Youth Wiki national description

Youth policies in Spain

2017

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Youth

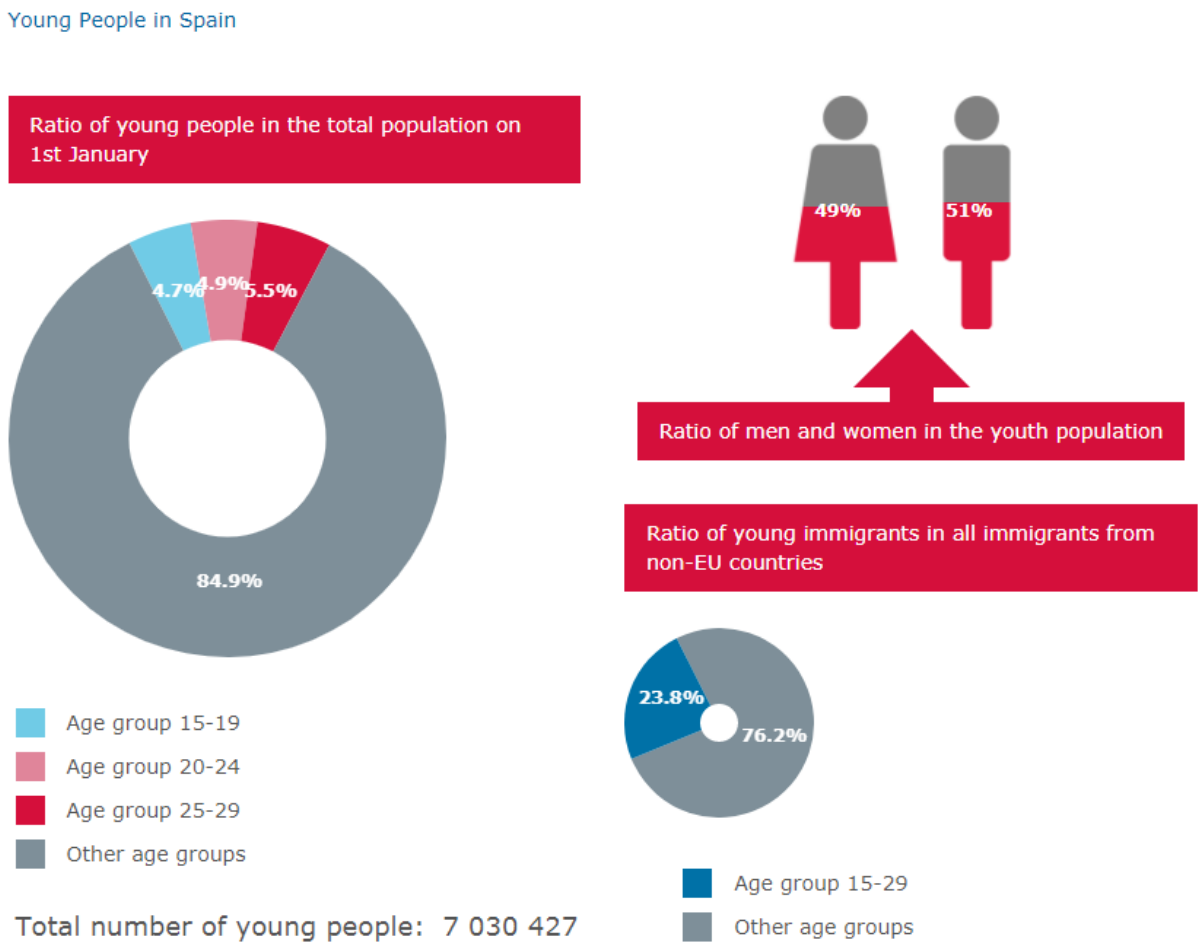
SPAIN

Overview 7
1. Youth Policy Governance 8
1.1 Target population of youth policy 8
1.2 National youth law 9
1.3 National youth strategy 10
1.4 Youth policy decision-making 15
1.5 Cross-sectoral approach with other ministries 17
1.6 Evidence-based youth policy 19
1.7 Funding youth policy 22
1.8 Cross-border cooperation 24
1.9 Current debates and reforms 25
2. Voluntary Activities 25
2.1 General context 26
2.2 Administration and governance of youth volunteering 28
2.3 National strategy on youth volunteering 29
2.4 Laws and regulations on youth volunteering 30
2.5 Youth volunteering at national level 32
2.6 Cross-border mobility programmes 35
2.7 Raising awareness about youth volunteering opportunities 36
2.8 Skills recognition 36
2.9 Current debates and reforms 37
3. Employment & Entrepreneurship 37
3.1 General context 38
3.2 Administration and Governance 39
3.3 Skills Forecasting 41
3.4 Career Guidance and Counselling 43
3.5 Traineeships and Apprenticeships 44
3.6 Integration of Young People in the Labour Market 45
3.7 Cross-Border Mobility in Employment, Entrepreneurship and Vocational Opportunities 47
3.8 Development of Entrepreneurship Competence 48
3.9 Start-up Funding for Young Entrepreneurs 49
3.10 Promotion of Entrepreneurship Culture 50
3.11 Current Debates and Reforms 51
4. Social Inclusion 51
4.1 General context 52
4.2 Administration and Governance 55
4.3 Strategy for the Social Inclusion of Young People 56
4.4 Inclusive Programmes for Young People 58
4.5 Initiatives promoting social inclusion and raising awareness 60
4.6 Access to Quality Services 61
4.7 Youth Work to Foster Social Inclusion 63
4.8 Current Debates and Reforms 67

