



SKILLS AND COMPETENCES DEVELOPMENT AND INNOVATIVE PEDAGOGY IN SPAIN

By
Servicio Público de Empleo Estatal-INEM
With the collaboration of
Instituto Nacional de las Cualificaciones, INCUAL
Elabotated by comisión of the CEDEFOP

EDITED BY:

Servicio Público de Empleo Estatal-INEM
Subdirección General de Relaciones Institucionales y Jurídicas
Área de Organización y Planificación de la Gestión
Servicio de Análisis, Documentación e Información

NIPO: 794-08-045-3

**SKILLS AND COMPETENCE DEVELOPMENT AND INNOVATIVE
PEDAGOGY**

SPAIN

0701 - ANTICIPATION OF SKILL NEEDS: GENERAL BACKGROUND

**070101 - POLICY DEVELOPMENT ON ANTICIPATION OF SKILL
NEEDS**

**070102 - LEGAL, ADMINISTRATIVE AND INSTITUTIONAL
FRAMEWORK**

070103 - METHODS, APPROACHES, PRACTICES AND TOOLS USED

070104 - BUILDING PARTNERSHIPS AND RAISING AWARENESS

**070105 - FINANCING THE ANTICIPATION OF SKILL NEEDS
(INCL. STATISTICS)**

0702 - DEVELOPING QUALIFICATIONS: GENERAL BACKGROUND

**070201 - POLICY DEVELOPMENT ON DEVELOPING
QUALIFICATIONS**

**070202 - LEGAL, ADMINISTRATIVE AND INSTITUTIONAL
FRAMEWORK**

070203 - METHODS, APPROACHES, PRACTICES AND TOOLS USED

070204 - BUILDING PARTNERSHIPS AND RAISING AWARENESS

**070205 - FINANCING THE DEVELOPMENT OF NEW
QUALIFICATIONS (INCL. STATISTICS)**

0703 - INNOVATIVE PEDAGOGIES: GENERAL BACKGROUND

070301 - POLICY DEVELOPMENT ON INNOVATIVE PEDAGOGIES

**070302 - LEGAL, ADMINISTRATIVE AND INSTITUTIONAL
FRAMEWORK**

070303 - PRACTICES OF INNOVATIVE PEDAGOGIES

07030301 - E-LEARNING IN VET (INCL. STATISTICS)

07030302 - BARRIERS TO IMPLEMENTATION

070304 - BUILDING PARTNERSHIPS AND RAISING AWARENESS

**070305 - FINANCING INNOVATIVE PEDAGOGIES (INCL.
STATISTICS)**

0704 - INNOVATIONS IN TEACHER TRAINING

0705 - INNOVATIONS IN ASSESSMENT

**070501 - INNOVATIONS IN EVALUATION AND QUALITY
MONITORING**

0706 - INNOVATIONS IN GUIDANCE AND COUNSELLING

0707 - THE EUROPEAN AND INTERNATIONAL DIMENSION

070701 - EUROPEANISATION OF VET CURRICULA

0708 - BIBLIOGRAPHICAL REFERENCE AND WEBSITES

0701 - ANTICIPATION OF SKILL NEEDS: GENERAL BACKGROUND

In the education and vocational training environment, the concept of “competence”, that is formally accepted and widespread, is the definition established in the framework of the National System of Qualifications and Vocational Training, which was legally formulated in Organic Law 5/2002 on Qualifications and Vocational Training and in the subsequent extensions to the Law. “Professional competence is understood to mean the set of knowledge and abilities needed to perform an economic activity according to the requirements of production and employment”, art. 7.3 OL 5/2002. Also, “[the term] ‘unit of competence’ is understood to mean the minimum combination of professional competencies that can be recognised and given partial accreditation”.

The Law on Qualifications introduces a shade of difference: “the set of professional competencies that have significance for employment and that can be acquired by modular training or other types of training and through work experience”.

The term of “professional competence” as contemplated in the educational and training system in Spain, is contained in ROYAL DECREE 1128/2003 of 5th September, regulating the National Catalogue of Professional Qualifications (published in the Official State Gazette of 17th September 2003).

In Spain there are few studies devoted to detecting training needs. It was the labour authorities, specifically the current National Public Employment Service – National Employment Institute (Servicio Público de Empleo Estatal, SPEE-INEM) that started in the 90’s to make prospective studies of the different economic sectors and detecting their training needs. To do this, they used two tools:

- the Training Needs Research Plan, which aimed to investigate the annual manpower needs of companies and from this to deduce the qualifications that workers need to be trained in. This was done using direct surveys of the participants;
- the so-called sector study, of which there were many in a second, more systematic phase, which researched the needs of each of the economic and professional sectors.

A number of social interlocutors such as, for example, the Miguel Escalera Foundation of the Workers’ Commissions (*Fundación Miguel Escalera de las Comisiones Obreras*, FOREM-CCOO), the General Workers’ Union’s Foundation (*Unión General de Trabajadores*), the Institute for Training and Social Studies (*Instituto de Formación y Estudios Sociales* - IFES-UGT), have conducted sector studies, mostly financed through complementary training actions managed by the

Tripartite Foundation for Employment Training (*Fundación Tripartita para la Formación en el Empleo*, FORCEM). The Tripartite Foundation for Employment Training is the national body that is responsible for promoting and coordinating the implementation of public policies on Vocational Training in the field of employment and labour relations

Currently, the Tripartite Foundation for Employment Training, which is made up of civil servants and social agents, has continued the tradition of making prospective studies on the qualification needs of workers through complementary actions. These prospective studies are financed through annual awards. Also, in recent years, the Ministry of Labour and Social Affairs (MTAS) and the bodies from the Autonomous Communities that depend on the Ministry are favouring the carrying out of studies related to emerging occupations that are generating employment.

The mechanisms for detecting and anticipating skill needs and updating the training offer have traditionally been based on:

- studies of the statistics and the job offers;
- the experimental training and employment plans; and
- The applications for the recognition of new qualifications by professional bodies from different economic sectors.

With regard to occupational training, in Spain, the INEM has been producing a series of vocational training needs studies for various sectors, starting with a Diagnostic Manual of Training Needs for special programmes (INEM, 1993). Sector Studies have, therefore, an established tradition in the development of vocational training policies in Spain. The Sector Study Plan (30 sector studies), which began at the beginning of the 90's with a view to updating diplomas and certificates of professionalism, has as its objective the setting up of common bases for "integrating" training offers. This tradition has continued to the present day.

070101 - POLICY DEVELOPMENT ON ANTICIPATION OF SKILL NEEDS

The qualifications needed for employment are acquired and maintained by individuals throughout their lives using various training pathways. Work experience can be seen as one of these paths, but up to now it is usually the training system which organizes and regulates the qualifications, the curricula, the certificates and, in general, the accredit qualifications and the corresponding level of skills.

As a consequence of the Council of Europe of Spring 2005 and the need to re-launch the objectives of the Lisbon Strategy based on growth and employment, social cohesion and sustainable development, the National Reform Programme (PNR) was drawn up in October 2005. This has two main objectives:

- to achieve full convergence in 2010 in per capita income, and,
- to surpass the employment rate of the European Union by this year.

This Plan sets out seven axes of political action, out of which, Axis 3 refers to the increase and improvement of the human capital, and Axis 6, refers to the labour market and social dialogue.

Based on the National Reform Programme and the above mentioned Axes, a set of policy initiatives took place recently at national, regional and local level related to anticipation of skill needs. Without trying to be exhaustive some of them are:

Measures to improve vocational training:

The National System of Qualifications and Vocational Training (Sistema Nacional de Cualificaciones y Formación Profesional) has the aim of fulfilling the needs of the individual and those of the system of production, of promoting quality training offers in response to the labour market needs, and providing a system of quality information and guidance. It will operate along the following lines:

- Improving the quality of vocational training and the transfer of credits within the European framework to aid mobility between vocational training and the rest of the education system;
- Facilitating the mobility of students and teachers;
- Making access to and the transition between post-compulsory education and vocational training, *bachillerato* (high-school leaving certificate) and university easier and more attractive;
- Considering the specific learning needs of vocational training teachers and their adaptation to change.

Measures for continuing training:

The training model for the continuing training of the employed and the unemployed has been reformed to support lifelong training, to match it to the realities of the Autonomous Communities and to the labour market and to fit training into the collective bargaining of the different sectors. To do this, the reform reinforces the social agreement between the Government and the social interlocutors and extends the management ability of the Autonomous Communities and their cooperation with the State.

The new vocational training system for employment, started in January 2006, has the aim of promoting and publicising training among employers and workers and helping small and medium businesses to have access to the system. It also responds to the need to offer training to older workers and workers in sectors that are in the process of being restructured. To achieve this end, following actions took place:

- the creation of a single subsystem for the work environment, known as the vocational training for employment subsystem (*Subsistema de Formación Profesional para el Empleo*), which will not differentiate between occupational vocational training and continuing vocational training. This subsystem guarantees lifelong training for unemployed and employed workers;
- The development of company training plans to cover the training needs of workers.

The following are the tools needed to carry out this reform:

- A system of allowances on the training quota for companies who train their workers (support and assistance services from the civil service and through the social interlocutors are planned for small and medium businesses);
- Individual training permits;
- A training contract (to help young people to enter the workforce and to have theoretical-practical training);
- Public programmes of employment/training;

- The development of support and guidance training actions;
- Contracts for programs, agreements or similar arrangements that will give stable and permanent training offers;
- Specialised National Reference Centres for the productive sectors that will carry out training actions that are experimental and innovative in the field of vocational training. It is also intended to create a network of integrated vocational training centres, which will have the aim of developing the integration of vocational training offers so that people can have access to permanent training that will improve their employability. This offer will be included in the National Catalogue of Professional Qualifications and will lead to their obtaining Vocational Training Diplomas and Certificates of Professionalism.

070102 - LEGAL, ADMINISTRATIVE AND INSTITUTIONAL FRAMEWORK

LEGAL FRAMEWORK

Since 1990, in the area of the educational administration, the design and development of the curriculum for certain educational levels, takes into account the definition of abilities and competencies required for the world of work, and particularly for the middle and upper grades of the training cycles of Initial Vocational Training. The national civil service sets the basic aspects of the curriculum for minimal education and the Autonomous Communities establish the rest of the content of the curriculum. In turn, the teaching centres expand and complete the curriculum for the various stages and cycles with complete autonomy.

In curriculum development policy, the State produces basic regulations that have to be met, which determine the academic and professional training qualifications to be acquired and the minimum level of training. The regional and autonomous authorities have to adapt the national curriculum to their local reality, and manage the system of education and professional training in the area of their competence.

The basic legislation that regulates and defines the need or/and the course of action for the anticipation of skill needs is the following:

The Law 1/1986 of 7th January, creating the General Council for Professional Training (Consejo General de Formación Profesional), institutes a body for Government consultation and assessment, with the institutional participation of the Administrations and the social partners. Its role is to compare the needs of the labour market with the educational policies in professional training, and to report on the requisites of the regulations to be applied in this area.

In 1990, the Organic Law 1/1990 of 3rd October was adopted concerning the general ordinance of the system of education. Under this Law, different Professional Work Groups, including technological experts from the business world and teaching experts, began work on determining the necessary skills to be brought into the different levels of the educational system and the Initial Vocational Training. Based on the work carried out by these Professional Working Groups, between 1993 and 1995, close to 140 professional training qualifications were drawn up, defined by competences and clearly stated skills.

The eighteenth additional clause of Organic Law 1/1990 of 3rd October (see above), proposed a national plan of anticipating skill needs in the labour market. This included the developments of a qualification programme of job seekers and a

system of permanent observation of the jobs market to allow the identification and analysis of the qualitative and quantitative training needs. The educational and labour administrations took part in drawing up the mentioned plan. The law also establishes that the social spokespeople take part in designing and planning the provisions of professional training, in order to guarantee that the training offer corresponds with the local socioeconomic environment in which the demand arises.

The new socioeconomic realities and the changes occurred in the labour market, as well as the transfer of management to the Autonomous Communities since 1991, have required the regulatory changes established in the Organic Law 5/2002 of 19th June, concerning "Qualifications and Professional Training" for the preparation of a National Catalogue of Professions, with the participation of the social partners and business experts. This "National Catalogue of Professional Qualifications" allows the integration of the different professional training offers (regulated, occupational and continuous), facilitating in this way the recognition and accreditation of professional skills acquired through training processes (formal and informal) and work experience.

The National Institute of Qualifications (Instituto Nacional de las Cualificaciones, INCUAL) is instituted as a technical body of General Support to Professional Training, responsible for defining, preparing and updating the National Catalogue of Professional Qualifications and the corresponding Modular Catalogue of Professional Training. Instruments and key actions are also traced for its development. As a result of this action, between 2006 and 2007 the professional qualifications are being expanded. See the website of the National Institute of Qualifications http://www.mec.es/educa/incual/ice_incual.html.

