



**Lifelong Learning Programme  
Leonardo da Vinci, Development of Innovation**

**QualiMoVET**

**NATIONAL STUDY  
Spain**

***IMFE, INSTITUTO MUNICIPAL DE FORMACIÓN Y EMPLEO,  
Granada Council  
SPAIN***



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## 1. INTRODUCTION:

Following the information of IMFE preliminary study and specifying the reflection on the area in which our institution develops their professional work related to the target group of the study, we have chosen courses of vocational training for the employment (Installation of carpentry elements, Cleaning surfaces and furniture in buildings, and Socio-health care at home), we developed regularly for four reasons:

1. IMFE has enough and well-known experience in the field of vocational training to develop training activities since 1992. IMFE is Collaborating Centre of Employment Council of Regional Government to offer courses of vocational training for employment and all facilities recognized (classrooms and workshops), handbooks, training materials and teaching staff.
2. IMFE works with experts / teachers qualified who belongs to the professional learning sector, accredited through the Experts List from regional government (Andalusia) for teaching, monitoring and evaluation of subjects recognized in the National List of Qualifications;
3. Among the target group of training activities, we develop courses for unemployed youth people with special needs and at risk of social exclusion. This group has preference in order to get their integration into the labor market. In particular we refer to young people serving sentences in open system (its means semi-freedom), youth people who have recently served sentence by crimes, immigrants under 18 years old in reception centre and youth people who have not finished the basic training.
4. The training actions are regulated by law so that they have recognition and accreditation at regional level and state level, and they are the result of the application and development in Spain of measures at European level promoted from Lisbon Treaty. That is why the answers of matrix required will be in accordance with the Law 5 / 2002 of June 19 about Qualifications, Royal Decree 395/2007 of 23 March regulating Vocational Training for Employment, as well to integrate the Royal Decree 1224/2009 of 17 July for recognition of professional skills acquired through work experience or through non-formal training, re-regulation in the Spanish State .

Our focus of attention is the matrix in vocational training for employment, specifically in no formal training, aimed at unemployed people from 16 to 65. The group which we work, young unemployed with special difficulties in job placement, chooses this training route for being outside the education system, being shorter, being aimed to the active and real job search and not reproducing the restricted parameters that have caused a high dropping out (primary, compulsory secondary education, bachelor ...).



## 2. MATRIX ANALYSIS

Dimension	Quality Indicators
<p><b>1. Currículo/ competency standard</b></p>	<p><i>Professional Certificate of INSTALLATION OF CARPENTRY ELEMENTS (VOCATIONAL TRAINING WOOD, FURNITURE AND CORK).</i>  <a href="http://www.inem.es/inem/ciudadano/formacion_ocupa/certificados/pdf/MAM/fichas/Ficha_MAM_Instalacion_elementos_carpinteria.pdf">http://www.inem.es/inem/ciudadano/formacion_ocupa/certificados/pdf/MAM/fichas/Ficha_MAM_Instalacion_elementos_carpinteria.pdf</a> (See Annex 1)</p> <p><i>Professional Certificate of CLEANING OF AREAS AND FURNITURE IN BUILDINGS (VOCATIONAL TRAINING SOCIOCULTURAL AND COMMUNITY SERVICES)</i>  <a href="http://www.inem.es/inem/ciudadano/formacion_ocupa/certificados/pdf/SSC/fichas/Ficha_SSC_limp_sup_mobiliario_edificios_locales.pdf">http://www.inem.es/inem/ciudadano/formacion_ocupa/certificados/pdf/SSC/fichas/Ficha_SSC_limp_sup_mobiliario_edificios_locales.pdf</a> (See Annex 2)</p> <p><i>Professional Certificate of SOCIAL AND HEALTH CARE AT HOME (VOCATIONAL TRAINING IN SOCIAL AND CULTURAL SERVICES AND COMMUNITY SERVICES)</i>  <a href="http://www.inem.es/inem/ciudadano/formacion_ocupa/certificados/pdf/SSC/fichas/Ficha_SSC_Assistencia_sociosanitaria_personas_domicilio.pdf">http://www.inem.es/inem/ciudadano/formacion_ocupa/certificados/pdf/SSC/fichas/Ficha_SSC_Assistencia_sociosanitaria_personas_domicilio.pdf</a> (See Annex 3)</p>
<p>YES</p>	<p><u>Are there teaching conditions and specific curriculum?</u></p> <p>Both, competencies and training modules, are regulated by law.</p> <p><b>INSTALLATION OF CARPENTRY ELEMENTS:</b> Royal Decree 1378/2008 of 1 August, establish a Professional Certificate of Professional Family of the wood, furniture and cork that is included in the National List of certificates of proficiency. (See Annex 4)</p>



