

Services for Apprenticeships (SERFA)

Erasmus Plus Project

**National report on Apprenticeships in Spain:
Current situation, successful services and SMEs' needs**

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Introduction:

Dual training principles in Spain apply to two different frameworks:

- Vocational Training for Employment (Professional certificates), depending on the labour system
- Vocational training in Education (Vocational Training degree), depending on the education system.

In the labour system, “contract for training and learning” were created in 1998 as a new statute for workers allowing them acquiring specific vocational training through a theoretical – practical system.

Further, apprenticeship in Spain is a quite recent training modality in the education system. It caught the attention of Spanish political leaders since the economic crisis in 2007-2008, as a tool to address high levels of unemployment in the country. It was introduced in fall 2012 as part of a labour reform, aimed at fighting youth unemployment. The dual training principles, to be understood as training taking place in both schools and firms, were settled to increase the access to VET and facilitate the integration of youth to the labour market.

This policy in Spain is still at an early stage of implementation, however, first national follow-up reports gives us some information about its use by students and companies.

In a nutshell, here are some data about the evolution of Dual Training modality in the educative system over the first years of implementation¹:

- VET centres offering dual training principles went from 172 in 2013 to 375 in 2014 over the country, meaning an increase of 218%. The region of Valencia has the highest increase, going from 13 to 57 VET centres developing apprenticeship projects. In 2015, there were 728 VET centres developing dual training projects.
- The number of students choosing dual training principles also increases over 200%, from 4292 in 2013 to 9618 in 2014 and 16.199 in 2015. The highest increase of students is in Catalonia and Madrid.

¹ Formación Profesional Dual: Seguimiento de proyectos de Formación Profesional Dual: Curso 2013-2014, Subdirección General de Orientación y Formación Profesional.



- Finally, the number of collaborating companies engaged in dual VET projects, or intending to participate, went from 513 companies in 2013 to 1570 in 2014, and 4878 in 2015².

If we also consider dual training in the labour system, we can add around 139.845 “Contracts for training and learning” in 2014³, however, those are more complicated to assess as they are not depending on a formal initial VET training schemes, but rather on continuous professional training paths offered by employment services.

² <http://www.mecd.gob.es/prensa-mecd/dms/mecd/prensa-mecd/actualidad/2015/04/20150409-ocde/ocde1.pdf>

³ Statistics of contracts provided by the State Public Service of Employment.



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1. Apprenticeship and Work-based learning in Spain – Status quo

1.1 Legal Framework

Apprenticeship in Spain is regulated by law. The legal framework for its implementation is contained in several major documents:

- The **Royal Decree 488/1998**, of March 27, which develops article 11 of the Statute of Workers in matters of training contracts.⁴

This decree refers to training contracts made in the frame of the labour system. In this framework, the practical training is received by the worker in the workplace. This training will be carried out in semi-annual blocks, regardless of the duration of the contract or its extensions. The company must issue every six months the Certificate of Practical Training, according to official model. In order for the worker to receive the theoretical training, the company must arrange it with a Collaborating Centre of the State Public Service of Employment, by signing the corresponding Agreement of Theoretical Formation. The Collaborating Centre, on the other hand, once completed the training must issue twice a year the Certificate of theoretical formation according to official model.

- The **Royal Decree 1529/2012**, of November 8th, which develops the training and apprenticeship contract and establishes the basis of dual vocational training, and,
- The **Order ESS / 2518/2013**, of December 26, regulating the training aspects of the contract for training and learning, in the development of Royal Decree 1529/2012, of November 8, which develops the training and apprenticeship contract and establishes the basis of dual vocational training.

The Royal Decree 1529/2012 states 5 different modalities for dual training:

- Exclusive training in the training centre, which consists of matching and alternating the training that is acquired in the training centre and the work

⁴ <https://www.boe.es/buscar/doc.php?id=BOE-A-1998-8425>



activity that is carried out in the company. (4% of dual training projects in 2014⁵)

- Training with the participation of the company, consisting of companies providing training centres with spaces, facilities or experts to impart totally or partially certain professional modules or training modules (28% of dual training projects in 2014⁶).
- Training in an authorized or accredited company and in a training centre. This consists of the delivery of certain professional modules or training modules in the company, in addition to those given at the training centre (11% of dual training projects in 2014⁷).
- Shared training between the training centre and the company, which consists of co-participating in different proportion in the teaching and learning processes in the company and in the training centre. The company must have authorization from the educational Administration and / or accreditation of the corresponding Labour Administration to provide this type of training, and will be attached to the centre with which it shares the training. (57% of dual training projects in 2014⁸).
- Exclusive training in the company: the training is imparted in its entirety in the company in accordance with the provisions of article 18.4. (In this case the company becomes an authorized training centre). (0% of dual training projects in 2014⁹).

According to the dual principle, the participants must be aged 16-25 years old and are considered employees covered by labour contracts (usually one to three years) and get at least a minimum wage: this is not necessarily the case in dual training schemes under the remit of the education authorities. People up to the age of 30 may also benefit until youth unemployment decreases. At least 25% (first year) or 15% (subsequent years) of the time specified in the contract should be devoted to

⁵ <http://www.mecd.gob.es/prensa-mecd/dms/mecd/prensa-mecd/actualidad/2015/04/20150409-ocde/ocde1.pdf>

⁶ Idem

⁷ Idem

⁸ Idem

⁹ Idem



*acquiring complementary skills in a specialised or duly authorised training centre or in the company*¹⁰.

Also, and more specifically concerning the dual training in the education system, The Royal Decree 1529/2012, article 28, states the following purposes for the Dual Professional Training projects:

- Increase the number of individuals that can obtain a secondary education diploma thanks to VET
 - Reach a higher motivation of students and decrease the early school leaving.
 - Facilitate labour market integration as a consequence of more contact with companies
 - Increase the links and co-responsibility of enterprises with VET
 - Foster the relationships between VET teachers and companies of the sector to better the transfer of knowledge
 - Collect qualitative and quantitative data that allow decision taking related to the improvement of VET quality.
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- The Strategy for **Entrepreneurship and Youth Employment** (EEEJ 2013-15) is an initiative of the Ministry of Employment and Social Security approved in February 2013, after a process of dialogue and participation with the Social Partners, to respond to the labour situation in which many young people are in Spain.