Furthermore, the Employment Law adopted in 2003 (Law 56/2003 of 16th December) placed training at the centre of the employment policies and the specific objectives to be achieved. In this context, the law has the aim of increasing the incorporation of labour market functions and improving the opportunities for incorporating it in order to reach the objective of full employment.

Within this national regulatory framework, the Declaration of Social Dialogue "Competitiveness, Stable Employment and Social Cohesion" was signed in July 2004 by the Government and the Spanish Confederation of Employers' Organisations (*Confederación Española de Organizaciones de Empresarios*, CEOE); the Spanish Confederation of Small and Medium Businesses (*Confederación Española de la Pequeña y la Mediana Empresa*, CEPYME), the Workers' Commissions (Comisiones Obreras, CC.OO) and the General Workers' Union (*Unión General de Trabajadores*, UGT). In this declaration, the parties agreed to adapt the existing training model of the workers in line with the training needs at state level, while preserving in the same time the participation of the union and business organisations, and enabling the Autonomous Communities to take part in the management of such training.

Organic Law 2/2006 of 3rd May on education confirms the need for the teaching of vocational training to match the National Catalogue of Qualifications and generalises the need to define necessary competences in other areas of the educational system. Annexe I of the curriculum of Compulsory Secondary Education, approved by Royal Decree 1631/2006 of 29th December (published in the Official State Gazette 5th January 2007) includes the basic skills intended in this stage for students to acquire. Royal Decree 1538 of 15th December (published in the Official State Gazette 3rd January 2007) establishes the general ordinance.

INSTITUTIONAL FRAMEWORK

In the field of educational administration, the **National Institute of Qualifications**, (Instituto Nacional de las Cualificaciones, INCUAL), is the body responsible for:

- Overseeing qualifications and their development;
- Determining qualifications;
- Accrediting qualifications;
- Developing the integration of professional qualifications;
- Tracking and evaluating the National Vocational Training Programme.

Furthermore, the INCUAL promotes, on the one hand, the identification and updating of qualification needs in collaboration with the social partners, and on the other hand, it adapts the training offers to the specific needs of certain groups: young people having failed at school, disabled people, ethnic minorities, long-term unemployed and generally, people at risk of social exclusion.

In the field of labour administration, it is the **National Public Employment Service - SPEE-INEM** (Servicio Público de Empleo Estatal, SPEE-INEM) – or more specifically its vocational training management and continuing training departments that are responsible for:

- Tracking and evaluating the National Vocational Training Programme;
- Drawing up and maintaining diagnostic training needs plans;
- Designing training programmes for proposed occupational analysis courses.

In the area of the labour administration, a compulsory phase in the training activities of the bodies dependent on the SPEE-INEM (Servicio Público de Empleo Estatal - The National Public Employment Service and the Formación Tripartita para la Formación en el Empleo - Tripartite Foundation for Employment Training) is the detection of training needs.

In 1990, the SPEE-INEM developed and later revised (in early 2000) the “Sector Studies of Training Needs”. These studies analysed the data provided by the Permanent Observatory of Occupations - developed in all sectors of production- so as to identify the training needs derived from the technological, productive and organisational changes. These analyses allowed the adaptation of the training offer to the needs of the companies included in a specific sector at the level of the province, autonomous community or the whole country.

The Tripartite Foundation for Employment Training (Formación Tripartita para la Formación en el Empleo) is responsible for:

- Cooperating with the INEM to improve the quality of vocational training for employment;
- Cooperating with the INEM on drawing up training statistics.

Moreover, the Tripartite Foundation for Employment Training intervenes in the framework of the complementary training actions required, related to research and anticipation of labour market needs, in order to forecast the changes in the

productive systems. This body determines the training needs which are indispensable for the economic progress of the different productive sectors throughout the national economy.

070103 - METHODS, APPROACHES, PRACTICES AND TOOLS USED

In the area of educational administration for determining the basic capacities of the system, a methodology is used of "expert consensus" close to the Delphi method. The area of analysis includes aspects for the development of the economy, the analysis of the productive sectors, the needs derived from the use of ICTs and the market globalisation, the objectives set by the EU related to the Spanish social and economic environment, etc.

The anticipation of competences and skills needed for the initial professional training within the educational system is more complex to be achieved and requires a detailed process including the following phases:

- Sector analysis;
- Quantification of resources and needs;
- Evolution of the technology;
- Functional analysis of the Human Resources in the productive processes and sub-processes;
- Determination of the figures – type of qualification;
- Determination of competences and skills;
- External comparison of the designed figures;
- Joint work of external experts and teaching experts in drawing up the characteristics of the training; and
- Issuing of the appropriate regulations.

In 2005, the National Statistics Institute (Instituto Nacional de Estadística, INE) carried out the first statistical research of this size in Spain on labour insertion for young people in relation to the training tracks they followed in the education system and the transition from school to the world of work. The main objectives of the survey were: to study the educational and work-related tracks they followed; to analyse the characteristics of the jobs they found and their match with the training received; to study their periods of unemployment and inactivity after they had left the education system. The survey was directed to the non-university sphere, leaving the study of labour insertion of university students for a later date.

The external experts of the companies take part to a greater or lesser extent in all of these phases. The anticipation of skill needs is done on a short and medium term, as the skills and competencies are expected to be updated every 5 years, depending on the evolution of the sectors concerned.

In the area of the labour administration, the generation of the training offer in Spain contemplates three dimensions: contents, planning and organisation.

The detection and anticipation of the training needs is determined by the evolution of the qualifications and the resulting obsolescence of many of the current training offers. The labour and educational administrations thus periodically renew their offer, undertake common studies, such as the performance of studies by sector.

The sector studies, performed by sectors of production, aim to identify the real training needs, qualifications and professional profiles required by the labour market of the specific sector, as well as to know and anticipate these training needs derived from technological, productive and organisational changes. In this way, the companies can adapt the training offer to the needs of the sector in the province, autonomous community and in the country.

The Sector Studies contain:

- The economic, business, labour and training set-up of the sector, and must give an overall view of the sector evaluation and future perspectives;
- Study of occupations: data referring to the occupations considered necessary for each sector;
- Occupational set-up;
- Determination of the training needs, and the qualifications related to these needs;
- Criteria for planning the training.

Currently, in the private sector, the employers' associations and organisations and trade union organisations are involved in studying the detection of training needs. They are well financed and promoted to a great extent by public initiative. One example is the call for proposals for supplementary action made jointly by the Tripartite Foundation for Employment (Fundación Tripartita para la Formación en el Empleo) and the National Public Employment Service (Servicio Público de Empleo Estatal, SPEE-INEM). As a result, foundations and federations of trade union organisations, such as the Worker's Commissions (Comisiones Obreras, CCOO) and the General Union of Workers (Unión General de Trabajadores, UGT), as well as foundations from various universities, have carried out 44 studies of training needs in various sectors (See the data bases of the [Tripartite Foundation for Employment](#)).

As for tools, we should mention the various observatories, such as, for example, the Spanish [road transport training observatory](#), which is an initiative of the Ministry of Development (Ministerio de Fomento) .

070104 - BUILDING PARTNERSHIPS AND RAISING AWARENESS

In the area of the educational administration, for the anticipation of educational skills, there are national and autonomous forums such as the State School Council at the national level and the School Councils of the Autonomous Communities at the regional level.

The legislation governing the State Schools Council includes the Spanish Constitution and the Organic Law 8/1085; the Royal Decree 694/2007 regulates the Schools Councils of the Autonomous Communities.

The Schools Councils were created as a participatory and management body for educational centres and the principle of participation is enshrined both in the State Schools Councils and in the School Councils of the Autonomous Communities (provincial and municipal levels). The duties of the Schools Councils centre on the participation of the educational community and on giving advice to education authorities; it does not have executive powers. It is made up of teachers who are proposed by the most representative teachers' trade union organisations, parents, who are proposed by the most representative federations of parents' associations,

students selected by the federations of student associations, owners of private teaching centres, who are proposed by the organisations of owners and businesses in teaching, representatives of the most representative trade union organisations, representatives of the employers' associations, education departments and universities, representatives of local bodies. In the State School Councils, the presidents of the Schools Councils for the Autonomous Communities participate.

There are also interesting organisations in favour of the school, associations of the parents of pupils and student associations, Popular Universities, etc. which participate intensely in discussion forums, seminars, expert meetings and in discussions to establish the basic skills.

As regards the anticipation of professional training skills, at first place, there is a General Council for Professional Training (Consejo General de Formación Profesional) that allows the institutional participation of the business organisations, the most representative unions of workers, the Autonomous Administrations and the General State Administration. It is a tripartite, consultative body, with the participation of the employers' and trade union organisations, as well as the Civil Service. It advises the Government on Vocational Training and its duties are:

- To draw up the National Vocational Training Programme and present it to the Government for approval. Within this framework, the Autonomous Communities that have the power to manage this topic can regulate the specific features for their area;
- To evaluate and control the execution of the Programme;
- To report on the project plans for studies and diplomas for the various levels and specialisations within vocational training;
- to report on the certification of professionalism in the area of occupational vocational training and, if appropriate, on the academic or vocational standardisation of regulated vocational training;
- To report on any issues regarding vocational training submitted by the Civil Service;
- To issue proposals and recommendations for vocational training;
- To propose actions to improve vocational guidance;
- To evaluate and follow up on the actions which are carried out concerning vocational training.

In second place, to facilitate and resolve the tasks, there are bilateral cooperation agreements with the following social agents: the Spanish Confederation of Employers' Organisations, (Confederación Española de Organizaciones Empresariales, CEOE); the General Workers' Union (Unión General de Trabajadores, UGT); the Workers' Commissions (Comisiones Obreras, CC.OO, etc).

There are also collaboration agreements with the Senior Council of Chambers of Commerce, Industry and Navigation of Spain, and with the employers' associations of the most highly structured sectors (chemicals; metal; wood; graphic arts, hostelry, construction, etc.)

This framework of collaboration enhances awareness on the importance of agreeing on qualification standards for the educational and training processes of the human resources, and makes the labour market more transparent.

In the area of labour administration, all of the public bodies and institutions taking part in detecting training needs: the National Public State Service (Servicio Público de Empleo Estatal [SPEE-INEM](#)), [the Tripartite Foundation for Employment](#)

[Vocational Training](#) (la Fundación Tripartita para la Formación en el Empleo), and the autonomous bodies dedicated to studying the detection of training needs, organise meetings and seminars in which these matters are dealt with the collaboration of the social partners.

From the point of view of the private sector, meetings and seminars are also organised in relation to detecting needs. In addition, there are initiatives, normally carried out by companies, related to the human resource management, which use the detection of training needs before the training activity. These meetings are often markedly technical, and update different methodologies of skill needs detection and/or try out other, newer ones.

In the public area, the participants in these meetings are usually those responsible for the development of the programmes of the public employment and training services. The information collected during the meetings is being used to plan and programme the training, as part of the social policy, in a certain national, regional, local or sector area. This information is being addressed fundamentally at teams of technicians (Guiders, Psychologists, Sociologists, Economists, Development Agents, etc.)

In the private area, the participants in these meetings and seminars are often the Heads of Human Resource Areas, Consultants, Professional Development Managers, Human Resource Managers, those responsible for the analysis and assessment of posts, and those responsible for evaluating effort.

070105 - FINANCING THE ANTICIPATION OF SKILL NEEDS (INCL. STATISTICS)

The Civil Service department for Employment has called for training initiatives known as "Supplementary and Associated Training Actions" (Acciones Complementarias y de Acompañamiento a la Formación), which have as their objective:

- Labour market research to anticipate changes in the system of production;
- Analysis of the impact of Continuing Training on the competitiveness of companies and the qualifications of workers;
- Creation of innovative products and tools for Continuing Training;
- Identification of the training needs that will allow the productive sectors to contribute to the economic progress of the economy as a whole.

The financing for these Supplementary and Associated Training Action projects is done through [annual official announcements \(convocatorias oficiales anuales\)](#) of public subsidies (see the web site of the Tripartite Foundation for Training for Employment), which are regulated by a Ministerial Order. Those at the national level are managed by the National Public Employment Service and at the regional level by the Governments of the Autonomous Communities.

Both actions (national and regional levels) are financed through the professional training tax paid by workers and entrepreneurs, and the subsidies of the European Social Fund.

The actions of training needs detection carried out by the National Institute of Qualifications are financed through the General State Budgets. The funds are transferred to the Ministry of Education and Science which allocates them to the said Institute.

The Autonomous Communities managing professional training for the unemployed and those related to the educational system have their own bodies that deal with detecting training needs in their territorial area, and these activities are financed through the budget of the corresponding autonomous department.

The educational administration calls for public subsidies in non-profit making entities for performing seminars and discussions on education, capacity determination, establishment of curriculum, etc.; help and sponsorship for activities, especially in the field of immigrants and pupils with special educational needs; payment to experts for attending meetings, talks and work entrusted on different research matters.

