ABSTRACT

Annual assessment plan for the quality, impact, effectiveness, and efficiency of the entire System of Professional Training for Employment in the Workplace 2022

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The Performance Report for the assessment of professional training for employment in the workplace 2020/2021 was submitted for review by the General Council of the National Employment System on 9 May 2023.

1. Presentation

The System of Professional Training for Employment in the Workplace has enabled the improvement of the employability and qualification of workers in Spain, becoming one of the employment policies with the greatest relevance for the professional development of competencies in demand in the public sector.

Article 3 of Law 30/2015 defines the System of Professional Training for Employment as a coherent framework of planning, efficient implementation, monitoring and permanent evaluation, based on the measurement of the impact of the training and with a clear commitment to continued improvement in all stages of the training process.

Within the scope of these principles, the following are of equal importance:

- The participation of social partners in the governance bodies and, in particular, in the design, planning, control, monitoring and evaluation of the training offer.
- Inter-administrative coordination, collaboration and cooperation in the framework of the legislative competence of the State that enables the flexibility and optimisation of the resources allocated to the System.
- The promotion of training scheduled by companies.
- The quality, effectiveness, efficiency and transparency of management.

Article 21 of Law 30/2015 establishes that the professional training system shall have mechanisms of ongoing assessment that make it possible to “ascertain the impact of the training carried out regarding accessing and retaining employment, the improvement of the competitiveness of companies, the improvement of the qualification of workers, the suitability of the training actions for the needs of the labour market and the efficiency of the economic resources and means used.”

Moreover, it states that, for this purpose, the Spanish Public Employment Service (SEPE), with the participation of the bodies or entities corresponding to the autonomous communities and to the most representative employer and trade union organisations, will draw up an assessment plan for the quality, impact, effectiveness and efficiency of the entire professional training system for employment in the workplace each year, which may serve to make improvements to its functioning and shall be submitted for review by the General Council of the National Employment System.

This document refers to the implementation report of the 2022 Evaluation Plan on the quality, impact, effectiveness, and efficiency of the System of Professional Training for Employment in the Workplace.

What is more, in the year 2020, a distribution of competences took place, in terms of Professional Training for Employment, between the Ministry of Labour and Social Economy and the Ministry of Education and Vocational Training, as outlined in Royal Decree 499/2020, of 28 April, approving the basic organic structure of the Ministry of Labour and Social Economy, and in Royal Decree 498/2020, of 28 April, developing the basic organic structure of the Ministry of Education and Vocational Training.

Within the regulatory framework of these Royal Decrees, the competence of the Ministry of Labour and Social Economy encompasses training geared towards Public Administration, work-linked training, training with a commitment to hiring, training related to the reserve fund, training associated with social dialogue and collective bargaining and training scheduled in companies for the improvement of competencies, as well as training session offers for employed persons when these training actions are not associated with certificates of professional standards and are linked to the Catalogue of Training Specialties of the Spanish Public Employment Service.

According to these Royal Decrees, the Ministry of Labour and Social Economy is responsible for training aimed at the Public Administration, dual training, training with a commitment to hire, training from the reserve fund, training related to social dialogue and collective bargaining, and employer-sponsored training aimed at improving skills. It is also responsible for training offer calls for employed persons, as long as such training is not linked to professional certificates and is instead aligned with the Catalogue of Training Specialties of the SEPE. In practice, this means that, beginning with the previous report covering the 2020 and 2021 periods, training linked to professional certificates is no longer evaluated.

The report is structured into four distinct sections:

- Section 1: Indicator system.
- Section 2: Counterfactual impact evaluation of System of Professional Training for Employment in the Workplace.for the 2022 period.
- Section 3: Summary of the evaluation of employer-sponsored training and individual training leave. Year 2022.
- Section 4: General recommendations following the evaluation of the System of Professional Training for Employment in the Workplace.

The main results from this assessment shall be published on the website of the National Employment System, thus complying with that set out in article 21.5 of Law 30/2015, of 9 September on the publication of results in an easily accessible and identifiable space of public information and consultation.

