



---

# NATIONAL REPORT: SPAIN

---

Deliverable: IO1 – A2



Co-funded by the  
Erasmus+ Programme  
of the European Union

This project has been funded with support from the European Commission. This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

2019-1-ES01-KA202-063864

## Revision History

Version	Date	Author	Description	Action	Pages
1	29/1/20	Nieves Verdejo	National report for IO1-A2		

(\*) Action: C = Creation, I = Insert, U = Update, R = Replace, D = Delete

## Referenced Documents

ID	Reference		Title
1	IO1-A1 Survey		4EXPORT Survey

PUBLIC/PRIVATE

FYG CONSULTORES	Deliverable: IO1-A2
4EXPORT	Version: 1
NATIONAL REPORT: SPAIN	Issue Date: 29/1/20

## Content

1. Apprenticeship Strategies and Policies.....	4
1.1. National Apprenticeship system.....	4
1.2. National policies for apprenticeships .....	5
1.3. Apprenticeships and internationalization .....	6
2. Internationalisation of SMEs.....	7
2.1. National strategies supporting internationalization of SMEs .....	7
2.2. Good Practices on supporting internationalization of SMEs.....	8
3. In-company Trainers .....	9
3.1. Development of in company trainers' skills and competences.....	9
3.2. Learning and certification opportunities of in-company trainers .....	10
4. References .....	12

PUBLIC/PRIVATE

FYG CONSULTORES	Deliverable: IO1-A2
4EXPORT	Version: 1
NATIONAL REPORT: SPAIN	Issue Date: 29/1/20

# 1. Apprenticeship Strategies and Policies

## 1.1. National Apprenticeship system

The Spanish Model of Apprenticeship is called “FP Dual”. It is formed by the combination of theoretical learning in class and the practical learning in a company. Through this model, companies are invited to support and collaborate in the structure of the VET education degree that is related to their work. This way, the learning curriculum of the study is in line with the requirements of the job market, and the company promotes its Social Responsibility while ensuring they will have future employees properly trained, according to their needs.

The Spanish Apprenticeship system has a set of rules that must be followed in order to consider the education received as official apprenticeship:

- At least 33% of hours are training in companies
- There is an alternance between theoretical and practical training
- The education centre and the company have a collaboration agreement
- The student is registered in the Social Security
- Studies can take up to 3 years instead of 2 years

The inclusion of apprenticeship in the Spanish System was made following the German method of apprenticeship. (educaweb, n.d.). As for its current use, although it is not widely extended in all the country, the Government is promoting it through different actions, such as hosting workshops related to the quality of implementation of apprenticeship in Spain. The last workshop was held in 2019, and the materials used are publicly available for downloading. (Ministerio de Educación, 2019)

Another method used by the Government to encourage companies to participate in apprenticeship education is the liberation of payment of Social Security taxes. Although the students will be registered in the Social Security, it is not a cost for the company, as long as it complies with a set of aspects. These facilities are provided to companies to boost their interest in participating in apprenticeship. These changes were regulated in the amendment to the law from 2012, which was provided in 2014. (Ministerio de Empleo y Seguridad Social, 2014). More concretely, they have to prove the following aspects:

- The company is subscribed to the agreement for training activity
- The training activity is applied and authorised
- The trainee is assigned to a position related to the studies and compatible to the time to be spent
- Choosing a qualified person with the relevant professional experience to tutor the internship

FYG CONSULTORES	Deliverable: IO1-A2
4EXPORT	Version: 1
NATIONAL REPORT: SPAIN	Issue Date: 29/1/20

## 1.2. National policies for apprenticeships

All national policies in Spain regulating apprenticeship belong to the Law on Apprenticeship approved in 2012 and amended in 2014. This law establishes the pillars for apprenticeship, including:

- Increase the number of people wanting to obtain a VET title
- Increase the motivation of students, hence diminishing dropout rates
- Facilitate the entrance in the labour market through the contact with companies
- Increase the bond and co-responsibility of companies with VET education
- Improve the relationship of teachers and companies, favouring the transfer of knowledge
- Obtain qualitative and quantitative data to allow making decisions in relation to the improvement of quality in VET education. (Ministerio de Educación y Formación Profesional, 2013)

Another relevant aspect of the Spanish law system which should be taken into account, especially when we talk about the education system, is the political structure of the country. In Spain, the regions hold certain power when it comes to managing education. For this reason, each region of the country, although having to comply with the law previously mentioned, can have a different regulation with regards to apprenticeship. Currently, the regions with the highest number of centres working in apprenticeship are Catalonia, Basque Country, Andalusia, Valencia and Castilla-la-Mancha.