	<p><b>CLEANING OF AREAS AND FURNITURE IN BUILDINGS:</b> Royal Decree 1378/2009 of 28 August, by establishing a Professional Certificate of Sociocultural and Community Services Professional Family that are included in the National Register of Competence Certificates (See Annex 5)</p> <p><b>SOCIAL AND HEALTH CARE AT HOME:</b> Royal Decree 1379/2008 of 1 August, by establishing two Professional Certificates of Sociocultural and Community Services Professional Family that are included in the National Register of Competence Certificates. (See Annex 6)</p>
YES	<p><u>Access to the programm/module is flexible / open?</u></p> <p><i>Pre-requirements are minimal and are related to the basic educational profile required for the development of occupation, you can access the three courses selected for this study with a professional certificate, it means, to justify that somebody has been schooled, but not necessarily has successfully ending the mandatory training cycle. To select students, to have basic skills of literacy will be valued.</i></p> <p><i>With regard to the possibility of accessing them is easy, because there are in Grenada several collaborating centers of regional government and offer these specialities at different times of the year.</i></p>
YES	<p><u>The curriculum is oriented/ based in skills?</u></p> <p><i>Totally. Know-how is the goal and is legislated through professional certificates belonging to national qualifications catalogue in which the units are determinated and the minimum skills needed to overcome to obtain the degree. See the index card of each certificate.</i></p>
YES	<p><u>The curriculum ensures the development ...</u></p> <p>a) ... <u>of key skills</u>? <i>Yes, because there is cross-training required (Health and Safety at Work, employment guidance, environmental awareness, literacy, and gender equality, given by technical staff / teacher training facility) in each course, plus that from the Employment Service of IMFE, the department of career counseling collaborate actively giving workshops and group sessions and individual work in which social skills and pre-employment are development, and also other key skills.</i></p>



	<p>b) ... <u>of professional skills</u>? Yes, absolutely. They are collected and listed in the schedules and it will be evaluated during development of the training action.</p>
<p>Relatively. Programmes and Modules are closed, but teachers-experts are adapted, necessarily, to students characteristics (Attention to diversity)</p>	<p><u>The programmes / modules, allow flexibility ...</u></p> <p>a) <u>for individual demands</u>?</p> <p><i>Adaptability is made by the teacher, according to the group, the group needs and expectations, of the training levels of group and individual needs are identified at the beginning of the course and during the courset. However all adjustment is made from a minimum given by law that are necessary to overcome the certification of training.</i></p> <p>b) <u>competencies of person</u>?</p> <p><i>Contents are unchanged, but the teacher adapt practices and attend the diversity, providing adapted materials, individualized monitoring of achievement of students with individualized reinforcers determine appropriate and necessary for optimal development and learning</i></p> <p>c) <u>interests of person</u>?</p> <p><i>Of course. Training, not mandatory, part of an idea of voluntary nature in learning very important for the development of the training activity, their use and individual involvement by the students. Besides the possibility of job placement offering this training is another highly motivating factor in the group that minimizes possible situations of truancy.</i></p> <p>d) <u>connectivity of programmes or modules</u>?</p> <p><i>Professional Certificate make the connection between the contents (developed by modules) and units of competence at which they are associated, a unit of competency can be developed through one or more modules</i></p> <p>e) <u>partials or totals qualifications</u>?</p>