It proposes several initiatives, among which *promoting the training and apprenticeship contract and other mixed systems that can be co-financed between administrations and companies, to allow students to work while they study and gain a formal accreditation either from the education or labour system*¹¹. This strategy has been allocated with a budget of 3,485 million for a total of 4 years of implementation.

Then, there is an existing legal framework for on-the-job training in Spain, and the political effort to reinforce apprenticeship programme is increasing since the last years, as it is perceived as a tool to fight against unemployment.

¹⁰ Spain: VET in Europe – Country report 2013 CEDEFOP / REFERNET Spain

¹¹ Spain: VET in Europe – Country report 2013 CEDEFOP / REFERNET Spain



1.1.1 Responsibilities

In Spain, decentralisation applies in the field of VET and apprenticeship: educational competences are shared between the General State Administration (Ministry of Education, Culture and Sport) and the authorities of the Autonomous Communities (Departments for Education):

- The central education administration executes the general guidelines of the Government on education policy and regulates the basic elements or aspects of the system
- The regional education authorities develop the State regulations and have executive and administrative competences for managing the education system in their own territory.

Thus, the implementation of the dual principle in the VET training offer depends, as it does for the entire educational offer in Spain, of each Autonomous Community (regional government). This is why each Region can develop a different offer regarding dual training, in different area of qualification. The regional government works directly with the schools and VET providers to establish the working programmes.

Schools have pedagogical, organisational and managerial autonomy for their resources.

In addition, as seen before, dual training can also be integrated in the frame of a “contract for training and learning”, managed by the employment services. In those cases, SEPE, the State Public Employment Service, which is an autonomous agency attached to the Ministry of Employment and Social Security, coordinates the implementation of the regulation concerning training contracts. This service works together with the Public Employment Services of the Autonomous Communities, to form the National Employment System. Measures and actions for employment are promoted, designed and developed from this state structure. Then, they are decentralized and adapted to the different territorial realities thanks to the regional public employment services (for instance in Valencia: SERVEF). The regional employment services accredits the training centres allowed to develop dual training



programme, review and validates the dual training projects presented by the training centre and that has been prepared with the company and the apprentice.

1.1.2 Professions and branches

The Spanish legal framework cover the entire VET training qualification, thus all the professional families can technically be concerned by dual training modality. However, practically, some branches are, more than others, involved in apprenticeship. The sectors with most dual training projects are¹²:

- Mechanical manufacturing : 21%
- Electricity and electronics: 13%
- Installation and maintenance: 10%

On the other side, there were still no dual training projects in 2014 in the fields of Maritime fishing, Extractive industries, Building and civil works, Glass and ceramics, Textile, clothing and leather and Handicrafts.

Another interesting aspect is the level of professional certificate in the national qualification catalogue: there is a predominance of higher level degree over medium and lower degree in the dual training projects¹³:

Figure 20 Features of the national repertoire of professional certificates

Professional Certificates (CdP) by level of the RNCP	Total number of certificates	Duration (range of hours by CdP)
CdP Level 1	71	200-510 hours
CdP Level 2	213	220-920 hours
CdP Level 3	212	350-1110 hours

Source: Prepared by the authors from the reference regulation. See Annex VII.

¹² Formación Profesional Dual: Seguimiento de proyectos de Formación Profesional Dual: Curso 2013-2014, Subdirección General de Orientación y Formación Profesional.

¹³ Spain: VET in Europe – Country report 2013 CEDEFOP / REFERNET Spain



1.1.3 Curricula

As seen before, there are two different frameworks for the implementation of dual principle in Spain: education system and labour system.

The education system links the dual training modality to a formal VET training degree. Then, in those cases, there is a binding curriculum.

In Spain, the curricula in VET are designed at national level in consultation with the regional authorities, and are approved thanks to royal decrees. The degrees are then integrated in the national catalogue of vocational training, which is always open for adaptation, revision, and integration of new curricula. There are 26 professional fields defined in the national catalogue, and 5 levels of qualification. Currently, there are in total 664 qualifications approved by the Council of Ministers and published in the Official State Gazette. Each one of these qualification is built on a modular structure. Each qualification is assigned a general competence, which briefly defines the essential duties and functions of the professional. It also describes the professional environment in which the qualification can be developed, the corresponding productive sectors, and the relevant occupations or jobs to which it allows access.

In the detail, the curricula are made as follow:

- Identification data
- Name
- Level
- General competence
- Labour environment

<u>Units of competence</u>		<u>Associated training</u>
Unit of competence 1	←→	Training module 1
Unit of competence 2	←→	Training module 2
Unit of competence 3	←→	Training module 3

The units of competences detail the professional achievements and assessment criteria, as well as the professional context. The training modules detail the skills and



evaluation criteria, the training contents and the basic requirements of the training context.

The design of the curricula involves the general administration, the autonomous community and social partners. It takes into account the social changes produced in recent years: The crisis of full employment and the restructuring of the labour market, the increase and increasing variety of social services, the emergence of new professional fields, technological development, the introduction and generalization of new technologies, Rapid obsolescence of equipment and techniques, increasing automation of production processes and new forms of organization and administrative management. The curricula can be revised on demand.

On the other side, the labour system links the dual training modality to a Professional Certificate. The professional certificates are the official accreditation instruments for the professional qualifications of the National Catalogue of Professional Qualifications in the labour administration. In those cases, the training centres can be public or private, and have to be accredited to deliver the training.

The **Royal Decree 1529/2012** also states an exception to this rule in the case of lack of existing professional certificate or formal VET for the occupation addressed in the contract, then the accredited training might be, exceptionally replaced by minimum contents established in a formative special field belonging to the State Public Employment Service special field file, or of another Regional Public Service, or by the contents determined by the companies.

In the practice, this disposition actually gives a lot of liberty to this kind of contract, since the criteria to determine either if they are or no professional certificate for a given occupation only depend on the administration consideration and are not public. Thus, it is criticized by workers' unions as it is considered as a measure that in the facts foster precarious employment instead of real on-the-job training¹⁴.

