

ABSTRACT

Annual assessment plan for the quality, impact, effectiveness, and efficiency of the entire System of Professional Training for Employment in the workplace 2020-2021



TABLE OF CONTENTS

1. Presentation and introduction	4
2. System of indicators	7
2.1. Main results from the system of indicators	7
2.1.1. Indicators of Physical-Financial Implementation/Efficiency	7
2.1.2. Indicators of Effectiveness	9
2.1.3. Indicators of Impact	10
2.1.4. Indicators of Quality	10
2.1.5. Indicators of Strategic Priorities	11
2.2. Recommendations for the system of indicators	11
3. Diagnostic evaluation of the opportunities and capacities of the System of Professional Training for Employment in the Workplace when it comes to integrating the European approach to micro-credentials	13
3.1. Context of the European approach to micro-credentials	13
3.2. Main results of the thematic evaluation	13
3.3. Recommendations for the implementation of micro-credentials	15
4. Summary of the Evaluation of the training initiatives scheduled by companies and individual training leave. 2020 Financial Year	17
4.1. Conclusions from the evaluation of the training initiatives scheduled by companies and individual training leave. 2020 Financial Year	17
4.1.1. Conclusions on the fulfilment of the purposes of the system	17
4.1.2. Conclusions on the impact of COVID-19 on both initiatives	18
4.1.3. Conclusions on the efficiency and transparency in the management of public resources	19
5. Summary of the Evaluation of the training initiatives scheduled by companies and individual training leave. 2021 Financial Year	20
5.1. Conclusions from the evaluation of the training initiatives scheduled by companies and individual training leave. 2021 Financial Year	20
5.1.1. Conclusions on the fulfilment of the purposes of the system	20
5.1.2. Conclusions on the participation of companies with fewer than 50 workers	21
5.1.3. Conclusions on the efficiency and transparency in the management of public resources	21

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 and introduction

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 production 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.

All of this is reinforced by updated instruments such as the integrated information system, which facilitates the traceability of the training actions and the comparability, coherence and continuous updating of all information on the professional training for employment that is carried out in the various areas of competence.

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.

The years of 2020 and 2021 were marked by the impact of the COVID-19 pandemic, which affected the normal development of the Professional Training for Employment in the Workplace.

To alleviate the effects produced by the confinement resulting from the pandemic on classroom training, both at the state level as well as within the autonomous communities, extraordinary measures were established with regard to professional training for employment in the workplace that made the conditions of its implementation more flexible, enabling virtual halls to be used as classroom training. It was necessary to adopt this measure in light of the suspension of classroom training that came about as a consequence of the first state of alarm.

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.

As of the year 2020, creditable training for certificates of professional standards became the competence of the Ministry of Education and Vocational Training. However, throughout 2020, this continued to be implemented by the Spanish Public Employment Service (SEPE), which simultaneously promoted the Catalogue of Training Specialties. From 2021 onwards, the implementation of creditable training was then developed by the Ministry of Education and Vocational Training.

In this context, a new criterion was used when constructing the indicators for 2020 and 2021, whereby the data obtained does not include the training linked to the certificates of professional standards, with the exception of work-linked training.

This document shows the main results, conclusions and recommendations of the Performance Report for the Annual Assessment Plan for the quality, impact, effectiveness and efficiency of the System of Professional Training for Employment in the workplace 2020/2021.

The report is structured into three differentiated blocks:

- Block 1: Main results and recommendations from the system of indicators
- Block 2: Main results and recommendations from the diagnostic evaluation of the opportunities and capacities of the System of Professional Training for Employment in the Workplace when it comes to integrating the European approach to micro-credentials.

- Block 3: Main results from the summary of the assessment of the training scheduled by companies in the year 2020 promoted by the State Foundation for Employment Training.