0702 - DEVELOPING QUALIFICATIONS: GENERAL BACKGROUND

The study of qualifications in Spain goes back to the work that the labour administration started in the early seventies, when the first public training programmes related to employment started up, aside from the traditional schools of art and trades.

Within the Occupational Studies and Professional Profiles prepared by the Employment and Training Action Service, SEAF in the 1970s, and by the National Employment Institute, INEM in 1978, a job analysis was performed in relation to the occupational structure in different productive sectors in Spain. As an outcome of this study the so-called "Profesiografias" - "Professiographs" were published. These initiatives supposed a systematic study of the knowledge and skills required for relevant jobs, and can be considered, along with the Professional Profile Repertoires, as a background to the systematic study of qualifications.

"Qualification" is a term that was imposed in Spain in the 1990 as a concept referring to the analysis of occupations and for the detection of training needs.

Since 1993, the development of the professional training teaching curriculum in the educational system is based on the definition of qualifications. Until 1993, there were "labour ordinances" for each sector, which structured the professional categories, without reference to the training needed and the required skills and competences. These decrees were abolished and revoked.

The term of "qualification" as contemplated in the educational and training system in Spain nowadays, is contained in ROYAL DECREE 1128/2003 of 5th September, regulating the National Catalogue of Professional Qualifications (published in the Official State Gazette of 17th September 2003). The term of "professional qualification" comprises all of the professional competences with significance for employment, which may be acquired through modular training and/or other types of training, as well as through work experience.

A professional training qualification is an official document issued by the Ministry of Education and Science that covers a range of qualifications of the National Catalogue of Professional Qualifications that defines a broad, polyvalent, professional profile in an extended occupational field. This allows the initial training

of young people and their inclusion in the labour market, where they will start a professional career that will require FPC (Formación Profesional Continua – Continuing Vocational Training). The official professional training degree or title is therefore the instrument created to certify professional qualifications and skills of the National Catalogue of Professional Qualifications, just like the Certificates of Professionalism issued by the Ministry of Employment and Social Affairs.

The basic conceptual network includes the following four concepts: Vocational qualification, vocational competency, unit of competency and training module.

The technical concept of **vocational qualification** is taken to be “the set of competencies that have significance for employment, are acquired in a formal or even informal training process and are the object of the corresponding processes of evaluation and accreditation”.

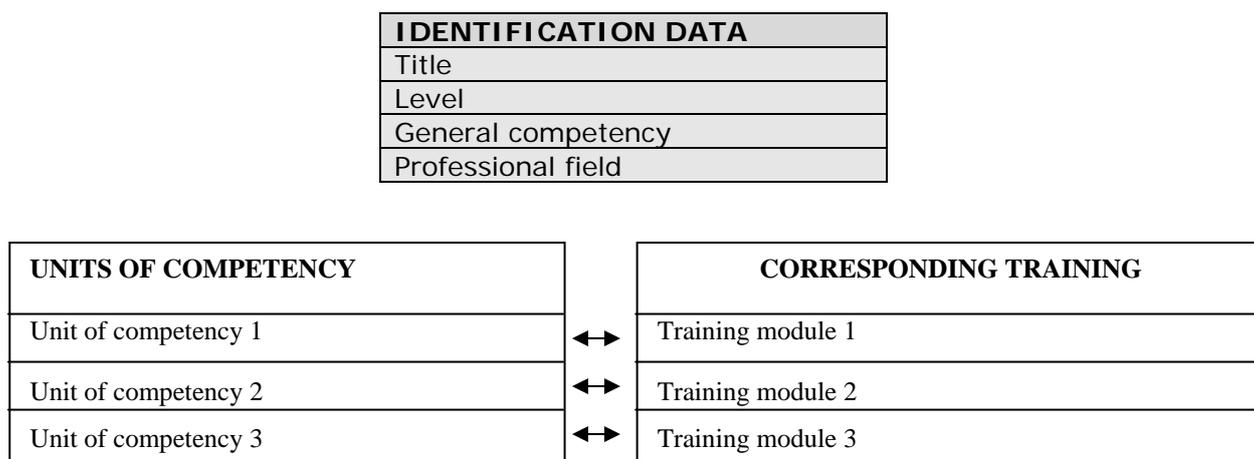
For its part, by “**vocational competency**” is meant “the set of knowledge and abilities that permits a professional activity to be carried out in line with the requirements of production and employment”.

We must now add the concepts of **unit of competency** and **training module** to the two mentioned above:

Unit of competency: the minimum unit of professional competency that can be recognised and given partial accreditation.

Training module: a coherent block of training associated with each of the units of competency that make up the qualification.

Chart 1 - Simplified Structure of a Qualification



From an institutional viewpoint, the creation of the Interministerial Unit of Qualifications (1.994) including a representation from the labour and educational

administrations was the forerunner of the National Institute of Qualifications (INCUAL) (1.999)

INCUAL was created by Royal Decree 375/1999 of 5th March, and is defined as the capable technical instrument free of criteria, supporting the General Council of Professional Training (Consejo General de Formación Profesional) to achieve the objectives of the National System for Qualifications and Vocational Training. Furthermore, Organic Law 5/2002 concerning Qualifications and Professional Training, gives to the INCUAL responsibility for defining, preparing and updating the National Catalogue of Professional Qualifications, and the corresponding Modular Catalogue of Professional Training.

070201 - POLICY DEVELOPMENT ON DEVELOPING QUALIFICATIONS

Among the priorities and initiatives of the national policy on developing new qualifications and job profiles, it is the creation of the National System for Qualifications and Vocational Training (Sistema Nacional de Cualificaciones y de formación Profesional) that stands out (see 0702).

It was after the approval of Law 5/2002 that the priorities associated with the National System took shape both at national and regional levels.

Three points should be noted in this process:

- o Legislative – expanding the Law. Its approval meant that the regulations concerning initial and continuing training could be adapted;
- o Technical and organisational – to establish the functional and methodological framework for implementing the law;
- o The “governance” of the process – in other words, the articulation of work at the national and regional level to coincide with the growth of internationalisation in vocational training and, above all, to harmonise with the criteria and objectives of the European Union, especially those that came out of the Copenhagen, Maastricht and Helsinki Declarations and the 2010 Education and Training Programme.

The creation of the National System for Qualifications and Vocational Training (Sistema Nacional de Cualificaciones y de Formación Profesional, SNCP) and the associated extension of the National Catalogue of Professional Qualifications ((Catálogo Nacional de Cualificaciones y de Formación Profesional) CNCP) form the vector that guides vocational training policies; the preoccupation and the objective of recent years have been, above all, to complete the architecture of the system. Efforts and actions have been focused on the following directions:

- o Defining the CNCP, including the contents of vocational training that is associated with each modularly structured qualification;
- o Defining the process of recognising, evaluating, accrediting and registering professional qualifications;
- o Information and guidance on professional training and employment;
- o Evaluating and improving the quality of the System.

The construction of the SNCP meant, above all, reviewing the areas that most needed reform – and the modernisation of vocational training – which had been diagnosed during the ‘90’s and since the end of that decade and coincided with the II National Vocational Training Programme.

The table below reformulates the question in terms of some of the “pending questions” and “proposals currently being applied”.

Table 1 – Pending issues and proposals currently being applied

Questions posed	Proposal(s) currently being applied
Updating the initial vocational training diplomas and certificates of professionalism	Related to SNCP and the CNCP
Relationship between diplomas and certificates (equivalence)	Adaptation and expansion of new legislation
Demand for “new” qualifications to match new professional profiles	Within the framework of the CNCP
Qualifying training for specific groups, especially those who abandoned school	Programmes for an Initial Professional Qualification (Level 1 of the CNCP).
Restructuring training offers	Adapting them to the SNCP and, if appropriate, the CNCP
Instruments to make training offers more flexible.	Expanding “accreditable partial evaluation”.
Training centres	Network of National Reference Centres and Integrated Training Centres
Development of instruments to evaluate non-formal learning and work experience	Basic project to evaluate, recognise and accredit professional competencies
Credit system for vocational training	Expansion within the framework of the SNCP
Associating unlinked training offers with the National Catalogue of Professional Qualifications.	Expansion of article 13 of Organic Law 5/2002 “Offers not linked to the CNCP”
Evaluating the implementation and impact of the system.	Expanding article 5 of Royal Decree 1416/2005 modifying RD 1128/2003 on the regulation of the CNCP

In all policy measures, special attention is paid to those measures that facilitate the social integration and the inclusion of individuals from disadvantaged groups in the

labour market. The Public Administrations, and especially the Local Administration, use their respective competencies to adapt the training offer to the specific needs of:

- Young school failures;
- The disabled;
- Ethnic minorities,
- Long-term unemployed, and generally;
- People in risk of social exclusion.

070202 - LEGAL, ADMINISTRATIVE AND INSTITUTIONAL FRAMEWORK

Regulation and Coordination

The Spanish Constitution defines the sharing of powers between the National Civil Service and those in the Autonomous Communities. The National Civil Service is responsible for the regulation and coordination of the National System for Qualifications and Vocational Training as part of the exclusive powers of the state that safeguard the homogeneity and unity of the training system, the job market, general programming, etc.

Among the subjects for which the Constitution gives exclusive powers to the State is the regulation of the conditions for obtaining and issuing standard academic and professional diplomas (in section 149.1.30.a) and the basic regulations for expanding article 27 of the Constitution so as to guarantee that the public powers fulfil their obligations on the subject. Also, it is responsible for labour legislation, although it is enforced by the Autonomous Communities.

The Autonomous Communities have the powers to legislate the expansion of national laws, regulate those aspects that were a basic part of the system and manage the executive and administrative legislation for their own areas.

Institutional Framework

The **General Vocational Training Council** (Consejo General de Formación Profesional, CGFP), which was created by Law 1/1986 of 7th January and Law 14/2000 of 29th December, is the consultative and institutional body in which the civil service and the social agents participate and which advises the Government on topics related to vocational training.

Law 19/1997 of 9th June (BOE of 10th June) modified Law 1/1986 of 7th January and included the Autonomous Communities in the composition of the CGFP.

The main objective of the CGFP has been to draw up and propose to the Government the National Vocational Training Programme. Under this heading, the programme established the working objectives and priorities for a given period of time, usually for five years, including the set of vocational training subsystems. Up to now, two national programmes have been devised that covered the periods 1993-1996 and 1998-2002 and after being agreed to and approved by the Government, they set the framework for the development of vocational training on a whole.

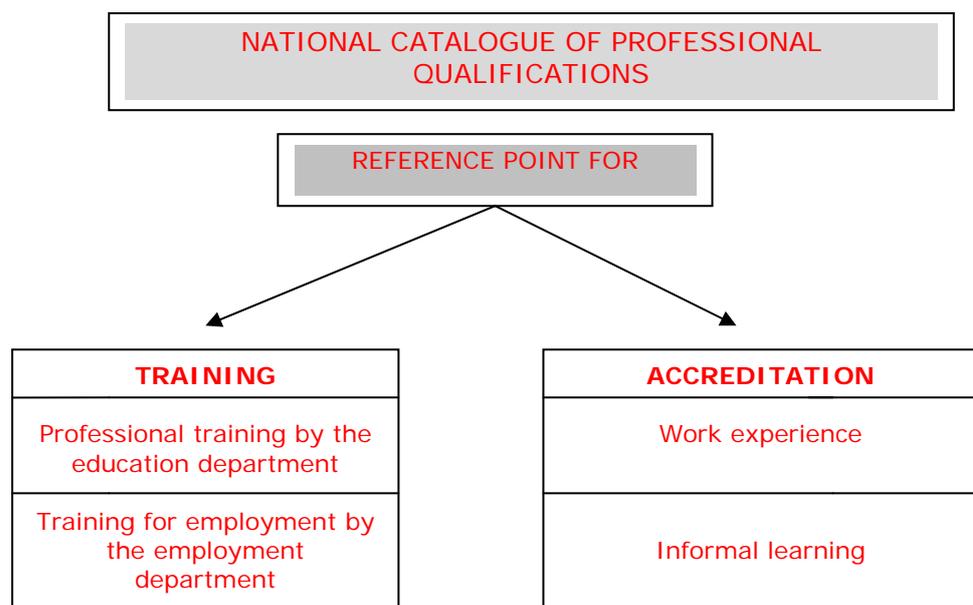
With the approval of Organic Law 5/2002, which coincided with the end of the second national programme, the work of CGFP has been directed, among other things, to the development of the central themes given in the Law. In the first half of 2003, the Council established the guidelines for starting up the experimental ERA project to Evaluate, Recognize and Accredite professional competencies and also set the bases for the methodology for setting up the professional qualifications in the CNCP. The ERA project, developed in 2004, it is a revolutionary project in Spain since it made work together several National Ministries (Education and Work), along with the Autonomous Communities and the stakeholders, in the experimentation of a evaluation and recognition procedure of the professional skills acquired by means of the labour experience.

