



**State of the art**  
**of documentation initiatives**  
**in Spain**  
**February 2007**

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## 1. Introduction

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**WP1 Main Objective:** The Europass+ project develops and tests a tool that helps document informally acquired competences in the Europass curriculum vitae and thereby improves their cross-national transparency.

### **Fundación Tripartita's contribution:**

1. Desk research to reflect State of the Art on Europass Initiatives in Spain (giving details on current state of implementation, dissemination activities, way of presentation, etc.) and State of the Art on other Competence Pass Initiatives.
  
2. To interview a minimum of 2 experts following the next outline:
  - a. Which kind of competence pass initiatives do you have in the country (initiatives as well from ministries, institutes or even companies)?
  - b. Are these initiatives for job apprentices?
  - c. Do these initiatives collect information about informal learning?
  - d. Are there guidelines for the “informal learning sections”?
  - e. Which special support do they give for filling out competence passes? Can you give details on specific questions and guidelines for these competence pass initiatives?
  - f. Are there examples which help when filling in the competence pass?
  - g. Are you aware of online-support instruments existing for competence pass initiatives?
  - h. Are there links to an NVQ or even EQF in these initiatives?

The main idea about this explorative phase of the europass+ project is to get ideas and best practice examples to be used for the online support instrument

## 2. Experts Interviews

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Three interviews were made to vocational training experts in Spain to cover two different areas or perspectives:

- **Private Enterprise and Consultancy perspective.** To cover this field we have interviewed **Julio García**, Investigation and Projects Manager from Grupo Santillana one of the most important consultancy enterprises in Spain and Latin America.
- **Institutional or Public Administration perspective.** In this area we have interviewed following persons:
  - o **Emilio Souto**, Accreditation Service Head from National Institute for Qualifications.
  - o **Gema Cavada** and **Mariano Carballo**, National Europass Centre Coordinators.

### 2.1 Interview 1.

<b>Name of Interviewee</b>	Julio García
<b>Institute</b>	Grupo Santillana (www.santillanaformacion.com)
<b>Date</b>	January 19 <sup>th</sup> 2007
<b>Other information</b>	Investigation and Projects Manager

### 2.2 Interview 2.

<b>Name of Interviewee</b>	Emilio Souto
<b>Institute</b>	National Institute for Qualifications (INCUAL) (www.mec.es/educa/incual)
<b>Date</b>	November 28 <sup>th</sup> 2006
<b>Other information</b>	Accreditation Service Head from National Institute for Qualifications

### 2.3 Interview 3.

<b>Name of Interviewee</b>	Gema Cavada Barrio and Mariano Carballo Fernández
<b>Institute</b>	Ministry of Education. National Europass Centre ( <a href="http://www.mec.es/europass">www.mec.es/europass</a> )
<b>Date</b>	February 12 <sup>th</sup> 2007
<b>Other information</b>	National Europass Centre Coordinators

### 3. The context<sup>1</sup>

According to the Ministry of Education and Science, in Spain more than sixty per cent of working population does not have recognised accreditation of their professional qualification, moreover an important volume of non formal learning exists which lack of accreditation, especially with collectives like women, immigrants or unemployed population, could cause situations of deficient transition in the work environment with risk of social exclusion.

In order to face this handicap, and according to Common principles for the validation of non-formal and informal learning, which are necessary to promote transparency and acceptance of education and training results in different environments, it started in 2004 the development of the project called ERA (Evaluation, Recognition and Accreditation) carried out by the Vocational Training Authority of the Ministry of Education in Spain. It was a pioneer project in Spain because was the first time that Ministries of Education and Labour, Autonomous Regions Governments and Social Agents worked together on a process of evaluation and recognition of professional competences non formally acquired.

As a result of ERA project's outcomes a working group has been created, coordinated by Vocational Training Authority, which is nowadays developing a set of processes to recognise, assess and accredit professional competences acquired by work experience or any other non formal learning. This assessment and accreditation of professional competences is going to be developed following criteria which can guarantee reliability, objectivity and technical rigor. National Institute for Qualifications Catalogue (INCUAL) serves as objective reference in this process.

