Chapter 10
Continuing Training in the Autonomous Region of Galicia: Perspectives and New Challenges

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Abstract This chapter focuses on the state of continuing vocational training in Spain, specifically, in one of its regions: the autonomous region of Galicia. To discuss this, we will take as reference a study conducted prior to 2016, whose main objective was to study the development of continuing training in medium and large companies in the Galician region. Therefore, we will make a general comparison between the results obtained in this study and other data of vital importance for this issue, such as demographic and labour market data in Galicia, or the results obtained in other studies, reports and research on the continuing training development in the Galician companies (formative contents, professional levels with more or less training, highlighted skills in continuing training, etc.). In this way, we think it will be easier to understand the current situation of the Galician labour market and the training which it is developing within it.

Keywords Spain · Autonomous region of Galicia · Vocational training for employment · Labour market · Business fabric · Continuing training · Companies · Workers

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10.1 Introduction

A study was published in 2016 about the *continuing vocational education and training* (CVET) reality in medium and large companies in Galicia (Barreira Cerqueiras 2015), a document largely motivated by the scarce attention paid from the academic point of view to this type of training in the Galician territory. This kind of training action—aimed at the employed population—is included as part of the Spanish *vocational training for employment* (in Spanish, *Formación para el Empleo, FPE*).

Since work on this study began, certain phenomena have been verified and others discarded, but all of them have, in essence, enabled us to characterize the training that is being provided to employed workers in the companies of the Galician territory. Therefore, in this chapter we will try to take a closer look at the results of the proposed research, comparing it with other studies and reports, highlighting the training specificities of medium and large companies in Galicia, from the perspectives of continuous training to the characterization of the profile of the trained worker (*Fundación Tripartita para la Formación y el Empleo* (hereinafter, FTFE 2014a; Barreira Cerqueiras 2015).

Finally, we will present a series of fundamental conclusions in relation to the new challenges which still have to be faced in the future regarding Galicia's socio-economic evolution and its relations with the training of employed workers in the autonomous region.

In order to carry through this process, we have followed the *documentary analysis method*—digital, printed or statistics documents and sources—acquiring an *intensive* and *contextualized* character (López Noguero 2002). It was *intensive* because a study of concrete documentation has been proposed related to a topic of research interest; it was *contextualized* because the documentary analysis has been carried out in the context in which they are located, allowing an interpretation of social, economic, political, labour and demographic facts and factors. More specifically, we contemplate the use of *content analysis* (Bardin 2002), a private technique of documentary analysis. In this technique, starting from some *themes* or categories of interest previously established by researchers, a concretion of associated *context units* and complementation is made—legislation, documentation and statistics—for a better explanation of the treated phenomenon.

In our case, the themes or categories which we use as a starting point were those most outstanding results, selected from the baseline study. These results allow us to clearly characterize CVET in Galicia. In the researchers' view, it was necessary to provide a series of data on the labour and productive context of Galicia using different socio-economic, formative and statistical researches, in order to obtain a better and more delimited overview of the status of the issue. Therefore, these new data became useful "context units".

We must not forget that CVET undoubtedly relates to all these aspects and, in a particular way, to the territories in which it develops. As we will see in this chapter, their joint treatment will allow us to identify a series of phenomena which change the continuous professional training and its reality in the Galician region (see the data offered in Chap. 3 on the CVET situation in Spain): loss of young labour, level of academic education of the active population or the predominance of small- and medium-sized companies in our territory, among others.

10.2 Socio-economic and Productive Reality in the Autonomous Region of Galicia: A Contextualizing Approach

Following the words of González Laxe (2016, p. 55), *Galicia is a unique economy characterized by very distinctive features and peculiarities compared to other Spanish autonomous regions*. Therefore, any research must begin by analysing its socio-demographic and productive characteristics in order to understand the economic development of this territory. These particularities will enable us to understand the behaviour of the labour market in this autonomous community regarding its figures.

