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IMPLEMENTATION REPORT FOR THE ANNUAL EVALUATION PROGRAM OF QUALITY, IMPACT, EFFECTIVENESS AND EFFICIENCY OF THE OVERALL SUBSYSTEM OF VOCATIONAL TRAINING FOR EMPLOYMENT 2014

ABSTRACT



Preliminary notes

This document is an Abstract of the Implementation Report developed from August to November 2016, which was subject to report by the General Council of National Employment System on July 27th, 2017. This report follows the methodology of the Annual Evaluation Program of Quality, Impact, Effectiveness and Efficiency of the Overall Subsystem of Vocational Training for Employment 2014, which was subject to report by the General Council of National Employment System on April 19th, 2016. Program available at www.sistemanacionalempleo.es

Data included in this report may not necessarily match data from other official sources considering that a specific methodology, defined in the mentioned Annual Evaluation Program of Vocational Training for Employment 2014, was used in the calculations.

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1 Introduction

The Annual Evaluation Program of Quality, Impact, Effectiveness and Efficiency of the overall Subsystem of Vocational Training for Employment 2014 implies the next step of a process started in 2010, and is developed under the regulatory framework established by the Royal Decree 395/2007, of March 23rd. This Royal Decree, under its Article 37, determines the development of an annual evaluation program by the State Public Employment Service in collaboration with competent authorities of the Autonomous Regions and which could be useful for introducing improvements in the system performance.

Below, PAE 2014 main changes in relation to previous years are described:

- Development of an assessment period using quantitative and qualitative methodologies in order to delve into the causes, oriented by the Theory of Change, that explain especially positive or negative indicators, to formulate specific improvement proposals and to identify good practices.
- Development of a specific assessment for the practical training module in work centers of professional certificates (MFPCT) which will allow for identifying interesting initiatives and possible improvement aspects to consider in future reviews of applicable regulations.
- In this PAE 2014 a specific verification work of the consolidated data from the repository of the Training Common Data (DCF) of the Integrated System of Vocational Training for Employment, whose source is the State Foundation for Vocational Training for Employment (Fundación Estatal para la Formación en el Empleo, FUNDAE), was included in order to improve its development in future editions of the PAE.

2 Working methodology

This performance report is the result of the evaluation work carried out using the content included in the Annual Evaluation Program of Vocational Training for Employment 2014, where objectives, methodology and scope of the evaluation are defined, and which was submitted to report by the General Council of the National Employment System (SNE) on April 19th, 2016.

In order to ease its reading and comprehension it is necessary to distinguish two different working methodologies.

2.1 Methodology related to the indicators system of PAE 2014

The Annual Evaluation Program (PAE) 2014 has, as previous editions, the purpose of designing an evaluation process that allows for providing the National Employment System (SNE) with useful information, in general, and also to all the actors and people in charge of the different training initiatives and methods.

The methodology used for the development of the implementation report of the Annual Evaluation Program took the following stages:

1. Data collection for the elaboration of the indicators system

Firstly, a study of the 2012 and 2013 reports was carried out, as well as on the processes used in the creation of those reports. As a result of this analysis, templates were designed for the data collection.

Through the development of a specific software using the MicroStrategy tool, templates with the pertinent data were generated, being submitted to the different agents of the National Employment System (SNE) for reviewing and/or filling data in. Thereafter, the Public State Employment Service (SEPE) performed a last check, clearing up detected discrepancies and inconsistencies, before uploading the final data into the software.

The obtained information through Excel templates, by means of an ascii file generation process, was entered into tables created in a DB2 data base. The information stored in DB2 was exploited through a specific project created in the OLAP tool, MicroStrategy, which serves the State Public Employment Service (SEPE). Thereon, the tables and graphics included in this Implementation Report were prepared, following criteria defined in the cards of the 29 indicators of the Annual Evaluation Program 2014.

2. Collection of results of the impact indicators

In this new edition of the PAE, important progress was made in the collection of impact indicators, mostly at state level. For that purpose, preliminary works were carried out with the involvement of the Evaluation and Computer Systems unit of the FUNDAE as well as the Active Employment Policies Evaluation Services and Information Analysis Service of the State Public Employment Service (SEPE).

As a result of the completed works, it was agreed, on the part of FUNDAE, to create a single flat file including all the necessary information for the construction of the impact indicators, using an intermediate repository shared by FUNDAE and SEPE as an exchange protocol.

The file structure was shaped so that the employment status of the participants (unemployed/employed), would determine the type of crossing with the files of the Social Security System members. Thus, the employment preservation rate was obtained for the employed participants while the labor market insertion rate was determined for the unemployed participants through the file crossing of the members of the Social Security System as well as through the crossing with the contracts data base.

3. Analysis and processing of the indicator results of the evaluation plan 2014

In this stage, information generated by the State Public Employment Service (SEPE), after the 2014 quantitative data of the 29 indicators were incorporated and processed, was analyzed.

At first, a verification of the reliability degree of the generated information was performed, and it required applying some adjustments and clarifications to the data process, tables and graphics of some indicators.

Subsequently, main data gaps, significant values and critical aspects of the indicators were identified in order to extract the informative necessities that conducted the second stage of the quantitative/qualitative evaluation.

4. Review and validation by the National Employment System agents

After generating the draft of the descriptive report of the results for the PAE 2014 indicators, it was submitted for verification to the agents of the National Employment System, who were participating in the evaluation with contributions and clarifications that were taken into consideration and, when appropriate, added to the report.

2.2 Common methodology used in the quantitative and qualitative complementary evaluation, addressed to key questions oriented by the Theory of Change of the Subsystem of Vocational Training for Employment and the specific evaluation of the practical training module in work centers of professional certificates.

The complementary evaluation phase started with a first contact between the external evaluation team and the State Public Employment Service (SEPE) in order to adjust the project's expected objective, its weaknesses and improvement opportunities found in previous editions of the PAE, and add them to the assessment.

For the development of the complementary evaluation of the PAE, by creating key questions oriented by the Theory of Change of the Subsystem, it was determined, in the first place, the necessity to delve into those Subsystem process components that should produce the most relevant positive changes in workers as well as in companies that benefit from the training, and assuming the impossibility, given the wide range of Vocational Training for Employment policies, of making an approach to the Theory of Change of the Subsystem.

Starting from these critical processes, the evaluation questions finally included were agreed with the State Public Employment Service (SEPE).

On the contrary, the development of the specific evaluation related to the practical training at the workplace of professional certificates started with the informative necessities that the State Public Employment Service (SEPE) itself points out in the corresponding technical specifications sheet.

Once the final set of questions for both evaluation processes was determined, an integrated proposal of methods, techniques and information sources, which would contribute to the efficiency of the process and help meet tight implementation deadlines, was made.