2. System of indicators

2.1. Main results from the system of indicators

2.1.1. Indicators of Physical-Financial Implementation/Efficiency

REA01	Number of participants in public employment-training programs
REA02	Volume of physical execution of participants in training activities
REA03	Rate of participants engaged in non-labor professional internships
REA04	Dropout rate due to job placement
REA05	Dropout rate due to other reasons
REA06	Average duration of delivered training activities
ECI01	Average cost per completed participant and per hour in supply-side training
ECI02	Average cost per completed participant and per training hour in employer-sponsored training and Individual Training Leave (ITL)
ECI03	Percentage of budget executed relative to the allocated budget

Public employment-training programs (REA01) had a total of 18,264 participants in 2022. Of these, 24.38% participated in Educational Workshops and Trade Schools, while 75.62% were enrolled in Employment Workshops.

In 2022, seven Autonomous Communities did not register participants in public employment-training programs: Ceuta, Balearic Islands, La Rioja, Autonomous Community of Madrid, Melilla, Foral Community of Navarre, and the Basque Country.

The **physical execution volume of participants in training activities** (REA02) reached a total of 5,993,814 participants in 2022.

Employer-led training—which exclusively consists of training activities organized by companies—accounted for the highest number of participants, representing 88.66% of the total. This was followed by the training offer for employed individuals, which accounted for 8.85%. Within this initiative, the regional training programs for employed individuals made up 5.78%.

The **dropout rate due to employment (REA04)** in training for unemployed persons reached 2.58% of all participants in 2022.

According to data on **the dropout rate for other reasons (REA05),** 9.32% of participants who begin training in the planned modalities dropped out in 2022 for reasons unrelated to employment.

The **average duration of training delivered (REA06)** in the System of Professional Training for Employment in the Workplace in 2022 is 29.85 hours.

The **average cost per completed participant per hour in training of offer (ECI01)** in 2022 was €6.21.

The **average cost per completed participant and hour in company-organized training programs (ECI02)** with private co-funding was €19.67, while without private co-funding it was €7.27.

The budget devoted to training development within the System of Professional Training for Employment in the Workplace amounts to €2,180,217,185. The **financial execution rate (ECI03)** in credit commitments is 70.96%, while the execution of recognized obligations is 52.58% in 2022.

2.1.2. Indicators of Effectiveness

ECA01	Multiple participation rate
ECA02	Coverage rate of unemployed workers
ECA03	Coverage rate of employed workers
ECA04	Company bonus coverage rate
ECA05	Training success rate

The **multi-participation rate (ECA01)** indicates that each person participated in 1.69 training actions within the System of Professional Training for Employment in the Workplace in 2022.

The highest average rate was recorded in employer-led training, at **1.70**.

Analysis of the **coverage rate of unemployed workers (ECA02)** reveals that 49.05% of jobseekers who requested or were recommended the training service participated in training activities in 2022.

In 2022, the **coverage rate of employed workers (ECA03)** who participated in training relative to all private-sector workers is 24.89%.

Regarding the **employer-bonus coverage rate (ECA04)** in 2022, 17.25% of Social Security-contributing companies participated in the System of Professional Training for Employment in the Workplace through the bonus system.

The percentage of bonus-eligible companies is the highest among those with more than 1,000 employees and increases progressively with company size and the lowest in companies with less than ten workers.

With regard to the **training success rate (ECA05),** the overall average of students who completed training with a positive evaluation stood at 90.00% in 2022.

2.1.3. Indicators of Impact

IMP01	Employment retention rate
IMP03	Wage employment insertion rate in public employment-training programs upon project completion
IMP04	Employment insertion rate based on Social Security affiliation

The **overall job retention rate (IMP01)** reached 90.71% in 2022.

The highest retention rate was recorded in individual training leave (96.40%), followed by employer-led training (93.71%) and national employed training programs (88.25%). Conversely, the lowest was in regional employed training programs (36.61%).

Regarding the **labor insertion rate for salaried employment in public employment-training programs upon completion (IMP03),** 8,810 participants

completed with positive evaluation in 2022, achieving a labor insertion rate within six months (measured by contract signing) of 48.15%.

The **labor insertion rate by Social Security affiliation (IMP04)** measures the percentage of participants who, in 2022, completed training with positive evaluation and became affiliated with Social Security within six months of finishing, at 39.84%.

2.1.4. Indicators of Quality

CAL01	Overall satisfaction level of participants who completed the courses

The System of Professional Training for Employment in the Workplace in 2022 obtained a **general satisfaction rating among course completers (CAL01)** of 3.64 out of 4.