	<p><i>The law provides total and partial qualifications. To certify the competence necessary to pass the evaluation of the modules associated with it.</i></p>
<p>YES</p>	<p><u>Its the curriculum oriented to the working process?</u></p> <p><i>Totally. See the Royal Decree of Professional Certificate and with more details the summary of specialities (Annx 1, 2 and 3) in which its listed: 1. the professional qualification of reference, 2. the units of competence in which its are breakdown, and 3. the occupations or job posts related (including the codes of CNAE (National Code of Economic Activites)</i></p>
<p>YES</p>	<p><u>Which methods of evaluation are used to ...</u></p> <p>a) <u>to measure the products requirements.</u> <i>In law are regulated in detail what the professional tasks of each Unit of Competency.</i></p> <p>b) <u>to measure the acquisition of competencies.</u> <i>In law are regulated in detail what the performance criteria planned for each Unit of Competency</i></p> <p>c) <u>to measure the competencies and applicability of pedagogic staff.</u> <i>The law in general and in each source of regulation of Certificates of Competency, provides specific rules for access to teaching staff, and stricter criteria for trainers</i>  <i>Requirements of Trainers and Teachers (*):</i></p> <p><i>1. Requirements for training and professional experience to achieve the Professional Certificates are listed in paragraph IV of each Professional Certificate and should be enforced in the classroom (face to face modality) and distance learning.</i></p> <p><i>2. In accordance with article 13.3 of Royal Decree 34/2008 of 18 January, has been taken on as experts to provide specific training modules that are specified in paragraph IV of each of the annexes to the Professional Certificates,</i></p>



	<p>qualified professionals with experience in the field of the unit of competency what is associated the module.</p> <p>3. To recognize the teaching competence required, the trainer or expert must be in possession of Professional Certificate of Occupational Trainer or equivalent training in teaching method for adult vocational training. This requirement shall be exempt:</p> <p>a) Those who have obtained bachelor's degrees in education or a Master of all specialities.</p> <p>b) Those who have got the title of Teaching Diploma issued by the Ministry of Education and Science or equivalent</p> <p>c) Those who demonstrate contrasting teaching experience of at least 600 hours during the last seven years in vocational training for employment or educational system</p> <p>4. The trainers provide training to distance training and must have experience in this modality, the use of information technologies and communication, and meet the specific requirements that are set for each Professional Certificate. To this end, the competent authorities will develop programs and specific actions for the training of these trainers</p>
<p><b>2. Learning support system and infrastructure</b></p>	
<p>YES</p>	<p><u>It provides the students some type of counseling service before starting the program or module?</u></p> <p>Yes, before to start training activity a informative session taken place, as a compulsory character and necessary for the subsequent selection of students which develops and explains the training process that will develop during the course, the modules and their respective units of competency, the career that its possible to chose once they are in possession of the qualification, monitoring group and individualized by the teacher that is going to continue with the group or student, active-participative methodology and activities are planned make along the modules, work experience associated with contents, and evaluation (initial and final summative)</p>



	<p><i>In addition to the above criteria for groups of young people with special needs and at risk of social exclusion, social services and counseling services of Andalusia and the bodies approved for that activity orientation (the IMFE has its own service of guidance) make detailed reports of the derivation in which students identify their career paths for integration, the accompanying measures that have been made with them, the proposed training areas in which to develop their training, their personal / family and identification and list of possible special educational needs that can assist the optimal use of the training activities which have been derived.</i></p>
YES	<p><u>It is clear the situation of the target group / individual before the introduction of the program or module (something like assistance: e.g. if there are family problems, drugs, etc.?)</u></p> <p><i>Yes, because in many cases, both young people without training or has failed in other pathways to qualifications, as in the case of young people with criminal records or serving sentences in open prisons, educators and monitors these facilities are responsible for all information about each individual student. Information to be working before start the course and can adapt to the requirements and methodology for the development of the training activities of the special characteristics of the student and group.</i></p>
NO	<p><u>It is possible to adopt / have access to the culture / environment of the individual?</u></p> <p><i>Not institutionally. Although there is a high degree of coordination between IMFE and Social Services and guidance service that allows for timely and detailed information of the personal situations of students, although access to the culture / environment of the students is the responsibility of Social Services</i></p>
YES	<p><u>Its offered any help to target group / individual to discover if there are problems before starting the program or module (eg language problems, etc.)?</u></p> <p><i>The most frequent case of foreign students who have no language skills. In this case there Linguistic Adjustment Classrooms (Education Authorities), Centres for Adults (Spanish and Social Skills, especially for immigrants)</i></p>



