifications, and promotes a network of national reference centres specialized in the various productive sectors, with the purpose of linking vocational training with the requirements of the labour market.

Both, union and employers' associations take part in the preparation of the National Catalogue of Qualifications. Experts from these organizations define the qualifications and afterwards check the administration's proposals from the point of view of the labour market.

National centres of reference, for their part, are intended for improving the observation of changes occurred in the different sectors, which would modify the content of work and affect training and employment needs.

The Government promotes links between Vocational Training and Enterprises by means of nationwide binding laws, and in accordance with the recommendations made by the European Union (*Carta de Feira*, Council of Education Ministers of February 2001).

A political commitment has been undertaken to promoting the enterprising spirit in the education system from early ages, and encouraging the links of Vocational Education and Training with enterprises in order to train VET students and teachers, tutors, trainers and *PYMES* workers, especially to meet the needs of low-qualified groups and those of small and medium sized companies.

Likewise, collaboration agreements are promoted between Education and Labour Authorities and Business organizations, private firms and Social Agents that contemplate the collaboration of experts to develop professional guidance on self-employment and creation of new businesses. To this end, rules governing the National Plan of Training and Insertion (*Plan Nacional de Formación e Inserción*) that regulates vocational training within the work sphere establishes close links with the business environment. Following are outlined the most significant measures:

- Non-labour practical training. These practices are drawn up on the basis of the Collaboration Agreements signed between the labour Authority in charge of managing the *Plan de Formación e Inserción Profesional - FIP* (Professional Training and Work Placement Plan) and the relevant enterprise or business organization.
- Collaboration agreements with contract of employment. These agreements establish a commitment to contracting the students trained within the Collaboration Agreement.

Within the sphere of In-service Vocational Training, a range of Training Complementary and Supporting Actions are developed whose objectives are, among others, carrying out studies to detect the needs of the different sectors and adjust the demand for labour and the educational offer accordingly. Regarding the educational offer, the *Planes de Oferta Intersectoriales* (Plan for offers in the various sectors) which are



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covered by collective negotiation and designed to meet the specific training needs of the productive sectors, are worth mentioning.