Performed techniques and involved actors are listed hereunder:

- On-line surveys to centers of the State Registry of Centers (Registro Estatal de Centros)
- Structured interviews to agents of the National Employment System
 - Autonomous Regions
 - State Foundation for Vocational Training for Employment (FUNDAE)
- Individual semi-structured interviews
 - Training Centers and Companies Association of Madrid (AMACFOR)
 - Spanish Confederation of Training Companies (CECAP)
 - Spanish Confederation of Training Centers (CECE)
 - National Association of e-learning and distance learning Centers (ANCED)
 - Association of e-learning Providers (APEL)
 - Multisectoral Spanish Association of micro-enterprises (AEMME)
- Group semi-structured interviews
 - FUNDAE's Technical Assistance (business and union associations represented in the board of trustees of FUNDAE: CEOE, UGT y CCOO):
 - SEPE's methodologists
- Focus groups

- Sectorial business and union associations
- Training center tutors and business tutors

Once the data gathering techniques were completed, the information was analyzed and the answers to the evaluation questions considered at the beginning of the project were elaborated. The methodology used to present the results is shown in the pertinent section.

3 PAE 2014 Indicators System

3.1 Implementation Report

3.1.1 Quality indicators

CAL01	Participants' general satisfaction level after finishing the courses
CAL02	% of professional certificates with certified centers
CAL03	% of training actions programmed altogether of the total of actions related to obtaining professional certificates
CAL04	% of professional certificate training actions of the total of training actions
CAL05	% of Vocational Training for Employment centers which have quality certificates (EFQM, ISO and others)

The degree of overall satisfaction of the training received (**CAL01**) is high and remains constant during the five years the Annual Evaluation Program is valid. In all the training methods it stands above the average rating of 3,43. Nevertheless, it should be noted that there was a light drop during 2014, which affected every method, except for those training actions in companies, whose satisfaction degree increases slightly, and training programs for employed workers (State call) and specific programs (State call) which keep the same rating as in 2013.

The effort put into certificate publishing and center accreditation for training remains constant during the PAE's period of validity, being its result 85,76% of professional certificates in certified centers in 2014 (**CAL02**).

During 2014 training actions programmed altogether show greater presence and in the case of training addressed mainly to unemployed workers it reaches a 41,39%, which is more than 17 percentage points higher than that of 2013 (**CAL03**). Nevertheless, and in order to read the results correctly, it is necessary to take into account the presence in some territories of a mainly modular training program in professional certificates, along with the fact that some specifications, when coding programmed actions in computer systems, may have caused that modules or training units related to obtaining the same professional certificate, such as the internship module, have been registered as a training action not integrated in training actions programmed altogether.

The presence of training actions that lead to obtaining professional certificates decreases slightly in the demand initiative, going from 33,98% in 2013 to 32,33% in 2014 (**CAL04**).

In 2014 the percentage of Vocational Training for Employment centers with quality certificates (EFQM, ISO or others), according to the available data, reached 19,49% (**CAL05**), a slightly higher value to that obtained in 2013, being the first year the indicator was used.

3.1.2 Performance indicators

REA01	Participants in public employment-training programs
REA02	Participants' physical implementation level in training actions
REA03	Number of projects and researches for the improvement of training

During 2014 a total of 20.713 people took part in public employment-training programs (**REA01**), an increase of more than 76% compared to the participation rate in 2013.

The total participation in the Vocational Training for Employment program reaches 4.013.027 participants (**REA02**), showing a decrease of 35.701 participants compared to 2013. There has been a lower number of participants in every method except in companies' training actions and training addressed to imprisoned individuals and military professionals.

The training method with a higher decrease (more than 58.000 students) is the one addressed mainly to unemployed workers.

Regarding the number of projects and researches for the improvement of training (**REA03**) it is noticeable an obvious drop that started in 2011 and shows that in the last year of PAE there were 336 less actions than in 2010.

3.1.3 Effectiveness indicators

ECA01	Financial implementation level
ECA02	Average duration of training
ECA03	Average duration of individual leaves of absence
ECA04	Average duration of internships
ECA05	Multiple participation rate
ECA06	Percentage distribution by training teaching method
ECA07	Rate of unemployed participants undertaking an internship
ECA08	Drop-out rate due to job placement
ECA09	Drop-out rate due to other causes
ECA10	Successful training rate
ECA11	Coverage of unemployed workers rate
ECA12	Coverage of employed workers rate
ECA13	Coverage of companies' bonus rate

The allocated budgets for the overall subsystem of Vocational Training for Employment are 1.761.291.910 euros in 2014. Over the five years under evaluation while the PAE (Annual Evaluation Program) was valid, the drop in the allowance amount was continuous in every supply training method. However, and though in 2013 it became stagnant in relation to the previous year, the demanded training had a budget that has been increasing from 2010 to 2014.

As with the allocated budget, the financial implementation percentage (**ECA01**) has also dropped in general terms, going from 68,14% in 2013 to 61,69% in 2014, according to recognized obligations. The trend for training method remains dropping and the financial implementation level decreases in every method except for training actions mainly addressed to unemployed workers and training addressed to military professionals, where a slight rise is shown.

Nevertheless, and regardless of the year, programs promoted by autonomous regions reach the lowest implementation level: employed workers' programs, around 60% and actions addressed to unemployed workers reach lower percentages while the rest of methods achieve an implementation of around 95%-100%. As it was already detailed in the previous sections, it is necessary to take these results with caution due to certain issues with the calculation method defined for the indicator, although the addition in the PAE 2014 of the loan commitment to the financial implementation level was meant to solve this problem.

The average duration of the training actions in 2014 (**ECA02**) shows different results from previous years depending on the training method. Though in different periods, training methods addressed to imprisoned individuals and military professionals as well as training actions in companies have decreased during 2014. For the first two training methods, the average duration ranges from 375 to 380 hours while the previous year their duration exceeded 410 hours. In demand training, on the other hand, the decrease is less obvious, with a bit more than a 2-hour difference in average compared to that of 2013, being 41,53 hours in 2014.

The other supply training methods have suffered an increase in the average duration during the last year the PAE was valid, slightly over 1 hour for training actions addressed to employed workers (State call), being the duration of 77,79 hours. For the training actions addressed to employed workers (autonomous region call) and training actions mainly addressed to unemployed workers, the increase has been of 53 and 44 hours respectively, with average durations of 111,11 y 296,87 hours.

The realization of individual leaves of absence for training has considerably increased since 2010, but showing a considerable decrease in 2014 in comparison to 2013 of over 50%, going from 30.226 to 13.666. The participation in this training remains being mainly masculine although the percentage decreased during the last year when men took in 2014 more than 66% of the completed individual leaves of absence. The average duration of this training method (**ECA03**) is 87,63 hours, experiencing an important increase compared to the result obtained in 2013 (61,90).

The multiple participation rate (**ECA05**) for the overall subsystem of Vocational Training for Employment is 1,33 in 2014. The number of participations per student varies very slightly depending on the training method. In training actions in companies and training actions mainly addressed to unemployed workers, the results remain at around 1,33-1,36; however, the rate for training actions addressed to employed workers decreases to 1,27 in autonomous region call programs and down to 1,16 in state call programs.