Looking at the amendment approved in 2014, apprenticeship has all employment aspects regulated, and the contract required to establish an apprenticeship relation is also included in the amendment. Some of these aspects include the maximum amount that companies can recover from the apprenticeship, the requirements to be considered suitable to participate as education centre or company, and other aspects related to the recovery of money by companies. (Ministerio de Empleo y Seguridad Social, 2014)

Currently there are approximately 25,000 students participating in apprenticeship programmes in Spain; it is quite modest compared to other countries, but it is slowly increasing in numbers. Also, it is important to mention that different key actors, such as Chambers of Commerce and Associations related to training and continuous education, are promoting apprenticeship among companies to encourage their participation in this system. (Cámara de Comercio de España, 2018)

FYG CONSULTORES	Deliverable: IO1-A2
4EXPORT	Version: 1
NATIONAL REPORT: SPAIN	Issue Date: 29/1/20

### 1.3. Apprenticeships and internationalization

When we talk about apprenticeship and internationalisation in Spain, we can differentiate between the apprenticeship courses who are immersed in teaching internationalisation, and the apprenticeship courses who could benefit from adding internationalisation learning to their curricula.

In the first case, there is one clear example in Spain of an apprenticeship program focused on internationalisation: the course on international commerce offered by the Spanish bank Bankia. This apprenticeship program is a combined effort of Bankia and the Spanish Alliance for Apprenticeship and aims at training professional experts in imports and exports. This program is currently only available in the Valencian Community. (iFP, 2019)

To get a clear picture of the apprenticeship programs that are more connected to internationalisation in Spain, it is first necessary to get a look at the industries with a higher percentage of internationalisation activities. Considering many times apprenticeship courses are created because the companies require a specific training on their employees, and decide to collaborate in the learning structure of the VET program to make sure it is in line with their needs, it makes sense to believe the industries with internationalisation needs will be the ones requiring internationalisation students the most. (Morante Asesores, 2018)

These sectors would be, in the case of Spain:

- Construction sector
- Agri-food sector
- Automation sector
- Chemical sector
- Toys sector
- Shoe sector

Currently, it is possible to find offers of apprenticeship per sector in all the regions of the country. It is important to bear in mind that, as mentioned previously, each region has a differentiated management of education, hence the differences.

Furthermore, there is an offer in Spain for apprenticeship in VET education of administration and management. These areas of study are historically related to the study of internationalisation, so it would also be interesting to add internationalisation aspects in these VET offers. (Construcciones Bizcaia, 2015)

FYG CONSULTORES	Deliverable: IO1-A2
4EXPORT	Version: 1
NATIONAL REPORT: SPAIN	Issue Date: 29/1/20

## 2. Internationalisation of SMEs

### 2.1. National strategies supporting internationalization of SMEs

The Spanish Government has an Internationalisation Strategy for the Spanish Economy that is made every two years. Taking this into account, the last Strategy was created for 2019 and 2020. Among the different areas covered in it, one of the most important points is the assistance to SMEs in their internationalisation activities.

Bearing this in mind, it is intended by the government to support the companies in their internationalisation either as exporters or investors. The Plan encourages the application of the Treaty of Paris and highlights the opportunity of improving the commercial agreements inside the EU in a way that strengthen the follow-up of all agreements and the communication and dissemination of the SMEs. It is expected through this strategy to improve the way the Spanish SMEs are known out of the country.

It is also included in the current Strategy the diversification of the markets and destination sectors of all exportations of the country, by carrying out a quantitative and qualitative analysis of the areas and sectors where there would be good opportunities for Spanish companies. This way, the government expects to improve the development of the Spanish exporters. The name of this plan is PASE (in Spanish, Countries with Strategic Sectorial Act).