	<p><i>In some cases, students have got with special support in the classroom to accompany the monitoring of classroom, carry it easy tailored materials and develop their basic skills and language allowing optimal development of their learning.</i></p>
NO DIRECTLY	<p><u>People in the target group are involved in making decisions about the program</u> (eg. Necessary support, etc..?)</p> <p><i>Their needs are normally collected through the previous experience of teaching staff. Are made at the beginning in the course of group dynamics to identify expectations and lead the course in order to reply to the needs of students.</i></p>
YES	<p><u>Is the program accessible to the target group / individual</u> (eg "have been taken into account local factors?)</p> <p><i>It takes into account labor market needs of the city and province where the course is developed in order to bring training to the real needs of companies in which once reached the required training can provide their professional services</i></p>
YES	<p><u>It provides some assistance when removing psychological barriers to learning?</u></p> <p><i>In the case of IMFE ,is counted in addition to the teaching staff responsible for the training activity, with professional service training (teachers, pedagogues and psychologists) working in coordination with the principal teacher of learning by identifying barriers, defining strategies intervention, designing materials to measure and continually encouraging and reforming the learning process.</i></p>
YES	<p><u>It individualized pedagogic assistance is provided? Or guidance / support to the target group / individual</u> (eg, coaching, counseling)?</p> <p><i>Apart from that in the previous question, you work with the group at least 30 hours (mandatory cross-training) social skills training, active job search, removing psychological barriers, individual attention their professional path, and acquisition of skills necessary for their personal and professional development</i></p>



YES	<p><u>Individualized feedback is provided regularly? If so, how (how) is organized and provided?</u></p> <p><i>Training Service of IMFE works closely with the teacher and trainer of the course and with students, having set up weekly visits to the course in which through a relaxed atmosphere Works individual needs or grupal needs redirecting, if it will be necessary, the dynamic of work .</i></p> <p><i>The teaching staff receives at the beginning of the training activity an Instructions Handbook (see Annex 7) and a monitoring weekly card to be delivered promptly to the training staff of reference (see Annex 8)</i></p>
<b>3. Preconditions of the target group before starting a program / module (institutional level, student level)</b>	
YES	<p><u>Is there a selection process for the target group before starting the program or module (eg. Analysis skills? If so, the selection is oriented to a theme?</u></p> <p><i>Yes, for each of the students who register in the course exists PRE-REQUIREMENTS OF TRAINING and / or EXPERIENCE to demonstrate (given by law and included in the professional certificates). Furthermore, if the specialist (training option) is required, a test of selection will be carried out by the teacher, coach selection, and the company responsible for the sector that has committed professional practices or the commitment to hire when the course finish. This test is theoretical and / or practical and motivational.</i></p> <p><i>For immigrant students recommend the test of language skills (EUROPASS).</i></p>
NO	<p><u>Exist programmes associated to parents (or other members of the family)?</u></p> <p>No, does not exist. We work with adult population and with age over 18.</p>



YES, IN GENERAL	<p> <u>People in the target group, have received a basic education?</u><sup>1</sup>  <u>These people, do have the basic skills</u> (writing, reading, arithmetic)?         </p> <p> <i>In general, for these courses, students must have basic skills and fluency in Spanish, plus a minimum of calculation skills.</i> </p>
OFTEN YES	<p> <u>People in the target group, do you have skills / computer skills</u> (eg. To continue e-learning programs)?         </p> <p> <i>Today young people, despite lacking some basic skills (math, ...) tend to show basic computer skills. Courses in social health care, are usually included digital literacy sessions or send the students to free courses of short duration, where they can acquire (IMFE continually call of this type of training).</i> </p>
<b>4. Process and support of acquisition of skills</b>	
YES	<p> <u>What skills can be acquired during the program or module? What methods are used?</u> </p> <p> <i>The skills identified in each of the technical specifications, which are the summary of the professional certificate to be taught in the training activity and that includes both general and specific to the specialty. The method of acquisition is the development and monitoring of training programs, conducting the evaluation required to determine the degree of acquisition of each of the students.</i> </p>
YES, OF COURSE	<p> <u>Is it possible to develop professional skills by following this program or module? If so, what specific methods are used?</u> </p> <p> <i>If indeed they are broken down by units and these at the same time, developed through the contents of the module that is associated, accompanied by their carried out criteria and performance evaluation.</i> </p>

<sup>1</sup> Translator's note: In English it says "functional literate". It concerns the person has a basic knowledge so you can handle the daily, simple but fundamental things: reading signs, reading the newspaper, write a note, calculating the change ...