Regarding the percentage distribution of hours by teaching method (**ECA06**), results obtained in 2014 remain with the general trend of previous years and show that classroom method actions have a greater presence in training promoted by the autonomous regions (78,90% for employed workers and 99,80% for unemployed workers). However, in training programs mainly addressed to employed workers at state level, online actions have a higher presence (55,32%). In training actions in companies the prevailing training type is the distance learning (57,89%).

The rate of unemployed participants undertaking an internship (**ECA07**) reaches 11,97% in 2014, though in order to evaluate the progress of this indicator related to previous years it is necessary to focus on the percentage reached in training actions mainly addressed to unemployed workers, 29,48%, being 2,45 percentage points higher than on 2013. The average duration of these internship programs (**ECA04**) reaches 86,89 hours for all the training methods, being 88,41 hours in training actions mainly addressed to unemployed workers, an increase of more than 10 hours in comparison to the previous year's indicator for this training method.

The drop-out rate due to job placement (**ECA08**) in training actions mainly addressed to unemployed workers reaches 6,12% in 2014, an increase of over 2 percentage points compared to 2013 (3,97%). The drop-out rate due to other causes (**ECA09**) experiences a positive progress in relation to the previous year, though the change is less obvious, going from 7,37% in 2013 to 6,63% in 2014 for supply training.

The successful training rate (**ECA10**), though it remains high, suffers a slight decrease in relation to 2013, staying below 96% for the first time (95,75%) since the PAE began in 2010.

Coverage of unemployed workers rate (**ECA11**) is 4,92% in 2014 according to EPA (Labor Force Survey), and 6,03%, according to the registered unemployment rate, showing a slight decrease of

0,24-0,42 percentage points in relation to the previous year, depending on the source of information used.

Regarding the coverage of employed workers rate (**ECA12**), it shows a slight decrease starting in 2011 and remains until 2014, being 18,56% for the overall supply and demand initiatives.

The coverage of companies' bonus rate (**ECA13**) is 29,67% in 2014, meaning a slight decrease compared to 2013 (29,99%). Sectors with a higher percentage of companies participating in subsidized training are Industry, whose rate rises in 2014, going from 42,41% in 2013 to 42,63% in 2014, and Commerce, with a rate decreasing slightly in the last year (31,78%) in relation to the previous (32,94%).

3.1.4 Efficiency indicators

ECI01	Average cost by completed participant and training hour in supply training
ECI02	Average cost by completed participant and training hour in demand training

The average cost by completed participant and training hour in supply training (**ECI01**) decreases in 2014 in every training method, being for the overall initiative in 3,81 euros.

On the contrary, in demand training, the average cost by completed participant and training hour (**ECI02**) reaches 7,44 euros in 2014, representing an increase of 0,25 euros compared to the previous year. If we add private co-financing to the companies training actions to the indicator calculations, the global real average cost reaches 15,78 euros in 2014, slightly higher than in 2013 (15,45 euros).

3.1.5 Impact indicators

IMP01	Employment preservation rate
IMP02	Labor market insertion, wage employed, in non-certified training rate
IMP03	Labor market insertion, wage employed, in certified training rate
IMP04	Percentage of participants in certified training
IMP05	Percentage of labor market insertion, wage employed, in public employment-training programs after finishing the project
IMP06	Labor market insertion rate according to the Social Security membership

In order to develop the implementation report of PAE 2014 it was possible to obtain data regarding training actions in companies, training programs for employed workers (State call) and specific programs (State call), representing an important goal in relation to the evaluation programs of previous years. In 2014, the employment preservation rate (**IMP01**) reached 92,65%.

The rates obtained for labor market insertion, wage employed, in non-certified training (**IMP02**), and in certified training (**IMP03**) are similar and around 42%-43% respectively. If the analysis focuses on training actions mainly addressed to unemployed workers, it is noticeable in 2014 that both indicators increase in relation to 2013, finding a higher rate in non-certified training (going from 36,88% to 42,07%) although it shows an important increase in certified training (from 40,45% to 43,54%).

The percentage of participants in certified training over the total of participants (**IMP04**) reaches in 2014 31,61% in supply training, 1,98 percentage points lower than in 2013; however, in training programs for employed workers (autonomous region call), training actions mainly addressed to unemployed workers and training addressed to military professionals, there is a higher percentage of participants in certified training than the previous year.

Additionally, in public employment-training programs (**IMP05**) the labor market insertion rate, wage employed, is 17,30%, meaning a substantial decrease in relation to 2013 (25,39%).

Finally, 47,06% of people that finished their training with a positive evaluation in 2014, in every training method subject to analysis, became members of the Social Security in the next six months after finishing their training action (**IMP06**).

3.2 Judgement

The methodology used to face the first judgement stage of the Evaluation Program 2014 consists of making an assessment based on the evaluation questions formulated in the implementation report of the Annual Evaluation Plan 2012-2013 by the evaluating team.

3.2.1 Quality. Participants' perception of satisfaction in the Subsystem and features of the supply and training net

3.2.1.1 Does the given training reach an appropriate degree of satisfaction in participants?

The satisfaction level revealed by participants can be considered very positive during 2014, with an average value of satisfaction of 3,50 over a maximum rating of 4.

3.2.1.2 Has the launch of PAE (Annual Evaluation Program) managed to increase the level of satisfaction of participants?

The results obtained for the level of satisfaction of participants from 2010 to 2014 show a fairly stable progress which does not allow to demonstrate the increase of the satisfaction level since the PAE was launched.

3.2.1.3 Is the catalog of professional certificates being introduced in Spain in a balanced way, by professional families, attending to the presence of certified centers in every region?

There is still a low level of equilibrium in the display of the catalog of professional certificates in Spain, existing, in general, a very high concentration of certified centers for the teaching of professional certificates of a limited number of professional families.

3.2.1.4 Was it possible to promote the implementation and display of the catalog of professional certificates properly, by families, and according to the specific importance of each sector in the labor market?

The methodology used by the Annual Evaluation Program to collect data from certified centers, linked to the professional family, and non-disintegrated in professional areas, does not allow a clear tracking in relation to the employment situation in Spain, according to the National Classification of occupations (CNO).

3.2.1.5 Has the implementation level of quality management certificate systems by collaborator training centers propitiously evolved?

Regarding the implementation of quality management certificate systems in the Subsystem collaborator training centers network, a significant positive evolution is not noticeable. Therefore, in 2014, 19,49% of the total of centers are quality certified, showing a slight increase in relation to data from 2013 (19,42%).

3.2.1.6 Was the use of Information Technologies for Education a priority in the in the programmed off-site training actions?

Analyzing demand training results, during 2014 the use of information technologies for education was not prioritized in off-site training actions, since more than 80% of the total of this training was

taught with a lack of systematic use of technology, by means of the traditional distance learning method, being this result similar to that of 2013.