The **National Qualifications Institute** (Instituto Nacional de las Cualificaciones, INCUAL)

Royal Decree 375/1999 of 5th March (BOE of 16th March) created the National Qualifications Institute (Instituto Nacional de las Cualificaciones, INCUAL) and established its mission and general duties.

Royal Decree 1326/2002 of 13th December (BOE of 14th December) modified Royal Decree 375/1999 of 5th March, which had created the National Qualifications Institute. It brought RD 375/1999 into line with Law 5/2002, creating" the National Qualifications Institute, which is attached to the Ministry of Education, Culture and Sport (now, the Ministry of Education and Science) and is functionally dependent on the General Vocational Training Council (Consejo General de Formación Profesional), as a technical support body for the Council that is responsible for defining, drawing up and updating the National Catalogue of Professional Qualifications and the Modular Catalogue of Vocational Training."

Chart 2 – National Catalogue of Professional Qualifications



Integrated Vocational Training Centres

Royal Decree 1558/2005 of 23rd December (BOE of 30th December) regulated the basic requirements for integrated vocational training centres. As set out in Law 5/2002, their objective is to offer all the training referred to in the CNCP that leads to diplomas and certificates of professionalism.

National Reference Centres

Royal Decree 229/2008 of 15th February regulates the National Reference Centres, which form a network of innovation and experimentation centres for vocational training by sector of production.

ACs: Autonomous Communities.

The study and structuring of new qualifications also occurs at the Autonomous Community level. The technical qualifications committee was created to coordinate the development of qualifications with the various Autonomous Communities. This committee is made up of representatives from the qualification institutes, agencies and centres from the Autonomous Communities of Andalusia, Aragon, Balearic Islands, Canary Islands, Castilla y León, Catalonia, Valencian Community, Galicia, Madrid, Navarre and the Basque Country.

The members of this committee participate actively in the process of drawing up the National Catalogue of Professional Qualifications and cooperate with INCUAL in the execution of its duties, each according to its competencies.

The Local Civil Service departments: the legislation recognizes the ability of local councils to cooperate with the national and Autonomous Community civil service departments on extracurricular and complementary activity programmes and on various services related to education, vocational training and employment, including qualifications development.

The Cooperation of Companies and Other Entities

The participation of other entities normally takes place through cooperation agreements.

Companies, either individually or through their representative organisations, the chambers of commerce, industry and navigation, universities and productive sectors and social agents all participate in areas such as the training of students in work centres and teacher training, including, if appropriate, qualified professionals, vocational information and guidance, etc.

Non-Governmental Organizations (NGOs), non-profit organisations and foundations belonging to political parties represented in Parliament can also take part in employment insertion plans and similar actions (social inclusion) through specific regulations and agreements that sometimes include local councils.

Table 2 – Institutional Framework

Institutions	Mission, functions	Notes
General state civil service	Regulation and coordination of the National System for Qualifications and Vocational Training - SNCP	Inter-/intra-ministerial cooperation between the central civil service departments (according to the powers given to the State) and the Autonomous Community (AC) departments
Autonomous Communities	According to the powers transferred to them	VT development plans
General Vocational Training Council - CGFP	A consultative body with institutional participation to advise the Government on vocational training. Mission: "to draw up and propose to the Government for its approval the National Vocational Training Programme. Composition: Presidency alternating between the Ministries of Education and Employment, 17 councillors from the national civil service, 17 from the ACs, nineteen from employers' organisations and nineteen from trade union organisations	There are professional training councils at Autonomous Community level
National Qualifications Institute	Technical support body for the Council, drawing up, managing and updating the CNCP	There are institutes and/or agencies at Autonomous Community level and cooperation between a network of all the institutes/agencies on topics/priorities to do with the National Qualifications Catalogue. There are also the Observatories
Companies (either individually or through their representative organisations) plus the civil service, chambers of commerce, universities and other bodies involved in training	According to general agreements and cooperation agreements	Areas: - development of the SNCP; - trainers and qualified professionals; - vocational information and guidance; - training and work centres, non-working practical experience in companies.

Legal Framework.

The term "legal regulation" is taken in the broad sense and includes the main national legal and regulatory resolutions on qualifications and vocational training.

National System for Qualifications and Vocational Training (SNCP)

Organic Law 5/2002 of 19th June on vocational qualifications and training (Official State Gazette (BOE) of 20th June) created the National Professional Qualification and Training System and its instruments and actions.

Article 25.2 of Law 56/2003 of 16th December on Employment (BOE of 17th December) establishes the legislative dependence of occupational training and continuing training.

Organic Law 2/2006 of 3rd May (BOE of 4th May) on Education (preamble: articles 1 to 11; chapters V, VI, VII, VIII articles 39 to 65: single revoked resolution). This law, entitled *Quality Education for and among All*, which was preceded by a public debate, introduced a principle of flexibility, a chapter on the organisation of teaching and learning throughout life, new programmes for initial professional qualifications and included in the sections referred to above on vocational training a reference to the SNCP and CNCP, under the terms of Organic Law 5/2002.

National Catalogue of Professional Qualifications (CNCP)

Royal Decree 1128/2003 of 5th September (BOE of 17th September) regulates the National Catalogue of Professional Qualifications, considering it a reference point for the National System for Qualifications and Vocational Training and giving it its aim and functions, which are to form, structure and update the Catalogue.

Royal Decree 1416/2005 of 25th November (BOE of 3rd December), modifying Royal Decree 1128/2003 of 5th September defined the functions of the National Catalogue of Qualifications, the modules that make it up and the procedures (protocols) for drawing up and updating the CNCP.

Royal Decree 295/2004 of 20th February (published in Official State Gazette of 9th March) brings certain qualifications into the said National Catalogue. Equally, Royal Decree 1087/2005 of 16th September (published in Official State Gazette of 5th October), continues to bring new qualifications into the National Catalogue. Royal Decree 1228/2006 of 27th October (published in Official State Gazette of 3rd January 2007) complements the National Catalogue with new professional qualifications. This work is still under development, bringing in new qualifications under study and every 5 years comparing and updating existing qualifications as required by the changes caused in the economic sectors.

On this reference of the National Catalogue of Professional Qualifications, the official titles are drawn up of initial Professional Training in the educational system, in line with the regulatory provisions of Royal Decree 1538/2006 of 15th December (published in Official State Gazette of 3rd January 2007), establishing the general ordinance of professional training in the educational system.

The National Catalogue of Professional Qualifications (CNCP) is the mechanism of the National Professional Qualification and Training System (SNCPF) that organizes professional qualifications according to the competencies that are appropriate to exercising that profession.

The CNCP includes the professional qualifications that are most significant for the Spanish system of production. It includes the content of vocational training associated with each qualification and the structure of the training modules in a Modular Catalogue of Vocational Training.

The Law defines the National Catalogue of Professional Qualifications in the following terms:

“The National Catalogue of Professional Qualifications has been created with the aim of making the integral character of and the match between training and the labour market easier, as well as lifelong training, the mobility of workers and the labour market unit. It is made up of the qualifications identified in the system of production and the training associated with them, which are organised into the training modules listed in the Modular Catalogue of Vocational Training”.

The National Catalogue of Professional Qualifications (and its associated Modular Catalogue of Vocational Training) performs the role of the institutional basis for the National System for Qualifications and Vocational Training and has the following functions:

- Legislation (reference point and basis for vocational training diplomas and certificates of professionalism);
- Integration (of vocational training offers, from the point of view of standards for qualifications);
- Reference point for public offers and, if appropriate, private professional training unrelated to the National Catalogue of Professional Qualifications;
- National register of qualifications;
- National point of reference.

More in detail, the National Catalogue of Qualifications and the associated Modular Catalogue provide for:

- Network of Qualification Institutes/Agencies;
- Network of observatories associated with the SNCP;
- Sector studies;
- “Unitisation” or modularisation of public training offers, with standardised formats and specifications for drawing up and describing the qualifications;
- Methodological processes applied: internal/external check(s) (general methodological scheme) for qualifications;
- Updating qualifications;
- Data bases of qualifications, units of competency and training modules.

Other Devices/Mechanisms foreseen by the Law

Organic Law 5/2002 also foresees the following:

- Evaluation and recognition procedures for competencies
- *Model(s) for evaluating and validating non-formal and informal learning, including work experience;*
- *Development of accumulating “partial accreditation”;*
- *Development of a credit system for vocational training (forecast).*
- Innovation/experimentation in the area of vocational training
- *A network of National Reference Centres, centres specialised by sector of production and designed to innovate and experiment in that sector;*
- *Training trainers by sector.*

- o Integrated vocational training offers
- *Integrated Vocational Training Centres: to offer training related to the qualifications in the National Catalogue leading to diplomas and certificates of professionalism.*

We can add to this list of devices/mechanisms those related to vocational information and guidance and to evaluating the quality and impact of the system.

070203 - METHODS, APPROACHES, PRACTICES AND TOOLS USED

METHODOLOGY FOR CREATING THE NATIONAL CATALOGUE OF PROFESSIONAL QUALIFICATIONS (CNCP)

The methodology was approved by the General Vocational Training Council in May, 2003.

Bearing in mind the experience gained when creating the National Catalogue of Professional Training Diplomas and Certificates of Professionalism, in which the organisations that make up the General Vocational Training Council (CGFP) took part, the methodology for creating the National Catalogue of Professional Qualifications has followed the same steps and include all the provisions of the Organic Law on Qualifications and Vocational Training.

Workgroups

To determine the qualifications for each family of professions, workgroups have been formed. They are made up of technological and training experts designated by the institutions represented on the General Vocational Training Council (social agents and the national and Autonomous Community civil services). The profiles of these experts cover the areas of competence in the field, the productive processes, the inherent technologies and the training processes.

The participation of the experts in the groups is not representative of the organisation to which they belong or which has proposed them.

These groups, with administrative and economic help from the Ministry of Education, Culture and Sport, are methodologically guided by INCUAL and are distributed among various Autonomous Communities (Institutes and Qualification Agencies) according to their previous experience in studying qualifications and the context of production in that Community.

Stages in the process of creating the CNCP:

Stage A: Preparing the data and setting up the Workgroup

First, the basic information is prepared for each Field of Observation that permits the setting up of an identification process for professional competencies by the workgroup. To do this, studies and data from INCUAL are used. The characteristics, scope and depth of the studies is determined for each separate case.

By Field of Observation, we mean the set of economic-productive activities that have a certain technological and professional affinity and are grouped together for study by the Workgroup.

The competent civil service departments and employers', trade union and professional organisations that will participate in the checking phase are also identified in this phase.

Stage B: Designing the qualification

The study and analysis of the system of production and the labour market are the starting point for the process of determining the competencies needed by the systems of production of goods and services. The process of determining the associated qualifications and training are essentially based on a functional analysis (or other types of analysis suited to the model). The duties that people will have to undertake to satisfy the objectives of an organisation are identified as competencies that are applicable to various productive contexts.

This stage results in a first attempt to specify competencies for the qualifications, which are structured as units of competency according to the professional environment.

In the first phase of creating the Catalogue, the drawing up and the criteria for drawing up the actual diplomas and certificates of professionalism are used to produce new professional qualifications within the field of observation, if they meet the needs of the system of production.

Stage C: Defining the related training

The workgroup determines the training that is related to the qualification, which is structured into training modules. Also, the abilities whose acquisition must be completed in the actual work environment are identified, if there are any.

Stage D: Checking the qualification competencies and the related training externally

The result obtained from the previous stages must be submitted to an external check by qualified professionals from the employers', trade union and administrative organisations and, if appropriate, the most significant professional bodies and associations in that sector.

Once the qualification has been accepted as something with recognisable value and significance for this sector of production, the observations made during the check are collected up and the work group adjusts the specification for the competencies defined and the related training, as appropriate.

Stage E: Approving the qualifications

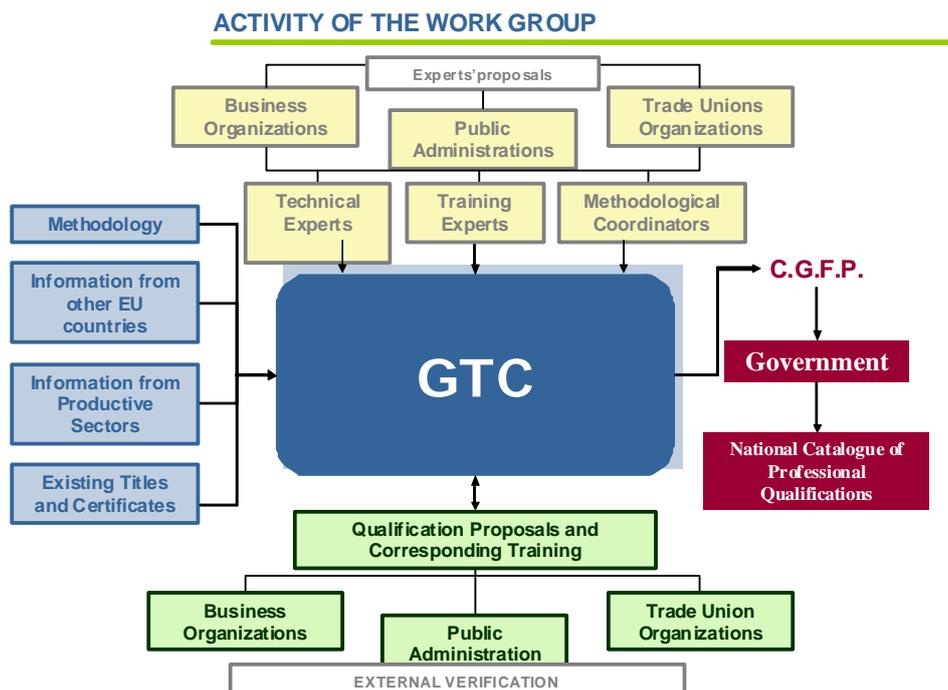
The professional qualification and the related training are submitted to the General Vocational Training Council with a report card on which are described in general terms the work that has been done and the entities that have been involved in identifying and checking the qualification.