Thus, according to data from the National Statistics Institute (in Spanish, *Instituto Nacional de Estadística*, *INE*), in 2016 Galicia was populated by 2,718,525 inhabitants: 51.82% were women and 48.18% were men (INE 2017a). This represents 5.84% of the total population of Spain. Compared to the previous year (2015), in 2016 Galicia lost 13,822 inhabitants and 30,170 inhabitants if we match this with the data of 2014. This is a consequence of a phenomenon known as *population decline*, very recurrent in Galicia—and also in the rest of Spain, although to a lesser extent—which has become more visible in recent years. According to Aldrey et al. (2013), Galicia's population has grown by 34.9% over the last century, a moderate evolution, especially when compared to the increase of 149.7% of Spain's population for the same period. However, González Laxe (2016) confirms a population decrease of 75,000 inhabitants for Galicia over the period 1985–2015, as opposed to an eight million population increase in Spain.

Among the reasons that may explain the decline in Galicia's population, we must mention population movements, mainly migratory, to the rest of Spain and abroad, which from 2009 to the present have affected 237,356 people (IGE 2017a). In turn, this has caused other indirect phenomena, such as the fast reduction of the birth rate. While in 2010 the birth rate was 7.95%, in 2016 it decreased to 7.03%. These figures are widely surpassed by the death rate for both previously mentioned years: 10.73% in 2010 and 11.71% in 2016. In relation to this, we could mention the visible aging of the population as another influencing phenomenon in the Galician labour market. In 1985 the population under 20 years of age (29.40%) doubled the population over 65 years (14.42%). However, since 1995 this trend has been reversed and nowadays young population represents just 15.82% of the total. Meanwhile, the group of people over 65 almost doubled in relation to 1985, being 24.31% of the current population.

Looking more deeply into the demographic evolution, it has been dissimilar in the four provinces that make up the Autonomous Community of Galicia. The western provinces, A Coruña and Pontevedra, are much more populated than the eastern ones, Lugo and Ourense, as a consequence of rural migration towards urban entities. This fast urbanization process that began in the 1990s progressively depopulates the easternmost territory of Galicia, concentrating on the westernmost part, currently 76.04% of the total population (IGE 2017b).

The abovementioned reasons explain why Galicia is facing a severe case of aging population—the oldest population in Spain—which generates certain trends in terms of public policies. For example, an increase in the economic resources linked to health services and attention to dependency (De Miguel et al. 2011) or a reduction in educational spending directed to the young population. According to several authors (Hernández 2011; Aldrey et al. 2013), Galicia will continue to lose population as a whole, especially in the group of young people—between 16 and 64 years—and decreasing at a faster pace in the eastern provinces. This will undoubtedly affect the economic reality of our territory, traditionally defined by agriculture and fishing (primary sector).

As well, we may mention other factors which have dramatically transformed Galicia's economy since the 1980s: the entry of Spain into the *European Economic Community* (hereinafter, EEC)—and, consequently, the entry into a much more globalized and liberalized economy—expansion and influence of the *Information and Communication Technologies* (hereinafter, ICT); entrance of foreign capital investments in the region; etc. In fact, some important economic activities of the territory have been affected over the last years (Guisán 2017b) by these situations. For instance, the business fabric of the coastal strip, from north to south, have been largely disintegrated, the losses of production and employment being especially significant in the naval, maritime and agriculture sectors. According to Alonso (2011), 20 of the 50 large companies in Galicia (40%) converge in these last two sectors during the 1960s, but these figures had been drastically reduced by the beginning of the 1990s, with only 9 firms in those fields (18%). Basically, there was an economic transformation with a slow but significant transfer from primary assets to industry and services (Aldrey et al. 2013, p. 11), especially in the western half of Galicia. However, other productive activities have emerged as well with a relative momentum in the territory: textile sector, food industry, fish farming industry, canning industry, chemical and pharmaceutical industry or wood industry associated to construction, among others (Alonso 2011; Aldrey et al. 2013; Guisán 2017b)[1].

In addition, the tourism sector has been much developed in Galicia: on one hand, *cultural tourism*, by virtue of the *Camino de Santiago* which since the 1990s has crucially contributed to the increase in the *Gross Domestic Product* (hereinafter, GDP) of the community and the number of tourists that visit Galicia's capital, and, on the other hand, *thermal tourism*, thanks to the thermal villas, facilities and

[1] As examples we can highlight some companies that still continue their activity in these sectors, for example, the INDITEX group in the textile sector; Vegalsa or Froiz in the food industry; or the COREN cooperative in the agriculture sector.

infra-structures created around them. This has provided an economic boost to rural territories while also enabling a redirection of investments towards activities that are complementary to thermal tourism: trade and hospitality, cosmetic therapies or health services, for example.