Another important aim of the Strategy is to create financing support tools for companies who want to internationalise. Some of these tools are:

- FIEM: fund for Internationalisation of the Company created in 2010. It offers financing support to Spanish companies in the process of internationalisation. More information can be found in [this website](#). (Ministerio de Industria, Comercio y Turismo, 2010)
- FONPYME: this tool allows temporary and direct minority holdings in the share capital of Spanish companies for internationalization or companies located abroad. Through the FONPYME, holdings can be made in the equity of the companies mentioned above and through any participative instrument. More information can be found in [this website](#). (COFIDES, 2018)
- Additionally, the Strategy works with private, financial support tools such as Risk management companies (CESCE) or investment funds (COFIDES).

All the tools and actions included in the Internationalisation Strategy are agreed according to a previous analysis made by the Government on the 2018 Spanish market situation. (Ministerio de Industria, Comercio y Turismo, 2019)

FYG CONSULTORES	Deliverable: IO1-A2
4EXPORT	Version: 1
NATIONAL REPORT: SPAIN	Issue Date: 29/1/20

Furthermore, there are other public strategies and initiatives to promote internationalisation in Spain. Another example is the Internationalisation Strategies Forum, which takes place in the Spanish headquarters of the European Commission in Madrid. These forums change the topic each year, according to the requirements of the market; for example, last year it was dedicated to ecommerce and marketplace. The entrance is free and it is a good opportunity for companies to learn about different topics related to international commerce. (Comisión Europea: Representación en España, 2019)

## 2.2. Good Practices on supporting internationalization of SMEs

*In this unit will be presented good practices (successful stories) regarding SMEs' export activities in partner countries. By analyzing good practices, we will identify which companies or sectors have more possibilities to establish successful cross-border activities.*

Spain has seen many success stories of internationalisation of SMEs. In many cases, those SMEs became bigger companies over time, while other have remained small.

### TOUS

Tous is a jewellery company created in 1920 in Spain. In 2002, the CEO decided to take a step forward and begin internationalising. However, the beginning of the process was not positive; according to their CEO, they made one of the most common and bigger mistakes: trying to enter the strongest markets (in this case, USA, Germany and Japan). In these cases, competition was too strong and the company lost money and trust in themselves. However, they looked for better markets until they managed to get a good position internationally.

One of the biggest pros of their internationalisation strategy is that they do not fear leaving the market; once they see the money loss is too big in one country and no possibilities of improvement seem near, they get out of the country. Some examples of these strategy were their exist of the USA, their diverse exit of the Arab Emirates, or the UK.

Another advice provided by this company, which currently sells approximately 50% of their production out of Spain, is to select very carefully a partner in the other country, and the selling point. (ESADE, 2015)

### LLAOLLAO

According to their website, the Spanish company LlaolLao, which sells natural frozen yogurt, bases its internationalisation process in ensuring the project reaches the consumers of the new markets, while developing their current position in Spain. They base their branding on the fact that yogurt is known everywhere and is a healthy food.

FYG CONSULTORES	Deliverable: IO1-A2
4EXPORT	Version: 1
NATIONAL REPORT: SPAIN	Issue Date: 29/1/20



With this idea in mind, the Spanish company is currently the 1<sup>st</sup> European Company of Frozen Yogurt in the world. In the last 7 years, the company has positioned themselves in 4 out of 5 continents. They use a franchise method to internationalise, combined with a strong marketing campaign who has won different recognitions in Spain. (TICPymes, 2017)

Yet, the company is still an SME.

### 3. In-company Trainers

#### 3.1. Development of in company trainers' skills and competences

##### Analysis of the Target Group opinion

In order to learn about the skills and competences that trainers should have, according to the Spanish target group, a questionnaire was delivered to 10 representatives of each target group (VET teacher, VET tutor, in-company tutor). The responses allow us to make the following analysis.

First of all, the majority of respondents thought the ability to assess the existing competences of apprentices and the ability to identify competence gaps and training needs of apprentices were essential competences. As for the other competences included in the first question, there was diversity of opinions; all of them have more positive answers than negative ones, but while the ability to combine company's internationalization needs and learners' skills received a majority of good responses, many of the respondents thought the ability to make a distinction between short-term and long-term learning needs of apprentices was not especially relevant.

Regarding the design of the training, in this case the majority of respondents thought each of the statements included was very important for tutors. The last four statements show some negative responses, however, and the statement with the lowest rate of positive response was the ability to design a training program devoted to the company's internationalization needs. At the opposite side, the statement with the most positive rate of responses was the ability to choose relevant content and methodology, with most respondents choosing the highest response.