When broken down by training initiative and modality, no significant differences were observed in satisfaction levels.

2.1.5. Indicators of Strategic Priorities

EST01	Participation of young people in training initiatives
EST02	Number of participants from rural areas in training initiatives

Participation of young persons in training initiatives (EST01) amounted to 890,941 persons in 2022.

The highest youth participation was in employer-led training (84.88%), followed by regional employed training programs (6.00% of all participants).

Young men's participation was 52.29%, slightly surpassing women at 47.71%.

The **volume of participants from rural areas in training initiatives (EST02)** reached 97,586 in 2022.

Most participants (77.71%) enrolled in regional employed training programs, while 22.29% took unemployed training.

2.2. Recommendations for the system of indicators

- Promote greater participation of women in employer-led training activities, as this is the modality that concentrates the highest volume of participation within the System of Professional Training for Employment in the Workplace, with the aim of ensuring their equitable access to continuous upskilling processes and contributing to the improvement of their employability in the workplace.
- Promote the participation of young people, especially those aged 16 to 24, across all vocational training initiatives for employment, given that this group shows the lowest participation rates in most training modalities. This reinforcement is key to facilitating their early integration into the labor market, preventing educational dropout, and promoting progressive qualification pathways.

- Encourage the participation of individuals over 55 years of age in the various training initiatives of the system, with the objective of supporting their continued employment, updating their knowledge, and improving their professional opportunities in a constantly evolving labor environment.
- Conduct an in-depth analysis of the factors associated with dropout from training actions not directly linked to employment placement, in order to identify structural or design-related barriers that hinder completion.
- Strengthen outreach, support, and administrative simplification measures aimed at microenterprises, with the goal of increasing their participation in the employer-led training system and reducing access gaps compared to larger companies.
- Investigate the underlying causes of low job retention rates following the training of employed individuals under regional calls, in order to identify potential areas and sectors for improvement in the design or relevance of the training offer.
- Study and identify best practices developed in those Autonomous Communities that present higher rates of labor market integration and job retention six months after the completion of training activities, with the aim of promoting their replicability in other territorial contexts.

3. Counterfactual Impact Evaluation of System of Professional Training for Employment in the Workplace for the Year 2022

3.1. Introduction, Purpose of the Study, and Methodological Approach

Within the framework of the Annual Evaluation Plan on the quality, impact, effectiveness, and efficiency of the System of Professional Training for Employment in the Workplace for the 2022 period, an evaluation has been carried out aimed at measuring the net impact of participation in training actions on the labor market insertion of unemployed individuals.

The evaluation has been designed as a counterfactual impact study, with a quantitative and rigorous approach, allowing the estimation of the causal effect of training through quasi-experimental techniques in the absence of randomization. To this end, a counterfactual scenario was built using administrative data from SEPE, enabling comparison of the outcomes obtained by participants in System of Professional Training for Employment in the Workplace with those of a control group that did not participate in such training activities but had similar characteristics.

This analysis follows an impact evaluation logic, not limited to the monitoring of indicators, but aimed at answering the question: “What effect has the training had on labor market insertion that would not have occurred without the intervention?” In this way, the evaluation provides robust evidence to improve the design and direction of active employment policies.

3.2. Methodology

A combined methodological approach was applied based on:

- Propensity Score Matching (PSM): a technique that allows pairing trained individuals with untrained individuals with similar observable characteristics, thereby reducing selection bias.
- Differences-in-Differences (DiD): a temporal approach that compares changes in labor insertion before and after the training, controlling for structural and unobserved effects that remain constant over time.

The analysis universe included more than 307,000 unemployed individuals registered with SEPE, of whom 184,576 participated in training actions unemployed led actions and 123,194 only in the diagnostic service (control group). The matching considered variables such as age, sex, education level, work experience, previous employment status, Autonomous Community of residence, nationality, disability, economic sector of affiliation, whether the individual receives benefits, and contract type.

The propensity score was calculated using Gradient Boosting Machine (GBM) algorithms, and the matching was implemented using the nearest neighbor technique

and caliper. After the process, two matched subgroups of equivalent size were obtained (27,102 and 27,103), with a high degree of balance.

For the DiD analysis, homogeneous temporal variables were defined, with the key outcome being labor market insertion six months after the end of the training action. The temporal cut-off point (pre/post) was set using the median of the course end dates, ensuring a solid and homogeneous criterion.