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	Volumen de participantes en programas públicos de empleo-formación
REA02	Volumen de ejecución física de participantes en acciones formativas
REA03	Tasa de participantes que realizan prácticas profesionales no laborales
REA04	Tasa de abandono por colocación
REA05	Tasa de abandono por otras causas
REA06	Duración media de las acciones de formación impartida
ECI01	Coste medio por participante finalizado y hora formación en la formación de oferta
ECI02	Coste medio por participante finalizado y hora de formación en la formación programada por las empresas Y PIF
ECI03	Grado de ejecución financiera

The **Public Employment Training Programmes (REA01)** in 2020 had 13,858 students, of which 15.49% attended educational workshops and trade schools and 84.51% attended employment workshops. In 2021, the number of participants was 13,232, whereby 11.64% were in educational workshops and trade schools and the remaining 88.36% in employment workshops.

It is worth noting that in 2020, eight communities did not schedule Employment Training Actions: Catalonia, Ceuta, Extremadura, La Rioja, Autonomous Community of Madrid, Melilla, Foral Community of Navarre and the Basque Country.

In 2021, the number of communities that did not schedule Employment Training Actions was eleven: Andalusia, Catalonia, Ceuta, Extremadura, Galicia, La Rioja, Community of Madrid, Melilla, Navarre, the Basque Country and the Principality of Asturias.

The **number of participants (REA02)** in the entire System of Professional Training for Employment in the Workplace in 2020 was 4,522,082 participants. In 2021, this figure climbed to 5,505,656 participants, representing an increase of 21.75% compared to 2020.

It should be taken into consideration that both of these years were conditioned by the COVID-19 pandemic and the restrictions on mobility established to reduce the number of infections.

These restrictions were relaxed throughout 2021 and significantly affected the Professional Training for Employment in the Workplace. What is more, during 2020 it was necessary to adapt new legislation to guarantee the implementation of the Professional Training for Employment in the Workplace, which caused the number of participants to be lower.

The **Training scheduled by companies** is the training initiative that brought together the highest number of participants, both in 2020 and in 2021 (85.04% and 87.83% respectively).

The initiatives that exhibited the greatest increase in the number of participants in 2021 compared to 2020 were the training actions aimed at unemployed persons (43.96%).

As for the **rate of participants carrying out non-occupational professional practices (REA03)**, this was very low both in 2020 (0.40%) and in 2021 (1.09%).

The **rate of dropout due to placement (REA04)** in 2020 in training actions aimed at unemployed persons was 3.76%. In 2021, this rate rose marginally to 4.00%.

According to the data related to **the rate of dropout due to other reasons (REA05)** in the year 2020, 11.95% of the participants who began the training in the envisaged modalities dropped out due to reasons not related to placement. In 2021, this rate remained steady at 11.96%.

The **average duration of the training provided (REA06)** in the year 2020 in the entire System of Professional Training for Employment in the Workplace was 31.94 hours. In 2021, the duration dropped to 29.23 hours.

In 2020, the training actions aimed at unemployed persons (85.65) were the training modality with the highest average duration. In 2021, it was once again the training actions aimed at unemployed persons (101.65).

In terms of the average cost per **finished participant per hour in the training offer (ECI01)**, this was €9.19 for all of the modalities in 2020. In 2021, this amount sunk to €4.76.

Both in 2020 and in 2021, the modality with the greatest average cost was the training actions aimed at unemployed persons.

2020 was a year of transition with respect to the transfer of competences regarding Certificates of Professional Standards. In this context, this indicator includes the economic data corresponding to the Certificates of Professional Standards, but not the participants associated with said standards, causing the data to appear distorted.

Analysing the **average cost per finished participant per hour of training scheduled by companies (ECI02)**, this was at €18.21 in 2020. Without private co-financing, this amount drops to €8.05. In the year 2021, the cost increased to €19.25, although it decreases to €7.24 without private co-financing.

In 2020, the budget allocated to the development of training within the scope of the System of Professional Training for Employment in the Workplace was €1,499,398,968. The **degree of financial implementation (ECI03)** in loan commitments was 90.11%, while the financial implementation with regard to the recognised liabilities was 57.63%.