<p><b>5. Process and support of validation of competencies</b></p>	
<p>YES</p>	<p><u>Competencies are recognized / validated in terms of how they form?</u></p> <p>YES, since the schedules, each training module should be assessed and recovered, if any, being able not to certify the learning to students who do not respond with appropriate use development of the training activities and conduct associated testing content</p>
<p>YES</p>	<p><u>The skills are tested in a valid and objective way?</u></p> <p><i>Completely during the development of the course, and thereafter when have to carry out work experiences monitored and approved by teachers and educators. In most of cases students should develop in the workplace by applying to it the skills acquired in the course</i></p>
<p>YES</p>	<p><u>Special tools are used to identify / validate acquired skills in formal and non-formal way? If so, what tools?</u></p> <p><i>Yes, the evidence of performance in any situation of implementation of competence, in addition to the criteria issued by Royal Decree 1224/2009 of 17<sup>th</sup> July for the recognition of skills acquired through work experience or through non-formal training.</i></p>
	<p><u>What kind of organization recognizes / validate the skills acquired informally and non-formal and how?</u></p> <p><i>Administrative authorities in the case of Andalusia region, Employment Office, is the responsible of training and employment, after checking the suitability of the training activity, the results of evaluation carried out by the students, the technical report of the use of the training staff, and the report of application for certification of vocational training staff (in the case of IMFE belonging to the training department) issued when the course finish and checked all reports and evidences developed during the course by students and teachers.</i></p>



<p><b>6. Methods and tools to promote the learning:</b>  <b>a) Inside classrooms</b>  <b>b) Out of classrooms</b></p>	<p><i><u>In classrooms:</u> Guidance to expand and continue with specific training in the occupation, position or specific competency.</i></p> <p><i><u>Out of classrooms:</u> Continue with counselling and vocational guidance interviews and takes them on visits to Job Fairs and Career Fairs, visits to companies of the sector.</i></p>
<p>YES</p>	<p><u>Do you provide guidance throughout the program or module?</u></p> <p><i>Yes, as mentioned above, be compulsory as part of the training program must attend scheduled orientation sessions established across the course. This training takes place both in vocational training to the employment and lifelong learning training of employed workers.</i></p>
<p>YES</p>	<p><u>Are there individualized learning paths? If so, what type and how it is structured?</u></p> <p><i>In fact, we always start of the premise that the person is the center of the learning system. Responsibility is given to the person and assists and advises him or her to identify their specific learning needs and be involved in designing and individualized learning path.</i></p> <p><i>Our lifelong learning strategy provides support to students through information on opportunities and conditions: cost-free, schedules, locations, times, prior knowledge required, materials, methodologies.</i></p> <p><i>We provide, also, advice or mediation quality and facilitate the design of individualized learning paths encouraging all people to acquire the basic skills required by the knowledge society.</i></p>
<p>YES</p>	<p><u>Are there practice-based methods</u> (eg. Learning through work experience, project work)?</p> <p><i>Yes, of course. Keep in mind that these training programs and activities where young people with special needs and at risk of social exclusion are priority intervention target population for inclusion in society and in the labor market, they are provided through the vocational training for employment preference profiles to access the market. This will identify companies that agreed work experience in which to implement outside of the classroom reality, all the professional skills acquired and may, upon completion of this phase of visualization skills learned, they are hired.</i></p>



