



CEDEFOP

European Centre for the Development
of Vocational Training



Education and Culture DG
Lifelong Learning Programme

Study visit group report

Group No	2009-199
Title of the visit	Challenges and opportunities for training in the workplace
Topic	Education and training for employability
City, country	Madrid, Spain
Type of visit	Transversal study visit
Dates of visit	19/10/2009 - 22/10/2009
Group reporter	Yasmin Akhtar

Introduction

The study visit team comprised of 11 participants from 7 countries: Belgium, Cyprus, Lithuania, Netherland, Poland, Turkey and United Kingdom. Members come from different areas of education and training, from government agencies, private organisations, employer organisations and trade unions; bringing diverse contributions to the visit.

The participants would like to thank the hosts Servicio Publico De Empleo Estatal, (SPEE), Spain for all their hospitality. The four day agenda allowed the group to see a range of organisations that showcased work based learning through e-learning tools.

The success of the visit was due largely to the range of organisations visited and the depth of insight provided.

The schedule of the study visit was set at the right pace and included contributions from State Public Employment Service (SPEE), National Public Employment Service, e-Forem, CEOE, Labor Foundation for Building, UGT and Women's Institute.

All of the organisations provided an insight into work-based learning and in particular Labor Foundation for Building, to whom the group are indebted to. They made every effort to make the group feel at ease, from delivering the presentation in English to converting the presentation slides into English and not forgetting the great hospitality during the coffee break.

The whole visit was supported by two very competent interpreters who acted as a 'bridge' between the participants and hosts and the organisations visited allowing a smooth transmission of information in both directions.

The study tour was further enhanced by a gift from the hosts; a ticket to the local museum showcasing the latest exhibition; a true taste of the rich culture that exists in Madrid.

In order to streamline the report, a number of appendices have been added containing supplementary information.

- Appendix I
 - Membership of the Study Visit Team
- Appendix II
 - The Study Visit Programme
- Appendix III
 - Copies of Presentations.

1. Good Practices

title of the project/programme/initiative	country	name of the institution that implements it (if possible, provide a website)	contact person (if possible) who presented the programme to the group	whom the project/programme/initiative addresses	what features of the project/programme/initiative make it an example of good practice
Development of effective and efficient on-line learning	Spain	e-Forem www.e-forem.es	Purie Lavado Ramos	Authors and developers of e-learning, Pedagogics, programmers of e-learning	The organisation has developed innovative approaches in both the design of e-learning courses and also in their implementation and delivery to learners. For example multi-media courses can be developed very efficiently with an indicative cost of €4,000 for a 30 hour course, while at the same time maintaining course quality as witnessed by their 80+% completion rate. Additionally the use of "Monitoring Tutors" to ensure the student is comfortable with all aspects of the e-learning

					platform and learning environment together with “pushing” students to fully engage with and complete the course, is considered innovative.
VET Training for Unemployed	Turkey	Ministry of Labor and Social Security Ministry of National Education	Zehra Adiyaman zadiyaman@gmail.com	Unemployed	- Trainees are paid their daily expenses (transportation and lunch) by the Ministry of Labor from a special Fund named Unemployed Social Security - They attend courses for 6 months and get certificate
Campus Foundation	Spain	Labour Foundation for Building	Jose Antonio, Viego Rodrigues www.fundacionlaboral.org	Unemployed	It was supported by both Employer Organizations and Trade Unions. Developed TPC cards – standarisng and formalising training. The card shows the competences each holder has which can be used across Europe.
Program for Schools	Spain	del Instituto de la Mujer	Marie	Young people	Preventing violence against women. Best prize for best initiative each year.

2.1 Common approaches and differences

All participating countries are recognizing the great need and value of vocational training, especially in this period of time, where many people are unemployed, as a result of the current economic crisis. For this reason, Lifelong Learning came to be of significant importance for all participating countries.

There are more similarities rather than differences on the approaches taken by the participating countries. The differences have to do with the implementation of the policies. This, however, is expected, as each country has a different political system (e.g. Spain with autonomous communities), different levels of economic development, different labour markets, thus different needs for vocational training.