1.1.4 Remunerations

The apprentices' remuneration depends on the existence of a working contract, which is not mandatory in the education system.

¹⁴ El Fraude de los contratos para la formación y el aprendizaje, informe CCOO July 2015



In the education system, the signature of a labour contract that articulates the apprenticeship is not compulsory, and therefore the remuneration of students depends in many cases on scholarships more or less discretionary granted by companies or administrations.

In the labour system, a “Contract for Training and Learning” is signed according to the **Royal Decree 1529/2012**, which develops further the labour aspects that have to be applied to this contract concerning requirements, formalization, duration of working day, wages, trial periods, duration and extensions, extinction.

This decree says that the remuneration of workers hired for training and learning shall be established in a collective agreement, in accordance with the Workers' Statute, and may in no case be less than the minimum salary in proportion to the effective working time.

1.1.5 Formal and qualificatory requirements for trainers

According to the Spanish system, for the apprenticeship implementation, a tutor is assigned inside the company for the dual training project.

The tutor must be the owner of the company or any staff member, as soon as, in both cases, they have the required qualification or professional experience. There is no minimum qualificatory requirement for the tutor in the law. The tutor is responsible for the follow-up of the agreement for the training activity, or the coordination of the labour activity of the student with the training activity, and of for the communication with the training centre. He also has to report, at the end of the working period of the student, on the performance on the working place.

The training centre will also assign someone, either teacher or trainer, as tutor responsible for the programming and follow-up of the training, as well as for the coordination of the evaluation with the teachers involved. This tutor will be the contact person for the company for the development of the training and working activity agreed. The training activity in the company and in the VET centre is coordinated thanks to monthly control meetings with the tutors.



The evaluation of the student remains under the responsibility of the student teachers, in the VET school of attachment.

When the training modality chosen is shared between the training centre and the company, the company also participate to the training process. In those cases, the company will need an authorization from the corresponding educative or labour administration to be able to deliver training, and will thus have to be attached to a centre with which it share the training.

In the labour system, the training related to the Contract for Training and Learning can also be entirely delivered in the company, as soon as they have adequate facilities and staff with a technical and didactic background for the purposes of accreditation of professional competence or qualification, without prejudice to the need, where appropriate, for additional training periods in the centres. In any case, the company must be authorized to offer the formation of training cycles and / or accredited as a centre to provide training aimed at obtaining professional certificates, for which it must meet the requirements established in the regulations, as well as the conditions that can be determined by the educational and labour administrations in the scope of their competences.

Companies authorized to deliver VET training cycles will have to undergo educational supervision, under the form chosen by the competent educational administrations.

1.1.6 Assessment

When the dual training project is aimed at obtaining a professional degree, the evaluation of the trainee remains the responsibility of the teachers of the professional modules of the attachment VET centre, who will take into account the inputs of the trainers inside the company and the activities developed on the working place.

Thus, the assessment made will be the one normally applied by the VET centre for the evaluation of the trainee. The rules for the trainees evaluation is determined by each regional authority. It generally consists in written examination and evaluation of the training through the control meetings organised all along the working period.



For the apprenticeship contracts made within the labour system, the evaluation and follow-up of the professional certificate is made as follows:

- The Public Employment Services, within the framework of the monitoring of the training activity of the Contract for Training and Learning, will guarantee the development of evaluation processes that ensure the learning outcomes defined in the capacities and evaluation criteria of each of the training modules that are included in the professional certificates.
- In the same way, the Public Employment Services will make the follow-up and control of the training of the professional certificates linked with the Contract for Training and Learning

The professional certificate obtained after the “Contract for Learning and Training” is subject to an accreditation. The qualifications or competences acquired during this contact are listed in the Information System of the Employment Public Services.

1.2 Institutional Framework/Involvement of Stakeholders

1.2.1 National authorities

The national authorities involved in the policies related to apprenticeship training in Spain are:

- Ministerio de educación, cultura y deporte (Ministry of Education, Culture and Sports), and in particular the Directorate General of Vocational Training (Dirección General de Formación Profesional. Dirección General de Formación Profesional.)

This Directorate General is in charge, among other mission, of coordinating the VET offer and the establishment of the national catalogue of qualifications. It also proposes supporting tools for the evaluation and accreditation of VET competences learnt in formal, non-formal and informal training paths. Regarding dual training, this administration is in charge of relations of coordination in the field of vocational training and lifelong learning and cooperation with the Autonomous Communities and



Local Corporations, as well as the planning, management and monitoring of programs and agreements with educational administrations in the field Vocational training and lifelong learning, all in coordination with the Directorate-General for Territorial Evaluation and Cooperation.

- Ministerio de Empleo y Seguridad Social (Ministry of Employment and Social Security), and in particular the State Employment Public Service (SEPE – Servicio Público de Empleo Estatal). SEPE is an autonomous agency attached to the Ministry of Employment.

The activity developed by this agency focuses on the creation, development and monitoring of Employment Policies. Within the National Employment System, They strengthen coordination among all agents involved in the labour market. Their main functions are:

- Plan and promote proposals for employment policies focused on the needs of individuals and enterprises (career guidance through individual and personalized itineraries, job training, employment promotion programs, etc.)
- Managing unemployment benefits, giving effect to the right of the unemployed to protection.
- Conduct research, studies and analyzes, at the state level, on the labor market situation and measures to improve it.

1.2.2 Regional/local authorities

The Spanish constitution established a decentralised system based on the recognition of the territories autonomy, making it comparable in many aspects to federal states. Thus the regions, or *Autonomous Communities*, are granted political and financial autonomy with the possibility to adopt and implement specific regulations.

In the field of education, the region is enabled to develop the basic regulation of the state and the implementation of the legislation. For what concerns employment and



professional training, however, the power of the region is limited to the execution of the exclusive legislation of the state government.

In the specific case of Apprenticeship, then, the region is the main actor in charge of the implementation of dual training legislation.

This implementation is managed by the both regional Public Employment Services and the Education Administrations:

According to the art 22 of the **Royal Decree 1529/2012**, the Public Employment Services, in collaboration with the Education Administrations, in their respective fields of competence, are in charge of informing and guiding companies and workers about the possibilities of this recruitment and the possibilities of training, in the frame of dual training. They are in charge of guiding them to facilitate an adequate adjustment between the characteristics of the job offered by the company and the training centres available to provide the training inherent to the contract, providing information that helps to relate that job and the place of training linked to it.

