



European  
Commission

ASSISTING YOUNG  
UNEMPLOYED PEOPLE TO  
ENTER THE LABOUR MARKET

# Skills-for-work schools and Job-learning centres

Information review: October 2015

## SPAIN

The on-going economic crisis has dramatically deteriorated the outlook for young people (aged 15-24) to find a decent job in the Spanish labour market: youth unemployment rates soared from 18.2% in 2007 to 46.0% in 2011.

In this context, transition from school to work has become noticeably difficult. The practice is part of the training offer addressed to young unemployed people (aged under 25) to improve their transition from education to the labour market.

The programme encompasses temporary projects in which learning and skills development alternate with productive work in activities related to the maintenance and care of urban and rural development, environment, aiming at improving the living conditions in towns and cities through the provision of social and community services.

Name of the PES

Ministerio de Empleo y Seguridad Social/Servicio Público de Empleo Estatal  
Ministry of Employment and Social Security/Spanish Public Employment Service

When was the practice implemented?

1985 – on-going

Which organisation was involved in its implementation?

Local authorities, NGOs, trade unions and employers associations which collaborate in the promotion of youth employment.

Which social groups were targeted by the practice?

Jobseekers:  
▶ Young unemployed people aged 16-25, registered as jobseekers at the Employment Office  
People seeking training  
▶ Out of work: Youth

What were the practice's main objectives?

The Skills-for-work schools (Escuelas Taller) and Job-learning centres (Casas de Oficios) are the two elements of a practice whose aim is to assist young unemployed people (up to the age of 25) to enter the labour market. The programme is designed to help them acquire basic craft skills by combining theoretical classroom training with practical training – performing real work in some economic sectors and activities of public interest. The training is very practical and based on the methodology learn by doing'.

What activities were carried out?

The practice is organised as follows:  
▶ At first, young unemployed people receive occupational classroom-based training. During this time (six months), participants receive a scholarship;  
▶ Upon completion of the classroom-based training, participants start their on-the-job training to complement their professional practice. This on-the-job training involves a training contract and a salary (corresponding to 75% the minimum wage). This lasts between 6 months (Job-learning centres) and 18 months (Skills-for-work schools).  
The difference between the projects under Skills-for-work schools and Job-learning centres is their duration. Hence, the duration of Skills-for-work schools is between one and two years and the duration of Job-learning centres is limited to one year.

What resources and other relevant organisational aspects were involved?

The programme is run by the regional governments, which have been assigned competences for education, training and active labour market policies and their PES services.

Source(s) of funding

National budget (tax revenue)  
Regional budget (tax revenue)  
European Social Fund (ESF)  
European Regional Development Fund (facilities)

What were the outputs of the practice: people reached and products?

**People reached:**

In 2011, 3 791 young unemployed people were trained (28.41% women). Among them, 3 297 were included in Skills-for-work schools (87%) and 494 in Job-learning centres (13%).

Skills-for-work schools:

- ▶ 2007: 2 987 participants (1 991 men and 996 women);
- ▶ 2008: 2 476 participants (1 753 men and 723 women);
- ▶ 2009: 2 761 participants (2 012 men and 864 women);
- ▶ 2010: 3 372 participants (2 508 men and 864 women);
- ▶ 2011: 3 297 participants (2 426 men and 871 women).

Job learning centres

- ▶ 2007: 474 participants (318 men and 156 women);
- ▶ 2008: 134 participants (100 men and 34 women);
- ▶ 2009: 492 participants (346 men and 146 women);
- ▶ 2010: 393 participants (272 men and 121 women);
- ▶ 2011: 494 participants (288 men and 206 women).

**Products:**

Training programmes.

What outcomes have been identified?

There are no separate figures regarding labour market integration rates: the data available refers to the effectiveness in prompting labour market integration of all alternate training measures.

According to the 2013 monitoring, 75% of beneficiaries could find a job after being trained in 2011. In 2013 the budget for alternate training (which includes the practice) has been reduced by 47% comparing to 2011. However, the expected labour market insertion rate remains at 75%.

What are the lessons learnt and success factors?

The evaluation found that this practice is the most successful alternate training scheme within the Spanish active labour market policies. It has a high labour market integration rate (up to 100% in some sectors and territories), low participants/trainers ratio (8:1) and adequately met the employers' demands. The synergies between the participants, the training model and the territorial needs are one of the most positive characteristics of the programme. However, there are some recommendations for further improvements:

1. The practice should be better coordinated with European programmes, such as Leonardo da Vinci;
2. The practice should have a clearer implementation structure;
3. A deeper involvement of social actors (entrepreneurs, employers, local authorities) should be fostered;
4. New types of employers and employment sectors could be integrated in the scheme;
5. Assessment and impact analysis of the practice in particular territories is needed.

More information on the practice

[http://ec.europa.eu/employment\\_social/empl\\_portal/weesp/ES-1.pdf](http://ec.europa.eu/employment_social/empl_portal/weesp/ES-1.pdf)



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