With the onset of the economic crisis in 2007, real income per capita collapsed in the primary, secondary and construction sectors, until approximately 2013. Only the tertiary sector—services—remained in a more or less good condition, though not without certain difficulties (Guisán 2017a) since the decline in employment in all sectors have become evident. At present, it seems that the hospitality industry constitutes the fundamental productive activity of Galicia's labour market, followed closely by public employment, which is generating not only direct jobs in the public administration but also in the recruitment processes in the education sector and private education—academies and training centres, among others (Lemos 2017).

Broadly speaking, productivity and competitiveness in Galicia are characterized by being comparatively small, since both the recession experienced over the last years and the phenomenon of the relocation of companies have seriously affected the labour market reality. *Offshoring* has been a dominant phenomenon in Galicia. For example, in 2015 a total of 154 companies moved their headquarters out of Galicia, with only 135 establishing themselves in the region. This led to a negative balance of 19 delocalized companies (Rodríguez 2016). As well as that, in 2016, 100 companies entered Galicia and 115 left, which again indicates a negative balance of 15 companies (Informa D&B 2017, p. 3). Therefore, Galicia is one of the autonomous regions with the *lowest level of attraction for companies*[2] primarily due to Galicia's peculiar orography—laden with natural barriers that protect but at the same time isolate many villages—a situation that requires high public investments on infrastructures of communication, transport and exchange of goods (Consellería de Economía y Industria 2014), many of which are still pending. Furthermore, Galicia receives very little foreign capital: *less than 1% of the Spanish total and usually coming from nearby European countries […] and has a small number of headquarters of large transnational companies* (González Laxe 2016, p. 57). This contrasts with the several attempts to further open the Galician economy to the world, *with exports highly concentrated on a few sectors and geographically polarized* (González Laxe 2016, p. 57). However, the number of exporting companies is still low and with reduced technological value (ARDÁN 2016). In fact, innovation is promoted mainly by public institutions—universities essentially—and, to a lesser extent, by private entities (Consellería de Economía y Industria 2014). The Galician industrial and *Research and Development* (hereinafter, R&D) sectors need a strong economic boost, especially to develop productive sectors, improve employment quality or reduce the current migratory balances of the highly qualified workforce (Guisán 2017a).

[2] Other Spanish regions also present negative balances. These are the cases of Catalonia, with a negative balance of 279 companies less; Navarra with 73 less; and even the Basque Country with a loss of 63 firms (Informa D&B 2017, p. 4).

In short, Galicia must promote a productive system focused on the perspective of *sustainable human development* based on *practices of social responsibility, decent working conditions, empowerment of women, investment in research and development, protection of the environment and transparency and accountability* (Remacha 2017, p. 6).

10.2.1 Current Situation of the Labour Market in Galicia

Considering the socio-demographic data presented so far, it is not surprising that the growth of the active population has stagnated, which has had negative consequences for the labour market in Galicia: the loss of jobs and the absence of generational change in the labour market (Pérez 2017). In fact, according to De Miguel et al. (2011), the decline in the active population in Galicia is a socio-economic constant to consider in the different analyses. The percentage of Spain's active population exceeds that of Galicia by 6 (Gonzalez Laxe 2016), something that did not happen at the beginning of the 1990s, when the trend was the opposite. At the same time, it should be noted that during 2016 the number of unemployed workers was reduced by 18,500 people, but figures show that the occupation only increased by 17,000 people (Pérez 2017). Workers between 16 and 34 years of age represent only a quarter of the total Galician population, being exceeded by 20% of active workers over 50 years. Moreover, the level of unemployment has been decreasing progressively since 2013, with a rate of 22% in that year, and dropping to 17.2% in 2016 (IGE 2017c).