For this purpose, the Public Employment Services will establish the specific means to guarantee these information and orientation services, coordinate the information related to the companies that demand “Contracts for training and learning”, and the recognized training centres to provide the training linked to these contracts. The provision of these services can be done directly, in a physical location, through a web page or any other medium that guarantees its dissemination. In any case, the establishment of these services will be carried out exclusively with the means available to the Public Employment Services.

1.2.3 Social partner institutions (Chambers, Trade Unions)

At the national level, the social partners are represented by the General Council for Vocational Training, which is an advisory body that advises the Government on Vocational Training related matters.

Law 19/1997 sets up the new General Vocational Training Council as a tripartite consultative body, with the participation of business and trade union organizations, as well as of the Public Administrations.

The objectives of this council are:



- Prepare and propose the National Programme of the Vocational training within which Autonomous communities will act.
- Evaluate and control the execution of the Program and propose its updating when necessary
- Inform the projects of the curriculum and degree corresponding to the various specializations of vocational training, as well as professional certificates in the field of occupational vocational training and, where appropriate, their academic or professional approval with corresponding degrees in the formal vocational training
- Issue proposals and recommendations to the Public Administrations responsible for vocational training, especially those related to the implementation of the National Vocational Training Program.
- Propose actions to improve vocational guidance, particularly those carried out within the Ministry of Education and Science and the Ministry of Labour and Social Affairs.
- Evaluate and monitor the actions taken in the area of vocational training.

Then, the role of social partners in dual training, within the Vocational Education and training, is mostly consultative. Together in the council, all social agents collaborate together to negotiate the proposal of national programme. Then they make a task of follow-up and evaluation.

In Spain, several social partners, especially trade unions, claim more cooperation in the definition of the dual training implementation, and publish critics of the actual system, which doesn't let enough voice to those organisations. Thus, the current dual training system is not really supported by trade unions, because, according to them, it lead to discrimination for workers, lack of equal opportunities and increased entrepreneurs power.

1.2.4 VET Institutions (Colleges, public or private VET providers)

VET institutions are an essential stakeholder of the apprenticeship training in Spain. They are involved as participating centre. The teaching centres authorized to provide vocational training courses and to establish collaboration agreements with companies



in the relevant sector, in accordance with what is determined by the regional regulations, may participate in these projects.

The dual vocational training projects shall be carried out in educational establishments with productive environments which meet the appropriate requirements for their application, in accordance with:

- The characteristics of the professional activity to which the training cycle responds.
- The characteristics of the companies in the neighbourhood of the educational centre.
- The characteristics of the training involved in each training cycle.

The VET centre established the training programme (together with the company in the cases of the Employment system). The training project must include:

- Training modules programme
- Schedule of dual VET training
- Company working calendar
- Schedule of the training cycle in the VET centre.

The tasks of the VET training centre have been described before: they are in charge of coordinating the training activity, of the assessment of the trainee, and of the delivery of the VET degree / professional certificate.

1.2.5 Companies

The companies are involved all along the process of the apprenticeship project.

First, the companies are the one responsible to perform a previous internal study to identify the professional profiles available and needed, and to make previsions and evaluation of their capacity to host an apprentice. Then, they have to identify the training associated to the professional profile that they want to supply, within the existing training offer. And they will have to contact with the VET providers offering this specific training.



Once this step done, the company and the training centre collaborate together to design the training programme. In the cases of a professional certificate, the training programme also involves the student who signs it. In the case of apprenticeship in the education system, the company must adapt to the training programme designed by the VET provider.

In any case, and as mentioned in the previous section, the training centre is the one in charge of coordinating the training activity, and thus to send the required documentation to the public regional authority.

Finally, the company has to assign a tutor to the student, which profile has to be first validated by the regional public administration. The tutor will perform tasks of coordination, but the evaluation will remain the responsibility of the VET centre, which will collaborate with the tutor thanks to a follow-up of the activities made in the work place.



1.3 Financial Implications

1.3.1 Cost responsibility

The cost of the apprenticeship made in the framework of the Employment system relies on the state Employment Public Service: the companies participating to the training activity can get financing for the cost of the training by means of bonuses in the social security contributions.

In the framework of education system, there is no mandatory working contract for the trainee, and no minimum wage. Also in this case, the cost of the training relies on public authorities, administrations and schools, which can award grants for the students for the training activities.

The companies are not committed to any of the costs of the training.

1.3.2 Public Funding

Apprenticeship relies on public funding. In the employment system, the eligible costs of the training are calculated as follows:

- face-to-face training modality: Hour / participant costs will be 8 €.
- distance / e- learning mode: Hour / student costs will be 5 €.
- Additional bonus for tutoring: maximum amount of 1.5 € per student and hour of tutoring, with a maximum of 40 hours per month and student. (In companies of less than 5 workers, this maximum amount will be 2 € per student and hour.)

The maximum amount of bonuses that can be applied by the company will correspond to a number of hours equivalent to 25% of the working day during the first year and 15% of it during the second and third year. In the case of contracts whose beneficiaries are included in the Youth Guarantee System, the amount of the previous percentages will be 50% and 25% respectively.



The payment to accredited or authorized training centres, privately owned, is made by the company, who will pay monthly the cost of training, so that the corresponding bonuses can be applied to Social Security contributions.

The centre will issue a monthly invoice to the company specifying the name of the centre, representative, data of the participants, training performed, number of training hour, etc. The training centre or the company where applicable, will communicate to the Public Employment Service, through the Electronic Register, all previous data, periodically as it is being invoiced, or within the month following the end of the financial year.

Supplementary training will also be financed through the budget of the State Public Employment Service.

To sum up, thanks to this system, the company engaging in an apprenticeship scheme get four main benefits:

- Reduction by up to 100% of the contribution to the social security (for companies with less than 250 workers) or 75% for companies with more than 250 workers.
- Financing of the training: Bonuses in the business quotas for a number of hours equivalent to percentages of the working day.
- Bonuses for the cost of tutorization
- If the contract becomes indefinite after 3 years: incentive of 1500 € or 1800 € for women. In the case of workers enrolled in the National System of Youth Guarantee, this incentive, in the same percentages, will consist of a bonus.