5. Participation 67
5.1 General context 68
5.2 Youth participation in representative democracy 70
5.3 Youth representation bodies 71
5.4 Young people's participation in policy-making 73
5.5 National strategy to increase youth participation 74
5.6 Supporting youth organisations 76
5.7 "Learning to participate" through formal, non-formal and informal learning 77
5.8 Raising political awareness among young people 78
5.9 E-participation 80
5.10 Current debates and reforms 80
6. Education and Training 81
6.1 General context 81
6.2 Administration and governance 84
6.3 Preventing early leaving from education and training (ELET) 85
6.4 Validation of non-formal and informal learning 88
6.5 Cross-border learning mobility 90
6.6 Social inclusion through education and training 93
6.7 Skills for innovation 94
6.8 Media literacy and safe use of new media 96
6.9 Awareness-raising about non-formal and informal learning and quality youth work 98
6.10 Current debates and reforms 99
7. Health and Well-Being 99
7.1 General context 100
7.2 Administration and governance 103
7.3 Sport, youth fitness and physical activity 104
7.4 Healthy lifestyles and healthy nutrition 107
7.5 Mental health 110
7.6 Mechanisms of early detection and signposting of young people facing health risks 111
7.7 Making health facilities more youth friendly 112
7.8 Current debates and reforms 113
8. Creativity and Culture 113
8.1 General context 114
8.2 Administration and governance 114
8.3 National strategy on creativity and culture for young people 116
8.4 Promoting culture and cultural participation 118
8.5 Developing cultural and creative competences 119
8.6 Developing entrepreneurial skills through culture 121
8.7 Fostering the creative use of new technologies 121
8.8 Synergies and partnerships 122
8.9 Enhancing social inclusion through culture 124
8.10 Current debates and reforms 125

9. Youth and the World 126
9.1 General context 126
9.2 Administration and governance 127
9.3 Exchanges between young people and policy-makers on global issues 128
9.4 Raising awareness about global issues 129
9.5 Green volunteering, production and consumption 133
9.6 Intercontinental youth work and development cooperation 136
9.7 Current debates and reforms 137
Glossary 138
References 146

Overview



References:

Ratio (%) of young people in the total population (2016): Eurostat, yth_demo_020 [data extracted on 21/09/2017].

Absolute number of young people on 1 January for the age group 15-29 (2016): Eurostat, yth_demo_010 [data extracted on 21/09/2017].

Ratio (%) of men and women in the youth population (2016): Eurostat, yth_demo_020 [data extracted on 21/09/2017].

Young immigrants from non-EU countries (2015): Eurostat, yth_demo_070 [data extracted on 21/09/2017].

Youth Policy in Spain

The Spanish Constitution (Constitución Española de 1978) states that "public authorities will promote conditions for the free and effective participation of youth in the political, social, economic and cultural development" in its article 48, therefore, public authorities must develop youth policies as it has been done for the last forty years.

However the Constitution does not include a section stating youth policies and so, in order to address this lack of specific assignment, the different Autonomous Regions assumed exclusive responsibility in their own Statutes.

In this way there is no General Government Administration Youth Comprehensive Law but a variety of different plans seeking to coordinate political performances. In February 2017, the Secretary of State for Social Services and Equality announced the preparation of the Second Action Plan of the Youth Strategy 2017-2020. The Youth Strategy 2020 (Estrategia Juventud 2020) is currently in force, approved by the Council of Ministers on the 12th of September 2014. This Strategy goes together with the Action Plan 2014-2016 (Plan de Acción 2014-2016) establishing axes of action, goals, measures and budget for

this period. Besides these Plans, there is an ordinary budget for the Youth Promotion and Services from the Ministry of Health, Social Services and Equality.

Although most of the actions related to youth are carried out through the Autonomous Regions and local bodies, on a national scale the decision-taking structure is related to the Spanish Youth Institute (INJUVE) and the Youth Interministerial Commission. Coordination of the authorities with the associative youth movement is made through the Spanish Youth Council (Consejo de la Juventud de España).

The last Action Plan 2014-2016 (Plan de Acción de 2014-2016) currently in force, has given priority to encouraging youth employment and entrepreneurship, allocating 80% of the Plan budget to these issues.