3.3. Main Findings of the Evaluation

The empirical model showed robust and statistically significant results:

- The control group showed a decline in labor insertion after the analysis period (post coefficient = -0.407), reflecting an unfavorable economic environment.
- The treated group managed to counteract this trend, recording a net improvement of 29 percentage points in labor insertion attributable to training (DiD interaction coefficient = 0.296).
- The initial difference between groups before training was minimal and not significant, reinforcing the validity of the quasi-experimental design.
- Sensitivity analyses confirmed the robustness of the results across different model specifications.

These findings make it possible to affirm that vocational training for employment significantly contributed to improving the employability of unemployed participants, generating a positive effect even in a context of labor market slowdown.

3.4. Conclusions and Strategic Value

This evaluation demonstrates the usefulness of the counterfactual approach for measuring the net impact of public policies, beyond descriptive monitoring. The empirical evidence obtained allows the conclusion that the training actions carried out in 2022 had a direct and positive effect on the labor insertion prospects of participants in System of Professional Training for Employment in the Workplace, validating its effectiveness as a key instrument of the System of Professional Training for Employment in the Workplace.

4. SUMMARY OF THE EVALUATION OF THE EFFECTIVENESS, QUALITY, AND IMPACT OF INITIATIVES TO SUPPORT TRAINING PROGRAMMED BY COMPANIES AND INDIVIDUAL TRAINING LEAVE. FISCAL YEAR 2022

The purpose of this evaluation is to assess the contribution of the initiatives of Training Programmed by Companies (FE) and Individual Training Permits (PIF) carried out during the year 2022. It seeks to determine the extent to which these initiatives contribute to achieving the objectives of the System of Professional Training for Employment in the Workplace.

The main conclusions of the evaluation are presented below, organized by structural and situational objectives to facilitate their understanding.

4.1. Structural Objectives

To promote lifelong training for both unemployed and employed workers in order to improve their professional skills and their employment and training pathways, as well as their professional and personal development.

Both initiatives, FE and PIF, have shown significant absolute growth in recent years, although pre-pandemic levels have not yet been fully reached. In 2022, there was an increase in the total number of training actions, training hours, participants, trained workers, participating companies, and allocated budget compared to the previous year. This trend reflects a continued recovery since 2020 and 2021, when pandemic restrictions considerably limited the capacity to carry out group training activities.

Within the framework of the FE initiative, the total number of companies in 2022 stood at approximately 344,000, representing a decrease of 21.7% compared to 2015, although with an upward trend since 2020. When considering the number of training companies per thousand active companies, the variations stabilize, and the recovery after the COVID-19 crisis appears less pronounced. Nevertheless, it has remained steady since 2020.

With regard to Individual Training Permits (PIF), these have shown significant growth in recent years. However, their coverage remains limited, with only 0.04% of the workforce participating in 2022.

To respond to the requirements of the labor market and the needs of companies, providing workers with the appropriate skills, knowledge, and practices.

The training offered is perceived as adequate and positively valued by both companies and workers, with a high level of overall satisfaction. In this regard, the distribution by professional family shows that three professional families stand out above the rest. First, complementary training accounts for 20.6% of all actions carried out. This is followed by

training actions in the administration and management family, with 19.6%, and those in the safety and environment family, with 18.7%.

To contribute to the improvement of the productivity and competitiveness of companies.

Within the framework of the FE initiative, companies highlight increased productivity as the main positive change. Considering that workers, in turn, attribute the greatest impact of subsidized training to improved performance in their jobs, it is possible to interpret that training tends to focus on enhancing existing processes. In contrast, aspects such as specialization, innovation, or internationalization appear to be less valued by companies.

At the other end, we find the case of the PIF. Although 75% of large companies and SMEs use them to improve the specialization and qualifications of their workers, only 22.5% of companies consider that the permits increase productivity, with this figure being even lower among microenterprises (11.1%). This suggests that most companies do not view the specialization of their workers as a key factor for improving productivity.

To improve the employability of workers, especially those who face greater difficulties in retaining employment or entering the labour market.

The data show that subsidized training is valued mainly by workers for its impact on job performance, with a score of 7.5 out of 10. Its contribution to the development of new functions and to personal growth is also highlighted, both with a score of 7 out of 10.