In 2021, the total allocated budget was raised to €1,650,397,667. The degree of financial implementation in loan commitments stood at 89.39%, while it reached 58.02% in the recognised liabilities.

2.1.2. Indicators of Effectiveness

ECA01	Tasa de multiparticipación
ECA02	Tasa de cobertura de trabajadores desempleados
ECA03	Tasa de cobertura de trabajadores ocupados
ECA04	Tasa de cobertura de bonificación de empresas
ECA05	Tasa de éxito formativo

The **average rate of training actions per person (ECA01)** in 2020 was 1.56. In 2021, this rate rose to 1.65 training actions per person.

In the year 2020, the highest average rate was recorded in the training offer for employed persons (regional session) with 1.84 training actions per person. Meanwhile, in 2021, the highest rate was in training actions scheduled by companies (1.69).

The modality of distance learning is the one that had the highest multiple participation in training actions in 2020 as well as in 2021.

Analysing the **rate of coverage of unemployed workers (ECA02)** in the year 2020 shows that it stood at 28.55%. In the year 2021, this rate reached 37.01%.

The modality of training programmes for employed persons (regional session) is the one that has the highest rate of coverage of unemployed workers in both 2020 (38.57%) and 2021 (40.52%).

In 2020 as well as in 2021, the age groups that have the greatest rate of coverage of unemployed workers are those of 35 to 44 and 45 to 54 years. By contrast, in both years, the age bracket that has the lowest rate of coverage is that of 16 to 19 years.

In 2020, the percentage of **employed persons who participated in training in relation to the total of the employed population (ECA03)** was 17.70%. In 2021, this rate climbed to 19.46%.

Both in 2020 and in 2021, the training actions scheduled by companies were the training modality that exhibited the highest rate of coverage of employed workers (2020: 15.40%; 2021: 17.13%).

According to the data related to **the rate of coverage of company subsidies (ECA04)** in 2020, 14.09% of the companies that paid social security contributions participated in Professional Training for Employment in the Workplace via the subsidy system. In 2021, this percentage increased, reaching 16.30%.

In both years, it can be observed that the rate of coverage increases as the number of employed persons increases. This means that the percentage of subsidised companies in relation to the total number of companies that pay social security contributions is higher

in companies with a greater number of employed persons. By contrast, companies with fewer than 10 workers have below-average rates of coverage.

In 2020 and in 2021, the industrial sector benefited the most from the subsidy system. At the opposite end is the agricultural sector.

As for the **overall average of students who finished the training with a positive assessment (ECA05)**, this was 91.70% in 2020. In the year 2021, this figure rose to 92.67%.

2.1.3. Indicators of Impact

IMP01	Tasa de mantenimiento en el empleo
IMP03	Tasa de inserción laboral por cuenta ajena en los programas públicos de empleo-formación al finalizar el proyecto
IMP04	Tasa de inserción laboral según afiliación a la Seguridad Social

As far as the impact that the training actions had on participants is concerned, in 2020 the **rate of employment retention (IMP01)** rose to 90.74%. This average stood at 91.40% in 2021.

The lowest rate of employment retention was found among the regional sessions of the training programmes for employed persons, at 25.91% in 2020 and 27.02% in 2021.

Likewise, in terms of the **rate of labour market insertion as an employed person in the public employment training programmes (IMP03)**, in 2020, 31.82% of the participants were working within six months of having finished the training project. In 2021, this rate rose slightly to 36.62%.

The percentage of **participants who finished the training with a positive assessment and who registered with social security during the 6 months following finalisation of the training (IMP04)** reached 40.14% in 2020. In 2021, this rate was 49.39%.

The training modality for employed persons (national session) had the highest rate of labour market insertion in 2020 and in 2021.

2.1.4. Indicators of Quality

CAL01	Grado de satisfacción general de los participantes finalizados con los cursos
-------	---

The results obtained for the year 2020 demonstrate a high **degree of satisfaction with the training received (CAL01)** (3.56). Similarly, in 2021 the level of satisfaction was high (3.59).