1. Youth Policy Governance

In Spain there is no General Government Administration Youth Comprehensive Law but a variety of different plans seeking to coordinate political performances. Although most of the actions related to youth are carried out through the Autonomous Regions and local bodies, on a national scale, the decision-taking structure is related to the Spanish Youth Institute (INJUVE) and the Youth Interministerial Commission. Coordination of the authorities with the associative youth movement is made through the Spanish Youth Council (Consejo de la Juventud de España).

The Youth Strategy 2020 (Estrategia Juventud 2020) together with the Action Plan 2014-2016 (Plan de Acción 2014-2016) establishes the axes of action, goals, measures and budget for this period. Besides these Plans, there is an ordinary budget for the Youth Promotion and Services from the Ministry of Health, Social Services and Equality. The Action Plan 2014-2016 has given priority to address the high rates of youth unemployment -statistical information about Spanish youth can be found in different national databases and reports as stated in chapter 1.6- and to promote entrepreneurship, allocating 80% of the Plan budget to these issues.

In February 2017, the Secretary of State for Social Services and Equality announced the preparation of the Second Action Plan of the Youth Strategy 2017-2020 and pointed at youth employment and emancipation as the main objectives.

1.1 Target population of youth policy

Although there is no such thing as a definition of the concept for youth in the different documents belonging to the General Government Administration, the Youth Strategy 2020 (Estrategia Juventud 2020) considers that youth would include those between 15 and 29 years of age. Regardless of this matter, some of the indicators developed in order to study youth would be related to those between 25 and 29 years of age (precisely the indicators linked to emancipation, as referred to further down).

According to the Spanish National Statistical Institute (INE) data, Spain has an estimated population of 46,526,966 people in 2017; of which 42,012,557 are Spanish and 4,424,409 are foreigners.Of these people, Spanish policies and public organisations consider those between 15 and 29 years of age as *youth*.

Youth residents	Population	% of the total population	% Young population
Total	7,002,196	15.05%	100%
Male	3,563,343	7.66%	50.89%
Female	3,438,851	7.39%	49.11%

Source: National Statistical Institute 2017

According to this Strategy 2020, the main goal is "to enhance the different measures and to spread the opportunities offered to youth to the fullest extent, in the secure conviction that everything has to be done in order to find solutions, optimise the available resources and carry out effective policies and programmes in order to generate opportunities that youth deserve"[1].

1.2 National youth law

Existence of a National Youth Law

According to Article 48 of the 1978 Spanish Constitution (Constitución Española de 1978) "*Public authorities will promote conditions for the free and effective participation of youth in the political, social, economic and cultural development*". Therefore, public authorities must develop youth policies as it has been done for the last forty years.

Spain is a decentralised country; besides the Central Government (the General Government Administration being its administrative apparatus), there are two other political-administrative levels: On the one hand, 17 Autonomous Regions and two Autonomous Cities (Ceuta and Melilla); they all rely on an Autonomous Government, an Autonomous Administration, a directly elected Autonomous Parliament and, above all, a referential policy framework set by the Statute of Autonomy approved from 1979 onwards. Last, on a third level, Local Authorities and Provinces (another regional division) should be taken into account, as these are also empowered[2].

This complexity structures its distribution of power through Title VIII of the Constitución Española. Moreover, a system of competences is established: some can be taken on by the Autonomous Regions (art. 148, CE); others belong exclusively to the Government (art. 149, CE).

The Spanish Constitution does not include a paragraph stating youth policies and so, in order to address this lack of specific assignment, the different Autonomous Regions assumed exclusive responsibility in their own Statutes. Although this structure has remained so, it does not mean that the State cannot make laws on this matter[3].

In this way there is no General Government Administration Youth Comprehensive Law but a variety of different plans seeking to coordinate political performances. The Youth Strategy 2020 (Estrategia Juventud 2020) already mentioned above is currently in force.

However, there are laws about youth in the Autonomous Regions, as follows

1) Law 11/2002 Ley 11/2002, de 10 de julio de 2002, related to Youth from the Castile and Leon Region

2) Law 7/2007 (Ley 7/2007, de 13 de abril de 2007), related to Youth from the Canary Islands Autonomous Region

3) Law 33/2010 (Ley 33/2010, de 1 de octubre de 2010), related to Youth policies from Catalonia

4) Law 6/2015 (Ley 6/2015, de 25 de marzo de 2015), related to Youth from the Aragon Autonomous Region

(1) Page no. 8 of the Youth Strategy 2020 (Estrategia de la Juventud 2020)

(2) Municipalities and Provinces competences in Law7/1985 (Ley 7/1985 Reguladora de las Bases del Régimen Local)

(3) The constitutional body in charge of mediating in competences disputes between the State and the Autonomous Regions is the Constitutional Court (Tribunal Constitucional). See Aleman Bracho, C. y Martin Castro, B. 2004. "Diseño y actores de la política de juventud en el Estado de bienestar español". *Ministry of Employment and Social Affairs Journal*, 55,pp. 86-87; for further information.