Generally, the approaches taken by the participating countries are similar. More specifically:

- Methods of trainings:
 - Traditional (in classrooms)
 - On-site (on workplace)
 - E-learning (using computers, the internet, CD-ROMS)
 - Mixture of the aforementioned methods

- Subjects of trainings:
 - General subjects (e.g. language lessons, basic computer skills)
 - Specific subjects for different sectors of economic activity (e.g. construction techniques)

- Kinds of trainings:
 - Systematic trainings (e.g. offered every month)
 - Demand-led trainings that are designed to satisfy needs (e.g. train potential construction workers)

- Targets of trainings:
 - Unemployed (to increase their employability by acquiring new working skills)
 - Employed (for up-scaling and acquiring new knowledge and skills)
 - Students (to better prepare the young people that will enter the labour market)
 - Early School Leavers (to obtain basic education and working skills)

- Sponsors of training: State/Government (national, local, community level)
 - European Social Fund (ESF)
 - Enterprises/organizations that want to train their employees
 - Private institutions that offer grants/funding

2.2 Challenges

Challenges faced by participating countries we believe are common. Currently the greatest challenge the participating countries face is that of the economic crisis / recession. This particularly impacted upon five key target groups, namely:

- women
- unemployed
- young people
- old people
- immigrants

The challenge therefore is how to provide training solutions, particularly for these groupings, which will enable them to find worthwhile and productive employment or self-employment, thereby leading to full integration into economic and social life.

Training is therefore a starting point for that re-integration into that economic and social life if they are to improve their own levels of self esteem and make a full contribution to society.

Another challenge which training can address is the level of innovation and competitiveness found within the European Community. The Lisbon agenda sets a clear target to make Europe a knowledge-led and innovative region, characterised by competitive companies and firms. Training has a key role to play in each member state if it is to reach the goals of the Lisbon agenda.

2.3 Effective and innovative solutions

Effective and innovative solutions were put forward by our host country, Spain and the participants. From the participants point of view there were some noticeable solutions:

- **Turkey**
A special payment is made to the unemployed to encourage them to do six month employability courses, which prepares them to take up new jobs.
- **Ireland and England**
Sharp six month training programmes for workers recently made redundant to retrain them for employment.

- **Cyprus**

The Employers contribute a 0.5% of their payroll to the Human Resource Development Authority of Cyprus (HRDA). The contributions collected are used for trainings, i.e. to train either employed (upscaling) or unemployed (providing basic skills) people.

The enterprises are applying to the HRDA for funds providing the relevant documentation and expenses (trainers, venues etc). The HRDA fund upon approval, reimburses the enterprises for their expenses, promoting in that way lifelong training.

- **Spain**

The system of deducting 0.5% from all salaries as a contribution to Education and Training. This significantly helps to fund work based learning. Here they have also made great strides in the implementation of e-learning as training tool. The Fundacion Laboral in Spain has a policy of engaging retired workers as expert trainers to share their skills in construction.

2.4 Policies and Practices

Due to the diversity of the all project seen during the visit, they were interesting for all participants. Of course the transferability depends on the country of the participant, but because of the mixture of participants almost every project is more or less transferable for one of the participants.

On the field of VET for example the best practice according to us would be the project of The Fundacion Laboral de la Construccion because it's an organisation, jointly managed by Trade Union and Employer organization. It's seems the most efficient way to succeed. It's an example of good practice and transferable to other countries (depending on their social model), especially in these days when every country deals with the economic crisis and has the challenge to train the unemployed and up skill the workers.

It's evident that the way the Instituto de la Mujer address the gender violence is transferable to each country especially for the global vision they have on this matter.

For the participants from countries less familiar with e-learning, the projects of FOREM and CEOE were very useful, because they are looking for new ideas and tools to develop their own system.

3 Networks, Partnerships and Future Projects

Participants from our group represented a varied range of organisations and companies involved in Education and VET. These included, participants who work in; formal second level education, heads of training in companies, employers organisations, trade union organisations, private training companies and funding and policy bodies. This variety enriched the range of experiences which we were able to share and led to the evolution of ideas for future cooperation, particularly on a bi-lateral basis.

Specifically:

The development of a partnership project under the Life Long Learning Programme for training women in new media and social networking tools for economic benefit.

The internet has had a huge impact of nearly all business sectors, but particularly so on the tourism industry, just think of the revolution in cheap/budget travel and on-line booking of accommodation. Thus one of the ideas to emerge was the development of an innovative e-tourism project encouraging the owners/managers of micro and small businesses to receive training and up-skill themselves in the areas of utilising the internet for online promotion, sales and development of their businesses.

A number of participants expressed a strong desire to develop future cooperation projects in the area of e-learning. This was particularly relevant given some of the examples of best practice in e-learning the group observed in the various presentations. E-learning seems particularly advanced in Spain and proved an inspiration for many in the group.

A final firm cooperation project involved the transference of best practice in “on the job” learning between the Netherlands and Poland. It is likely that this will lead to a project application under the Life Long Learning Programme for funding for a preparatory visit.

4 To Sum Up

There were number of good practices noted throughout the visit. One key useful information noted was how seamless the Spanish training system was in terms of funding.