The disaggregation of data by gender, both in the year 2020 as well as in 2021, reveals that the average degree of satisfaction between women and men is similar.

Although it must be kept in mind that no significant differences can be observed, with regard to the mode of teaching, in the year 2020 it was the classroom mode that had the

greatest average degree of satisfaction (3.63). Meanwhile, in 2021, the mode of distance learning (3.52) stood out against the rest of teaching modes.

2.1.5. Indicators of Strategic Priorities

EST01	Participación de personas jóvenes en iniciativas de formación
EST02	Volumen de participantes de zonas rurales en iniciativas de formación

The number of young participants in the entire System of Professional Training for Employment in the Workplace (EST01) in the year 2020 was 676,679 people. In 2021, the number of young participants rose to 795,148 people. This represents a 17.50% increase.

In both 2020 and 2021, training scheduled by companies is the training offer that brought together the largest number of young people (2020: 80.38%; 2021: 83.99%).

In both years, the age bracket that exhibited the highest number of participants was that of 25 to 29 years. At the other end, one can observe the low presence of young people between the ages of 16 and 19.

The participants in rural areas (EST02) in 2020 added up to a total of 225,636 people. In the year 2021, participants in rural areas decreased in comparison to 2020, dropping down to 44,879 people.

2.2. Recommendations for the system of indicators

- Promote the participation of women in the training of employed persons and, in particular, in the training scheduled by companies, with the aim of guaranteeing the lifelong training of women and thus increasing their opportunities of retaining or improving their job.
- Promote the participation of older people, especially people older than 55, in training actions, with the objective of making it easier for these people to retain their job.
- Promote the participation of the youngest people in training actions, in particular in order to improve their opportunities of labour market insertion.
- Analyse the reasons why the average duration of the training provided varies so greatly between autonomous communities in all modalities.
- Examine the causes that lead to dropout from the training not associated with the placement of the participants.
- Identify the activities carried out by the autonomous communities that exhibit lower levels of dropout not associated with placement.
- Disseminate subsidised training among the smaller companies, with the objective of encouraging the ongoing training of the staff in these organisations and their adaptation to the needs of the labour market.

- Analyse the reasons that cause the rates of employment retention to be low in the training of employed persons (regional session).
- Identify the existing good practices in the autonomous communities that exhibit the highest rates of employment retention and insertion six months after the training actions have finished.

3. Diagnostic evaluation of the opportunities and capacities of the System of Professional Training for Employment in the Workplace when it comes to integrating the European approach to micro-credentials

3.1. Context of the European approach to micro-credentials

Among its 12 flagship actions, the European Skills Agenda announced a new initiative concerning a European approach to micro-credentials. This new initiative aims to support the quality, transparency and implementation of micro-credentials throughout the EU.

Micro-credentials could help to certify the results of small learning experiences adapted to allow the selective and flexible acquisition of knowledge, skills and competences to satisfy the new and emerging needs of society and the labour market. In this sense, micro-credentials could represent an opportunity to improve the qualification of workers and meet the needs of qualified staff in companies.

The Council Recommendation (2022/C 243/02) of 16 June 2022 regarding a European approach to micro-credentials for lifelong learning and employability establishes recommendations and principles for defining a shared framework for micro-credentials in all the Member States of the European Union.

In the legislation regulating the System of Professional Training for Employment in the Workplace, no reference is made to micro-credentials nor to short-term training programmes. As a result, the implementation of micro-credentials is not regulated in the current regulatory framework of the System of Professional Training for Employment in the Workplace.

3.2. Main results of the thematic evaluation

The European approach to micro-credentials is viewed positively by **all parties involved in the National System** of Professional Training for Employment in the Workplace.

Moreover, they consider that for the proper implementation thereof in the Spanish context, its **design must be agile and flexible** in order to adapt to the training needs and guarantee the quality of both the training and the accreditation.