For their part, the PIF stand out particularly in personal growth, with a score of 9 out of 10. Although this indicator was also well rated in the FE initiative, the PIF exceed all employability indicators by approximately 2 points. In addition, it is noteworthy that the greatest impact of the PIF is recorded among workers in microenterprises.

To bring workers closer to and involve them in the advantages of information and communication technologies, promoting the reduction of the existing digital divide and ensuring their accessibility.

The impact of training in digital skills is perceived as moderate, with a score of 5.8 out of 10, which reflects low effectiveness according to workers. Although almost 50% of companies, especially large ones, offer training in this area, the results do not uniformly meet employees' needs.

To carry out training efficiently in the management of public resources.

The utilization rate of the allocated credit, which measures the proportion of credit used by companies in relation to the total assigned, has shown a downward trend since 2015, with a notable drop to 45.7% in 2020 and a partial recovery to 54.9% in 2022. Despite this slight recovery, the training system still shows inefficiencies, with an increasing percentage of resources left unused each year.

4.2. Conjunctural Objective

Characterize the companies in the circular economy sector involved in programmed training, identifying their relevance and contribution to sustainable development.

In 2022, only 5.4% of the total companies participating in the FE initiative belonged to circular economy sectors, with the majority being micro-enterprises employing between 1 and 5 workers.

At the sectoral level, the integration of the circular economy into the initiative is mainly concentrated in the areas of sustainability and goods repair.

Compare the training content of these programs with the strategies and objectives set at the national and international levels regarding the circular economy, in order to identify areas of alignment and potential gaps.

The training in circular economy offered by companies through the FE initiative aligns with national and international strategic objectives, focusing on priority areas such as waste management (75.3%) and materials recycling (47.5%). In addition, training in circular economy legislation and regulation, accounting for 24.7%, is also relevant to ensure regulatory compliance.

However, there are underrepresented training areas that could limit companies' ability to contribute to circular economy objectives. For example, areas such as building rehabilitation (5.8%) and biomass management (4.9%) are scarcely covered in the training offer. Furthermore, although topics such as facilities repair (23.3%) and water treatment (22.9%) are more present, coverage could be expanded to better address critical aspects of efficient water resource use and product life extension. For better alignment with national and international objectives, it is necessary to promote greater diversification of training in these underrepresented areas.

Study the most innovative or successful training practices, identifying good practices that can be replicated or adapted in other contexts.

Training in waste management is one of the most successful practices in the circular economy, recognized for its impact on waste reduction and its alignment with the Spanish Circular Economy Strategy. Moreover, its adaptability to different sectors and company sizes broadens its impact. These training practices are not only effective in providing workers with practical skills but also strengthen companies' capacity to meet their sustainability goals and improve their environmental performance.

Training in circular economy legislation is also key to ensuring regulatory compliance with sustainability standards and promotes the adoption of measures to reduce greenhouse gas emissions and meet international benchmarks. Companies participating in focus groups have emphasized the importance of this type of training, highlighting that the training offer in this field is both abundant and of high quality.

Identify gaps and opportunities to detect areas where training may be insufficient or misaligned, as well as areas of opportunity to improve or expand training.

Although the training offer is largely aligned with the Spanish Circular Economy Strategy 2030, it remains insufficient in specific areas. While sectors such as Water Supply and Waste Management rate the training at 6.9 out of 10, more than half of the companies consider that it does not meet their needs. This is because it is often general in nature and does not address the technical competencies required. Companies from the Administrative Activities sector are the most affected, with two out of three companies expressing dissatisfaction in at least one area.

To access the full report, please refer to the following link: https://www.fundae.es/publicaciones/evaluaciones/evaluaci%C3%B3n-de-eficacia-eficiencia-e-impacto

5. General recommendations following the evaluation of the System of Professional Training for Employment in the Workplace context

This section presents a set of recommendations aimed at the continuous improvement of the System of Professional Training for Employment in the Workplace. These are based on the technical analysis conducted as part of the evaluation process for the year under review. The proposals are structured around three main dimensions: the Annual Evaluation Plan itself, the indicator system analysis, and the counterfactual impact evaluation of training actions.

The goal is to strengthen the technical and operational foundation of the evaluation system by improving the quality of available data, adapting indicators to the specific characteristics of the system and its target groups, and incorporating new analytical perspectives. These should enable an assessment not only of access to training and labour market integration but also of aspects such as job quality, alignment between training and job roles, and the professional development of participants.