070204 - BUILDING PARTNERSHIPS AND RAISING AWARENESS

As regards the development of professional training qualifications, at first place, there is a General Vocational Training Council that allows the institutional participation of the business organisations, the most representative unions of workers, the Autonomous Administrations, and the General State Administration (see 070202). Furthermore, there is a National Qualifications Institute (INCUAL), a technical body of support to the General Council of Professional Training and entrusted with defining the National Catalogue of Professional Qualifications and keeping it updated (see 070202).

There are also study groups, more than 40 Work Groups (see 070203) organised into 26 professional families, Work Groups for Initial Professional Qualification Programmes, etc. All of these work groups do their work throughout the year, and from the work done, the basic national regulations are prepared and also the regulations of each of the Autonomous Communities making up the Spanish State. The products are compared with over 500 companies, through sector business organisations. There are therefore bilateral agreements of collaboration with the social agents, to facilitate and resolve the tasks related to training qualifications.

Chart 3: Partnership to develop qualifications



The above chart shows the functioning of the workgroups and illustrates the cooperation existing and the mechanisms agreed on to develop qualifications that will bring educational offers and training into line with the needs of employment.

The chart shows the participation in the General Vocational Training Council of the following:

- The social agents: through expert proposals and during the external checking phase;
- Regional cooperation: through the civil service departments and the qualification institutes/agencies of the Autonomous Communities, as mentioned previously;
- Sector cooperation: through professional associations recognised by the sector for the professional families included in the CNCP.

Initiatives/activities –consciousness-raising and dissemination

During the process of drawing up the professional qualifications for the CNCP, the following awareness raising/dissemination actions are organized:

- Meetings, seminars and technical conferences were held for each of the professional families. They are organized at the national and international level. There is regular participation in dissemination conferences and events directed to teachers, students and the public in general (a typical example is AULA, which is organized by the Ministry of Education and Science);
- Brochures, cards and information and publicity materials. They are edited under the responsibility of the National Qualifications Institute (Instituto Nacional de la Cualificaciones, together with the Ministry of Education and Science); The Qualifications Data Base Base de Datos de las Cualificaciones, BDC, the qualifications database, has been created, as well as the units of competency and training models. They can be consulted over the Internet <http://iceextranet.mec.es/iceextranet/bdqAction.do> .

The final users of the above activities/initiatives are:

- Professional Guidance and Information services;
- Public Employment Services;
- Vocational Training Centres;
- Integrated Vocational Training Centres;
- National Reference Centres;
- Chambers of Commerce, Industry and Navigation;
- Employer and Trade Union Training Organisations;
- Sector Employment Foundations;
- Sector Peer Commissions (Continuing training);
- Territorial Commissions (Continuing training);
- Professional Organisations/Associations;
- Students, trainees and the general public.

070205 - FINANCING THE DEVELOPMENT OF NEW QUALIFICATIONS (INCL. STATISTICS)

The creation of the professional qualifications is financed by the General State Budgets, specifically by the budgets assigned to the Ministry of Education and Science.

INCUAL depends on the General Secretary for Education, in accordance with RD 1553/2004 of 25 June, and therefore has had its own budget since 2005, which corresponds to point 18.09 of programme 322B, Vocational Training. Because it previously belonged to the General Education Department, the Vocational Training and Educational Initiative (DGEFPIE), under the terms of RD 1326/2002, received the major part of its real expenditure from INCUAL under budget item 18.10.322B for 2003 and 2004 and currently receives part of it from the same source.

Table 3 – INCUAL Budget for 2006:

INCUAL Budget for Service 09. Secretary General for Education. 2006.	Budget adopted
Expenditure for personnel. Basic pay.	446,680
Expenditure for personnel. Supplementary pay	350,290
Expenditure for personnel. Productivity	65,540
Expenditure for personnel. Social contributions	94,100
TOTAL Chapter 1	960,660
Meetings, conferences and courses. External Evaluation Meeting December, 2006.	120.000
Studies and technical reports. Publications, reports and other technical reports	296.450
Travel expenses	10,550
Transport	19,640
Other compensation. Payments to experts	651,640
TOTAL Chapter 2	1,098,270
Scholarships. National Qualifications Institute scholars	281,280
TOTAL Chapter 4	281,280
TOTAL for INCUAL (own budget)	2,340,210

As well as the items listed above, there is other expenditure paid out for activities related to creating the National Catalogue of Professional Qualifications that correspond to budget items managed by the General Department of Education, Vocational Training and Educational Innovation. In the year 2006 they totalled **3,500,000.00 €**.

In a resolution from the General Secretary of Education dated 21th October 2004, the National Qualifications Institute acts as the body responsible for carrying out and managing update 41.14.3 of the Operating Programme "Vocational Training System" for the regions in objective 1 and update 4.3.3 of the same operating programme for the regions in objective 3.

Therefore, this department is responsible for managing, coordinating and processing the financial resources that correspond to the Operating Programme of the European Social Fund for the Vocational Training System relating to point 4 of the National Human Resources Development Plan, in which INCUAL participates.

In this section, we must note that the body responsible for justifying the actions whose execution is the responsibility of the National Qualifications Institute for the purposes of declaring and certifying its expenditure to the national and community authorities of the European Social Fund is the General Directorate for Education, Vocational Training and Educational Innovation.

The cost of developing the National Catalogue of Professional Qualifications is co-financed by the European Social Fund in the Operating Program for Vocational Training Systems, through Objective 1 and Objective 3, with a more than 50% return on the expenditure made.

As instruments for specific financing and economic incentives to support the creation of interlocutors to develop qualifications, there are the agreements made with employers' organisations (CEOE), trade union organisations (UGT and CCOO) and the Autonomous Community of Madrid.

Summarising the information contained in the 2006 Fulfilment Report for the Operating Programmes in Objectives 1 and 3 “Vocational Training System”, in the section on Measure 3, **promoting mechanisms for integrating and improving the efficiency of the vocational training subsystems**, action 9, **Updating the organisation of vocational training, with particular emphasis on the development of the National Qualification and Vocational Training System**, the expenditure made on them, with co-financing of 35% from the European Social Fund, is illustrated in the table below.

Table 4: Budget allocation for Objectives 1 and 3, 2006

	Total expenditure	ESF Co-financing
Operating Programme, Objective 1	1,320,387.76	462,135.72
Operating Programme, Objective 3	1,569,030.22	549,160.58
TOTAL	2,889,417.98	1,011,296.29

0703 - INNOVATIVE PEDAGOGIES: GENERAL BACKGROUND

Innovation in professional training is the generation and application of knowledge that increases the efficacy and efficiency of the National System of Qualifications and Professional Training, allowing the objectives to be achieved by means of this knowledge. The Organic Law 5/2002 of 19th June, within the framework of the National System of Qualifications and Professional Training, establishes in article 11.7 that “innovation and experimentation concerning professional training will be developed through a network of centres of national reference, established in all of the Autonomous Communities specialised in the different productive sectors. To these effects, these centres may include training actions aimed at students, employed and unemployed workers, and entrepreneurs and trainers”.

The innovation process implies the following steps:

- o Generation, compilation and continuous updating of knowledge;
- o Experimentation, application, transformation or development of the knowledge and evaluation of the useful results and those with value for the system;
- o Distribution and diffusion of the knowledge and introduction of instruments and infrastructures to achieve it;
- o Co-operation between the actors involved in professional training.

Since the beginning of the nineties, the Ministry of Education and Science has been developing a set of initiatives designed to promote research and innovative activities among the members of the education community, which would contribute to modernising teaching practices and satisfy the needs of the educational system. We should understand ‘promoting educational research and innovation as meaning an element that favours the qualitative improvement of teaching. It has therefore been calling for proposals for carrying out research and innovation projects and has given support to some lines of research and research teams. Within this set of

actions, Order ECI/1709/2005 of 31st May (BOE of 9th June) created the National Educational Research and Innovation Prizes to reward the pedagogical modernisation work of the teaching profession. These prizes are awarded by the Ministry of Education and Science in coordination with the Education Departments of the Autonomous Communities. The prizes for educational innovation are given to innovative experiences, which include new ways to bring about improvements in modern day education and have to do with the development of the curriculum for the basic competencies, new information and communication technologies, intercultural education, equality of opportunities for men and women and value-oriented education.

Today there is no talk of “study plans” but rather a curriculum based on competence: in other words, a curriculum defined by the learning achievements and structured into objectives and conceptual, procedural and attitudinal contents. The contents are the instrument for achieving the learning in terms of capacities and competences, that is, qualification. In this way, the middle grade and higher grade training cycles of initial professional training in the educational system, which lead to the titles of Technician and Senior Technician in [speciality], have a conceptual support that determines the action of the teacher and the processes of evaluation and learning.

This conceptual model is maintained in Royal Decree 1538/2006 of 15th December (Official State Gazette of 3rd January 2007) for the organisation of Professional training, and which allows the upgrading of the official qualifications in Initial Vocational Training (Formación Profesional Inicial,FPI), and is, in our view, sufficiently useful and pertinent to be able to deal both with the renewal of the professional training contents and the adaptation of the capacities and the new qualifications to the teaching environment.

070301 - POLICY DEVELOPMENT ON INNOVATIVE PEDAGOGIES

The **innovation actions** that will be developed in the National Reference Centres (Centros Nacionales de Referencia) established by the above mentioned article 11.7 of the Organic Law 5/2002 of 19th June, involve:

- The quality and the effectiveness of the professional training throughout life;
- The qualification needs of the productive system;
- The evolution of the markets and employment needs;
- Permanent information and professional guidance;
- The quality and evaluation of the National System of Qualifications and Professional Training;
- As the case may be, the evaluation and certification of the professional competencies acquired through work experience and other informal training routes.

The general objectives of education and professional training in Spain are mentioned in the **National Reform Programme (PNR), which is Spain’s reply to the re-launched Lisbon Strategy, approved by the European Council in 2005.**

Its third pillar, the increase and promotion of human capital, is intended, amongst other things, to improve the Professional Training systems by adapting them in reply to the new demands concerning competencies and through the diffusion and effective use of the **Information and Communication Technologies (ICT)**.

To update the training offer in the subsystem of Occupational Professional Training, the following mechanisms are used: study of training needs, experimental plans of training and employment and requests for the recognition of new qualifications by professional bodies in the different economic sectors.

Equally, the **PNR** stipulates measures for the continuous training of active and unemployed workers, by proposing a reformation of the training model in order to nurture permanent learning, by combining the regional reality of the Spanish situation and the inclusion of training in collective bargaining by sectors.

To do this, a single subsystem is created in the work area, the Subsystem of Training for Employment, which presents occupational and continuous training and guarantees permanent learning for employed and unemployed workers.

Among the topics with priority and the initiatives of the national policy to introduce pedagogical innovation into vocational training, the **PNR** also proposes measures for bringing the Society of Information into training, by nurturing the skills of the teaching staff in the use of ICT, the development of quality digital contents for their use in the process of teaching-learning, and the equipment, connectivity and technological support for the training centres (see Plan Info XXI and Plan Avanza – 07030301).

Furthermore, it must be said that the autonomous administrations have started their own institutional programmes and plans for the integration of the digital technologies, and especially Internet, into the educational centres, such as the cases of the Proyecto Medusa in the Canary Islands, Averroes in Andalusia, the Programa Premia in the Basque Country, the Programa Ramón y Cajal in Aragon, Plumier in the region of Murcia, the Proyecto SIEGA in Galicia, EducaMadrid in the community of Madrid and the Programa Argo in Catalonia, to mention but a few examples.

In the section of **Activities** comprising the Work Plans, some communities develop projects integrated in: **actions of innovation and experimentation in the area of training for employment (see data island 070303 for more information on these projects)**.