Moving on to the training delivery, there is no much difference of opinions between statements, although in some cases the positive responses are more discrete than in others. The statements "Ability to create a positive learning environment"; "Ability to motivate learners to use their knowledge, skills and competencies for improving company's activities" and "Ability to transfer the appropriate knowledge to the apprentices" received the highest rate of positive responses. There is one respondent answering negatively to two statements

FYG CONSULTORES	Deliverable: IO1-A2
4EXPORT	Version: 1
NATIONAL REPORT: SPAIN	Issue Date: 29/1/20

(integrate technology and select and apply appropriate training methods and techniques) but it is only one response in the survey.

The last set of professional competences related to the assessment of training. These set of questions were the only ones to receive only positive or neutral responses. Among all of them, the most important statement according to respondents was the ability to evaluate the training methodology and make improvements.

The second part of the survey analysed personal competences required to be tutors. In this case, the first set of generic competences received very positive evaluations. Only coaching, mentoring and motivation received one negative response, while communication received the highest percentage of very positive answers.

All statements referring to cooperation and consultation received as well very positive answers, with no clear preference of any of the statements over the others. And the same happened with self-assessment, where only the ability to search and learn new learning methodologies and tools received some neutral answers.

From these responses, it is possible to state that personal competences are in all cases important to effectively tutor in apprenticeship programs; while in professional competences, the ones with highest rate of responses were:

- Ability to choose relevant content and methodology
- Ability to design a training program based on learning needs of apprentices
- Ability to choose relevant content and methodology
- Ability to create a positive learning environment
- Ability to select and apply appropriate training methods and techniques
- Ability to understand and evaluate the progress of the learners
- Ability to provide feedback and guidance to learners
- Ability to apply various assessment and evaluation methods
- Ability to evaluate the training methodology and make improvements

### 3.2. Learning and certification opportunities of in-company trainers

One of the main flaws of apprenticeship in Spain is the fact that there are no development and training options for in-company tutors. At the same time, there are no specific requirements regarding skills and competences that are not “hard skills” in order to become an in-company tutor. In some regions, there have been initiatives to help them understand their role in apprenticeship, such as the “Manual for in-company tutors in apprenticeship” made in Catalonia and available online in [this link](#), in which the in-company tutors receive

10

PUBLIC/PRIVATE

FYG CONSULTORES	Deliverable: IO1-A2
4EXPORT	Version: 1
NATIONAL REPORT: SPAIN	Issue Date: 29/1/20

training on the concept and aims of apprenticeship, and the main skills and responsibilities required from the tutor. Other examples include the “Tutor Training Program” from Andalusia, available in [this link](#), which allows tutors from the sciences and health sectors to learn how to become tutors in apprenticeship. In Castilla-la-Mancha, there is a similar training program on the health sector which lasts 70 hours and it is available in [this link](#).

Regarding the accreditations of in-company tutors, there is currently no official recognition in Spain for that role. This is the reason why some associations from different regions of Spain have worked to create an unofficial accreditation, as a way of recognising the labour that companies and specially in-company tutors have during the apprenticeship process. This accreditation includes a training of approximately 12 hours that provides the tutor with all required knowledge before the internship and allows to get an unofficial accreditation (meaning it is not issued by the Government). This accreditation has the shape of a label. However, as mentioned it is not available in all regions of Spain. (CAPITAL, 2019)

FYG CONSULTORES	Deliverable: IO1-A2
4EXPORT	Version: 1
NATIONAL REPORT: SPAIN	Issue Date: 29/1/20