Likewise, the parties have identified a priori a series of limitations that should be taken into consideration with regard to the implementation.

- The broad approach established by the European Union makes it necessary to deepen the development of certain aspects of the implementation of micro-credentials at the national level, adapting it to the existing distribution of competences and to the context of the System of Professional Training for Employment in the Workplace.

- The lack of a regulatory framework implies a need to modify and develop specific legislation regulating micro-credentials.
- There may be difficulties in the initial design of micro-credentials, especially when it comes to defining certain aspects or components.
- A large number of bodies are involved at different levels, thus necessitating institutional coordination.
- The lack or insufficiency of economic, human and technical resources needed for the implementation make it necessary to also rely on additional resources.

With regard to the suitability of micro-credentials for responding to labour demands in Spain, the **bodies involved in the System of Professional Training** for Employment in the Workplace view them in a positive light, although they do consider that they should be developed in an **agile and flexible manner** in order to make an impact on the labour market. What is more, they consider it necessary for the training to be able to get under way quickly in order to meet the needs of the market.

Micro-credentials should be understood as short-term, creditable training programmes that can be put to use in any company. At the same time, they argue that to achieve immediate acceptance of micro-credentials in the labour market, the productive sectors must be willing to cooperate. Social dialogue among the different sectors will be key when it comes to identifying the training needs.

Among the objectives to which they believe micro-credentials can contribute, they underscore the following: increasing the participation of working people (employed and unemployed) and vulnerable groups in training activities, improving the system of assessment and quality of Professional Training for Employment in the Workplace, encouraging the lifelong learning of active workers in companies, improving the definition of professional profiles and improving the match between skills and needs within companies.

The involved **parties of the System** of Professional Training for Employment in the Workplace agree that the groups of learners who can potentially benefit from micro-credentials are employed persons, unemployed persons and persons belonging to vulnerable groups.

On another note, the various bodies consider that it would be necessary to develop, based on the European definition, a national definition of micro-credentials.

Specifically, they consider it necessary to define what is meant by “short-term learning experiences” and to define the type of quality assurance of micro-credentials.

With regard to the applicability of micro-credentials, they believe that the Catalogue of Training Specialties can be taken as a reference for implementing the European approach to micro-credentials, although they do think that the agility and flexibility thereof should be ensured in order to be able to adapt to the new training needs.

For the implementation of the European approach to micro-credentials, it is considered that within the training programmes implemented, the following should be developed: learning results, theoretical background of the training, type of assessment and type of quality assurance.

Likewise, the participation and involvement of the various bodies associated with Professional Training for Employment in the Workplace is also necessary.

Lastly, recognition of the micro-credentials by all actors in the labour market is a key aspect for guaranteeing the added value of the accreditation and ensuring that the training is useful for all working people (employed and unemployed).

3.3. Recommendations for the implementation of micro-credentials

- Create a work group at a strategic level with the Ministry of Labour and Social Economy, other ministries involved, the Autonomous Communities and the Social Partners to define the approach that is intended to be provided to micro-credentials in the workplace and how they will fit into and link with the existing training offer.

This work group will be in charge of defining key strategic aspects for the implementation of micro-credentials such as their definition, governance structure, coordination with other types of training, guidelines for their implementation, special aspects to be incorporated into the legislation, etc. ...

- Establish a national definition of micro-credentials that is applicable to all Professional Groups, even though there may be differences specifically with regard to the duration of the “short-term learning experiences”, which may differ depending on the professional group.

The definition established in the Council Recommendation is considered a starting point, whereby it is necessary to establish a national definition with the aim of going into greater detail on certain aspects established therein. What is more, this definition should be recorded in the legislation regulating Professional Training in the workplace in order to ensure its legal certainty.

- Create a technical work group with the SEPE, the Public Employment Services of the Autonomous Communities and the Social Partners. The objective of this group is the definition of a roadmap and detailed schedule for the implementation of micro-credentials in Professional Training for Employment in the Workplace, as well as establishing key aspects such as procedures for the implementation.