The most important initiatives, developed by the educational departments of the Autonomous Communities, and related to the development of innovation within the curriculum, are the following: open learning, distance learning, e-learning, modular training structure, self-teaching professional training programmes. Among other initiatives, we should remember the one that has already been mentioned, the National Prizes for Educational Research and Innovation, which reward the work of teachers in modernising pedagogy. In the area of educational innovation, they are awarded for innovative experiences, in other words, the process of change produced within the educational centre that introduce new ways of making improvements to modern day education, such as curriculum development for the basic competencies, the new information and communication technologies, intercultural education, equal opportunities for men and women and value-oriented education (road safety education, health education and promotion, environmental education, living together and peace education).

As far as regards the strengths of these policy initiatives, the following points could be mentioned:

- a broad consensus between the sectors involved;
- a powerful network of centres;
- qualified teaching staff;
- fairly satisfactory renewal of material resources;
- establishment of a part of the curriculum given in the company by means of a compulsory programme of practice that might be evaluated to achieve the professional qualification (FCT);
- incorporation in the curriculum of the business effort and the prevention of labour risks;
- political initiatives concentrate on young and adult groups in different situations, attending the interests of economic society and people.

070302 - LEGAL, ADMINISTRATIVE AND INSTITUTIONAL FRAMEWORK

Legislative framework

Royal Decree 1538/2006 of 15th December (Official State Gazette of 3rd January 2007), which establishes the general ordinance of Professional Training of the educational system contains the regulations of training in attendance, distance training and the procedures for evaluating self-training.

All of the pedagogical innovations created in the area of initial professional training in the educational system occur through official regulations in the state and autonomous regions: there are now nearly 142 royal decrees on qualifications, 142 royal decrees on minimum teaching, (in other words, the legislation setting the basic aspects of the curriculum with the objectives, basic competencies, contents and criteria for evaluation for all the stages of compulsory education) and more than 350 decrees defining the curriculum, issued by the central and autonomous administrations.

The updating occurring under the auspices of Royal Decree 1538/2006 will in two years create around 180 royal decrees on qualifications and minimum teaching, and the autonomous communities must develop the curriculum of each of them within the area of their competence.

With respect to the labour administration, the current regulatory framework is constituted by Royal Decree 631/93 of 3rd May, regulating the National Plan of Training and Professional Insertion; specifically, article 14 enables the Teacher Training Programmes for the occupational training of the unemployed.

With regard to the **ICT**, Order TAS/2965/2006 of 26th September establishes the bases for awarding public subsidies for the development of a programme of training and labour insertion for those seeking work, employment in technologies of information and communications and in emerging activities that use new technologies.

Institutional framework

Organisations intervening:

- National Qualifications Institute (see 070202). Among its other duties, it establishes and manages the National Professional Qualification System and sets the criteria for the evaluation and accreditation of competence;
- Public Service of State Employment (Servicio Público de Empleo Estatal) belonging to the Ministry of Work and Social Affairs, with competence in:
 - pedagogical innovations in occupational training with regard to article 14 of Royal Decree 631/93 (mentioned above);
 - updating and maintenance of the training offer for the unemployed under the auspices of the same Royal Decree regulating the National Plan of Training and Professional Insertion.
- National Centre for Information and Educational Communication (Centro de Información y Comunicación Educativa, CNICE), which is dependent on the Ministry of Education and Science, is the body responsible for developing the educational and cultural website of the Ministry of Education and Science, distance education using information and communication technologies, the production of hypermedia curricular and non-curricular content, participating in European Union educational programmes and projects, coordinating the initiatives for new technologies in the Autonomous Communities and developing educational television programmes.

070303 - PRACTICES OF INNOVATIVE PEDAGOGIES

The adoption of a curriculum based on work experience, made between 1993 and 1995, caused a radical reformulation of the pedagogical-didactic capacities of the teaching staff. Among these are the adoption of constructivist principles of learning, and the methodology of development and application of the curriculum in the classroom, along with its consequent impact on the teaching, evaluation and use of didactic means.

The programme foreseen by Order TAS/2965/2006 will be developed throughout the State, so it will be managed by the Public Service of State Employment in coordination with the Autonomous Communities in which it is carried out, or the management will be performed by the autonomous community if the plan is limited to a single one.

The courses may be given by attendance, from a distance (tele-training) or a combination of both. Their approximate duration will be 250 hours, and the specialities given will be those most demanded in the jobs market in professions related to information and communications technologies and the emerging activities that use new technologies.

The autonomous administrations have started their own institutional programmes and plans for the integration of the digital technologies, and especially Internet, into the educational centres, some communities develop projects integrated in: **actions of innovation and experimentation in the area of training for employment.**

As examples of innovative practices in the field of VET the following examples could be given such as:

ARAGON WORK PLAN (PTR2005)

Coordinator Centre: National Centre of Occupational Training of Huesca

The Aragonese Employment Institute, INAEM in the frame that regulates the Employment and Training Subsystem and in the area of the Aragonese Autonomous Community, finances the accomplishment of studies and general and sectorial researches focussed on knowing the workers and companies training needs, as the pedagogical and methodological innovations. These studies allows to anticipate in the productive systems changes, and to experiment with products, technologies and innovative tools for the improvement of the vocational training for the employment.

Plan of management and execution of the TIC training in Aragon "

Analyzes the employment and the training of workers in the Aragonese companies from the perspective of the information society. It raises a performance program focused on the qualification of the active population as for new technologies.

CANARY ISLAND WORK PLAN - PTR 2006

Coordinator Centre: National Centre of Occupational Training of Los Realejos

PROJECT: "DESIGN OF PRINTED, AUDIO-VISUAL AND MULTIMEDIA DIDACTIC MATERIAL"

Objective: to develop the contents of the course "design of printed, audio-visual and multimedia didactic material" adapted to the e-learning methodology for publication in a tele-training platform.

CASTILLA Y LEÓN WORK PLAN PTR2007

Coordinator Centre: National Centre of Occupational Training of Segovia (El Espinar)

PROJECT: "On-line company tutor"

Objective: To develop the contents of the on-line business tutor course. To be placed in a tele-training platform.

MADRID WORK PLAN

Coordinator Centre: National Centre of Occupational Training of Moratalaz

PROJECT: "Procedure for the permanent updating of the training offer planning"

Objective: To design and draw up a procedure that allows the training offer planning to be permanently updated to adapt it to the real training needs of the jobs market, and to carry out a pilot experiment to be able to confirm the procedure and spread the application around the country.

MURCIA WORK PLAN

Coordinator Centre: National Centre of Occupational Training of Cartagena

PROJECT: "DESIGN AND PREPARATION OF THE TRAINING PROGRAMME AND THE

DIDACTIC GUIDE OF THE RADIOACTIVE INSTALLATION SUPERVISOR COURSE".

Objective: To develop the training programme and the didactic guide of the Radioactive Installation Supervisor course according to Safety Guide 5.12 issued by the Nuclear Safety Council, to whose protocol it must be adapted.

07030301 - E-LEARNING IN VET (INCL. STATISTICS)

According to figures from EUROSTAT, the percentage of people in Spain who used the Internet for training and education in the period between 2004 and 2006 was half that of the overall figure for the 25 member states of the European Union and it did not change in 2006, although it must be noted that there are countries with a high percentage of use that influence the high average for the European Union. However, on the one hand, Spain has similar percentages to the majority of other countries (Sweden, Finland, Iceland, Norway, Austria, etc.) and, on the other hand, in recent years it is among the states that are introducing eLearning into the classroom and the university.

With respect to e-learning, it is an area not highly explored in public teaching and little implemented. There are ICT facilities in educational centres, but little production of tools available for a coherent, complete visualisation of the e-learning system. In the initial professional training of the educational system, e-learning is not widely used for reasons of economy and technology: investment in equipment and specific didactic products is costly and complex.

The CNICE, which depends on the Ministry of Education and Science, is the body entrusted with developing the technologies and creating the operative bases of e-learning in Spain. The autonomous communities also develop their own e-learning platforms. For this development, we have the INTERNET EN EL AULA.-INFO XXI

programme and the RED.ES interministerial consortium, which finances the projects of making materials and tools.

In the Professional Training linked to the labour administration, the specification of the e-Learning programme is translated into the Plan Info XXI. This plan is intended to make the majority of the Spanish population computer-literate.

Following this Plan, the Cabinet approved a new initiative for the development of the society of information in Spain in the period 2006-2010, with the name "Plan 2006-2010 for the Development of the Society of Information and Convergence with Europe and between Autonomous Communities" (Plan Avanza).

Furthermore, the autonomous administrations have started their own institutional programmes and plans for the integration of the digital technologies, and especially Internet, into the educational centres, such as the cases of:

- o The Proyecto Medusa in the Canary Islands (<http://www.gobiernodecanarias.org/educacion/4/Medusa4/GCMWEB/Code/Default.aspx>), which offers the educational resources and content needed to support the implementation of information and communication technologies in the classroom;
- o Averroes in Andalucía (<http://www.juntadeandalucia.es/averroes/index.php3>), a network of educational centres that use the Internet as an educational, information and communication tool. The Education Council hopes to satisfy the demands made by the teaching profession for educational innovation and research with the programme And@red, which provides the education community with content for a number of different areas and subjects;
- o The Programa Premia in the Basque Country (http://www.hezkuntza.ejgv.euskadi.net/r43-573/es/contenidos/informacion/dia8/es_2029/a8m50), a project to integrate information and communication technologies into education centres at the kindergarten and primary stage;
- o The Programa Ramón y Cajal in Aragon (<http://ryc.educaragon.org>) seeks to integrate the use of information and communication technologies into the tasks that are carried out in education centres so that teachers and students can use them as another tool in the teaching-learning process;
- o Plumier in the region of Murcia (<http://www.f-integra.org/plumier/plumier.swf>) seeks to integrate information and communication technologies into the local education system;
- o The Proyecto SIEGA in Galicia (http://www.portalformativo.com/El-proyecto-SIEGA-de-la-Xunta-de-Galicia-de-e-learning-a_1_74.html) is intended to improve the knowledge of teachers about the new technologies and involve the students in new methods of distance learning and working;
- o EducaMadrid in the community of Madrid (www.educa.madrid.org/portal/web/educamadrid), offers online resources for children, young people and teachers at all stages of education.

WE MIGHT ALSO INDICATE THE USE OF NEW TECHNOLOGIES IN THE TRAINING PROCESSES IN CASES SUCH AS THE AULA MENTOR (WWW.MENTOR.MECD.ES) WHERE COURSES ARE OFFERED IN OPEN AND DISTANCE TRAINING OVER INTERNET.

Mentor offers free, open distance training over the Internet. It is promoted by the National Education Information and Communication Centre of the Ministry of Education and Science in cooperation with a large number of institutions (Ministries, Education Councils in the Autonomous Communities, education centres, town councils and NGOs).

Implementing e-Learning in institutions in Spain has been a gradual process in the majority of case; currently, a series of generalised features can be found, which can be summarised as follows:

- There are very few universities where an undergraduate degree can be obtained online, except for the National Distance Education University (UNED) and the Universitat Operta de Catalunya (Open University of Catalonia, UOC);
- At most Spanish universities, students take classes and eLearning is used at postgraduate level, for specialised courses and for the universities' own diplomas;
- Most universities treat eLearning as "blended learning", i.e., as a complement to in-class learning.

It seems that the corporate world will expand the eLearning environment in universities through the creation of "corporate universities", which are centred on training company employees.

07030302 - BARRIERS TO IMPLEMENTATION

The barriers to implementation of innovative pedagogies in the VET system arise mainly on the existing mentality and resistances to change within the traditional education system. There is a generalised accepted idea that professional training requires classroom-workshops and laboratories for acquiring the skills required in the job.

Furthermore, there are no networks or virtual communities between the business sector and the public training system that could promote the development of innovative pedagogies.

However, it must be said that the teaching community in Spain, which is what fundamentally applies the new pedagogical technologies, is generally a community open to new methodologies and the use of different forms of learning. The website Teacher Training belongs to the Education Information and Communication Centre and is mostly intended for teachers at any level of education.

Since the eighties, the Ministry of Education and Science has seen the need to have a general framework to channel and coordinate initiatives to train teachers in the new information and communication technologies. To do this, training plans were created in the Autonomous Communities, which, although they differed, had some aspects in common, mainly the fact that they all viewed the integration of the new media as a pedagogical tool for the different areas of the curriculum. This initiative came, in fact, after the 1992 Educational Reform, when the L.O.G.S.E. (the General Organic Law on the Education System) recognised the specific subject of "Computing" as an optional subject for the Bachillerato (School Leaving Certificate) and a compulsory one for some specialities in the Training Cycles (previously known

as vocational training). The objectives of the various plans, projects and programmes for training teachers can be summarized as: providing technical support and suitable training for using a computer as a teaching resource and as a means for modernising educational methodology so as to improve the quality of teaching. Currently, through the CNICE, the Ministry of Education and Science is offering permanent training for teachers to provide them with training in the use of information and communication technologies as a teaching resource and as a means capable of providing new methodological concepts for the teaching/learning process. The CNICE web site offers teaching applications that have been created by teachers.