According to the educational level of workers, the highest percentages of unemployment in 2016 belong to those in the illiteracy group (52.3%), followed by those workers (IGE 2017d) whose training has been limited to secondary education—according to the CNED-14 (INE 2014; IGE 2017d), this includes Compulsory Secondary Education, Baccalaureate and intermediate Vocational Training (VET)—with 37.3%. In third place (32.8%) we find the unemployed with primary education and, finally, the unemployed with higher education—which includes the higher degree of VET and university studies—with an unemployment rate of 12.1%.

Analysing the socio-economic reality from the perspective of the different productive sectors—primary, secondary, construction, services or *without activity*—we observe that in 2016 the service sector stands out as the economic category with the highest unemployment rate, *since almost three out of every four unemployed people in Galicia came from this sector (64.31%), followed by the industrial [...] sector, with 12.38% of the total, a percentage very similar to that of the construction field (11.35%)* (Instituto Galego das Cualificacións 2017, p.32). Keeping this in mind, it must be noted that the primary sector includes less unemployed people with a rate of 4.03%, joined to 7.93% of unemployed workers being located in the *no activity* category. However, the year-on-year level (2013–2016) of unemployment has been declining in a generalized manner, although to different degrees depending on the economic sector we take into account. Additionally, the occupation of those workers whose training has been limited to secondary education stands at 53.43%, followed by the group of workers with higher education (41.87%). The remaining levels of training include 0.08% of employment for people without education and 4.52% for those with primary education (IGE 2017e).

In terms of data by economic sectors, the service sector stands out above the rest, with an occupancy level of 70.68%. Therefore, it must be assumed that those sectors that employ many workers are more likely to also have a higher amount of unemployed people. The other sectors accumulate the remaining percentage of occupation: 29.32% (Instituto Galego das Cualificacións 2017).

10.2.2 Some Particularities of the Business Fabric in the Autonomous Region of Galicia

In Spain, the energy and industrial sectors accumulate most of the large and medium-sized companies. In this sense, the energy sector has a great number of large companies (1.7%), followed by the manufacturing industry, the extractive industry and the financial intermediation sector (0.4%). The microenterprise, meanwhile, is relegated to sectors of financial intermediation, real estate or business services—with a higher average than the rest of sectors, hospitality and commerce or vehicle repair. Regarding the education sector, we must highlight the existence of small and medium-sized companies (Cámaras de Comercio 2005, p. 24).

On the other hand, the Galician business reality is mainly made up of companies without salaried employees (54%), while microenterprises are the majority among those that have employees (42.36%). Meanwhile, medium and large companies reach a figure of 1105, with two firms standing out among them due to the size of their workforces: one in the textile sector and the other in the automotive industry (ARDÁN 2016). Thus, the tertiary sector includes the most companies, 78.69% of the total to be precise. This sector includes most of the medium and large companies (653), as we are talking about 1105 companies in total. The industrial sector is not a reference category in Galicia, since it only includes 6.24% of the total number of firms that operate in our region, being a sector with a majority of microenterprises. The construction sector (15.07%) is characterized by a high presence of companies *without employees*, and combined with the microenterprises, it includes almost all the firms present in this sector −28,973—with a total number of 29,777 companies operating in the field of construction in Galicia.

10.3 Continuing Vocational Training in a Galician Context: Defining Factors of Business Practice

We will now try to contextualize the reality of continuous training in the autonomous region of Galicia. It would be convenient to remember that in another chapter, we address the different agents responsible for providing CVET in Spain. Besides the public administrations or universities, there should also be mentioned private training agencies or companies of different sectors. Our attention focuses on the latter, that is, on the training actions which are carried out by business organizations in the region, using as reference a study carried out on Galicia (Barreira Cerqueiras 2015) and linking it to other reports and statistical data.

10.3.1 Key Matters Regarding the Operation of the Model of Continuing Training in Galicia

The training situation of Galician companies as a whole does not differ too much from that of the rest of Spain, except for the size of the firms, which is determined by the predominance of the microenterprises in Galicia. In this way, while the majority of medium and large companies in Galicia carry out training for their employees, microenterprises and small businesses are well below their percentages (FTFE 2014b; *Fundación Estatal para la Formación y el Empleo* (hereinafter FUNDAE), 2017e). Since 2006 in Spain we have been talking about training for employment (FPE): a labour and training agreement which has increased the role of the autonomous regions in their contribution to the new model of continuing training in the last years, specifically since 2013, with more collaboration in the planning and evaluation process of the training activities in the multi-year scenario (Art. 2, Royal Decree 694/2017). In this way, the current regulations consider CVET as one of the training initiatives of the FPE system (Art. 8.1, Law 30/2015): the training programmed by companies for their employees, to enable them to improve their skills and professional qualifications and to even acquire new ones (Art. 3, Royal Decree 694/2017).