This group will be responsible for selecting the training specialties or professional groups that will participate in the pilot project and carrying out monitoring and evaluation of the results to subsequently assess their transferability to other types of training.

- Initiate a pilot project at the sectoral level to test the application of micro-credentials. The selection of the sector and training should be undertaken in

collaboration with the social partners, the companies and the workers. This training may be linked to emerging needs such as digital transformation or the transition to a green economy.

- Carry out an in-depth analysis of the Catalogue of Training Specialties, and specifically of the training programmes.

As previously mentioned, the Catalogue of Training Specialties features short-term training courses, such that one could select the courses with the training programmes that fulfil the largest number of elements of the micro-credential according to the Council Recommendation and that meet the training needs of the sector.

- Establish agile procedures to be able to identify the existing training needs at the sectoral level and their potential for the implementation of micro-credentials.
- Develop awareness activities for companies and workers to help them place value on micro-credentials as a path to the accreditation of competencies and skills that is valued in the labour market.

For this, paths should be established for guaranteeing the recognition of micro-credentials as a record of the results of supplementary training. With this in mind, it is considered essential that all parties of the System of Professional Training for Employment in the Workplace participate in the entire process of implementation.

- Make the economic resources available that allow the initiation and implementation of micro-credentials and that make it possible to have the necessary staff and technical resources.
- Develop a common register for micro-credentials that enables working people to consult and access their register of results and accreditation from the training undertaken. This single register should be designed by the SEPE and maintained by the Autonomous Communities.

4. Summary of the Evaluation of the training initiatives scheduled by companies and individual training leave. 2020 Financial Year

4.1. Conclusions from the evaluation of the training initiatives scheduled by companies and individual training leave. 2020 Financial Year

The objectives of the evaluation were aimed at analysing to what extent the initiatives provided a response to the purposes for which they were conceived. It should be taken into consideration that the results obtained in 2020 were heavily conditioned by the COVID-19 pandemic.

4.1.1. Conclusions on the fulfilment of the purposes of the system

Promote the lifelong learning of workers in order to improve their professional competencies, employment pathways and training, as well as their professional and personal development.

The evolution of the number of participants in training scheduled by companies maintained the upward trend observed in previous years until collapsing in 2020 as a result of the pandemic. In the year 2020, the participants made up a total of 3,853,854 (16.58% less than in the year 2019), corresponding to a total of 2,463,107 workers. Similarly, there was a significant decrease in the individual training leave taken (-23.20%), with an end total of 4,317.

Contribute to the improvement of productivity and competitiveness in companies.

In the year 2020, the number of companies registered in the initiative dropped (-11.81% compared to the previous year). This decline affected all companies of between 1 and 249 workers. Only the large companies of more than 250 workers maintained their upward trend. One of the main reasons is the lack of knowledge of SMEs of the material, especially regarding individual training leave. Added to this is the lack of time and of economic and human resources (reasons that are fundamentally found in companies of fewer than 49 workers).

Respond to the requirements of the labour market and to the needs of companies, providing competences, knowledge and suitable practices to workers.

With regard to the suitability of the training carried out with the activities performed in the companies, the companies indicate that they are aware of the training priorities established for their sector (99.22% in 2020) and in almost all cases, this is taken into account when scheduling training for their workers (96.10% in 2020).

95.61% of companies surveyed in the year 2020 state that the training carried out in their company was directly related to their activity. Moreover, they consider that more training of a more specific nature related to the activity of the company is required.

Improve the employability of workers, especially of those who have greater difficulty with employment retention or labour market insertion.

In the year 2020, the profile of participants of training scheduled by companies based on their age was concentrated between 35 and 49 years. Based on gender, it was men who exhibited a higher rate of participation and coverage. According to their level of education, those with first and second-stage secondary education were those who had undergone the most training as part of the initiative, followed by those with university degrees. With regard to the size of the company, workers in companies of between 1 and 9 workers had the greatest difficulties in terms of access both to training scheduled by companies as well as to individual training leave.