5.1. Recommendations regarding the annual evaluation plan

1. **Improve the quality, consistency, and comprehensiveness of the information provided by the various actors involved in the System of Professional Training for Employment in the Workplace.** Strengthening data collection mechanisms will allow for more rigorous and robust evaluations that go beyond quantitative analysis and incorporate qualitative dimensions to better understand the outcomes and internal dynamics of the system.
2. **Reconsider the cleaning of the initial data used in the construction of indicators.** Indicators should be based on individual records from existing databases. To ensure result consistency, these records must be cleaned prior to indicator construction by removing incomplete entries.
3. **Replace comparative analyses between autonomous communities with individual annexes per community** that take into account the regulatory, demographic, organisational, and budgetary specificities of each region. The high heterogeneity of the system discourages direct comparisons of indicators between communities, as such comparisons may lead to incorrect or unrepresentative interpretations of system performance in each regional context.
4. **Streamline the report content to make it less complex to interpret.** Reducing the volume of information in the main report and supplementing it with statistical annexes would improve the utility of the information for drawing conclusions about the system.
5. **Review and adapt the economic indicators to avoid distortions in interpretation.** It should be noted that many training actions completed in a given year may have been funded by budgets from previous years, making it impossible to establish direct and realistic relationships between budget execution and physical outputs within the same year.

6. **Reassess the usefulness of indicator REA03 (Rate of participants undertaking non-labour professional internships),** as it is directly linked to the structure of vocational certificates. Given that vocational certificates have been removed from the evaluated training offer, it is proposed to eliminate this indicator due to its lack of applicability.
7. **Standardise the methodology for collecting information associated with indicator CAL01 (Overall satisfaction level of participants) across all autonomous communities,** establishing common application criteria. The existence of heterogeneous procedures—such as completing surveys in the classroom or at home—introduces bias in the results and hampers comparability at the national level.

5.2. Recommendations regarding the indicator system análisis

8. **Promote greater participation of women in training actions programmed by companies,** as this is the modality with the highest volume of participation in the System of Professional Training for Employment in the Workplace. The objective is to ensure equitable access to ongoing requalification processes and improve employability. A study should be conducted on the main barriers to women's participation, such as horizontal and vertical segregation, work-life balance challenges, etc.
9. **Boost the participation of young people, especially those aged 16 to 24, in all professional training initiatives for employment,** since this group shows the lowest participation rates in most training modalities. Strengthening their participation is key to facilitating early labour market entry, preventing early school leaving, and promoting professional qualification pathways. The underlying reasons for their low involvement should be examined.
10. **Encourage the participation of individuals over the age of 55 in various training initiatives,** with the aim of supporting job retention, knowledge updating, and the enhancement of their career prospects in an ever-evolving labour market.
11. **Conduct an in-depth analysis of the factors associated with dropouts from training actions not directly linked to job placement,** in order to identify structural or design-related barriers that hinder completion.
12. **Step up outreach, support, and administrative simplification measures targeting microenterprises** to increase their participation in the employer-led training system and reduce access gaps compared to larger companies. It is important to publicise the specific opportunities that employer-provided training represents for these businesses.
13. **Identify and study best practices in autonomous communities with higher rates of job placement and employment retention six months after completing training actions,** with the aim of encouraging their replication in other regional contexts.

5.3. Recommendations from the counterfactual impact evaluation of System of Professional Training for Employment in the Workplace for the year 2022

14. **Measure quality of employment outcomes, not just job placement,** as this provides a broader understanding of the impact beyond initial employability. Indicators such as employment stability (contract duration), salary level, working hours, and access to social benefits are good proxies for assessing job quality.
15. **Enhance databases with "sectoral traceability" information,** for instance, by linking the field or sector of the training received to the sector in which participants are later employed. This will enable an analysis of the alignment between training and the job obtained, as well as potential mismatch effects.
16. **Carry out longitudinal tracking over the medium and long term.** Evaluations should be conducted at 12, 24, and 36 months after training to capture persistent effects or delayed divergences.
17. **Systematically incorporate counterfactual impact evaluations into the Annual Evaluation Plan** of the System of Professional Training for Employment in the Workplace, as a tool to continuously improve the quality and effectiveness of the system.