2. Support Services for Companies – Status quo

2.1 Supporting institutions

2.1.1 Public Institutions

National administration:

The **ministry of Education, Culture and Sport** is giving indirect support to companies thanks to the publication of information on Apprenticeship to the general public. The main dissemination online tool that can be found is the web portal www.todofp.es. Despite this portal is mainly addressed to students, anyone interested can find there all the information relevant to dual training in the education system.

In the same way, the **Public State Agency for Employment (SEPE)**, from the ministry of Employment and Social Security disseminates through its web page relevant information to explain the principles of dual training contracts and how it works.

https://www.sepe.es/contenidos/empresas/contratos_trabajo/contratacion_formacion_aprendizaje/contratacion_formacion_aprendizaje.html

Regional administration

The **Regional government of education** provides information and guidance on apprenticeship. The webpage <http://mestreacasa.gva.es/web/fpdual/inicio> provides with many relevant information which will help the companies in developing a dual training project. It provides, among other, the list of VET training schools that are enabled to offer dual training in the education system, but also a fool guidance to prepare a project of dual training addressed to VET schools who wish to participate: How to prepare an application for dual training project, how to contact with the companies, what are the tasks to develop, list of forms and templates to be filled, etc.

The **Regional Public Employment Services** are the administration entitled to offer support and information on Dual Training in the context of the Employment system. Any company interested in apprenticeship can go directly to this administration to



receive assessment and support. In this case, the Public Employment Service will explain to the company what the process to engage in Apprenticeship is, and will provide the enterprise with the list of accredited training centre so the company can contact them directly to build a dual training project. Among the services offered, this administration promotes apprenticeship on its webpage:



It also regularly organises infodays to introduce apprenticeship to stakeholders, and provide individual assessment.

Public Schools / VET providers

The public schools and VET providers involved in dual training offer information addressed to students. As they support students in building dual training project, they register with the public administration and are led to contact companies to coordinate actions. However, this is not among their priorities, and they do not offer specific services to SMEs. Some centre with higher number of student, and then capacity, have a department dedicated to the integration of students to the labour market, and thus contact companies to collect job offers and publish them.



2.1.2 Social Partnership institutions

Federations / Confederations

Federations or confederation are involved the promotion of dual training policies. For instance in Valencia, when the dual training policies were launched at the beginning of 2013, the regional ministry of education agreed on a plan together with the Business Confederation of Valencia in order to organise informative sessions addressed directly to the enterprises of the region in order to engage them in dual training. Also, the confederation website offers comprehensive guidelines for companies interested in engaging an apprenticeship project. These guidelines explain, step by step, how to develop a dual training project, where to find VET centre, how to contact with the public administration, etc.

Smaller organisations, such as sector association, sometimes offer information on this topic to their members. However, it is not a usual activity. They are involved in this topic in the case of having participated in specific projects on apprenticeship, or if they have received specific demands from their members, otherwise, most of them offer very few or no information on dual training.

Trade unions

The main national Spanish trade unions (CCOO and UGT) are actually fighting against the dual principles as they are applied in Spain.

On the one side, they fight for a dual training in the education system with a mandatory working contract, which would guarantee better condition to the apprentice. On the other side, they denounce frauds and abuses related to the “contract for training and learning”, which, according to them, foster precarious jobs and lack of transparency for what concerns the definition of professional certificates delivered by private institutions considering it as a business opportunity.



Chambers of commerce

Chambers of commerce, among other services, offer training and in-company training. In particular, they develop professional certificates, which are among the titles foreseen by dual training in the employment system.

For this reason, chambers of commerce provide information and assessment, both to unemployed and to companies, in order to enable them to take part in dual training and prepare a “contract for training and learning”.

2.1.3 Private Institutions

Consultancies and training providers

Many private training centres provide advertising, counselling and assessment for dual training as the “contract for training and learning” as one of their business activities. On the Internet, we can find many consultancies and training centres promoting and providing information on those types of contracts, which contribute to their own development. In fact, unemployed young people have become a new business line because the allocation of important public funds coupled with the progressive privatization of services related to the search for employment has made the offer of courses, training placements and guidance a very lucrative activity.

Foundations and non for profit institutions

Further, different organisation, foundation or NGOs work to promote and foster the development of dual training. An example would be the “Alianza para la FP Dual” (Alliance for Dual VET) which is a network formed by enterprises, training centres and institutions committed with the Development of Apprenticeship in Spain, and launched by the foundation Bertelsmann together with the Foundation Princesa de Girona, the CEOE and the Chamber of Commerce of Spain. This alliance was created to support the creation of apprenticeship system allowing more Spanish youth to access the labour market and reduce youth unemployment. It seeks to bring together the best initiatives and experiences that are being carried out to bring together, feedback and extend to more companies, centres and institutions in Spain.



They promote more collaboration between apprenticeship stakeholders to improve the adequacy of apprenticeship to the needs. An interesting point of this alliance is the relationship created between big companies and SMEs, where the big companies can assess the SMEs about apprenticeship practices.

https://www.fundacionbertelsmann.org/fileadmin/files/Fundacion/Publicaciones/Informe_2015_Foro_AFPdual.pdf