Considering the data provided by the FUNDAE (2017a) there have been oscillations in the total number of companies that have carried out continuous training of their workers. More specifically, there is a strong upturn in 2011, both at Spanish and Galician levels. Of the total number of registered companies, 11.6% of Spanish companies and 15.82% of Galician companies carried out training in 2010. In 2012 those percentages stood at 14.36% and 19.46%, respectively (FUNDAE 2017a; INE 2017b). However, in 2014 a drastic decline began at national and regional levels, reaching the current percentages of 11.36% and 13.64% in relation to companies that develop continuing education in Spain and Galicia respectively. These figures and the training fluctuations coincide to a large extent with a study carried out in Galicia (Barreira Cerqueiras 2015), which shows that 34% of participating companies developed training actions in 2012 and 50.6% did so in 2013.

It should be remembered that in our country, there is not a training tradition within the Spanish business community, in comparison with other European Countries. This is the principal reason public and private funding coexist in the Spanish continuous training model, but with a greater role of the public sector, that is, the Labour Authorities provide funds for training. Those efforts—directed to incentivize training in companies—translate into several procedures that companies can take advantage of to directly finance their training actions and obtain important tax benefits. Public funds earmarked for CVET are obtained from the VET tax—contributed by workers and companies—and are completed with the contributions of the SEPE's (in Spanish, *Servicio Público de Empleo Estatal)* funds, the funds allocated by each Autonomous Community or other entities and by funds from European organizations such as the European Social Fund. The most characteristic and widespread way of public funding of the CVET in Spain—and therefore in Galicia—is the *bonus training* (Barreira Cerqueiras 2015). It is received by companies in their Social Security contributions for having developed training actions for their employees. Also, this bonus helps the development of the *Individual Training Leave* (ITL).

10.3.2 Specific Contributions and Information on Continuing Training in Galician Companies

Medium and large companies in Galicia have provided very different answers regarding the content of continuous training actions for 2013, according to the FPE system. Their real training needs were related to their economic sector and specific activity, as would be expected. In this way, 73.6% of these companies offered specific data on the subject of the actions: languages, information technology, safety, prevention and occupational health.

On the other hand, in 2013 the majority of participants that made use of the *bonus training* in Galicia were linked to a few professional families: Safety and Environment (47,521 workers trained), Administration and Management (32,165) and Commerce and Marketing (with 18,416 employees trained) (FUNDAE 2017b). In contrast, there are training actions in which very few participants take part: Glass and Ceramics (26 people) and Arts and Crafts (21 people). In 2016, once again, we find the same professional families with the highest number of participants: Safety and Environment (46,709), Administration and Management (40,382) and Commerce and Marketing (20,005). Glass and Ceramics only contributed with three participants and Image and Sound with 64.

In that way, we have verified that *individual training leaves* (ITLs) are not a highly developed training modality among Galician companies. In fact, there are very low percentages of ITL applications by workers at the medium and large companies. Specifically, since 2010 only 15.4% of workers (Barreira Cerqueiras 2015) had requested this type of initiative, while a large majority—84.6% of them—provided a negative answer regarding it. Within that small affirmative percentage, 57.1% of workers indicates that ITLs were granted in 2012, 7.2% indicates 2013 and 28.5% mentions several years and, consequently, several ITLs having been granted in their company. On the other hand, 7.2% of companies indicate that they have granted this type of initiative, but they do not know the specific annual concession period. If we focus our attention on statistical data for Galicia in relation to this type of initiative (FUNDAE 2017c), the number of ITLs increased by 2013 (1895 ITLs being granted), especially if we take as reference only the 78 individual training leaves requested in 2010. However, the trend has been reversed over the last 3 years, as a reduction in the number of ITLs being requested, and consequently granted, has been noted. At present—2016—we can say that 270 ITLs have been granted so far.