Scope and contents

There is not a Youth Comprehensive Law as such from the General Government Administration.

Revisions/updates

There is not a Comprehensive Youth Law as such, and therefore there have been no revisions of the same.

Although no Youth national Laws have been issued, there have been Youth Plans, promoted by the Government[4]:

- Comprehensive Youth Policy (1991-1993)
- Youth Policy (1994-1997)
- Global Action Plan for the Youth (2000-2003)
- Interministerial Youth Plan (2005-2008)

1.3 National youth strategy

Existence of a National Youth Strategy

In February 2017, the Secretary of State for Social Services and Equality announced the preparation of the Second Action Plan of the Youth Strategy 2017-2020. The Estrategia Juventud 2020 is currently in force, approved by the Council of Ministers on the 12th of September 2014.

It is an interministerial initiative promoted by the Ministry of Health, Social Services and Equality (Ministerio de Sanidad, Servicios Sociales e Igualdad), through the Youth Institute (Instituto de la Juventud) consistent with the Europe 2020 targets. All Ministries have taken part in the definition and contents of the Strategy through the Interministerial Commission for Youth.

This Strategy goes together with the Action Plan 2014-2016 (Plan de Acción 2014-2016) establishing axes of action, goals, measures and budget for this period.

Scope and contents

Youth Strategy 2020

The main goal is to become a reference for the youth policies developed in Spain and to favour policies and services for youth that have an impact in areas such as employment, participation, youth associationism, voluntary programmes, leisure and free time, healthy life habits, prevention, values for coexistence, etc.

It also encourages collaboration concerning youth between the different Ministries and other administrations such as Autonomous Regions, local authorities and provinces.

The Strategy (as well as its drafting process) entails an assessment on the situation and opinions of youth and an analysis on youth tendencies towards year 2020, as well as an analysis of the policies and actions related to youth in the last few years, as well as the background information, which make up the basis for the Strategy.

The Strategy is therefore divided into several parts: first, an analysis of the policies and actions related to youth in the last few years, which make up the background information of the Strategy.

Second, the axis and goals of action are established: education and training; employment and entrepreneurship; housing; health and equality; participation, voluntary and inclusion work, as well as institutional cooperation.

(4) More info in D. Comas Arnau (2007) text or in Aleman y Martín (2004)

Third, a series of youth indicators are developed in order to be used as a reference for the follow-up and assessment of the Strategy. These indicators can be split into general, emancipation, education, employment, health, social engagement and social networks areas.

Axes of action

The 2020 Strategy (Estrategia 2020) establishes six Axes of Action. Its goals are also defined.

1) AXIS 1 Education and training. Goals

- Improving the Spanish Education System quality in order to raise employability and entrepreneurship.
- Encouraging the non-formal training system.
- Identifying and encouraging new niches and sources of employment through training.

2) AXIS 2 Employment and entrepreneurship. Goals

- Encouraging the establishment of youth employment opportunities
  - Encouraging the entry of youth in the labour market.
  - Increasing the number of self-employed youth as well as the number of companies established by people under 30 years of age.
- Encouraging the entrepreneurial culture.
- Promoting the implementation of a youth guarantee system.

3) AXIS 3 Housing. Goals

- Raising the youth emancipation figures.

4) AXIS 4 Health, leisure and sports. Goals

- Promoting actions taken in order to encourage healthy life habits.
- Reducing drugs and narcotic substances use.
- Fighting any kind of violence or discrimination.

5) AXIS 5 Participation, voluntary work, inclusion and equality. Goals

- Improving channels and tools in order to raise the participation and voluntary work of associated and not associated youth, especially those linked to ICT.
- Fighting social exclusion of the most disadvantaged groups of youth population.
- Promoting equality.

6) AXIS 6 Institutional Cooperation. Goals

- Encouraging cooperation between public administrations, national and international bodies and youth entities which may have an impact on youth, through the following areas of youth cooperation

Source: Strategy 2020. Interministerial Commission for the Youth

Youth Indicators

The youth indicators pointed in the Strategy are the following:

General

- Young people in present-day society
- Youth population in the last few years
- Youth studying/working

Emancipation

- Emancipation figures
- Financially independent youth between 25 and 29 years of age
- Physically emancipated youth between 25 and 29 years of age
- Emancipation on the basis of renting a property

Education

- Early education and training dropping out rate
- Completion of secondary school studies rate
- Completion of further education studies rate

Employment

- Unemployment rate
- Employment rate

- Activity rate
- Temporary employment rate
- Employed youth with a permanent contract of employment
- Self-employed

Health

- Age-specific mortality rate
- Deaths due to external causes
- Deaths due to road traffic accidents
- Deaths due to suicide
- Tobacco use
- Alcohol use
- Cannabis use
- Use of condoms in sexual relationships
- Physical exercising amongst young people

Social engagement

- Associative membership rate

Social networks

- Presence in social networks
- Participation in social networks

The Youth Strategy 2020 (Estrategia Juventud 2020) shall be implemented through Action Plans including actions related to youth from the different Ministries. Thus, an assessment mechanism to quantify the success of the Plan[5] has been established.

