

Spain

Spain – A Work First Perspective

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A Work First Perspective

- 1. Now we have Explored & Compared used local & national educational VET- programs (used by the partners) focused on (long term) unemployed young adults we have to outline the possibilities to adapt them to a Work first /work placement approach in the country of the partners (to be formalized with certificates)...**

The implementation of the approach of "work first" is conditioned by the circumstances of each community, region or country. The starting points of each of the partners are very different. In terms of labor and thus labor market, there is a huge difference in the health, flexibility and dynamism of labor markets. In our case, the Canaries is an eminently tourist region whose income and labor market depends heavily on the strength of this sector. Tourism does not have the largest number of jobs but it is essential in terms of economic revenue. Actually, the services sector in general and trade brings together the largest number of jobs. This is said in reference to the market structure. With regard to the current state of the labor market, the figures show a negative circumstance that affects the whole country but even more virulent in our region. The number of unemployed has reached frightening figures. In fact, one in four unemployed in the entire European Union is in Spain. According to data from the Labour Force Survey (LFS), Canary had an average of 350,000 people unemployed throughout 2014. In percentage terms, we are talking about an unemployment rate of 32%. This situation is even more dramatic when we refer to youth unemployment. According to LFS figures, there are 32,000 young people between 16 and 24 unemployed in the Canaries. In percentage terms this represents a 59% Youth Unemployment

Given the seriousness of these figures, it is obvious that the most urgent need in the Canaries is to create jobs. To tackle this situation, Spain has started a national youth employment scheme. Moreover, our country is one of the main beneficiaries of the youth guarantee program launched by the European Union.

The common strategy on both plans is to bring young people into productive world. The approach can be direct and in this case, young people can apply for a job directly or make a work placement. On the other hand and given the precarious labor market situation, entrepreneurship is massively encouraged as well and young people can choose to launch their own business project.

Employment services and have their own resources to promote employment among young people. These resources are managed by the regional employment services. In the Canary Islands, this organization is called the Canary Islands Employment Service and supply the following resources:

Training actions with commitment of hiring: Training is offered to a number of beneficiaries through a company. The company received a grant to start the training. As the training is over, the company is

committed to providing a work contract to an agreed number of people who have completed the training. It is the company itself that decides who they want to hire.

Experience contracts: If beneficiaries has finished their training at a private entity and have had no prior work experience related to their qualifications the may be hired by a company trough a so-called experience contract. This contract provides advantageous conditions for the company that usually pays less salary and less social security contributions.

Reduction of taxes for self-employed: In Spain self employed workers pay a fixed social security tax to be able to work. This fee is completely separate from income achieved by the self-employed. This has a negative effect on young people and people who want to start their own business. For this reason, a reduced payment of this tax for the first two years of economic activity has been implemented so that the self employed can achieve an appropriate level of income during these two years.

On the other hand, there are employment resources managed by the public services that combine training with work

Trade schools: The trade schools offer trainings for six months, after which the beneficiaries are hired to do a job of a social nature or heritage conservation related to the qualification of the training. This resource is aimed at young people under 25 who do not have training or professional qualification and who have not completed their compulsory education. Because of the lack of compulsory certification the acquisition of basic skills is also emphasizes in the training period. The labor period extends over 18 months and the young people receive a salary for their work. This resource is carried out by municipalities with funding from the employment service.

Crafts schools: It is a scheme similar to the trade schools, the difference is that the working period is six months instead of 18 months. Beneficiaries have same profile and age.

Employment workshops: employment workshops are aimed at people with no qualifications but who are older than 25 years and also includes six months of training with a subsequent period of paid work.

The experiences and information we have been collecting throughout the meetings are especially competence of employment services and, for that reason, we will spread the results within this organism so that it can benefit from the project. Therefore, our work will be more focused on communication and dissemination than in the direct implementation of the approach of "work first"

2. Now we have Explored this please write down the consequences and steps necessary to start a Work First model with VET-programs that operates within the framework of the local, national social system and laws of each partner country (your own country).

Referring to the implementation of experiences, good practices and resources we have met through this project, we must highlight an important issue.

Our organization is responsible for training and education but not for employment. We manage and promote apprenticeships and interim ship at companies. However, the education laws do not allow us the promotion of employment relationships or work. This means that our work is to bring together students and companies for the mutual benefit but always within the framework of training o practical experiences. If companies want to have students as hired workers, we can not participate in

this process as this is outside our remit. In fact, one of the issues is seriously penalized by our rules is that students and companies sign employment contracts as students are still doing their apprenticeships or internship. If this occurs, the training on the job would be automatically canceled and the student would receive a negative evaluation. It is also not permitted for a student to work and do internships in the company where he or she is employed.

For this reason, the approach to prioritize above all effective employment must be modulated by the restrictions of our competencies. This impairment does not mean that we can not extract and adapt positive aspects of the experience of the project. Therefore we will apply the experiences from the project in the following lines:

The development of dual vocational training: By dual vocational training it is meant the training model followed by many European countries but is especially known for its application in Germany. This model implies that the students learn at school and on the job in alternative periods. The only substantial difference is that students in our region does not have an employment contract. We aim at increasing the number of schools with dual vocational training in the next years.

Promoting entrepreneurship: Self-employment is today an excellent job opportunity for our students. In our curricula there is a subject designed for entrepreneurship in every course of vocational training. On the other hand, we have a network of schools with business incubators. These schools make qualified facilities and resources available to students for a whole year without cost so they can build up their business. After this period of one year, these graduates must be able to keep afloat his company with their portfolio of clients and income they have been achieving.

Training programs for disadvantaged groups: Our organization has specific programs for young students who are in a disadvantaged social situation or at risk of social exclusion and did not achieve compulsory secondary education. These programs usually lasted two years but the experience gained during the course of the project made us see that it is more important to have a shorter training activity to prepare students for further study or to find work in the labor market.