This was largely due to the 0.5% employee contribution to the state system where a percentage of that is contribution to the training pot. The employers also make a contribution for each employee towards the trainee pot. The government also adds to this.

This leads to a sustainable training system which is valued by employee, employer and the government.

All participants will take these types of messages back to their home countries and disseminate to their groups.

The participants had a great opportunity to meet people that are in a similar job area from different countries and organisations. It provides a great platform to exchange experience and ideas.

Appendix I

(Membership of the Study Visit Team)



(from left to right) Canice Hamill, Dalia Lapeniene, Sharon Warwick, Ayşe Aydan Aydin, Patricia Anshon, Dorota Łuczakdydowicz, Nora Freericks, Yasmin Akhtar, Joanna Rajtar-Pilarska, Zehra Adiyaman and Polyvios Polyviou

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Appendix II

(The Study Visit Programme)



DESAFIOS Y OPORTUNIDADES DE FORMACIÓN EN EL PUESTO DE TRABAJO

Challenges and opportunities for training in the workplace

Madrid – 19/10/2009 – 22/10/2009

19/10/09 – LUNES / MONDAY



SALA BLANCA EDIFICIO A- TERCERA PLANTA WHITE ROOM – A BUILDING – 3RD FLOOR

- 09:00 **Bienvenida. Presentación de los participantes**
Welcome. Introduction of the Participants.
MaiaJesus del Pozo Gavilan
- 09:15 **El Servicio Público de Empleo Estatal**
Presentation- the National Public Employment Service
Elena Plaza Estébanez – Jefa de Servicio de Relaciones Internacionales
(Head of Service- International Relations Section)
- 09:30 **Presentación del nuevo sistema español de formación para el empleo.**
Introduction to the new Spanish system of training for the employment.
Head of Service of Coordination and Training
Subdirección General de Políticas Activas
Active Politics General Subureau
- c/ Condesa de Venadito, 9*
- www.inem.es
- 11:15 **Pausa café**
Coffee Break
- 11:45 **Exposición por parte de los participantes de los diferentes programas de formación para el empleo, así como de sus instituciones correspondientes.**

Presentations by the participants of their national vocational and educational training systems. Comparative analysis of these systems.
- 13:45 **Almuerzo en el SPEE**
Lunch at SPEE

15:15 **Exposición por parte de los participantes de los diferentes programas de formación para el empleo, así como de sus instituciones correspondientes.**

Presentations by the participants of their national vocational and educational training systems. Comparative analysis of these systems.

17:30 **Fin de la jornada/ End of the day**

20/10/ 2009 – **MARTES / TUESDAY**



- 08:45 **Encuentro en el SPEE. Salida hacia e-Forem (CCOO)**
Meeting-point SPEE. Departure to e- Forem (CC.OO)
- 09:15 **Visita de e-Forem (CCOO)**
Visit to the - Forem (CC.OO)

c/ Longares, 6

<http://www.e-forem.es/>
- 11:15 **Salida a la CEOE**
Departure to CEOE
- 12:00 **Visita a la CEOE**
Visit to the CEOE

C/ Alcantara,20

www.ceoe.es
- 13:30 **Salida hacia el Museo Thyssen Bornemiza**
Departure to the Thyssen Bornemiza Museum
- 14:00 **Llegada al Museo Thyssen Bornemiza. Comida libre**
Arrival to the Thyssen Bornemiza Museum.
Time Free for Lunch (on your own expenses)
- 15:45 **Visita cultural al Museo. Regreso libre al hotel.**
Visit to the Thyssen Bornemiza Musseum.

www.museothyssen.org

Free Visit. Free afternoon. Return to the hotel by your own.

21/10/2009 MIÉRCOLES / WEDNESDAY



09:00 Encuentro en el SPEE. Salida para la Fundación Laboral de la Construcción .

Meeting at the SPEE. Departure to the Labor Foundation for Building .

10:00 Presentación y visita de la Fundación Laboral para la Construcción. Presentación del Campus Fundación.
Introduction and visit to the Labor Foundation for Building. Introduction to Campus Foundation (On line Training)

Avda Cámara de la Industria , nº 23

www.fundacionlaboral.org/

12:30 Fin de la visita y regreso a los Servicios Centrales. SPEE
End of the visit and return to the SPEE Headquarters.

13:30 Almuerzo libre
Time free for lunch (on your own expenses)

15:30 Encuentro en el SPEE. Salida hacia UGT
Meeting at the SPEE. Departure to the Workshop-School.