In the case of supply training mainly addressed to employed workers at state level, off-site training has always been developed through on-line learning methodology, having the non-classroom method eliminated.

Finally, in the case of supply training mainly addressed to employed workers in autonomous regions, a very high degree of prioritization of information technologies for education in off-site training is equally visible, having 95,74% of training hours using technologies, consequently evincing a positive progress in relation to 2013 (90%).

3.2.1.7 Has the training actions planning, which combine theoretical and practical training in companies, been sufficiently stimulated?

It can be stated that, with the results of 2014 for training actions mainly addressed to unemployed workers, training including internships keeps being promoted as seen in the two previous years of the PAE. Thus, the rate of participants undertaking an internship in 2014 reaches 29,48%, surpassing the rate achieved in 2013, 27,03%.

3.2.2 Coverage. Capacity of the Subsystem to satisfy the potential training necessities of companies and workers

3.2.2.1 Have public resources, which the Subsystem of Vocational Training for Employment counted on, expanded in Spain?

The financial resources the Subsystem of Vocational Training for Employment counted on, in the supply modality, have suffered a decrease of 5,79% in 2014.

On the contrary, in the case of the demand initiative, the available budget has increased slightly in relation to 2013, in 1,26%.

Lastly, for training in alternation with employment, an important increase of over 23% is noted in the available resources in 2014 in relation to the previous year.

3.2.2.2 Has the coverage that the Subsystem of Vocational Training for Employment offers for the qualification improvement of workers, employed and unemployed, improved?

The coverage of unemployed workers in Spain, based on the number of unemployed people according EPA (Labor Force Survey), has not improved since 2011 (second year the PAE was valid), reaching the lowest registered rate in 2014, 4,92%. On the other hand, and according to the unemployment situation, the rate is higher, 6,03%, but it also shows a decrease in comparison to the previous year's rate (6,45%).

In the case of employed workers, the coverage rate in 2014, 18,56%, has also decreased slightly in relation to previous years, revealing a negative progress since 2010.

3.2.2.3 Was it possible to encourage the participation of groups that, due to age and gender, have more difficulties in accessing the labor market, in terms of coverage of unemployed population?

Paying attention to the gender variable, women's participation has been moderately prioritized, being the group with the greatest difficulties when accessing employment, in every supply training method. However, there is a negative progress in this priority, going from 1,11% for the coverage rate for women in 2012 to 0,84% in 2013 and to 0,36% in 2014.

In the case of age groups with greater difficulties to access employment, people under 19 with an unemployment rate over 68% and aged 20-24 with a rate over 50% in 2014, it is possible to declare that their participation in the supply training has not been prioritized in supply training, given that both groups accumulate only less than 5% of the total training participants.

3.2.2.4 Is there homogeneity in terms of participation opportunities in Vocational Training for Employment actions for unemployed and employed workers in Spain?

In relation to unemployed workers, we can conclude that there is no appropriate homogeneity in participation opportunities in the Subsystem of Vocational Training for Employment in the different regions of the National Employment System. However, a progressive decrease of those differences is observed during the years 2012, 2013 y 2014. Thus, while in 2012 and 2013 there was more than a 13% difference amongst territories regarding the coverage rate, in 2014 the maximum difference is 9%.

Regarding the employed workers, a negative progress is noted in 2014, having a deviation amongst territories going from 2,64% and 2,85% during 2012 and 2013 respectively, to 3,23% in 2014, with maximum differences over 14% in the territories' coverage rate.

3.2.2.5 Has the level of participation of micro and medium business in the demand training initiative improved?

Although the companies' bonus coverage, of those including 11 to 49 workers, has slightly improved, exceeding the rate of 2013 in 0,51 percentage points, in the case of micro companies, of less than 10 employees, the data obtained in 2014 is 0,32 percentage points lower than the previous year rate, a result that already meant a decrease in relation to the rate of 2012.

3.2.3 Effectiveness. Results obtained by the training programs

3.2.3.1 Has the percentage of fulfillment of learning processes by participants in training improved?

The level of training fulfillment by participants has improved in 2014, the abandonment rate decreasing for causes non-related to labor market insertion, from 7,37% to 6,64% for all the training modalities in supply initiatives.

In training addressed to imprisoned and to military professionals, the reduction is more obvious, showing a decrease of 1,71 and 2,05 percentage points respectively.

Regarding training actions mainly addressed to unemployed workers, the improvement means a difference of 1,28 points. In training for employed workers, results vary according to the administration managing the training. Thus, for state call programs, abandonment rate increased in 0,67 percentage points in 2014; however, in autonomous regions programs the rate decreased in 2014 in 1,06 percentage points in relation to the previous year.

3.2.3.2 Does the training given reach an ideal level of success in terms of overcoming the established evaluation processes?

Training mainly addressed to unemployed workers has an excellent success rate based on the overcoming of the established evaluation processes since, though the achieved success rate in 2014 is slightly lower than that of the previous year, it remains over 95%.

3.2.3.3 Was it possible to increase the training results in terms of acquiring, by the participants, a professional qualification with official recognition?

Results of training led to the acquisition of a professional qualification with official recognition have worsened slightly in 2014.

Although training led to acquiring a professional qualification with official recognition has improved in relation to the previous year in some of the training modalities, such as training programs managed by autonomous regions (over 2 percentage points for employed workers' programs and over 3 points for actions addressed to unemployed workers), the global percentage for the supply initiative (32,33%) is slightly lower than in 2013 (33,98%).

3.2.3.4 Do participants in training actions leading to obtaining professional certificates show better labor market insertion rates than those who take non-certified training?

The percentage of participants with the possibility of signing a contract in the next six months (180 days) after completing a training action is higher for those actions leading to the acquisition of a professional certificate than for non-certified training programs, existing a difference of 1,15 percentage points, lower than that of 2013 (3,57 points).

4 Quantitative and qualitative complementary evaluation addressed to key questions oriented by the Theory of Change of the Subsystem of Vocational Training for Employment

4.1 Judgement

4.1.1 Has the implementation of training areas for teaching professional certificates, of professional families with higher potential impact in employment and in the improvement of the business network, been properly promoted?

In general, a limited, heterogeneous and uneven-in-intensity display is observed in the analyzed processes, characterized mainly by the lack of a clear and integrated strategy for the implementation of actions for strengthening the net of training centers and the availability of new training areas, adapted to the evincing training necessities.

In addition, identified necessities in the different system agents have, generally, a reactive behavior.

For instance, the development of processes such as the promotion of administrations – companies – training centers collaboration agreements or the temporary certification of training facilities are only triggered after a specific opportunity for accessing a job for unemployed workers, normally deliberately requested by companies or training centers.

Nevertheless, there is not a previous planning for identifying, in general, necessities of new training areas associated to those job opportunities in each territory.