Regarding the beneficiaries of continuous training actions according to their professional level within the medium and large Galician companies (Barreira Cerqueiras 2015), we can highlight three main groups: firstly, the technical staff with 64.3%; secondly, 21.4% of middle managers; and finally, 14.3% of workers. These data can be examined comparatively with the numbers of beneficiaries of any of these ITLs according to their educational level. Most of the employees who benefit from this type of initiative have secondary studies, followed by those who only achieved primary certifications—the latter standing out as the main beneficiaries of ITLs in 2012 and 2013 (FUNDAE 2017d).

Apart from that, the idea that continuous training contributes to improving employees' professional skills prevails in 73.7% of Galician firms (Barreira Cerqueiras 2015). As well as that, it is also possible to identify a low percentage of firms —12.7%—which understand training as an organization's field of activity or specific area. This indicates that, in general, surveyed companies attach more importance to other organizational departments than to the training area in their business organization chart. Indeed, only 6.8% of the firms of our research have a specific *Training Department*, while 67% of them manage their training actions through a *Human Resources Department*. If we talk about other figures or other departments, only a very low percentage of firms, 4.1%, indicated that training is managed by the *General Management*, while 7.6% of companies indicated the management of training is the responsibility of a single employee. This employee devotes part of this time to this task—understanding that he performs other functions and even holds another position within the company. Likewise, 11.9% of firms entrust the implementation of training functions to other departments in their organization chart—we must therefore assume that they do so in the absence of a specific department.

On the other hand, training is a task planned in Galician business organizations, usually on an annual basis and considering *the training needs as its essential element* (Barreira Cerqueiras 2015, p. 363). In addition, it is usual to include training actions for the different levels of professional categories inside the company—indicated by 46.6% of the companies—depending on the training needs of each group. *Operators and technical staff are the groups trained most often, followed by middle managers and administrative staff* (Barreira Cerqueiras 2015, p. 364). This coincides with the conclusions reached by the Adecco study (2014) at state level. The managers of the companies, however, would occupy the last place as a recipient group of training actions.

The academic achievements of the trained staff would be situated in post-compulsory secondary education—Baccalaureate or Vocational Training—followed by those groups which have only completed the compulsory education, an aspect that has remained constant over the last 3 years (FUNDAE 2017e).

If we focus on the training methodology, there are several aspects to be addressed. Firstly, the course—both theoretical and practical—is the most common type of training action in the Galician context when a firm trains their workers, especially in relation to the two most trained professional groups: *operators and technical staff* (Barreira Cerqueiras 2015). Secondly, face-to-face training is still the most resorted to action of training by companies, although its duration has been reduced over time in favour of a mixed method. For most companies we can establish that between 3 and 12 h is the average duration of the training actions aimed at all professional levels. However, it must also be highlighted that training actions that last between 13 and 30 h take place both during and after working hours (mixed schedule). This situation is common for most professional groups, except for operators whose training usually takes place within their daily working schedule (Barreira Cerqueiras 2015, p. 374).

It should also be noted that the evaluation of training is one of the unavoidable phases in the planning of training and in the training process. However, it is a complex and difficult phase for companies. Only 70.9% of business organizations admit to carrying out some type of evaluation, compared with 28.2% which affirms that it does not carry out any kind of evaluation at all—while 0.9% of firms do not know whether or not an evaluation process is being carried out. The assessment processes conducted by 70.9% of firms are mainly focused on training actions (training courses), although *the practice of training content is also taken into account, which has a great implication when evaluating the new professional skills acquired by employees*. On the negative side, we must mention that very little attention is devoted to ensuring that these training actions have responded to the employees' training needs, especially if we remember that that was the basic pillar of the Training Plan. Furthermore, we must mention the low consideration given to the long-term impact of training on the company and its employees.

The questionnaire is the main assessment instrument; and participating students are the main evaluating agent of training actions. Although their implication is inevitable in the assessments, companies do not explicitly mention trainers and their Human Resources Department as evaluating agents taking part in the whole process. Mostly, the evaluation process is carried out at the end of the training actions, understanding it as a terminal phase of the process. As we remarked earlier, the impact of training initiatives on the organization is not usually taken into account. A second evaluation should be conducted after a while in order to ascertain whether training has brought actual qualitative and quantitative improvement for the organization and its workers.