15:45 Visita a UGT. Escuela Julián Besteiro.
Visit to UGT

C/Azcona , 53

www.ugt.es

18:00 Fin de la Visita. Regreso al SPEE
End of the visit. Return to the SPEE Headquarters

22/10/2009 JUEVES / THURSDAY



09:15 **Encuentro en el SPEE. Salida hacia el Instituto de la Mujer.**
Meeting at the SPEE. Departure to the Woman Institute.

<http://www.inmujer.migualdad.es/mujer>

09:30 **Presentación y visita del Instituto de la Mujer**
Introduction and visit to the Woman Institute
C/ Condesa de Venadito, 34

<http://www.inmujer.migualdad.es/mujer>

11:30 **Regreso al SPEE. Tiempo para el borrador del informe.**
Back to the SPEE: Time for drafting the group report.

14:00 **Almuerzo en el SPEE**
Lunch at SPEE

15:30 **Elaboración del informe del grupo**
Drafting of the group's report.

17:30 **Fin de la visita**
End of the visit

Appendix III

(Copies of Presentations)

1. Belgium_Presentation.ppt
2. Cyprus_Presentation.ppt
3. Lithuania_Presentation.ppt
4. Netherland_Presentation.ppt
5. N Ireland_Presentation.ppt
 - a. Canice_Consultin_Presentation.ppt
6. Poland_Presentation.ppt
7. Turkey_Presentation.ppt
8. UK_Presentation.ppt

II. Organisation of the visit

This part of the report will not be published but it will be made available to the organiser and will be used by national agencies and Cedefop to monitor and improve implementation of the study visits programme.

We recognise the value of ongoing feedback as a way of ensuring that the programme is at all times a responsive and dynamic initiative, meeting the needs of its various participants and target audiences. In this section you are invited to give us your feedback on several factors that, in our opinion, contribute to an effective visit.

1. Discuss within the group and check if you agree or disagree with the following statements. Please mark only **one** box () that expresses most closely the opinion of the entire group. Please use Question 2 of this section to elaborate on your responses, if needed.

		All agree	Most agree	Most disagree	All disagree	Not applicable
e.g.	The size of the group was good.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.1.	The programme of the visit followed the description in the catalogue.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2.	There was a balance between theoretical and practical sessions.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3.	Presentations and field visits were linked in a coherent and complementary manner.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4.	The topic was presented from the perspectives of the following actors of the education and training system in the host country:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4.1.	- government and policy-makers	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4.2.	- social partners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4.3.	- heads of institutions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4.4.	- teachers and trainers	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4.5.	- students/trainees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1.4.6.	- users of services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1.5.	There was enough time allocated to participants' presentations.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.6.	The background documentation on the theme provided before the visit helped to prepare for the visit.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.7.	Most of the group received a programme well in advance.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.8.	The information provided before the visit about transportation and accommodation was useful.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

		All agree	Most agree	Most disagree	All disagree	Not applicable
1.9.	The organiser accompanied the group during the entire programme.	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.10.	The size of the group was appropriate.	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.11.	The group comprised a good mixture of participants with diverse professional backgrounds.	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.12.	There were enough opportunities for interaction with representatives of the host organisations.	<input type="checkbox"/>	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.13.	There was enough time allocated for discussion within the group.	<input type="checkbox"/>	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.14.	The Cedefop study visits website provided information that helped to prepare for the visit.	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. If you have any comments on the items 1.1. – 1.14 above, please write them in the box below.

The group notes the following points:

1. More diversity and interaction during the visit between participants and host trainee and users would have been very useful .
2. Opportunity to have hands-on experience on some of the projects. The study visit was mainly a presentation followed by question and answer sessions.
3. More time after presentations to ask questions.
4. It would have been beneficial to have had the presentation slides translated into English. This would have been great help to the group.
5. Informal meeting on Sunday night to allow participants to meet before the programme commenced on Monday would have helped the participants to settle in.

III. Summary

1. Having summarised all your reflections and impressions, please indicate how satisfied you are with your participation in the study visit. **Indicate the number of participants for each category, e.g.**

	Very satisfied	<input type="text" value="10"/>							
Very satisfied	<input type="text" value="8"/>	Satisfied	<input type="text" value="3"/>	Somewhat satisfied	<input type="text"/>	Not satisfied	<input type="text"/>	Neither satisfied nor dissatisfied	<input type="text"/>

2. What elements and aspects of the study visits do you think could be changed or improved?

Same as above

3. If there is anything else you would like to write about that is not included in the above questions, please feel free to write below or attach a separate sheet.

Thank you!

Please submit the report to Cedefop (studyvisits@cedefop.europa.eu) **within one month** after the visit.