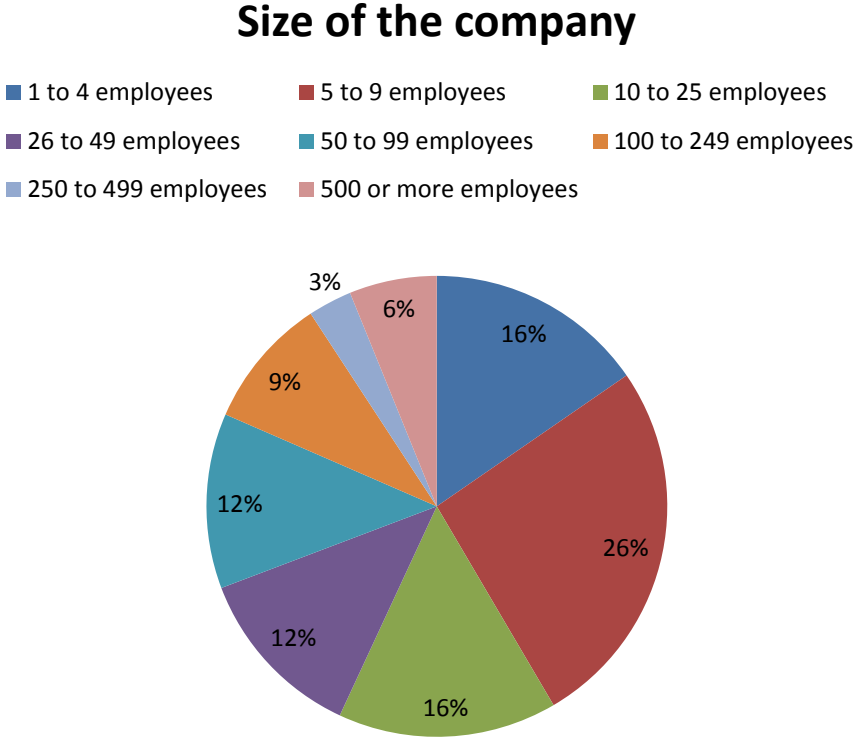


3. Experience and needs of enterprises: results of the company survey

3.1 Statistical Profile of participants

In Spain, a survey has been made collecting 65 answers from local and regional stakeholders from the region of Valencia about their current practices regarding apprenticeship.

In the detail, the profile of participants was as follows:



Over 90% of the respondents were representing SMEs, corresponding to the target group of this survey. Per sector, over 55% of the respondents came from the food sector. This survey was launched by FEDACOVA, which is an agri-food industry business association, which explains this over-representativeness of this sector over other industries. Then, the rest of respondents represent a wide range of activities, from construction, plastics, metal, and retail, among others.

Among the answers received, 72,3% of respondents didn't have any apprentice in their company at the time of the survey, while 24,6% had between 1 and 5 and only 3% had more than 6 apprentices. The number of interns is slightly different. In this case, over 30% of the companies surveyed had interns. Considering the national data on apprenticeship in the education system and the low number of SMEs having participated in this programme, we can deduce that a majority of participants to the survey having apprentices contracted them within the employment framework or other forms of collaboration. In any case, this result confirms the still low participation from SMEs in any kind of work-based learning activity.

3.2 Reasons for not offering apprenticeships/internships

The huge majority of respondents to the survey in Spain thus don't have apprentices in their companies. What is the reason for not taking apprentices?

3 main reasons have been identified amongst the ones proposed to justify this: first, the persons questioned justified it by the lack of knowledge about apprenticeship framework conditions (45%). They are satisfied with their staffs, which are already trained to fulfil their needs (41%). They lack of experience in the implementation of apprenticeship (35%). Then, they also claim their lack of time to train apprentices (35%).

On the other side, most of the respondents don't consider that the training is too complex, and they are aware of the benefits of the training for the SME. Only two respondents considered that they don't need skilled workers.

While for most of them the amount of regulation, bureaucracy or costs is not especially reluctant for the companies, about 1/3 think that this complexity makes hard to offer apprenticeship placements. In general, despite those barriers, companies seem to be rather open to the idea of hosting an apprentice. They even seem to be aware of the benefits that the apprentice could bring them to supply their need of specialized workers.



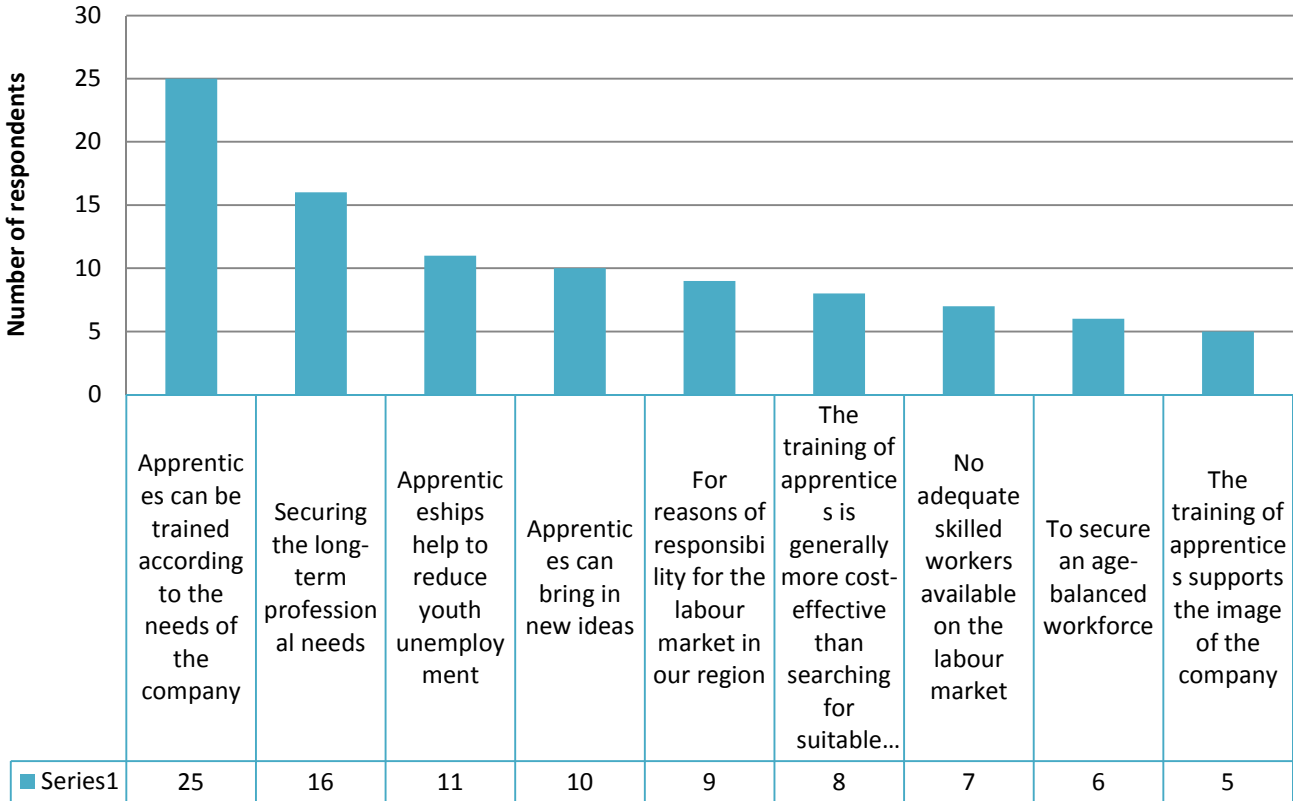
However, they would need to more practical information in order to offer apprenticeships. Especially, they need more access to the conditions and framework, so to get experience, and thus spend less time in this process.