To conclude, it seems necessary to provide data to compare Galicia's training reality in relation to Spain's. Over the last 3 years, the rate of training in the region has increased when compared with that of Spain, being nowadays 5.8 points above—28.5% and 22.7%, respectively. This is explained by an increase in the participation of Galician microenterprises in training initiatives (FUNDAE 2017e).

On the other hand, women continue to be the professional group that receives the least attention in Galician companies when it comes to training, especially when compared with national data (FTFE 2014b). The primary sector presents the lowest percentages of companies which provide training—therefore having very few participants. This situation has been very common both at national and regional level for some years. If we analyse national data for 2016 (FUNDAE 2017f), of all companies that provide training in Spain, only 3.94% operate in the agricultural sector, compared to 34.32% in the service sector—without considering the commercial and hospitality sectors. Galicia's percentages are not very different, because as it happens in the rest of Spain, 30.3% of the Galician companies involved in training activities operate in the service sector, while 4.64% of them belong to the field of agriculture. However, we can highlight the *greater relative weight of Galicia's industrial sector: 26% of the participants compared to 18.6% in Spain* (FUNDAE 2016, p. 34), with online training being a modality for which Galician figures are superior to those of the country, with 23.7% of the participants compared to 21.5% in the rest of Spain.

10.4 Conclusions and New Challenges Regarding the Productive System and Training of Workers

We consider the CVET as a key aspect not just in the FPE but also in improvement of the labour market in Spain. The current situation indicates several changes towards a new concept of employment, that is, precarious, dislocated and temporary (Standing 2011) and the CVET contributes to promote employees' adaptability to the social changes that influence business productivity nowadays. One of these social changes in Galicia has been the population transformations. Galicia's socio-economic data clearly indicate the need of population growth that can lead to employment recovery, as well as to reach activity levels similar to those prior to the beginning of the crisis in 2007. Another factor that is also necessary to address is the problem of population aging, as well as the depopulation of certain areas of Galicia, and the undesirable consequences of both phenomena for Galicia's economy.

Different groups—social associations, politicians, work organizations, etc.—have stated the need to reactivate the primary sector in our autonomous community, mainly in the eastern half of Galicia (Lugo and Ourense), through the improvement and reconversion of the *Common Agricultural Policy*. Measures must focus on the improvement of economic aid to the sector, programs of reorganization and territorial exploitation, structural support of other productive sectors, etc. Regarding the demographic decline and the aging of the population, De Miguel et al. (2011) advocate the development of public policies aimed at elderly people. Actions should be focused on more and better health and care services. These initiatives would improve the quality of life of senior citizens, while also promoting the creation of jobs related to health care services.

On the other hand, it is necessary to design a strategic modernization and business adaptation plan to improve Galicia's competitiveness and productivity. All political and economic entities of the region should try their best in relation to several targets: to redirect business dynamics and promote more endogenous development associated with Galicia's potential and existing resources—currently underutilized or abandoned. In this line, we agree with Guisán's proposals (2017a), who mentions the need of an economic policy that promotes autochthonous industry and increases investment in R&D. There are two simple reasons to justify these suggestions: the increase of university graduates in the region and the inability of companies and institutions to absorb qualified personnel, who must leave Galicia in search of better professional opportunities.

These necessary transformations, in light of Galicia's socio-economic situation, present new implications and challenges for Spanish training policies. In this regard, the phenomenon of *training delimitation* is easily observed in the training of employees. This happens more often in a business context marked by size, in other words, when large companies act as trainers. Besides this, it is convenient to remember that in Spain—and Galicia—the training actions are associated or motivated by tax exemptions and the investment of the average Spanish company in training is usually highly conditioned by public funding policies on training and by their size (Barreira Cerqueiras 2015).

Therefore, it is necessary to increase the access of microenterprises and small businesses to training programs to improve the training being offered and to develop policies aimed at their specific needs. Although Spanish policies are encouraging CVET in SMEs—that make up the majority of the Spanish labour market—large companies are still the ones that care more about the training of their employees, also because they have greater access to the public funding system. In addition, the recent modifications introduced in the FPE system and the continuous promulgation of legislative dispositions prevent the consolidation of the subsystem and the different procedures. This hampers the participation and the establishment of positive dynamics for the continuous training. Likewise, it is necessary to take into account the need to adapt the training being offered to the characteristics of the working population, bearing in mind that it is especially needed by workers of advanced age, as they usually have specific training needs.