NO	<p><u>It promotes the reflection in the learning process? If so, how?</u></p> <p><i>In Spain, the authorities are working on this matter, but there is no instrument that is similar to developing Kompetenzreflektor "which exists in Germany.</i></p>
<b>7. Recognition partial or complete of qualifications</b>	
YES	<p><u>The modules are connected to develop professional skills?</u></p> <p><i>Yes, because they are regulated and governed by legislation. (See Annexs 4, 5 and 6)</i></p>
YES	<p>The programme or the modules, have the aim to develop professional skills?</p> <p><i>Yes. Totally. See Annexs 4, 5 and 6.</i></p>
YES	<p><u>It is possible to see different places of work during practices?</u></p> <p><i>Yes, make scheduled visits to companies during the course, and visits with the students.</i></p>
YES	<p><u>Is there the possibility of obtaining a company certificate by the practices carried out?</u></p> <p>It's mandatory. The certificate specifies the position to which the student has been assigned, the functions that has developed, using expertise, skills that have been displayed, and suitability to the professional profile. It identifies the hours that has had the experience and is credited as pre-professional experiences, adding it to CV (Curriculum Vitae).</p>



YES	<p><u>Is there cooperation with other institutions / providers of similar programs or modules?</u></p> <p><i>Yes, basically with education authorities and national and regional training, with companies in the professional sectors in the companies from Granada, with institutions as the prison, working together to carry out the practice, along with local authorities as it is in our case the Social Welfare Area of the City of Granada who agreed with IMFE work experience to students of social health care to people at home</i></p>
<b>8. Employable</b>	
YES	<p><u>How the labor market demands in the region are taken into account for the introduction of the program or module?</u></p> <p><i>These courses are requested annually to the Employment Office at regional level after receiving a report of feasibility and professional opportunities in the specialty business, taking into account persons who have been added in previous editions, so there is always a great connection.</i></p>
YES	<p><u>Cover the labor market demands at regional level?</u></p> <p><i>For the type of jobs in these courses, companies usually require local staff, especially now with the incentive schemes for employment that take place both at regional level and national level.</i></p>
YES	<p><u>Is there some agreement with companies to implement / assist the transition from learning to work?</u></p> <p>The courses, most have collaborative agreements were signed with companies in the sector at the beginning of the training activity or during development, and enable the achievement of at least 100 hours of professional practice, subsequently authorized by the company, the students to take advantage with positive evaluation of the course.</p>



<p>YES</p>	<p><u>Do you provide some assistance to help them find job</u> (e.g. Agencies)?</p> <p>As mentioned previously IMFE works in coordination with counseling services, in addition to public employment agency (Servicio de Colocación de Granada), and with companies with which we are continually working and seeking trained and specialized staff.</p>
<p>YES</p>	<p>It there any type of guidance after finish the programe or module?</p> <p><i>When students are finished, the training is accredited by degree issued and certified by Employment Regional Government, he prepares a suitability report to develop of their professional profile that will be sent to counsellors and staff of employment services that include career paths on their insertion (IPI in spanish).</i></p>
<p>YES</p>	<p><u>Is there any monitoring after programme or module?</u></p> <p><i>After finish the training activity, communicate to the Andalusia Regional Government the contracts made during the course, providing copy of the work contract. In addition to the six months of course completion, IMFE's Training Service contact via telephone or call of individual and face-to-face interview with the students who finished the speciality to monitoring its evolution and possible insertions after the end of the course. The professionals are consulted and, if you need more training, will be working closely monitoring the personalized training path that it should be carried out to its labour insertion.</i></p>
<p>YES</p>	<p><u>Is there any type of collaboration with companies?</u></p> <p>Yes, professional work experiences, and commitment of contracting.</p> <p>If yes,</p> <p>a) <u>how is organised?</u> Before to the application / development of the training activities are agreed the conditions and number of students eligible for work experiences offered by the company, may later lead to employment contracts</p> <p>b) <u>Are the companies rewarded in some way of its availability and to provide work experiences?</u></p>