Action Plan 2014-2016

It was also approved on the 12th of September 2014 by the Council of Ministers. All Ministries as well as the Spanish Youth Council (Consejo de la Juventud de España) have taken part in its development.

With a budget of 2,942,174,369.17 €, it has established 211 measures in the different Axes of action already mentioned in Strategy 2020. 80% of this budget has been used to encourage youth employment and entrepreneurship. Dual training (a mixture of education with training periods within companies and in the training centre) and the search of new employment sources, especially in digital leisure and new technologies, are the most important features.

1) AXIS 1. Education and training. Main actions

- Programmes related to the educational offer of distance language learning, new vocational training basic programmes, dual vocational training.
- Encouraging the non-formal education system.
- *Inn games Programme* and those addressed to train digital professionals, digital entrepreneurship, e-learning and emerging technologies.

2) AXIS 2. Employment and entrepreneurship. Main actions

- Measures in the recruitment area.
- Entrepreneurship and Youth Employment Strategy 2013-2016.
- Tax related measures.
- Entrepreneurship encouragement programmes such as the National Contest of Youth Entrepreneurs, as well as resources guides and digital applications to favour entrepreneurship.
- Subsidies under the personal income tax system (IRPF)
- Implementation of the Youth Guarantee in Spain

(5) For more information on definitions, purposes, sources for these indicators, see Youth Strategy 2020 (Estrategia de la Juventud 2020)

3) AXIS 3. Housing. Main actions

- Renting aids in order to encourage access and continuity in a rented property.
- Maintaining tax deductions related to property renting.
- Encouraging public housing property renting.

4) AXIS 4. Health, leisure and sports. Main actions

- Promotion of Health and Prevention Strategy in the SNS (Spanish NHS), healthy life habits encouragement programmes, sports practising as well as raising-awareness in the traffic safety field.
- Drug use prevention programmes and reduction of use and damage risks. Social awareness plans and informative campaigns.

5) AXIS 5. Participation, voluntary service, inclusion and equality. Main actions

- Management of the European Voluntary Service.
- Fighting the exclusion of disabled people, socio-sanitary programmes, of employment and social inclusion.
- Measures for equal opportunities and gender promotion, of education for the less-favoured sectors, of corporate volunteering, of support for teachers and social workers in charge of minors with legal measures funded by means of the personal income tax system (IRPF).

6) AXIS 6. Institutional Cooperation. Main actions

- Fundamentally foreseen through the existing bodies and mechanisms:

  - Youth Interministerial Commission.
  - Inter-territorial Council of Youth.
  - Spanish Federation of Municipalities and Provinces (FEMP)
  - European Union. Erasmus+.
  - Spanish Youth Council.
  - Council of Europe. Youth.
  - Ibero-American Youth Organisation (OIJ).
  - New international spaces.

Strategy 2020 is implemented through consecutive Action Plans.

Responsible authority for the implementation of the Youth Strategy

The Strategy refers to those actions related to youth taken or to be taken by the General Government Administration, through the different departments.

Revisions and updates

Assessment and review of Strategy 2020 shall be carried out by virtue of the different Action Plans through the Youth Interministerial Commission:

- Action Plan 2014-2016
- Action Plan 2016-2018
- Action Plan 2018-2020

At the end of each year, the Youth Institute will produce a report on the follow-up of the actions taken, which shall be used as the basis, in order to partially asses each Action Plan and to encourage the development of new measures. From this annual report, the Youth Interministerial Commission shall decide the inclusion of new actions proposed by the different Ministries.

1.4 Youth policy decision-making

Structure of Decision-making

Although most of the actions related to youth are carried out through the Autonomous Regions and local bodies, on a national scale the decision-taking structure is related to two bodies explained further down: the Spanish Youth Institute (INJUVE) and the Youth Interministerial Commission.

On an Autonomous Region scale, these competences are stated in the different Autonomy Statutes[6i]. The Autonomy Statutes are the basic rules for the proper functioning of the Spanish Autonomous Regions adopted as *Organic Laws**[7ii]***. These laws establish competences and structures for decision-making in the Autonomous Regions.

On a national scale, decisions are made by the Government (Interministerial Commission) and enforced by the Youth Institute, in coordination with the Autonomous Regions and local entities (town halls and provincial councils), in this case through the Spanish Federation of Municipalities and Provinces.

Main Themes

The main themes can be found in Strategy 2020: education and training; employment and entrepreneurship; housing; health, leisure and sports; participation, voluntary services, inclusion and equality; and institutional cooperation between the different administrations of the Spanish State.

From these areas, the Action Plan 201-2016 (Plan de Acción de 2014-2016) has given priority to encouraging youth employment and entrepreneurship, allocating 80% of the Plan budget to these issues.