The number of teachers trained during the academic year 2006-2007 was 21,206 (source: Ministry of Education and Science web site).

As solutions aimed at overcoming the above obstacles when introducing pedagogical innovations, we might include flexibility as an outstanding principle in the Quality Law of December 2002, currently one of the key principles, or of the Organic Law on Education of May 2006. Within this framework, the autonomous communities establish measures for flexibility that tend to overcome barriers for the beneficiaries of education and training.

070304 - BUILDING PARTNERSHIPS AND RAISING AWARENESS

The INFOXXI-INTERNET EN EL AULA agreements established between the Ministry of Education and Science and the Autonomous Communities, as well as the suitable public financing, facilitate the establishment of networks of collaboration.

The main initiatives to build partnerships and raising awareness on innovative pedagogies refer to meetings, seminars and congresses.

In addition to the meetings and seminars related to the introduction of new methods and the modernisation of the professional training study plans, the social spokespeople take part in these innovative actions through the Complementary Actions for Training of the Tripartite Foundation for Employment. These actions focus, on the one hand, on a set of companies which, through different indicators can be considered leading companies in some area of innovation. And on the other hand, they focus on identifying the workers developing the processes of design and experimentation of new products, new techniques and new forms of organisation.

The users of these meetings are usually those responsible in the public area for the programmes of the public employment and training services. This information is used to plan and programme the training, as part of the social policy, in a certain national, regional, local or sector area, and aimed fundamentally at teams of technicians (Guiders, Psychologists, Sociologists, Economists, Development Agents, etc.) In the private area, the receivers of these meetings and seminars are often the Heads of Human Resource Areas, Consultants, Professional Development Managers, Human Resource Managers, those responsible for the analysis and assessment of posts, those responsible for evaluating effort.

070305 - FINANCING INNOVATIVE PEDAGOGIES (INCL. STATISTICS)

The definition of the initial professional training teaching is the responsibility of the national and autonomous Administrations and is financed from state budget. There is no private financing for this item.

There are no public-private joint-ventures for this item.

0704 - INNOVATIONS IN TEACHER TRAINING

Our society is seeing rapid changes in our way of life, work and education; information and communication technologies (ICTs) in particular is changing our views on and some of the aims of education. Teachers are facing a dual challenge: on the one hand, that of learning to use ICTs for their personal advancement and, on the other hand, that of bringing them into the classroom, which involves establishing new objectives within a new and different educational model. It is therefore not a question of establishing a new profile for teachers who are in agreement with the ICT era but rather of teachers assuming that it is necessary and inherent to the profession to maintain a permanent attitude of striving to perfect and to bring up to date their teaching techniques and methodologies through research and the evaluation of their teaching practices. (Gaspar Ferrer Soria).

The introduction of innovative technologies alongside the traditional practices, is undoubtedly occurring both because teachers have favourable attitudes to innovative pedagogies and because they are appropriately trained to incorporate these pedagogies into their professional practices. Frequently, the use of the media and technological resources by teachers is better explained by their training and the availability of the media in educational centres than by the attitudes of the teachers, both male and female, to the media. It should also be noted that the technical and pedagogical training of teachers in the use of the media, as well as their experience in working with the media and the organisation of resources in educational institutions has a great influence on its use.

In compulsory education, the administration shows an interest in training teachers in ICTs and is producing a certain amount of research associated with this level of education. Some examples can be found in the programme, "the Internet in Schools" that was developed by the Spanish Government and is now included in the "España.es Information Development Plan (<http://www.internetenlaescuela.es>); in the "Pilot Survey on the Information and Communication Society in Education Centres" carried out by the Ministry of Education, Culture and Sport (2002) (<http://www.mec.es/estadistica/SInfo.html>) and in the Basque government's educational administration plan entitled "Information and Communication Technologies in Education" (<http://www.berrikuntza.net>). In other Autonomous Communities, of particular note are the data on the Valencian Community and the effects of the *Infocole* project published by the IVECE (Instituto Valenciano de Evaluación y Calidad Educativa – Valencian Institute for Educational Evaluation and Quality (<http://www.cult.gva.es/ivece>), which can be found on the following web site: <http://www.cult.gva.es/ivece/versionf/memoria/doc4.html>

Organic Law 2/2006 of 3rd May on Education states that permanent training is a right and an obligation for all teachers. Permanent training programmes must include the adaptation of knowledge and methods to developments in the sciences and specific teaching methods, as well as all the aspects of coordination, counselling, tutoring, educational attention to diversity and organisation that are intended to improve the quality of teaching.

With respect to the professional training related to the Educational Administration, the training of teaching staff and trainers are of crucial importance in initial professional training curriculum updating.

In the first place, new requirements are brought into the teaching function, requirements related to the demand for university academic qualifications and pedagogical skills courses. Royal Decree 276/2007 of 23rd February (Official State Gazette of 2nd March) approves a regulation for the entry, access and acquisition of specialities in the professional training teaching bodies: Teachers of Secondary Education and Technical Teachers of Professional Training.

In the second place, there are three specific measures put into practice to assure the permanent training of practising teachers:

- The creation of Centres of Teachers and Resources (CPR), created by Royal Decree 2112/1984 of 14th November (Official State Gazette of 24th) and driven by Royal Decree 1693/1995 of 20th October (Official State Gazette of 9th November), made it possible to develop didactic updating courses, seminars and work groups in centres supported by experts. These activities are performed close to the teaching centres and among teachers in relatively close geographic areas;
- The organisation from 1991 to 1999 of a Training Plan for teachers of professional training specialities, to attend to updating the scientific-technical knowledge of more than 2,000 teachers/year, by a national call to courses given by companies and experts in the business environment. Since the year 2000, this activity has been developed by the Autonomous Communities. However, there is a teacher training programme developed by the Higher Teacher Training Institute, dependent on the Ministry of Education and Science. There are also agreements with business entities to illustrate the sectoral technological developments to the teachers;
- Time spent by teachers in companies to perform Work Unit curriculum development projects, or the development of general didactic projects (driven by some Autonomous Communities).

The updating of contents in the official professional training qualifications recommends the performance of strong teacher training programmes. This is a line of work on which the Administration will continue to work.

With regard to professional training linked to the labour administration and with the reformation of the Spanish Professional Training system (renewal of contents, innovation of the training offer, design of a quality evaluation system, the establishment of a professional guidance system, and the introduction of technical-scientific innovations in our society), teacher training today is a priority objective, a challenge and a demand.

In the new context of reformation and change, new imperatives are added to didactic and psychopedagogical training and the updating of technical-scientific knowledge pursued by all permanent trainer training plan:

- The understanding of the meaning and scope of the new Professional Training ordinance, of the principles and concepts that found it and the new training objectives that define it;
- The need to deepen in the knowledge of new technologies and their application in teaching and learning;
- The technological training of the teaching staff in the area of each Professional Family, as there are more and more high technology occupations and the demands of society are ever more sophisticated.

The suitable structures for channelling these new teaching staff training needs are the so-called **National Reference Centres**, which are set up as specific centres (in principle, one for each Professional Family or Area), provided with the most advanced equipment and human resources qualified to carry out their competences.

Another experiment must also be mentioned: the "occupational trainer course given in on-line mode". This is aimed at teachers of the **Plan of Technical Expertise of Trainers of the Training and Professional Insertion Plan** - F.I.P. (Teachers in Workshop Schools and Trade Houses, teachers in Collaborating Centres, teachers in Autonomous Communities and the Public Service of State Employment of any Professional Family). The contents are those stipulated in the Certificate of Professionalism of the "Occupational trainer".

Finally, the **Plan of Technical Expertise of Trainers of the Training and Professional Insertion Plan** (F.I.P.), proposed by the General Sub-directorate of Management of Occupational Training, with the collaboration of the Provincial Offices of the State Employment Public Service, the Autonomous Communities and the National Centres of Occupational Professional Training. It is intended to respond to trainers' needs for expertise and technical-teaching updating, in order to improve the quality of the professional training courses.

The development of this programme complies with the regulations established in Royal Decree 631/1993 of 3rd May, regulating the **Plan F.I.P.**

0705 - INNOVATIONS IN ASSESSMENT

Initial vocational training: the assessment of what students learn in the training cycles is organised into professional modules. Passing a training cycle requires a positive assessment in all the modules. The students who pass the middle level vocational training courses receive the title of Technician (*Técnico*) in the corresponding profession. For those who take mid-level vocational training, the technician's diploma gives them direct access to all the tracks of *Bachillerato*. Those who take higher level vocational training obtain the title of *Técnico Superior*, which gives them access to the university studies that are decided by the Government, after consulting the Autonomous Communities and a report from the University Coordination Council (Consejo de Coordinación Universitaria). Those students who do not pass all the modules in a training course receive an academic certificate for those modules that they do pass, which acts as a partial, accumulable accreditation of the professional competencies that have been acquired under the National System of Qualifications and Vocational Training.

Bachiller: those students who have a satisfactory mark in any of the tracks in *bachillerato* receive the title of *Bachiller*, which has effects on employment and academic studies. To obtain this diploma, it is necessary to have a positive

evaluation in all the subjects taken in the two years of *bachillerato*. The students' learning is assessed by separate continuous evaluation for each of the various subjects taken. The teacher for each subject decides at the end of the course if the student has reached the objectives of the course. The students move from the first to the second year of *bachillerato* after passing all the subjects or having a maximum of negative evaluations in two subjects. In this case, they can register for the second year with subjects pending for the first year. The education centres then organise makeup and assessment activities for the pending subjects. The students can take an extraordinary test on the subjects that they did not pass on the dates determined by the educational administration.

In the area of the CVET, the Professional Training Subsystem for employment contemplates that in training actions a systematic assessment must be made in order to check the learning results of the pupils and therefore the acquisition of professional competencies.

This assessment is continuous throughout the course and is carried out in training modules, taking as a reference the objectives, capacities and evaluation criteria established therein.

It is therefore possible to combine different methods, instruments and modes, depending on the type of competencies to be assessed and the purposes pursued. The assessments may therefore be individual, collective, through ICT, self-assessments, etc. using objective tests, practical cases, simulations of real working situations, etc.

In professional training for employment, the Certificates of Professionalism constitute the training offer linked to the National Catalogue of Professional Qualifications.

The above-mentioned certificates, structured according to the units of competencies of the Catalogue, are instruments to officially certify the professional competencies that enable the development of a work activity useful for employment, and to assure the necessary training for their acquisition. The unit of competence is the minimum certifiable unit accumulable for achieving the certificate.

The certificate may be acquired through the corresponding training and corresponding assessment when the modules are passed and, as a result, the associated units of competence, or by any procedure that might regulate its achievement by means of work experience and informal training routes.

Furthermore, the professional training for employment not related to the Catalogue, both of demand and offer, contemplates training actions intended to give a fast reply to the specific needs that arise as a result of the innovations and technological advances.

The National Catalogue of Professional Qualifications covers the qualifications liable to certification by means of the professional training titles and Certificates of Professionalism. In each unit of competence of the qualification, the professional developments are established, the performance criteria and the professional context.

070501 - INNOVATIONS IN EVALUATION AND QUALITY MONITORING

Organic Law 9/1995 of 20th November (Official State Bulletin of 21st), concerning the Participation, Evaluation and Control of the teaching centres drove new lines of evaluation and quality control in the educational system and in professional training. Today, there are many professional training centres in the process of ISO 9000 and European Foundation for Quality Management, EFQM (Fundación Europea para la Gestión de la Calidad) certification and maintaining their certification.

The 2002 Organic Law on the Quality of Education (Title VII, Chapter II, Articles 105 – 107) gave the Educational Inspectorate (Inspección Educativa), among other duties: supervising teaching practice and cooperating in its continuing improvement and in the continuous improvement of the functioning of education centres, as well as in the processes of educational reform and pedagogical renovation, especially where this refers to schools, school management and teaching duties, by analysing their organisation, functioning and results.

To carry out these duties, the law established a group of education inspectors who belong to one of the educational administration groups and have a minimum experience of six years as teachers. The system of entry into this group is by competitive examination/competition. In the competition phase, the candidates' professional careers and specific merits as teachers are assessed. Their knowledge of pedagogy, administration and educational legislation are assessed, as well as whether they are up to date on science and teaching in the areas in which they taught. Their duties are established in general for the whole country.

Organic Law 2/2006 of 3rd May on Education states that evaluation will extend to all the areas of education regulated by the law and will apply to the processes of learning and the results of the students, the activities of the teachers, the educational processes, managerial functions, the operating of teaching centres and inspection and educational administration. The bodies responsible for evaluation are the Institute for the Evaluation of the Educational System (Instituto de Evaluación del Sistema Educativo) and the corresponding bodies in the educational administrations of the Autonomous Communities.