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<sup>1</sup> Source: Emilio Souto (Interview2)

#### **4. Europass in Spain. State of the Art.<sup>2</sup>**

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National Europass Centre (NEC) in Spain is administered by National Agency Leonardo from Ministry of Education and Science. The NEC coordinates 17 regional reference points, one for each Autonomous Region (Comunidades Autónomas). Coordinators or delegates for these points of reference have the following responsibilities:

- Coordinate the Autonomous Region's governing bodies
- Establish the procedure for management, issue and information about europass's documents.
- Cooperate with other Autonomous Regions and with NEC.
- Promote the use of europass's documents on their territory.
- Guarantee, in cooperation with other government bodies of the Autonomous Region, access to the information and guidance regarding europass.

Europass CV and europass language passport are very widespread in Spain, especially between apprentices and just titled who are looking for employment abroad.

Statistics do not exist at country level with Europass CV or European Language Portfolio because the web page of the National Europass Centre links directly to the web page of CEDEFOP which allows downloading documents and filling online Europass CVs and Language Passports, but statistics exist at EU level and NEC receives an inform periodically from CEDEFOP. Nevertheless NEC in Spain elaborates its own statistics about Mobility Pass uses.

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<sup>2</sup> Source: Gema Cavada (Interview3)

These are the most significant numbers, grouped by type of document:

**General statistics (EU level) for Europass CV (ECV) and European Language Portfolio (ELP) until September 2006:**

- Europass has attracted over 4.000.000 visits since its launch on 1st February 2005, with an average of 5.500 visits per day. 5.800.000 documents (examples, templates, instructions, etc) have been downloaded.
- The average number of unique visitors per day is in constant increase (Feb. 2005: 4.300/day; May 2006: 6.200/day; September 2006: 8.300/day).
- September has marked a new record of the Europass web site's use and confirms the constant increase of visitors. In September, the Europass portal welcomed 294.905 visits from 193.950 unique visitors. (8.300/day, with peaks to 11.000/day).
- Also, in September 2006, 361.910 documents (templates, examples, instructions) have been downloaded:
  - The most popular documents are the CV and ELP examples and templates (83.000 CV templates and 8.300 ELP templates downloaded).
  - 68.000 CVs and 2.200 Language Passports have been generated using the online creation tool.
- High figures of Spanish (4.879 CV and 122 ELP) and Portuguese (8.657 CV and 96 ELP) languages suggests that Europass is used by non-European citizens

**Statistics for Europass-Mobility in Spain until September 2006**

- Total number of E-M documents issued: 1.820:
  - Within Leonardo da Vinci: 1.381
  - Within other EC funded actions: 143
  - Within non EC funded actions: 296

- Number of E-M documents by destination country:

<b>AT</b>	<b>BE</b>	<b>BG</b>	<b>CY</b>	<b>CZ</b>	<b>DE</b>	<b>DK</b>	<b>EE</b>	<b>EL</b>	<b>ES</b>	<b>FI</b>
30	20	1		19	249			28	3	53
<b>FR</b>	<b>HU</b>	<b>IE</b>	<b>IS</b>	<b>IT</b>	<b>LI</b>	<b>LT</b>	<b>LU</b>	<b>LV</b>	<b>MT</b>	<b>NL</b>
205		179	1	359		3		7	4	11
<b>NO</b>	<b>PL</b>	<b>PT</b>	<b>RO</b>	<b>SE</b>	<b>SI</b>	<b>SK</b>	<b>TR</b>	<b>UK</b>	<b>Total</b>	
9	23	110	14	24	7	5		455	1.820	

- Number of E-M documents by duration of the mobility period:

<b>Up to 4 weeks</b>	<b>5 to 12 weeks</b>	<b>4 to 6 months</b>	<b>7 to 9 months</b>	<b>12 months</b>	<b>&gt; 12 months</b>	<b>TOT AL</b>
700	523	483	112		2	1.820

- Number of E-M documents by gender of holders:

	<b>Number</b>
<b>Female</b>	862
<b>Male</b>	947
<b>Not specified</b>	11

### **Dissemination Activities.**

The main way of dissemination of Europass in Spain is the communication to students in the classrooms by teachers or educational technicians from the Ministry of Education and Science, especially in vocational training and secondary education. Also dissemination conferences are celebrated in Chambers of Commerce and Teachers Centres and leaflets are distributed by the National Europass Centre. In the field of Autonomous Regions, regional coordinators have the authority to promote dissemination activities as they deem appropriate.

According to Gema Cavada, NEC Coordinator (interview3), the main problem that users in Spain find with europass is the lack of an employment bureau or something similar to guide candidates on their job seeking. NEC in Spain usually receives ECV and ELP of users who do not know where they can address these documents.