The National Agency for Youth

Youth Institute or INJUVE

The Youth Institute is the public body, currently attached to the Ministry of Health, Social Services and Equality, working as the Spanish National Agency for Youth. Created in 1977 by virtue of Royal Decree 1119/1977 (Real Decreto 1119/1977), of 20th of May; however, its purposes and current structure were approved in 2005 by Royal Decree 486/2005 (Real Decreto 486 /2005), of 4th of May.

Amongst its targets are: "the promotion of equal opportunities for all youth regardless of gender; to encourage the free and effective participation of youth in the political, social, economic and cultural development of Spain; and to encourage the cooperation with other ministerial departments as well as with other public administrations". In all, its main purpose is the promotion of public actions which favour youth.

Its role of coordination of youth policies both with the State Administration as well as with the Autonomous Regions and local authorities (in this case through the Spanish Federation of Provinces and Municipalities, Federación Española de Municipios y Provincias)[8] is crucial.

(6) From the Basque Statute of Autonomy, the first one, established in 1979;until the Statute of Autonomy of Castile and Leon, the last one, established in 1983 (Comas Arnau, 2007, page 66)

(7) Organic Laws are those laws constitutionally needed to legislate over certain matters. For the Spanish Legal System, the relationship between organic laws and ordinary laws is not hierarchical; it is a relationship according to the subject (artículo 81.1 CE). They also require a further consensus in order to be approved, the overall majority in the National Parliament).

(8) Organigram of the Youth Institute.

Article 3 of Royal Decree 486/2005 (Real Decreto 486 /2005) of 4th of May states that, in order to comply with its purposes, the Youth Institute is empowered to develop, within the field of the national competences in this matter, the following tasks:

a) The development of cooperation with the Public Administrations in all matters related to youth.

b) The encouragement of communication, exchanges and mobility of Spanish youth, both in Spain and abroad.

c) The analysis and research into the reality affecting youth.

d) To promote the participation of the Spanish Youth Council and of youth in general in the design, enforcement, follow-up and assessment of the Government youth policies.

e) The encouragement of territorial cooperation in the development of youth policies.

f) Rendering any other services suitable for the achievement of its specific goals.

Spanish Youth Council (CJE)

Coordination of the authorities with the associative youth movement is made through the Spanish Youth Council (Consejo de la Juventud de España). This organisation was created by Law 18/1983, November the 16th (Ley 18/1983, de 16 de noviembre) as a plural platform made out of youth entities for the exchange of ideas. Its main purpose is to participate in the design of policies that, directly or indirectly, affect youth, responding to the problems of this group. Therefore it is an advisory body, although the definition of its real current role remains unclear.

Other bodies

The youth organisations of the Autonomous Regions acting as main institutional actors of the youth Spanish system [9] are also worth mentioning.

Policy monitoring and evaluation

The monitoring and evaluation of the public policies is based in the article 32.1 of the Spanish Constitution: "the public expenditure will make an equitable allocation of public resources and its programing and implementation will meet the criteria of efficiency and economy". In the same way, the General Budget Law, in its article 72 (Ley General Presupuestaria 43/2003), makes the Ministry of Finance responsible to "continuous evaluation of the policies to achieve the strategic objectives". In 2066 it was created the Spanish Evaluation Agency for Public Policies and Quality of Services, AEVAL (Agencia Estatal de Evaluación de las Políticas Públicas y la Calidad de los Servicios). Its objective was that the Spanish Public Administration carries out a true evaluation beyond to a simple control of the expenditures. The Royal Decree 769/2017 of 28th July 2017 (Real Decreto 769/2017 del 28 de julio) dissolved the AEVAL and all its functions pass to Institute for Evaluation of Public Policies and General Direction of the Public Governance (Instituto para la Evaluación de Políticas Públicas y de la Dirección General de Gobernanza Pública), which does not have yet a proper develop

In 2008, the Injuve publishes *Manual de evaluación para políticas, planes, programas y actividades de juventud*. The author establishes what should be the strategies to evaluate young policies and the possible evaluation tools. This manual has a comprehensive approach. The author states that evaluation indicators should be developed in the following dimensions related to youth policies: options, relationships, lifestyles, health and well-being, rights and satisfaction.

(9) We can see a listing of the Youth Agencies of the Autonomous Regions in the Youth Report of Murcia Council (Informe Joven del Ayuntamiento de Murcia). Phone numbers and email addresses of all youth agencies of the Autonomous Regions can also be found in this flyer of the Erasmus+: Youth in Action project.