	<i>At the beginning, no.</i>
<b>9. Methods and tools of social integration</b>	
YES	<p><u>Final certificate at the end of programme or module is recognised by ...</u></p> <p>a) <u>companies</u>? <i>Yes, because professional certificates are made with the agreement between spanish government, trade unions and businessmen.</i></p> <p>b) <u>society</u>? <i>Of course. Spanish society is very sensitive to lifelong learning throughout life and specialized training of its citizens and their skills and personal and professional development</i></p>
YES	<p><u>Is there mobility / flexibility occupational between companies?</u></p> <p><i>The current crisis and unemployment in Spain is making professional requalification of the unemployed is the main objective of the training and integration services.</i></p>
YES	<p><u>Can you find a job for the target group / individual-provide long term employment? In what areas mainly target group members find work?</u></p> <p><i>The agreements signed with companies and its agreed the recruitment of students is done with a timing of at least 6 months full time spent at work, or one year if the contract is half-time, always the sectors covered by the training, and related businesses with the professional sector</i></p>
YES	<p><u>Do you see an improvement in mobility and flexibility of the target group / individual after completion of the program / module?</u></p> <p><i>Yes, specially with the economic crisis in Spain, the professional requalification is the most appropriate measure for</i></p>



	<i>active job search and get job.</i>
<b>10. Pedagogic Staff</b>	
YES	<p><u>Which special qualification has got the people who Works with target group (e.g. teachers, tutors, etc.)?</u></p> <p><i>See answer in point one Requirement of teaching staff (*)</i></p>
YES	<p><u>Which special competences are needed to work with target group (e.g. cultural minority, etc.)?</u></p> <p><i>To have got experience recognised of teaching to this target group and to have got specialised training.</i></p>
YES	<p><u>Where and how these competencies are developed?</u></p> <p>Through training courses, which are carrying out annually and are organised by both public and private institutions and trade unions.</p> <p><u>How training is acquired to work with this target group?</u></p> <p><i>Through professional experience and courses of lifelong learning.</i></p>



YES	<p><u>Do you validate the suitability of individual teaching staff? If so, how is it done?</u></p> <p>Yes, through processes of selection and inclusion in the Experts List of Regional Government</p>
YES	<p><u>teaching staff is involved in major decisions of the target group? If so, how is this done?</u></p> <p>Yes, they are responsible for monitoring individual adaptation of curricula to students who need it, and final evaluation of the group to obtain a certificate of speciality.</p>
YES	<p><u>Are special motivation the teaching staff? If so, how?</u></p> <p><i>Yes, motivate and support them in educational development. We have a training department that coordinates the training activities and teacher development and growth in student support and jointly developing preventive measures and / or corrective that optimizes the students learning.</i></p>
YES	<p><u>How and how often organize the further training?</u></p> <p><i>Each year, formally requesting approved training activities to the Employment Office at regional government (Andalusia). In these applications a year are completed actions evaluates and analyzes the degree of employability of students studying the specialities and to which he has accompanied the process of training for employment</i></p>



### 3. ANNEX LIST:

#### LEGISLATION:

**Annex 1:** PROFESSIONAL CERTIFICATE (MAMS0108) *INSTALLATION OF CARPENTRY ELEMENTS (VOCATIONAL TRAINING WOOD, FURNITURE AND CORK).*

**Annex 2:** PROFESSIONAL CERTIFICATE (SSCM0108) *CLEANING OF AREAS AND FURNITURE IN BUILDINGS (VOCATIONAL TRAINING SOCIOCULTURAL AND COMMUNITY SERVICES)*

**Annex 3:** PROFESSIONAL CERTIFICATE (SSCS0108) *SOCIAL AND HEALTH CARE AT HOME (VOCATIONAL TRAINING IN SOCIAL AND CULTURAL SERVICES AND COMMUNITY SERVICES)*

**Annex 4:** *Royal Decree 1378/2008 of 1 August, establish a Professional Certificate of Professional Family of the wood, furniture and cork that is included in the National List of certificates of proficiency.*

**Annex 5:** *Royal Decree 1378/2009 of 28 August, by establishing a Professional Certificate of Sociocultural and Community Services Professional Family that are included in the National Register of Competence Certificates.*

**Annex 6:** *Royal Decree 1379/2008 of 1 August, by establishing two Professional Certificates of Sociocultural and Community Services Professional Family that are included in the National Register of Competence Certificates.*

#### DOCUMENTS MADE BY IMFE

**Annex 7:** QUALITY OF MANAGEMENT AND TEACHING IN COURSES FOR EMPLOYMENT TRAINING.

**Annex 8:** WEEKLY TRACKING TEMPLATE. TRAINING ACTIVITY. TEACHERS