## 5. Competence Pass Initiatives.<sup>3</sup>

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In Spain there are some tools to assess informally acquired competences, but it is usual for private enterprises to define in these tools their own professional competences which will be assessed under their own criteria. **INCRESS** (developed by Instituto Maquina Herramienta) or **eValue** (developed by Instituto de Ingeniería del Conocimiento).

There is another kind of initiative like **HIDAEC** Project, funded by European Commission in the framework of Socrates Program (Education and Culture General Directorate), which main objective consists on developing one interactive instrument to reflect competences acquired by professional and personal experience of women with low qualification.

### 5.1 INCRESS – Competency Mapping. (<http://www.incess.com/productos/competencias>)

#### What is it?

It is an instrument to identify competences and performance assessment of each employee.

#### What is it useful for?

- Evaluate employees
- Identify competences “for success”
- Develop effective training programs
- Improve screening processes
- Define salary levels

#### How does it work?

Incess determines areas of improvement of one organisation using next instruments:

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<sup>3</sup> Source: Julio García, Gema Cavada and Mariano Carballo

- Competence definition list
- Professional profiles definition
- Set goals for the organisation
- Evaluation of current situation
- 360° evaluation process to determine attitudinal competences

## **5.2 eValue – Competency Assessment System on Demand.**

(<http://www.iic.uam.es/flash/evalueiicflash.html>)

### **What is it?**

eValue was designed to identify and measure the competencies of people, needed for a successful performance in organisations. Apart from a comprehensive set of assessment test that combine several technologies, eValue empowers human resources professionals with a management system for test execution, calculation of indicators and presentation of results

### **How does it work?**

Competencies are identified and measured, in an objective and precise way, by means of up to 32 interactive tests, following 5 methodologies: in-tray exercises, situation tests, task execution tests, power tests, and self-report tests.

All assessment data are confidentially protected and secured. The wide range of tests available in eValue provides for flexibility and customization to most of the competency models implemented in today's organizations.

Result reports are generated automatically, specifying the level and its interpretation of the measured competencies.

In addition, eValue allows each organization to compute their own measurement indicators.

Five different test types are used:

1. In-tray exercises, which simulate situations where users have to administer their time and actions, interacting with the program in order to complete the task in hand.
2. Situation tests, with present critical incidents where the individual must take an appropriate decision. Users are thus assessed in a variety of situations, where a certain competency must be used, and identifies the degree to which individuals put it into practice.
3. Task execution tests, which measure, in a masked, way the most significant behaviour trends of the assessed individuals. Users interact within an "experimentally" defined context, where the way of execution can be observed and, based on that, it may be inferred to what degree users manifest the competency being assessed
4. Power tests that, based on a task with abstract, numeric or verbal content, reveal users' maximum performance in mental or cognitive aptitudes.
5. Self-report tests, which allow individuals to issue a value judgement regarding the degree to which a series of statements represent their normal behaviour.

### **5.3 HIDAEC. Identification and transference of transversal competences.**

(<http://www.surt.org/hidaec/es/index.html>)

#### **What is it?**

It is an interactive tool of self-evaluation of competences, promoting the recognition and assessment of competences acquired in personal and family experiences of women with low qualification. This interactive tool is addressed to professionals and institutions with services of orientation, learning and/or insertion.

The project is based on the following hypothesis:

- To make the processes of labour insertion of women with low qualification much easier, it is necessary to start from their own experience and their non-formal learning in order to recover them and transfer them to labour market.
- It is possible to turn personal resources into professional competences developing processes of reflection and transference.
- "Transversal competences" are one person's set of skills, abilities and attitudes, as well as the personal and cultural background accumulated during a person's life experience, which has to be mobilized, in a competent way, to act towards different labour situations.
- The development of new self-evaluation tools in competences will allow the detection of women's learning necessities in competences, in addition to make easier their participation as active subjects of their own processes of labour insertion

### **How does it work?**

In the interactive tool of self-evaluation of competences users can find fragments of live of the main character, Rita, a woman with two children and who has just started working as a butcher in a supermarket.

The profile of the tool's main character tries to reflect the real life of women with difficulties to access the labour market. From the answers that users give to different scenarios the instrument elaborates a graphic which shows the level of acquirement of competency assessment.