The monitoring and evaluation of the Young policy is carrying out, as we have said above, through the review of Strategy 2020. It shall be carried out by virtue of the different Action Plans through the Youth Interministerial Commission:

- Action Plan 2014-2016
- Action Plan 2016-2018
- Action Plan 2018-2020

At the end of each year, the Youth Institute will produce a report on the follow-up of the actions taken, which shall be used as the basis, in order to partially asses each Action Plan and to encourage the development of new measures. From this annual report, the Youth Interministerial Commission shall decide the inclusion of new actions proposed by the different Ministries. The indicators are the ones can be seen in the Strategy 2020 document

An example of the evaluation of the youth policy is about the State Strategy of Volunteering: intermediate evaluation of the State Strategy (Evaluación intermedia de la Estrategia Estatal de voluntariado (2010-2014).

All measures related to youth employment and entrepreneurship are subject to follow-up and assessment by virtue of the assemblage of an Inter-Ministerial Follow-up Commission and a Working Group made out of social partners. The Commission and the Working Group shall take into account data and results provided by two different sets of indicators: (1) Output and result indicators; a control and follow-up of the number of measures taken, of the budget assigned to the measure and of the number of beneficiaries of each measure is carried out. (2) Impact indicators: parameters such as youth employment rate, early school drop-out rate, the percentage of youth with an involuntary part-time work contract, or the percentage of youth at risk of social exclusion, among others, are considered.

For the correct follow-up of the degree of advance of these measures, a procedure for the collection and treatment of data is established. By virtue of this procedure, each one of the entities responsible for each action shall provide the necessary information annually, which shall be subject to statistical aggregation and processing by the Ministry of Employment and Social Security (MEYSS).

The follow-up reports shall be referred to the Inter-Ministerial Follow-up Commission that shall analyse the degree of advance of each one of the initiatives and, where relevant, the degree of deviation from the established goals.

The Tripartite Commission on Youth Employment (Comisión Tripartita para el Empleo Joven) is an analysing, debate and assessment body for public policies concerning youth employment. It is made out of business and trade union organisations as well as the Public Administration.

1.5 Cross-sectoral approach with other ministries

Mechanisms and actors

Youth Interministerial Commission

On a General Government Administration scale, the body for the coordination and follow-up of the youth public policies is the Youth Interministerial Commission. This commission was established by Royal Decree1923/2008 (Real Decreto 1923/2008) of 21st of November 2008. This body is currently attached to the Ministry of Health, Social Services and Equality (under the Secretary of State of Social Affairs and Equal Opportunities).

It is a specific cooperation body between the Ministries as well as of promotion of youth policies, in charge of monitoring situations and problems affecting youth and proposing programmes and measures to the Government in order to solve them. In other words, it is a cooperation and relation body with the ensemble of Ministries in order to promote youth policies. Therefore, it is an instrument that allows putting together interministerial

plans and other actions addressed to youth, as well as maintaining a joint vision on the Government actions that, developed by the different Ministries, have an impact upon youth.

This Interministerial Commission existence has made intercommunication and cooperation between all the ministerial departments easier from the beginning, concerning policies which have an impact on youth in Spain and has made possible the establishment of a series of interministerial plans and strategies containing the ensemble of policies, proposals and services of the General Government Administration addressed to youth in Spain.

The purposes of this body are:

1- Proposing public policies to the Government
2- The study of the problems affecting youth
3- Coordination of the ministerial actions concerning youth
4- Monitoring the initiatives of the Spanish Youth Council
5- Enforcement of the initiatives
6- Other tasks assigned by the Government

Its structure is made up by the following members

- Chairperson: the legal person from the Ministry

- First Vice-chairperson: Secretary of State of Social Affairs and Equal Opportunities

- Second Vice-chairperson: the legal person from the General Direction of the Injuve

- Spokespersons: A representative ranking as Director-General of the ministerial departments from the General Government Administration and the Chairman of the Youth Council

- Secretary: a civil servant of the Youth Institute (the General Government Administration Youth National Agency)

The full Interministerial Commission shall meet at least twice a year, and shall be assisted in its functioning by the Youth Institute in order to carry out its abovementioned purposes.

Youth Institute (taking part in other collegiate bodies of the General Government Administration)

Given the cross-cutting nature of its duties, the Youth Institute participates in different collegiate bodies belonging to the General Government Administration as well as in other administrations whose work scope has an impact on youth.

The purpose is to deliver the point of view of the INJUVE to these *fora* and advisory bodies, granting access to its studies, data and specific actions, as well as participating in the different strategies and inter-sectorial plans launched from them.

It currently participates in the following:

- State Council of the Roma People (Ministry of Health, Social Affairs and Equal Opportunities. Directorate-General of Families and Childhood);
- Childhood Observatory (Ministry of Health, Social Affairs and Equal Opportunities. Directorate-General of Families and Childhood);
- Higher Traffic and Circulation Council (Ministry for Home Affairs. Directorate-General for Traffic);
- State Council for Families (Ministry of Health, Social Affairs and Equal Opportunities. Directorate-General of Families and Childhood);
- State Council for NGOs and Voluntary Work (Ministry of Health, Social Affairs and Equal Opportunities. Directorate-General of Families and Childhood);
- Monitoring Committee for the Operational Programme for Youth Employment (Ministry of Employment and Social Security);

- National Drug Plan (Ministry of Health, Social Affairs and Equal Opportunities. Governmental Delegation for the NDP);
- Observatory of School Coexistence (Ministry of Education, Culture and Sports);

Inter-territorial Council of Youth

The Youth Interregional Council (Consejo Interterritorial de Juventud) was established on the 18th of October 2007. Its purpose is to strengthen cooperation between the Autonomous Regions and the State, as well as between Autonomous Regions, concerning all matters to do with youth public policies.