On the other hand, participants with lower levels of education make up less than 12% of the participation total, bringing to light the disadvantage of workers with lower qualifications when it comes to access to the initiative.

Bring together and engage workers who are at a disadvantage in terms of information and communication, promoting the reduction of the digital divide and ensuring their accessibility.

The number of participants trained in digital competencies shows constant growth over the last few years. In the year 2020, participation in training on digital competencies reveals a significant drop (-10.56%). Despite this decline, training in digital competencies diminished considerably less than the total.

Against the backdrop of COVID-19, the lack of in-person attendance at work and the need to use online channels in the year 2020 caused an increase in training in introductory groups to information technology and/or new information and communication technologies and standard applications for studies and technical offices.

4.1.2. Conclusions on the impact of COVID-19 on both initiatives

As a result of the pandemic, participation in the initiative decreased considerably, affecting the impact of the initiative on training scheduled by companies.

37.33% of companies who trained their workers during the COVID period used online channels, whereby larger companies used them to a greater extent (55.30% of these companies).

According to the surveyed workers, 74.49% of those who underwent training during this period did so via virtual classrooms.

Companies indicate that the main difficulties they faced were the lack of human resources and the lack of sufficient technical equipment.

As for workers in the situation of ERTE (Record of Temporary Employment Regulation), according to the applicable legislation, they were able to benefit from subsidised training. Of the surveyed companies with workers in ERTE, practically half (40.64%) included

these workers in training plans. According to the surveyed participants, 22.67% of the trained workers underwent training while they were in the situation of ERTE.

4.1.3. Conclusions on the efficiency and transparency in the management of public resources

In the year 2020, the credit assigned rose to 907.37 million euros, reaching a historical record and representing an increase of 3.66% compared to the credit assigned the previous year, which in principle indicates that in this year, the initiative of training scheduled by companies had the potential capacity to continue expanding among the productive framework.

The rate of availment dropped down to 45% in the year 2020. On the other hand, the rate of utilisation remained quite stable, without the number of companies accessing the credit dropping below 89%, which seems to indicate that the degree of efficiency of the utilisation of the credit is considerably good.

With regard to the average costs per hour/participant, one can see a very stable tendency when exclusively looking at public financing. However, it is only once private investments are incorporated into the total financing that one can observe the main differences based on strata of salaried employees in the average costs per participant, with this rate increasing very considerably as the companies get bigger in size.

However, only 42.70% of companies were aware of the option of making a credit reserve in the year 2020. Of these companies, 69.80% considered that the option of reserving credit always encourages the implementation of more effective training for their workers, and 27.52% considered that this option sometimes encourages more effective training.

The option of sharing credit between companies within the same group is a very well-known and well-received alternative; in the year 2020, 68.75% of companies stated that the option of sharing credit encourages the implementation of more effective training for their workers.

5. Summary of the Evaluation of the training initiatives scheduled by companies and individual training leave. 2021 Financial Year

5.1. Conclusions from the evaluation of the training initiatives scheduled by companies and individual training leave. 2021 Financial Year

5.1.1. Conclusions on the fulfilment of the purposes of the system

Promote the lifelong learning of workers in order to improve their professional competencies, employment pathways and training, as well as their professional and personal development.

The global figure of trained participants has not stopped growing in the last ten years (with the exception of 2020, the year of the pandemic). In 2021, a record number of trained participants was registered. In this financial year, a significant increase of 25.6% was experienced, achieving a total of 4,841,385 (around 1 million participants more than in 2020), which represents a coverage of 23.99% of the employed Spanish population, corresponding to 2,887,759 workers, therefore recovering the upward trend of previous years for the overall total. Substantially standing out from the rest are those trained participants belonging to large companies (with 250 and more employees), which increased 31.4% to reach 2.83 million.