4.1.2 Do National Employment System agents detect training necessities, considering the global companies' and workers' priorities in each economic sector and territory?

Processes designed to determine training priorities and added to the various supply training modalities by the National Employment System agents show weaknesses that limit their

effectiveness as an integrated and participative system for the detection of training necessities in companies and workers.

On one hand, key agents' participation levels are highly uneven, in relation to the territory and initiative as well as for the type of considered actors.

For every agent of the National Employment System, an analysis of the labor market situation in a territory is regularly performed, determining training priorities, and conveyed in supply training calls addressed to unemployed workers of the region.

The search for training necessities amongst the labor market actors takes place in a general moderately way, with higher intensity in supply training addressed to employed workers, though the level of depth, systematicity and participation is limited and, according to these actors, insufficient.

It is possible to conclude that there is a widespread tendency from the System agents of trying to adjust training priorities, particularly those training actions mainly addressed to unemployed workers, to necessities at an under-autonomous region level.

Nevertheless, the system shows a significant weakness when assimilating a specific and systematic analysis of training needs of unemployed workers. An analysis that provides, beyond what the job application shows at the public employment services, a larger depth about the professional profiles and objectives.

Finally, there is a moderate but increasing evaluating effort of the results of previous calls of Vocational Training for Employment in order to determine the actions that are mainly contributing to the professional development of employed and unemployed workers in each area.

4.1.3 Do unemployed participants join training actions as part of a job comprehensive intervention process, coherently including orientation, training and arbitrage actions?

There is lack of evidence of enough integration between the Subsystem for Vocational Training for Employment and other employability resources and processes (orientation, arbitrage, self-employment counseling...), the latest being deployed by public employment services in collaboration with entities specialized in social-labor intervention and providing human resources services to companies and organizations.

Individual training actions for employability show a low level of usage, being flexible and certified, as a guide instrument for determining the training necessities in the construction of the process of unemployed workers' professional development who are participating in the Subsystem of Vocational Training for Employment.

Public employment services' participation in the selection of unemployed workers for supply training initiatives is widespread although showing different effectiveness levels when having to guarantee the participation coherence in the Subsystem.

In general terms, it can be stated that collaborating training centers are not considered relevant agents in the process of labor intervention, their role being cut to, formally, teaching in training programs.

There is no consolidated and systematic connection amongst public and private entities which develop labor arbitrage actions or self-employment promotion and the training process developed by participants of the Subsystem.

4.1.4 To what extent existing regulatory prescriptions of the Subsystem of Vocational Training for Employment promote an effective and innovative development of training actions in the on-line training modality?

In general, it can be concluded that the current settings for prescriptions and certifying processes, monitoring and management of training actions in on-line training modality do not encourage the development of learning experiences through virtual learning environments, especially those with an open, flexible and social nature, and mobility-route training.

A fragmentation in regulatory prescriptions and management systems of off-site training in the Subsystem of Vocational Training for Employment is observed, which restricts and discourages innovation and a clear investment in on-line training.

Similarly, it can be stated that the current certifying model for training centers in order to impart professional certificates in on-line training presents deficits which significantly determines the Subsystem's effectiveness and flexibility to assimilate, in an appropriate and sufficient manner, these sort of initiatives to its offer.

Lastly, a low effort level in experimenting and developing new learning methods through digital environments has been found in collaborating training centers as well as amongst agents of the National Employment System.

4.1.5 Has prioritization of demand training over supply training mainly addressed to employed workers facilitated access to training for SMEs and micro-SMEs?

The diagnosis shared by all the evaluation participants, and confirmed by statistics of the Subsystem of Vocational Training for Employment, denotes that fund reorientation towards demand training may have damaged considerably the possibility of responding to training needs of SMEs and micro-SMEs.

However, a moderate effort, though uneven and unstructured, from the agents of the National Employment System is visible, who propose compensatory measures through projects and actions specifically addressed to this group of workers.

Additionally, there is evidence thus far of a very limited capability of the current demand training initiative for offering proper solutions for a general and effective access to Vocational Training for Employment for SMEs and micro-SMEs workers.

4.1.6 Have the launch of the Annual Evaluation Program (PAE) and the evaluation initiatives developed by the National Employment System agents promoted improvements in the programming and managing of training initiatives and modalities?

Mild changes have been introduced in initiatives and modalities developed by the National Employment System agents thanks to the results of the previous editions of the Annual Evaluation Program.

There is evidence of a high level of analysis by agents of the results shown in the reports of PAE, specially to make a comparative assessment of the development levels reached amongst initiatives and modalities. In addition, this analysis is used in the first stage to later delve into the causes and factors that determine the result.

However, orientation and direct use for developing improvement actions in programming is more limited.

In addition, a great amount and variety of monitoring and assessing initiatives developed by the National Employment System agents have been identified.

Despite the concern found in the improvements of these actions, it might be necessary to redirect efforts in order to focus on the usefulness of training, apart from focusing on audits and legal compliance; to obtain a greater experience and good practice transference amongst agents and to reach a larger connection between evaluation and decision making for the improvement of design and program implementation, and an increase of the participation of the Subsystem key actors in evaluation processes.

4.1.7 Do systems, tools and learning evaluation criteria applied to the teaching of professional certificates guarantee that participants have the expected professional qualification level?

In general, a high confidence level of the Subsystem agents is shown regarding the reliability of the extraordinarily positive results, in relation to the acquirement of professional certificates by participating employed or unemployed workers.

Nevertheless, a shared diagnosis is noted, specially by the National Employment System agents, about the necessity of enhancing the strength and the improvement of systems and teaching abilities in order to properly evaluate the acquisition and training of professional competences. Thus, these agents consider they should boost their role and support to centers and teaching teams.

Additionally, some structural circumstances have been found in the centers network and in the funding and programming system of professional certificates which determine unfavorably the reliability and accuracy of evaluation procedures.

4.2 Proposals for improvement

Below, a set of proposals for improvement is presented, outlined in groups related to the used evaluation questions and which, given the evaluation methodology used, focus on offering review opportunities and changes, especially in the processes that design and implement the Subsystem.

4.2.1 Proposals for improvement related to the strengthening of the network of centers and training entities available for teaching, specifically focused on those actions leading to the acquirement of professional certificates.

- Develop long-term collaboration agreements with the network of centers and teaching entities subject to regular evaluation and focusing on those which show ideal performance in the design, procedures and results in training actions and job promotion in every area of activity.
- Encourage public and early communication of the identified training priorities as a final stage of a complete and participatory system for detecting training needs in every initiative or modality.
- Promote procedures and pertinent regulation changes that increase flexibility and grant, specifically to the competent administrations, the capability of making temporary certificates for spaces or workshops suitable for the development of training actions.
- Continue favoring the progressive involvement in the network of professional training centers, of public and private owners, in the Subsystem of Vocational Training for Employment.

- Encourage the establishment of three-party agreements: competent administration, company and training center, which exemplify some of the best success cases regarding the adaptation and impact of Vocational Training for Employment projects.