3.3 Reasons for training apprentices/interns

SMEs having hosted apprentices were also questioned about their experience. The main reason for taking an apprentice highlighted by the respondents was to train the apprentices according to the needs of the company (This criterion was considered as especially important or very important by 74% of the respondents). This answer clearly shows the long term perspective while considering participating in apprenticeship. The apprentice has, in entrepreneurs mind, the vocation to stay in the company, and to answer specific skills needs. Indeed, another aspect valorised was securing the long term professional needs.

On the other side, balancing the age of the workforce is not perceived as a relevant incentive to take an apprentice, nor the cost effectiveness of an apprentice compared to other forms of searching suitable specialists, or the image.

Important criteria to take on an apprentice



In relation with the previous section on the reasons given by SMEs not having taken apprentices, this new data shows that the decision of taking an apprentice by the companies is highly linked to the skills need which is generally perceived by all, and is the main motivator to go toward this model.

3.4 Recruitment of apprentices/interns: Problems, challenges and needs

Only 17% of the respondents reported problems at the time of recruiting an apprentice. This process is thus generally smooth.

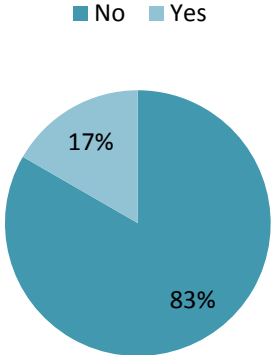
Among the most common problems found out was the lack of applicants (2/3 of the respondents highlighted this aspect). Then participants to the survey report problems linked to the level of the apprentices, which was considered in some cases insufficient, the lack of knowledge to approach the apprentices, and the lack of resources and time to recruit the apprentices.

The lack of internal capacities or lack of knowledge of the apprenticeship framework was never considered a barrier.

If taking an apprentice seems relatively smooth process, the main barrier to engage in this direction is thus the lack of previous knowledge and understanding on the apprenticeship system.

3.5 Support received

Did you receive support in dealing with these problems?



It is to be noticed that respondent's emphasis the lack of support received to deal with the problems faced during the recruiting process of apprentices. This evidence a lack of organised and known services addressed to companies in this field.

Over the entire sample interrogated in this survey, only one person specified the origin of a supporting body, being in this case a training organisation.

When support was received by the company, it was by receiving general information and advice, but nothing specific.

Over all the participants, no one received any support on any specific aspects such as organisational procedures, funding, selection, training contents.

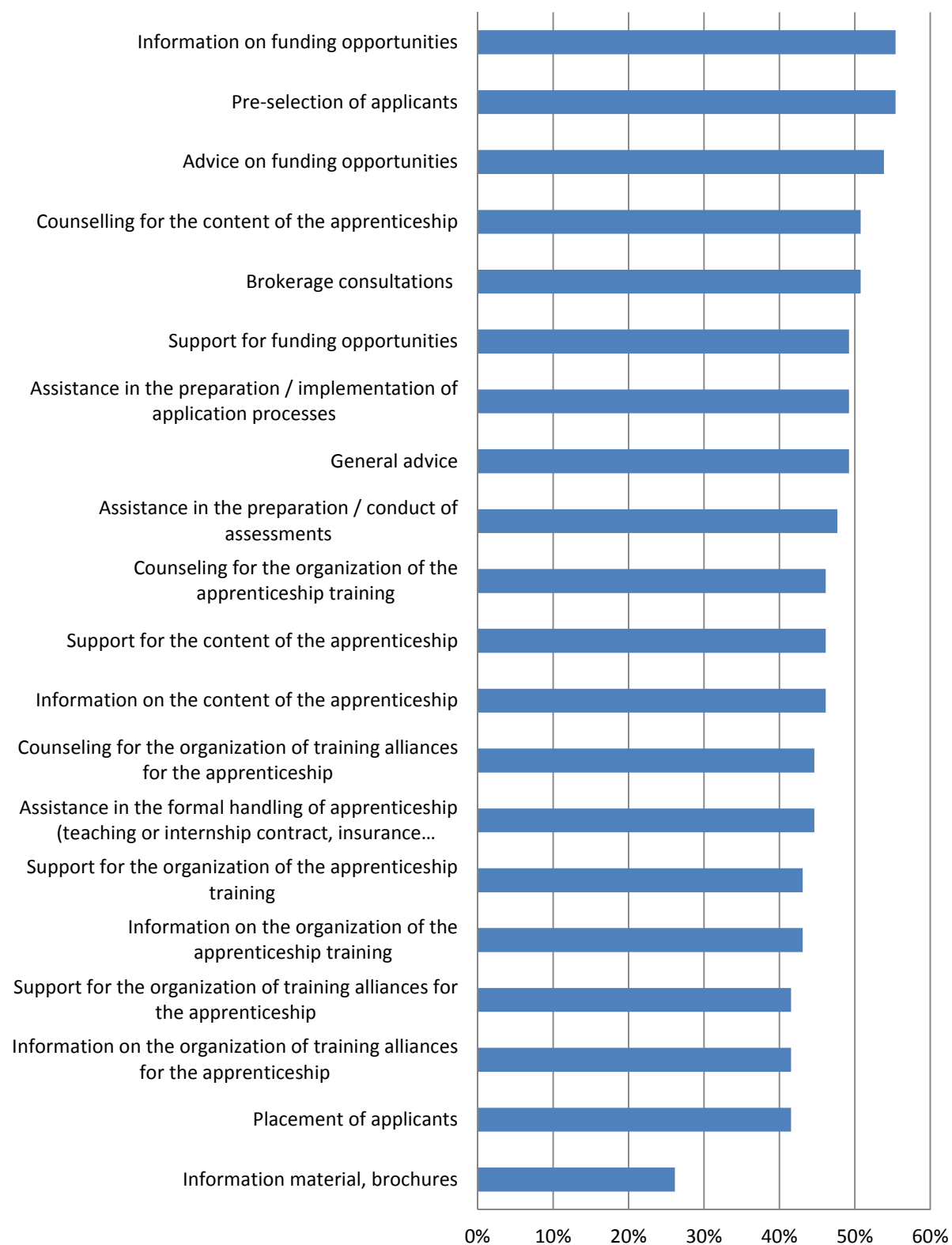
In addition, when support was received it did not benefit to the company.