The Institute for Evaluation, previously known as the Institute for the Evaluation of the Educational System, has been making studies of teaching practices, which are available on its web site: <http://www.institutodeevaluacion.mec.es/> . In them, these practices are measured using a series of indicators that refer to the teaching activities and resources used as well as to the assessment processes.

The learning processes are therefore determined and defined according to training specifications, capacities, evaluation criteria and training contents. The evaluation is made with three referents: a) Results among the users of the education (pupils); b) results in the environment (labour insertion, satisfaction of the companies and the parents and collaborators of the centre); and, c) key results of the centre: fulfilment of programmes, evolution of successful pupils, operation of the units of the centre, satisfaction of the educational community.

As part of the quality assurance of the training/educational process, the entry of teachers into the public vocational training system follows the following model: the

first requirement is to have a university degree. After this, the study plan is based on taking a specialized teaching course known as the "Pedagogical Aptitude Course" (*Curso Aptitud Pedagógica* or CAP); and as of September 2005, the "Specialised Course in Didactics" (*Curso de Especialización Didáctica* or TED). The degree in the Specialisation in Didactics is directed towards acquiring the knowledge that is appropriate for teaching in the specific areas of the vocational training "families", industrial technology, the service industry and administration and management.

0706 - INNOVATIONS IN GUIDANCE AND COUNSELLING

The Organic Law of General Ordinance of the Educational System (LOGSE) of 1990, includes the educational and professional direction between the factors that improve the quality of the education and establishes that the Autonomous Communities must create specialised services for educational, learning and professional guidance in the teaching centres of the General System. According to the law, guidance is a right of the student and requires specialised services.

The Organic Law of 2002 concerning the Quality of Education affords special importance to professional and educational guidance. During infant education and primary school, the guidance offered to pupils is managed by the teacher / trained teacher through guidance activities that form part of the teaching activity.

The articles of the Organic Law of Education May 2006, deal with the presence of Guidance as a fundamental, complementary mechanism of the pupils' training process. Article 1 (Principles) defines it as a necessary means to achieving personalised training that propitiates comprehensive education in knowledge, skills and values.

One of the important axes of Law 5/2002 of 19th June (Official State Gazette of 20th), concerning Qualifications and Professional Training, is constituted by guidance and advice.

In educational centres with professional training, there is a department of educational and professional guidance, with the following functions: to advise of learning problems; to advise on decision-taking in the transition from educational studies to professional training; information on job opportunities in the labour market and professional outlets; guidance on the individual professional career and skills development.

Areas of specific knowledge are also included, on Training and Professional Guidance that include strategies for looking for work, the possibilities of entrepreneurial undertakings and self-employment, the techniques of managing a small company and professional associations with others for the development of work initiatives, etc.

The guidance for professional training related to the labour administrations is offered in the placement offices and the work departments of each community and province. In addition to the individual tutoring plans with the unemployed and some group actions (actions of motivation and job searching), the labour administration is responsible for controlling the quality of the process of professional guidance and for managing agreements with non-profit making companies involved in professional guidance activities, by supervising the methodological directives and the grants.

Target groups: all people looking for work

Priority groups are:

- Young people under 25 who have been registered for under six months
- People over 25 looking for work, who have been registered for over 12 months
- Long-term unemployed (over 12 months)

The activities performed by the professional guidance professionals:

A. Procedures of professional supervision for getting work:

- **Individual Advice** - Plan of action of individual tutoring" (TI) – A process in which the tutor and the unemployed person establish a personal itinerary together in order to achieve work.
- **Collective advice:**
 - Development of personal aspects for occupation" (DAPO) - A collective process for developing the personal aspects in relation to achieving work and maintaining the activities in this process;
 - Job search groups (BAE-G) – A collective action aimed at users acquiring and/or developing techniques and skills that enhance an active job search;
 - Interview workshop (TE) – A collective action aimed at increasing users' theoretical-practical knowledge, and the personal resources for facing the job interview with a greater chance of success;
 - Activities supporting the technical interventions: The whole process of the guidance service is led by the tutor in individual tutorials;
 - Other support activities are included, depending on the main objective of the user: professional training, evaluation of self-employment or school-workshop programmes.

B. Procedures based on assistance to achieve paid work:

Individual advice - Business Project advice (APE) Individual action aimed at providing potential entrepreneurs with a definite idea of a business plan, and setting it up and getting it started. The aim is to offer guidance to the entrepreneur with respect to making up his business project, providing support and advice with respect to matters which are more difficult to carry out. The procedures will focus on market studies and planning, a production plan, the economic and financing plan and the choice of the type of corporate entity to choose with respect to established ruling.

- **Collective advice** - Information and Motivation for Self-employment (INMA): a collective action aimed at motivating unemployed people towards a business initiative, providing them with the necessary information to carry out a business project.

0707 - THE EUROPEAN AND INTERNATIONAL DIMENSION

References to European policies are unavoidable. As has already been said, the processes of reforming and adapting professional training teaching to the surroundings are intended to assure the European space and the free circulation of workers, and therefore the directives on the European Framework of Qualifications, the European Credit Transfer (ECVET) are of extraordinary importance. We try to ensure that the results of our certifications are as even and transparent as possible to facilitate credit transfer and the circulation of training within the framework of the European Union.

THE NATIONAL REFORM PROGRAMME 2005

The spring meeting of the Council of Europe held in March 2005, based on the Kok Report of November 2004, dealt with the need to re-launch the Lisbon Strategy. The Spanish Government shares completely the new focus of the objectives of the Lisbon Strategy, and has drawn up the National Reform Programme.

Seven pillars have been created to achieve these objectives. The most relevant for our purpose is the THIRD PILLAR: Increase and improvement of human capital. The suitable functioning and the quality of the educational systems are vital for training the human capital in the different stages of education.

TRANSPARENCY IN QUALIFICATIONS

In the field of professional training, Spain takes part in putting into practice community instruments for the transparency of qualifications and the mobility of individuals; for example, certificate supplements, European curricula and the Europass-Training document.

Since 2004, more than 25 pilot projects have been approved through a Spanish promoter. These projects dealt with a variety of subjects, some of which were very close to ERO (Panorama of European Research), such as:

- E-learning (four projects);
- Qualifications for disadvantaged or risk groups (five projects);
- Professional qualifications in services and the hotel industry (two projects);
- Technological innovation (five projects);
- Training and capacities related to sustainable agriculture and the environment (two projects);
- Trainer training for ethnic minorities (four projects);
- Skills in the Society of Knowledge (three projects).

070701 - EUROPEANIZATION OF VET CURRICULA

The basic objective of Organic Law 2/2006 of 3rd May on Education was to ensure an appropriate educational response for all students, as a way to guarantee

everyone's development, to favour equality and to contribute to greater social cohesion.

Among the objectives of the Organic Law on Education (LOE), the following are the objectives for social inclusion: the full development of the personality and abilities of the students, education to respect fundamental rights and freedoms, equality of rights and opportunities for men and women and equality of treatment and non-discrimination for people with disabilities, training for peace, respect for human rights, life in common, social cohesion, solidarity and cooperation between peoples and sustainable development.

The Law introduced into the curriculum a preoccupation for emphasising the place of education for citizenship among the educational activities as a whole and introduced new content, which is taught in certain years of primary education, compulsory secondary education and *bachillerato*. Its aim is to offer all students room to reflect on, analyse and study the fundamental characteristics and functioning of the democratic regime, the principles and rights enshrined in the Spanish constitution and the treaties and universal declarations of human rights, as well as the common values that underpin democratic citizenship in a global context. This new subject contributes to training new citizens. Included among the common subjects for *bachillerato* is philosophy and citizenship. Also included as an objective for vocational training is preparation for exercising citizenship and for active participation in economic, social and cultural life with a critical and responsible attitude and with the ability to adapt to the changing situations of the knowledge society.

Among the general objectives of the Spanish educational system is education to respect the fundamental rights and freedoms, the equality of rights and opportunities for men and women and the quality of treatment and non-discrimination for people with disabilities, education for tolerance and freedom within the democratic principles of living together, also the prevention of conflict and the peaceful resolution of conflict, training for peace, respect for human rights, life in common, social cohesion, cooperation and solidarity between peoples and the acquisition of values that encourage respect for human beings and the environment; training in respect for and recognition of the linguistic and cultural plurality of Spain and of intercultural relations as being an element that enriches society.

The educational administration has provided for two types of programme that have the objective of bringing greater efficiency to the resources destined for education as well as generally contributing to reaching the objectives set:

- Reinforcement, Guidance and Support Programmes that help to resolve the problems found in compulsory education. Therefore, in 2005 cooperation programs were started in a total of 610 centres. The number of centres participating will grow to 2,000 by 2010;
- Foreign Language Reinforcement Programmes and attention to diversity, which started in 2006.

Like previous plans, the 2006-2008 IV National Plan of Action for Social Inclusion was created within the framework of the European strategy for social inclusion, which built on the successive agreements adopted at the Lisbon, Nice, Barcelona, Copenhagen and Brussels summits.

The challenges that have been identified have to do with labour, income policy, education and the integration of immigration and people in situations of

dependency. For these challenges, five priority objectives have been singled out in the fight against poverty and social exclusion: to promote access to employment, to promote participation in the labour market, to fight against poverty and social exclusion, to guarantee minimum economic resources and to reach equitable education. Among the measures taken are the following:

1. To advance towards equality of opportunities in access to employment; to fight against salary discrimination between men and women and to draw up quality plans to encourage companies to carry out positive actions directed to women, based on the approval of the Organic Law on Equality between Women and Men;
2. To establish a new system of vocational training for employment to unify the occupational training system for the unemployed and continuing training for the employed, with the objective of making access to training easier for the less favoured groups, including young people and older people and, in this way, to contribute to their access to higher quality employment;
3. Training, recycling or employment actions for all young job seekers, no later than six months after their registration with a Job Centre.

0708 - BIBLIOGRAPHICAL REFERENCE AND WEBSITES

Ley Orgánica 2/2006, de 3 de mayo, de Educación (LOE)2006 BOE 4 mayo (Education Organic Law).

Ley Orgánica 1/1990, de 3 de octubre, Boletín Oficial del Estado. (BOE) 4 de octubre de 1990 de Ordenación General del Sistema Educativo (Education System Reform Act).

Ley Orgánica 5/2002, de 19 de junio, de las Cualificaciones y de la Formación Profesional. BOE 20 junio 2002. (Qualifications and Vocational Training Act.).

Ley Orgánica 1/1990, de 3 de octubre, Boletín Oficial del Estado. (BOE) 4 de octubre de 1990 de Ordenación General del Sistema Educativo (Education System Reform Act).

Pérez Díaz Víctor; Rodríguez Juan. La educación profesional en España. Madrid. Fundación Santillana. 2002. (Vocational Schooling in Spain).

INEM. Plan Anual de formación de formadores del Plan FIP. Perfeccionamiento Técnico 2005. (Training of trainers of Vocational Training Annual Planning) Area de Formación Ocupacional, 2005.

Guía Laboral y Asuntos Sociales 2005 (Guide to Labour & Social Affairs). MTAS. 2006

Orden TAS/470/2004 de 19 de febrero (BOE 27 feb.) por el que...se establecen las directrices sobre los certificados de personalidad (Occupational Aptitude Certificate Guidelines).

INEM .Calidad y Formación binomio inseparable (Quality and training inseparable binomial) Madrid INEM.2003.

Formación y competitividad. Hacia un espacio europeo del aprendizaje permanente.(Competitiveness and Training. A longlife learning European frame) Madrid. Fundación Tripartita para la formación y el empleo.2003

La formación sin distancia (Vocational Training without distance) Madrid. SPEE-INEM, RedTTnet España. 2006

Castaño, C; Maiz, I; Beloki, N; Bilbao, J; Quecedo, R; Mentxaka, I. La utilización de las tics en la enseñanza primaria y secundaria obligatoria: necesidades de formación del profesorado . Eductec, Barcelona, 2004

<http://www.edutec2004.lmi.ub.es/pdf/69.pdf>

(Castaño, C; Maiz, I; Beloki, N; Bilbao, J; Quecedo, R; Mentxaka, I. The Use of ICTs in primary and compulsory secondary education: the training needs of teachers. Eductec, Barcelona, 2004.)

Cebrián de la Serna, Manuel. Análisis, prospectiva y descripción de las nuevas competencias que necesitan las instituciones educativas y los profesores para adaptarse a la sociedad de la información. Revista Pixel-bitm, 20, 2007.

<http://www.sav.us.es/pixelbit/articulos/n20/n20art/art2007.htm>

(Cebrián de la Serna, Manuel. Analysis, prospective study and description of the new competencies needed by educational institutions and teachers in order to adapt to the information society. Píxel-bitm magazine, 20, 2007.)

websites

<http://www.inem.es/>

<http://www.mtas.es/>

<http://www.mec.es>

<http://www.fundaciontripartita.org/>

<http://www.eurydice.org>

<http://www.mec.es/instcual/index.html>