4.2.2 Proposals for improvement related to the training needs detection systems which allow for the design of the programs.

- Design, with the involvement of every agent of the National Employment System, of a system, methodology and comprehensive protocols for detecting training necessities, useful for every agent as a guideline, customizable, but which also provides uniqueness and depth to the training needs detection systems in every initiative and modality.
- Constitute participatory structures that are active, stable, institutionalized, and equipped with the necessary resources and which can clearly assimilate social agents, company and worker representatives as well as the Subsystem collaborating centers' network.
- Assimilate, as actors in the process of definition of training offers, the entities that develop comprehensive assistance actions in employment for unemployed workers, as well as through orientation, counseling or arbitrage processes.
- Systematically include the result of the analysis of weaknesses and necessities related to unemployed workers' profiles and professional objectives, and who are taken care by the employment public services. In order to do this, it is necessary to count on an employability diagnose methodology for this group and an efficient information managing system that offers specific and manipulable results for the National Employment System agents.
- Include, in the job placement analysis of the participants after training, concerning the prioritization of training actions, an accurate impact methodology which approaches the net effect of training and gives a solution not to the insertion number but to what extent that job placement is accountable for training.
- Promote coordinated work amongst the various administrative structures in every territory in order to ensure coherence in the initiatives for employment, economic growth and territorial social development, enclosed in a strategic program.

4.2.3 Proposals for improvement related to ensuring coherence and integration of the training and employment programs

- Ensure the pertinence of participation in workers' training. This far-reaching proposal includes a group of specific measures, such as:
 - Improve and intensify the channel diversion of unemployed workers who take part in employment programs.
 - Include participation in training actions within a framework of commitment, subscribed by every unemployed worker, taking a job placement individual path, supervised by an orientation team of the employment services of each area of activity.
- Add training centers as active agents in the process of labor intervention in non-strictly training actions, as an extra and voluntary component in those centers technically capable of making a comprehensive intervention and, at least, add value to orientation and counseling to the unemployed worker and to effective arbitrage with companies.

- Focus arbitrage procedures on employment, developed by public employment services or private entities that put actions into practice, coordinated with training programs.

4.2.4 Proposals for improvement leading to improve quality, innovation and adaptation of training in on-line learning developed within the framework of the Subsystem

These proposals are directed to the entire on-line training supply training modality, except to those, deliberately identified, only addressed to the teaching of professional certificates in on-line training modality.

- In general, it is essential to get over the current skepticism towards this learning methodology, found in a large part of the National Employment System agents. In order to do this, a group reflection amongst agents is necessary, and should comprise a critical and responsible vision shared by the performers of the Subsystem training.
- Encourage the development of specific projects based on off-site training, with the help of technology, which will allow for access to training to those groups and companies that lack, in their area of influence, the possibility of participating in classroom-based training actions.
- Clarify and unify requirements to consider on-line training actions adequate and, therefore, justifiable.
- Establish digital technologies as valid instruments in the different managing processes of the Subsystem: minimizing the use of paper, replacement of attendance records with digital fingerprint records, replacement of registration cards with a digitally signed authorization, prepare the use of electronic instruments for the control and record of documents, etc.
- Develop training and methodology transfer actions by the State Public Employment Service (SEPE) for the teams of the System agents so that they can put into practice their certification labor of training centers suitable for teaching professional certificates.
- Perform a review and improvement of the current procedure for certification and teaching professional certificates in on-line training modality in order to enhance its flexibility, simplicity and effectiveness for a better learning experience and efficiency in terms of costs and administrative burden.
- Promote the inclusion, in the various programs, of virtual learning environments which use open contents, platforms totally accessible through mobile devices and a learning experience where personal learning environments and networks gain special relevance.
- Strengthen abilities of teaching teams in off-site training modalities by generating methodologies and specific actions for teaching capacitation.

4.2.5 Proposals for improvement related to improving access to professional Vocational Training for Employment for SMEs' and microSMEs' workers

- Develop specific projects to support SMEs and microSMEs where, in a sectoral basis and with territorial support, a work of previous counseling, training needs and supply training diagnosis is performed, and which could integrate funding from demand as well as from supply initiatives addressed to employed workers.
- Promote a change of strategies and intensity in awareness campaigns and public communications in the SMEs and microSMEs environment so that these could gain access to the demand training initiative.

4.2.6 Proposals for improvement directed to ensuring the usefulness of the Annual Evaluation Program (PAE) and the integration and improvement of instruments and monitoring and evaluation systems of the Subsystem developed by the National Employment System agents

In relation to the improvement of the usefulness of PAE as an evaluation instrument:

Hereunder, some improvement aspects, related to the Annual Evaluation Program, are described in detail, which were already pointed out by this evaluation team in the Implementation Report 2012-2013 and remain as improvement opportunities for the new PAE 2014.

Given the extensive description performed in the 2012-2013 report, they are indicated in a more concise manner here:

- Delve into evaluation methodology in two stages, using the PAE integration of quantitative indicators as a first stage in order to, annually, present a second evaluation period oriented by the Theory of Change which explores the Subsystem's main deficits or the cause of the most significant results.
- Change the process for defining evaluation necessities and PAE's evaluation matrix: dimensions, criteria, questions, indicators, standards, sources and techniques.
- Unfurl the current collection of evaluation criteria included in the PAE methodology in order to determine, in a clearer and more specific way, the reason Vocational Training for Employment is valuable.
- Accurately write evaluation questions related to each criterion. Thus, we will be able to evaluate the quality of the current and future indicators by making the following analysis: for each one separately or in a group, are they useful for answering a particular evaluation question? Otherwise, should they be suppressed or placed in another strictly descriptive or monitoring related instrument or section of the System?
- Transform indicators from descriptive to evaluative nature by modifying their calculation method in order to give a direct and simple judgement.
- Spread the utilization of standards over each indicator in order to allow a positive or negative evaluation of the Subsystem performance.
- Reconsideration of the impact indicators IMP01, IMP02, IMP03, IMP05 and IMP06 related to the training results in terms of access or preservation of a job.
- Integrate in the PAE the indicators structure included in PAPE (Employment Policies Annual Program) to add the achievement degree of training objectives to the evaluation.
- Reconsideration of certain indicators, following what was stated in detail in the Implementation Report of PAE 2012-2013, indicators CAL01, ECA01 y ECI01 among others.

In relation to the monitoring and evaluation systems developed by the National Employment Service agents:

- Strengthen the existing communication channels among agents of the National Employment System (SNE), creating a common learning community for sharing the best practices and experiences in evaluation and monitoring methodologies.

- Develop an integration project of evaluation and monitoring methodologies which, based on the existing knowledge of the National Employment System (SNE) agents, creates a common model and complete evaluation instruments of Vocational Training for Employment.
- Promote the development of evaluation methodologies which currently have a low level of implementation and performance in the Subsystem.