## 4. References

- COFIDES. (2018). *Fondo para Operaciones de Inversión en el Exterior de la Pequeña y Mediana Empresa (FONPYME)*. Obtenido de COFIDES: <https://www.cofides.es/financiacion/instrumentos-financieros/fondo-para-operaciones-inversion-exterior-pequena-mediana>
- Comisión Europea: Representación en España. (2019). *V Foro de Estrategias de Internacionalización: 'Tecnologías para la exportación'*. Retrieved from Comisión Europea: Representación en España: [https://ec.europa.eu/spain/events/20191023\\_v-forum-of-internationalization-strategies-technologies-for-export\\_es](https://ec.europa.eu/spain/events/20191023_v-forum-of-internationalization-strategies-technologies-for-export_es)
- Construcciones Bizcaia. (2015). *Formación Dual*. Retrieved from Construcciones Bizcaia: <http://www.construccionbizkaia.com/educacion/formacion-dual/>
- ESADE. (2015). *Tous: Internacionalización adaptada a cada mercado*. Obtenido de EAE Business School: <https://www.eaeprogramas.es/blog/tous-internacionalizacion-adaptada-cada-mercado>
- iFP. (2019, 08 21). *El Comercio internacional y la FP dual: la gran apuesta*. Retrieved from Innovación en Formación Profesional: <https://www.ifp.es/blog/el-comercio-internacional-y-la-fp-dual-la-gran-apuesta>
- Ministerio de Industria, Comercio y Turismo. (2010). *Financiación de Proyectos: FIEM*. Obtenido de Ministerio de Industria, Comercio y Turismo: <http://www.comercio.es/fiem>
- Ministerio de Industria, Comercio y Turismo. (2019). *Plan de acción para la internacionalización de la economía española 2019-2020*. Madrid: Gobierno de España.
- Morante Asesores. (2018, 01 25). *¿Qué sectores tienen mayor exportación en España?* Retrieved from Morante Asesores: <https://www.moranteasesores.es/sectores-tienen-mayor-exportacion-espana/>
- TICPymes. (2017, 3 22). *Illaollao emprende nuevos destinos en su estrategia de internacionalización*. Retrieved from TICPymes: <https://www.ticpymes.es/tecnologia/noticias/1096680049504/Illaollao-emprende-nuevos-destinos-estrategia-de-internacionalizacion.1.html>

FYG CONSULTORES	Deliverable: IO1-A2
4EXPORT	Version: 1
NATIONAL REPORT: SPAIN	Issue Date: 29/1/20

- Alianza para la FP Dual. (2020). *¿Qué es la FP Dual para las empresas?* Obtenido de Alianza para la FP Dual: <https://www.alianzafpdual.es/empresas/que-es-la-fp-dual-empresas>
- Cámara de Comercio de España. (2018). *Programa de formación profesional dual en la empresa.* Retrieved from Cámara de Comercio de España: <https://www.camara.es/formacion-y-empleo/programa-de-formacion-profesional-dual-en-la-empresa>
- educaweb. (n.d.). *¿Qué es la FP Dual?* Retrieved from educaweb: <https://www.educaweb.com/contenidos/educativos/formacion-profesional-fp/fp-dual/>
- Ministerio de Educación. (2019). *Taller TAIEX para la mejora de un sistema de garantía de calidad para la formación profesional dual en España.* Retrieved from Todo FP: <http://www.todofp.es/sobre-fp/informacion-general/formacion-profesional-dual/taller-taix.html>
- Ministerio de Educación y Formación Profesional. (2013). *Formación Profesional Dual en el sistema educativo.* Retrieved from Todo FP: <http://www.todofp.es/sobre-fp/informacion-general/formacion-profesional-dual/fp-dual-en-sistema-educativo.html>
- Ministerio de Educación y FP. (2019). *Preguntas frecuentes sobre FP Dual.* Obtenido de Todo FP: <http://todofp.es/sobre-fp/informacion-general/formacion-profesional-dual/preguntas-frecuentes.html>
- Ministerio de Empleo y Seguridad Social. (2014, 01 11). «BOE» núm. 10, de 11 de enero de 2014, páginas 1560 a 1568 (9 págs.). *Orden ESS/2518/2013, que regula los aspectos formativos del contrato para la formación y el aprendizaje, en desarrollo del Real Decreto 1529/2012.*
- CAPITAL. (2019, 04 02). *FOES reconoce con un Sello el papel de ‘tutor de empresa’ para alumnos de FP Dual.* Retrieved from Soria Noticias: <http://sorianoticias.com/noticia/2019-04-02-foes-reconoce-un-sello-papel-tutor-empresa-alumnos-fp-dual-57004>

FYG CONSULTORES	Deliverable: IO1-A2
4EXPORT	Version: 1
NATIONAL REPORT: SPAIN	Issue Date: 29/1/20