3.6 Need for support

When interrogated about the kind of support that they would like to receive, participants to the survey were overall interested in funding opportunities, and very practical aspects of the apprenticeship programmes, such as pre-selection procedures or brokerage consultations. There is also a need for general advice to solve doubts.

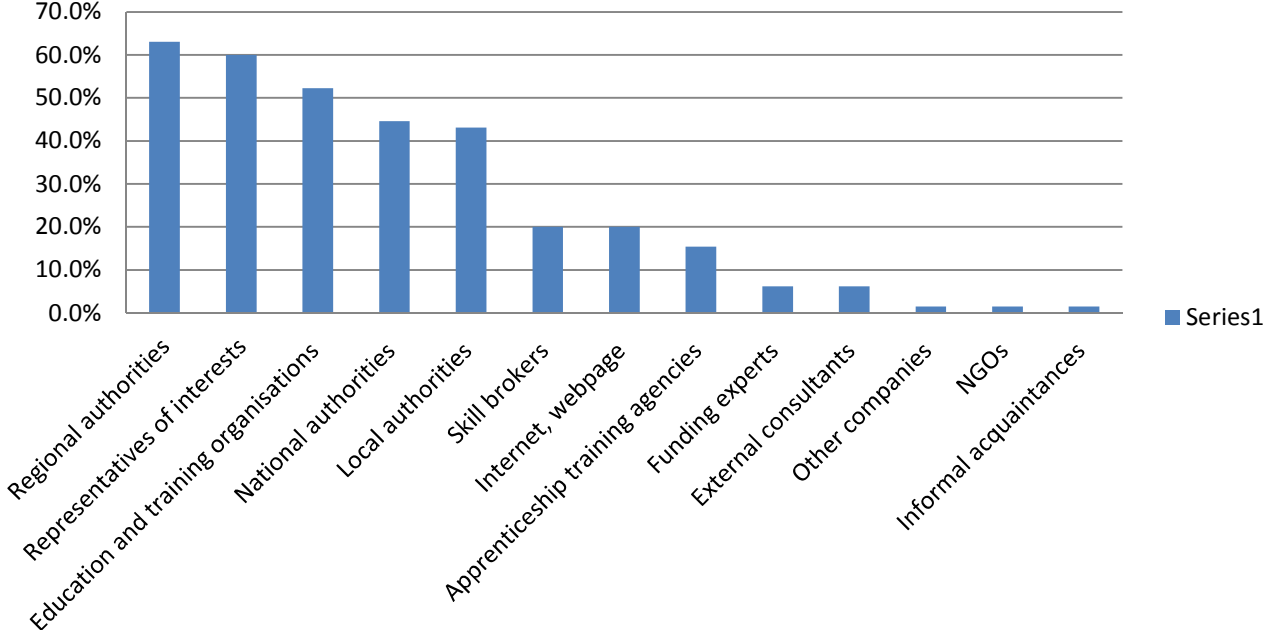


On which aspects would it be important for you to receive support?



According to companies' opinion, this support should come essentially from regional authorities such as regional government or regional branch of employment services (63%) and representatives of interests such as chambers or entrepreneurs associations (60%). It is not considered that this task should rely on other companies, NGOs, funding experts or consultants.

Who should provide support?



Conclusion

Apprenticeship, or dual training as it is called in Spain, is a quite recent policy in this country, replacing since 2012-2013 the old “internship” policies. The willingness of developing apprenticeship is unanimous and strong at national and regional level. It was born with the economic crisis and inspired by German apprenticeship solutions, considered as a model in this field, with many years of experience.

However, as anything new, dual training in Spain is imperfect and still have number of deficiencies. First, dual training is very opaque, and lack of clarity. We can find two main ways of accessing dual training in Spain:

- The academic way, supported by the ministry of education. In this case, a student of medium or high grade of vocational training can chose to perform part of his training in a company, in the framework of his formal I-VET. In this case, there is no mandatory working contract for the student, who will receive a grant which will be variable, depending on his region, school, city, company...This dual training is growing fast since its implementations, as over the first years, the number of students choosing this modality grew up over 200%.
- The employment way, supported by the ministry of employment and social security. In this case, a youth unemployed can apply for a professional certificate, and through his VET provider, get a “contract for training and learning” with a company. The company will get bonus for his employment, covering the youth cost in the company. This dual training, despite successful, is criticized by trade unions as they reproach it to foster precarious employment conditions instead of facilitating labour market integration, without offering clear educational value, as the professional certificate accreditation lacks of transparency.

Also, apprenticeship in Spain suffers from a notoriety deficiency among companies. SMEs surveyed in the region of Valencia revealed that if most of them still don't take apprentices, it is mostly due to the lack of knowledge and understanding about dual training modalities, while companies having hosted apprentices generally didn't reported particular difficulties. Also, if the desk research evidences the existence of



supporting organisations, mostly regional authorities, these services seem to be rather addressed to youth than companies. The companies surveyed missed support from public services and from business support associations.

The main deficiencies identified in this report are the lack of publicity of apprenticeship, providing general understanding of dual training opportunities, so as to eliminate the first apprehension of companies and encourage them to go toward work based training programmes. Then, there is a lack of very practical and ground based information, such as information on funding programmes, pre-selection procedures, etc.

In order to overcome this need, in Spain, initiatives should be reinforced, focusing especially on dissemination and oriented supporting services offered to companies.