4.2.7 Proposals for improvement directed to strengthening the reliability of procedures and results of evaluation of learning professional certificates

- Strengthen the network of training centers participating in the Subsystem in order to have those with a higher solvency and capacity provided with stable structures.
- Promote counseling and specific training actions in order to strengthen the abilities of training teams and training centers in evaluation methodologies based on competences.
- Complete the development of competence guides for professional training, which fortify evaluation methodology tools available to training centers.
- Develop and invigorate a web environment for certified training centers which provides counseling and a catalog of common evaluation tests based on previous experience and best practices in the centers' network.

5 Specific evaluation relating to the development of the practical training at the workplace of professional certificates

5.1 Judgement

5.1.1 Do duration and contents planned for practical training at the workplace provide the participant with a significant ability development towards their career growth?

Although in general the structure and wording of professional certificates are highly appropriate in order to ease comprehension and coherence of the theoretical-practical training of training modules with practical training at the workplace, some imbalances are found specially related to the duration of the practical training module at the workplace and the lack of updates of some contents regarding the labor market situation which, according to the evaluation participating agents, complicates the complete development of defined abilities.

1.1 Adaptation level of module duration in practical training in work centers of professional certificates for the development of expected abilities

The duration of practical training at the workplace of professional certificates show, in general, imbalances for guaranteeing the development of expected abilities, according to most of the evaluation participating interlocutors.

1.2 Adaptation level of professional certificates in order to ease comprehension and coherence of the theoretical-practical training of training modules with practical training in work centers

The structure and wording of professional certificates are highly appropriate to ease comprehension and coherence of the theoretical-practical training of training modules with practical training in work centers, according to most of the participating actors of the evaluation process. Nevertheless, there is a need for simplifying the used language and performing a larger and continuous update of training contents, which would allow a higher adaptation amongst knowledge and abilities acquired by participants and the requests of job positions related to the training received.

5.1.2 Are there resources, support and incentives for guaranteeing that training centers could count on companies interested in collaborating in the practical training development at the workplace for professional certificates?

Although training centers keep a high collaboration level with companies for the development of the practical training at the workplace, there is a lack of resources, support and incentives encouraging a larger collaboration of companies in training. Increase the duration of the practical training at the workplace (MFPCT), simplify administrative requests during the management procedure or promote a larger recognition of companies participating in the process are some of the initiatives that, according to the evaluation participating interlocutors, could improve the development of the practical training module at the workplace.

2.1 Perception of the collaboration level between training centers and companies

Most surveyed training centers declare maintaining a high or very high collaboration level with companies from professional sectors related to the training they perform, mostly for agreement formalizations regulating the development of the practical training module at the workplace.

2.2 Perception of the training centers' ability level for drawing and building loyalty with companies that foster participants of the practical training module at the workplace

Training centers seem to have a moderate ability for drawing companies that foster participants of the practical training module in work centers, but complications in the process are found, related not only to the specific labor of centers but to the circumstances under which the practical training module at the workplace (MFPCT) must be performed and the difficulties the companies themselves find in the system.

5.1.3 Is there an appropriate balance between the planning's strict monitoring of the practical training module at the workplace and the response to the possibilities and needs of recipient companies?

Some complications are found when reaching an appropriate balance between the planning of the practical training module at the workplace and the response to the possibilities and needs of companies that foster participants.

3.1 Training plan adaptation and fulfillment level of the practical training module at the workplace in relation to collaborating companies

The training plan adaptation level of the practical training module at the workplace to the situation of collaborating companies, as well as the fulfillment degree, are improvable. Elements such as the determined module duration or the features of the company fostering students complicate, according to the interlocutors, a stricter fulfillment of the practical training module at the workplace (MFPCT) training plan established by professional certificates.

5.1.4 Do tutors from training and work centers have the necessary qualification, dedication, acknowledgement and resources in order to guarantee their precise tutoring work?

Tutoring work performed at training centers and companies reveals imbalances, mostly related to the lack of time, absence of educational competences and of larger knowledge of tasks to be developed and a limited recognition of the tutor leading figure.

4.1 Perception of the level of company teachers' experience, dedication and acknowledgement for tutoring of the practical training module at the workplace

Even though the general perception is that company tutors count on a sufficient professional qualification to perform tutoring for students, imbalances related to the lack of time and educational competences to properly perform that supporting work are noted. Additionally, a lack of recognition, economic as well as for the work they do, is exposed, which according to the interlocutors, is harmful for the motivation of these professionals in taking part in the participants' learning process.

4.2 Perception of the level of training center tutors' dedication and abilities when tutoring the practical training module at the workplace

The level of dedication and abilities of tutors in training centers could be improved in general. The lack of time and resources, as well as the absence of knowledge of their tasks or of tutoring development, are the main aspects to be improved in order to perform a proper monitoring of the participants.

5.1.5 Do practical training modules at the workplace count on a proper and effective coordination between the training and the company tutors?

Coordination tasks carried out by training tutors and company tutors are conditioned by the lack of time of these professionals. Other aspects, such as the regulatory rigidity that controls the development of the practical training module at the workplace or the scarce commitment occasionally existing in training centers as well as in companies, make it difficult to state that coordination is proper and effective in order to guarantee an adequate development of training.

5.1 Perception of the level of coordination adequacy between training centers and companies for the development of the practical training module at the workplace

Although in general coordination between centers and companies for the development of the practical training module in work centers seems sufficient, according to interlocutors involved in the evaluation, there are a few problems that complicate this task, mainly the lack of time of all the involved actors and the unreasonable number of administrative tasks required by regulations.

5.1.6 Has a systematic and coherent with the abilities they expect to develop in the practical training module at the workplace evaluation of participants been performed?

While in general the evaluation process is perceived as a guarantee for the acquisition of abilities expected to be developed in the practical training module at the workplace, there is a need for consolidating the process through several actions which include providing more training to the people that will perform the evaluation tasks and improving the necessary procedures and tools.

6.1 Confidence level in the evaluation performed in the practical training module at the workplace of professional certificates

There is disagreement amongst the National Employment System agents in relation to the confidence level of the evaluation performed in the practical training module at the workplace, who consider it acceptable in general but also subject to improvement.

5.1.7 Do existing management and monitoring methods help improve the experience of training centers, participants and recipient companies?

Existing management and monitoring methods do not specifically contribute to improving the experience of training centers, participants and companies fostering students during the development of the practical training module at the workplace.

Participating agents perceive an overwhelming bureaucratic burden and severe deadlines which affect the performance of training and the participating level of companies directly.

7.1 **Efficiency level (agility and facilitation) for training centers and companies, of the management and monitoring systems of the practical training module at the workplace**

Management and monitoring systems of the practical training module at the workplace are considered insufficiently efficient, especially by training centers, although it has also been noted by several interlocutors from the autonomous regions.