Contribute to the improvement of productivity and competitiveness in companies.

In global terms, there is a positive perception on the part of the companies providing the training that the training carried out within the framework of the initiative of training scheduled by companies has helped them increase the productivity of their work teams: 62.1% of companies rated this aspect with high scores. Based on staff intervals, the rating is even more positive in bigger companies, especially in medium-sized and large companies, whose percentages rose to 69.8% and 74.1% respectively; this in comparison to business with fewer than 10 employees.

Respond to the requirements of the labour market and to the needs of companies, providing competences, knowledge and suitable practices to workers.

The results of the survey reveal that a little over three quarters of the companies providing the training have procedures for identifying their needs in terms of training (76.4%). As is clear, the generalisation of these procedures is not the same depending on the size of the companies, which expand as the number of employees increases (92.7% in the case of large companies compared to 55.8% of micro-companies of 1 to 5 workers).

Improve the employability of workers, especially of those who have greater difficulty with employment retention or labour market insertion.

The majority of trained workers positively rated the training completed, which allowed them to apply it in their job and perform their work better. Around three quarters of them (74.3%) gave high or very high scores.

Around 6 of every 10 workers (61.6%) has a positive or very positive perception regarding the training completed within the framework of the initiative, considering that it enabled them to perform new functions in their job. In turn, the opinion regarding the contribution of access to new jobs, employment retention or the effect on their professional career offered intermediate ratings.

Bring together and engage workers who are at a disadvantage in terms of information and communication, promoting the reduction of the digital divide and ensuring their accessibility.

Participants do not hold a clear position with regard to the impact of the training received on the acquisition or improvement of their digital competencies, although they did state that distance learning via virtual classrooms should be promoted (70.8%).

On the other hand, the vast majority of workers has sufficient means to carry out online training (78.7%), although 16%, despite having them, consider them to be limited. Only a small minority of 5.3% does not have the means to undertake training in this modality, whereby it is the segment of micro-companies in which the percentage of workers with a lack or limitation of means increases slightly.

5.1.2. Conclusions on the participation of companies with fewer than 50 workers

With regard to the structural aspects concerning the design of the initiative itself, the credit available for this type of company, despite being proportionately larger than for the rest, still represents a handicap for their access and participation. It is precisely the sufficiency of available credit that companies with fewer than 50 employees rate less positively when compared to medium-sized and large companies, with average scores on the scale of 1-10 of fewer than 6 points, according to the results of the survey.

The external bodies are the main vehicle for the identification of training needs in the case of micro-companies (40.4%, from 1 to 5 employees; and 47.3%, from 6 to 9) and small companies (37.2%).

In general, it can be observed that companies that have explicit training plans or processes and routines to identify the training needs within the operation of the company have greater possibilities of accessing the initiative on their own account, especially after consolidating their participation in previous versions.

5.1.3. Conclusions on the efficiency and transparency in the management of public resources

The amount of subsidised credit provided to the companies that make the training available increased significantly during 2021, reaching a total of €488,959,022, which represents 25.5% more compared to the previous year (almost 100 million euros more). The comparison by staff intervals reflects that as the size of the companies grows, the

rate of variation compared to 2020 is higher. In this sense, what stand out in particular are the large companies that increase this figure by 30.7% in 2021.

The rate of availment (percentage of credit available against the credit assigned) increased by 7 percentage points compared to 2020, reaching a total of 52.7%.

The rate of utilisation of available credit (understood as the percentage of subsidised credit available against the total available credit) remained high, exceeding the threshold of 95% for the entire total of companies accessing the credit, which appears to indicate that the degree of efficiency of utilisation of the credit is considerably good.

In 2021, the average cost per hour/participant grew by 3.2%, reaching 7.5 euros/hours per trained participant. It is medium-sized companies that have the highest figure, at 8.3 euros/hours per participant. In the case of small companies (10 to 49 workers), the most pronounced increase can be observed in comparison to 2020 (+4%; 7.7 euros/hour).