On the other hand, after the 2015 FPE system, the ever-increasing role played by the central administration in the management of the FPE model—at the expense of workers' organizations—deteriorates the CVET's leitmotiv. Currently, the presence of trade unions and employers in the decision-making process is reduced, something that can only be seen as a step back in the management and planning of continuing training, mainly because they know what happens in companies in relation to training and management needs. Therefore, these groups should enjoy more opportunities of opinion and control in the current FPE model.

In a similar way, and despite the fact that the role of Spain's autonomous regions has been greatly increased due to the remodelling of the FPE model, the truth is that there are still issues to be solved. There is a tremendous heterogeneity in Spain as a whole and between autonomies regarding their business fabrics, something that definitely affects continuing training. It is also necessary to analyse the regional reality to plan and regulate Vocational Training, whose aim is to contribute to the sustainable human development of each local territory (Rego-Agraso 2013).

It would also be interesting to achieve a greater decentralization of continuing training programs in favour of the autonomous governments and the most outstanding regional productive sectors. Therefore, it would be necessary to analyse the business fabric of each province to determine its most important sectors and activities, as well as the needs and professional qualifications to be developed. This would not only help to outline a more adequate offer of continuous training to the firms by specialized entities or the public administration, but it could also be used as a criterion for a better distribution and use of resources (Barreira Cerqueiras 2015).

Focusing on the internal training processes developed in the Galician business organizations, training inside medium and large companies leads to an improvement of the professional skills of their employees. However, this is not so clearly perceived in the individual professional development of workers. We have seen in this chapter analysis that there are some factors such as age, sex or the position in the company which can condition their CVET. For example, in the planning of training it is taken into account the responsibility levels through specific itineraries, but the truth is that the conception of professional progress is not always perceived at an individual level. As a result, the training opportunities are not the same for the workforce according to its characteristics.

This is even clearer when we consider the data related to the individual training leaves (ITLs). Structurally speaking, it is not a predominant initiative, due to the scarcity—almost absence—of allusions to these ITLs in the current regulations. This training action is directly related to the construction of a self-determined professional pathway which could bring important benefits to the organizations, adopting the perspective of human resources as a strategic resource.

Another question that arises is that of the training actions aimed at the different professional categories within organizations. As we have seen, both operators and technical staff are at the head of the entire training process, as we know that productive changes usually affect them in the first place. However, the professional skills of other corporate categories must not be neglected by thinking they are more static. Managers can acquire new skills in personnel management, group leadership and motivation that are very relevant when managing the company. In the same way, personal interests within a company cannot be overlooked either, as they constitute an influential factor in the daily work carried out in the company and are directly related to the business objectives.

Another aspect in which we want to focus on these conclusions is the assessment process because it is an aspect to which, without a doubt, Galician companies should pay more attention. There is not an *assessment culture* (Andrés 2005) in organizations, but simply a final evaluation of the training actions without considering them as global and necessary processes to verify what has happened during the training. Companies do not usually assess whether training investments, both public and private, have produced some kind of impact on the company both in the medium and long term. In other words, we do not observe an evaluative model in the Galician business fabric which takes into account social, economic and pedagogical parameters (Pineda Herrero 2000; INAEM 2010) and makes it possible to evaluate the transfer and impact of training throughout the organization. This situation can be an indicator of the real relevance that companies give to training as a strategic action. This perspective may be highly influenced by the public bonuses received and, to a lesser extent, by the global assessment of training as a key element for improving business productivity. Therefore, inculcating a culture of assessment and evaluation in companies is a very important challenge. The public administration and academic and economic entities must accept this and contribute by developing new researches to further develop the continuous training reality of the autonomic region according to business productivity, employability of workers and their professional and personal development.

To conclude, we are in agreement with Veira (1992) when he says that training in companies must be a continued and progressive process and must be related with the personal and professional development of workers, the business success and socio-economic development of the territories.

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