5.2 Proposals for improvement

After the discourse analysis made by the participating agents in the evaluation process and the critical results collected during the interpretation and assessment stages of the evaluation questions, determined for the practical training module in work centers, specific improvement opportunities are listed in this section of the report in order to continue working, in the Subsystem of Vocational Training for Employment, towards a better adaptation between the training offered to professional certificate participants and the current situation of the labor market.

5.2.1 Proposals related to the duration and contents of the practical training modules in work centers

- More flexible interventions in the update of contents of professional certificates would achieve a better adaptation between regulation determinations and companies' offers for the development of the practical training module at the workplace (MFPCT). Through greater flexibility in content updating of professional certificates, not only the participant would be better qualified in order to respond to the demands of the labor market, but the situation would also favor that collaborating companies became aware of the benefit of fostering participants with suitable and necessary abilities for their activity environment, favoring their implication.
- Develop procedures that allow a greater flexibility in the adaptation of the practical training module in work centers to the training program. One of the main difficulties found in the development of the practical training module at the workplace (MFPCT) is the fact that many companies are SMEs and, due to their productive characteristics, are not able to offer the possibility of developing all the abilities described in the module. Similarly, the period of performance of the practical training module at the workplace (MFPCT) (preferably after taking the training modules and before the due date established by regulations) determines, occasionally, that participants cannot develop certain abilities established in the specifications, as it occurs with seasonal qualifications.

Therefore, it is necessary that training centers and companies have more flexibility in the adaptation of required content by the regulations to the situation of the professional environment, where participants could do the practical training module at the workplace (MFPCT) and not be punished for those possible imbalances in relation to the official content of professional certificates, in the monitoring tasks carried out by the Administration.

- Review of the duration of the practical training module at the workplace favoring not only the acquisition of abilities by the participants and their preparation for a future professional performance but also the increase of companies' interest in fostering students.

5.2.2 Proposals related to the participation of companies fostering students in order to carry out the practical training module at the workplace

- Intensify information and broadcasting actions of professional certificates. It is necessary to make greater efforts, by the Administration in the first place, and by training centers as key actors of the system, of broadcasting and informing about certified training developed in the Subsystem of Vocational Training for Employment, in order to achieve a greater acceptance of obtained certifications and have them taken into account in the labor market.
- Provide companies participating in the system with incentives of different nature: public recognition of the company's performed tasks through Administration means; discounts in the Social Security fees, company taxes or in participants' placement who performed a professional certificate; economic compensation for planning, management and tutoring tasks for the practical training modules at the workplace (MFPCT) taken place in their facilities...
- Higher involvement in the process from the Administration, through agreements between the National Employment System agents and companies as well as training centers, guaranteeing the development of adequate training covering the needs of a certain productive sector, integrating the participants' professional development with real job opportunities.
- Allow companies to have a higher participation in the analysis of training needs in their sectors and in the design of training plans so that these plans can offer a better fitting in the labor market. Also meant to have companies value the direct benefits from collaborating in the training of professional qualifications, thus facilitating the availability of a source of possible future workers.

5.2.3 Proposals related to the work of training tutors and company tutors in the development of the practical training module at the workplace

- Perform training and information actions about professional certificates in general, and about the practical training module at the workplace in particular so that training as well as company tutors know and accept the objectives of this sort of training, since in many occasions the lack of knowledge of the process complicates their own work.

To the same extent, it seems necessary to suggest that they receive specific training in teaching abilities and evaluation procedures, in order to be able to assess more effectively the acquisition of abilities by the participants, thus deciding more precisely whether they meet the qualification requirements.

- Design and facilitate the necessary methodologies and instruments to perform the monitoring and evaluation works of the practical training module at the workplace. Having simple and homogeneous procedures would allow tutors to be more efficient during the process.
- Provide economic recognition of the expenses associated to the development of tasks by company tutors, not considered as eligible expenditure currently, and increase the economic recognition of training tutors, actually included in the regulations. This economic support for training centers as well as for companies would offer larger and better human

resources for the development of the practical training module at the workplace, along with promoting a higher involvement of teachers.

- Guarantee enough dedication time in order to perform tutoring tasks, so that the number of hours for monitoring and evaluation necessary in the training period are settled during the tutors' work days.

5.2.4 Proposals related to the management of the practical training modules at the workplace

- Simplification of the administrative procedures required during all the process, which nowadays imply a cost in time and resources affecting both the training centers and the collaborating companies.
- Flexibility in the established deadlines for the development of the practical training module at the workplace. Having more flexible deadlines would help achieve a greater merger between the training program and the company fostering participants' situation, contributing to a better acquisition of determined abilities.
- Greater homogeneity in requirements, procedures and instruments. Having centers and companies use the same tools would allow using that time spent in design in performing coordination and monitoring activities for the training process.
- Funding of the expenses related to the development of management, monitoring and tutoring tasks.

5.2.5 Other proposals related to the design of professional certificates

Although the professional certificates production process has not been subject to evaluation, during the data gathering process which allowed evaluating the practical training module in work centers, opinions have been collected which explain the addition, in this last section of proposals for improvement, of those related to the contents of the professional certificates, and which are listed below:

- Flexibility in the certification of training spaces requirements in order to adequate the regulations to the real situation of the territory.
- Simplification of the language used in the production of professional certificates.
- Homogeneous treatment of occupation codes indicated in professional qualifications and professional certificates.
- Compatibility amongst criteria for the labor performance of some occupations required by the competent administrations and professional certificates.
- Review of the requirements for trainers established in the certificate.

6 Project for verifying the data consolidation in the Information Integrated System of Vocational Training for Employment-Training Common Data (DCF)

This project's objective is to contribute to the tuning of the DCF (Training Common Data) of the Information Integrated System of Vocational Training for Employment in the matter of its use as a primary information resource for the next editions of the Annual Evaluation Program, following the determinations of the law 30/2015.

According to the PAE 2014, the project was performed to verify the consolidation of the data from 2014 whose origin was the State Foundation for Vocational Training for Employment. The training initiatives/modalities subject to verification were the following: training actions in companies, individual training leaves, unemployed workers training programs (state call) and specific programs (state call).

In order to carry out this project, an approach of comparing results from PAE 2014, provided by the State Foundation in the data collection stage through templates, with the ones directly obtained from the DCF was chosen. Subsequently, concordance percentages between two values obtained for each indicator and for each of the determined disaggregation variables of PAE 2014 were calculated.

This project has allowed to confirm the high coincidence level between the two compared information resources, which in most cases exceeds 80% of concordance, in the indicator level as well as in the total values.

As a result of this work, the need to make some changes in the data base of DFC and to include certain fields of information, which would facilitate disaggregation by the different variables used in the evaluation of Vocational Training for Employment, has been confirmed.

This work has also been useful for verifying some weaknesses in the DCF, such as the algorithm created in order to learn if training corresponds to a complete or a partial professional certificate, as well as for determining the necessity of improving the obtained information to disaggregate indicators by variables such as age group and teaching modality.