This Council is composed by the Director-General of the Youth Institute and the directors or people responsible for the Autonomous Regions Youth Bodies. A representative from the Spanish Federation of Provinces and Municipalities (FEMP) also participates in these meeting as from 2009.

From its collegiate works, the set-up of projects such as "Youth Information Services Network" (Red de Servicios de Información Juvenil, #redsij) the European Youth Card, the Erasmus+/Youth programme (Erasmus+/Juventud), the European voluntary service (EVS) initiative and the youth qualifications programme are worth mentioning.

1.6 Evidence-based youth policy

Political Commitment to Evidence-Based Youth Policy

On the one hand, the Youth Strategy 2020 establishes indicators from which the Youth policy can be assessed (see 1.3 above).

On the other hand, the Youth Institute (INJUVE) has the purpose of carrying out the "analysis and research of youth reality". In this respect, the Youth Observatory (Observatorio de la Juventud) expects to be a technical body of analysis and assessment of the situation of youth in our country and of support for the design of initiatives, youth programmes and policies. The main purposes of the Observatory are:

- To serve as a participation channel for youth living in Spain, by means of expressing their opinions on those aspects that may have an impact upon their lives.
- To study youth reality, as well as the transformations in youth population.
- To contribute to the guidance and updating of the youth policies, as well as of actions taken by public administrations and society, addressed to youth.
- To analyse the image of youth in the media and to propose measures in order to improve it.

In order to achieve these goals, the Observatory of Youth carries out the following activities:

A. Statistics on youth
B. Opinion polls
C. Studies and research
D. Youth Studies Journals
E. Documentary records and Youth Library

The Youth Institute has been developing, for the last few years, a series of *opinion polls,* on a trimestral basis, with the purpose of gathering updated data on the opinion and situation of youth, concerning the different aspects which have an impact on their life. These Polls are a fast and extensive complement of the Youth in Spain Report and of the in-depth studies about group subjects. The INJUVE technical services deal with the questionnaire design, the statistical results, the data analysis and the making of a basic report of each poll, broadcasted through its website both in Spanish and in English.

Concerning the *studies and research* carried out by the INJUVE, analysing youth reality is their main goal, with the purpose of contributing to a greater knowledge applied to issues and phenomena which may have an impact on youth population and putting them at the disposal of educators, professionals, youth associations, media and politicians with responsibilities working in this field. Likewise, it is expected that they work as a basic diagnose for the starting up or updating of action programmes addressed to youth.

Both the opinion polls and the studies and research are divided into the following areas:

- Demography and general information
- Values, attitudes and participation
- Family, partnership and gender equality
- Training, employment and housing
- Economy, consumption and life styles
- Health and sexuality
- Leisure and free time
- Info-technology

The so called Youth in Spain Report (*Informe Juventud en España*) elaborated every four years is specially worth mentioning amongst the studies.

The *Youth Studies Journal* (*Revista de Estudios de Juventud)* of INJUVE is a very useful publication in order to get to know the problems and worries of youth, to think about them and, above all, to try to find solutions. This publication has been issued ever since 1979 and deals, as a monographic, with subjects of interest related to life, habits and needs of youth. It is published in paper and ever since no. 57 also in full text digital format, broadcasted through the INJUVE website.

Issues dealt with in the journal are, amongst other, participation, immigration, Europe and youth, urban cults, youth sexuality or violence. The journal areas of study are divided into the abovementioned following fields.

The *documentary records and the Youth Library (Biblioteca de la Juventud*). Documentary works carried out can be split into the following fields:

- Creation and maintenance of documentary records.
- Circulation of documentary products.
- Documental attention.
- Library management.

Cooperation between policy-making and research

The programme of the Observatory of Youth is developed in collaboration with researchers, Universities, companies and specialised entities, both public and private.

The "Doctoral Dissertation Awards" (premios INJUVE para Tesis doctorales) and the Didactic Materials INJUVE (Materiales Didácticos del INJUVE) are worth mentioning.

National Statistics and available data sources

The Observatory of Youth maintains a statistical database with the purpose of knowing the situation and evolution of youth population at all times. In order to do so, the following publications are issued:

- *Youth in numbers* (*Juventud en Cifras)*. Ongoing updating of a statistical compendium on youth population. It systematically collects statistical and polls information on youth, in order to get a view as complete and quick as possible on the features of this age group. Research, selection and creation of the basic indicators on youth which make part of these bulletins are the main tasks developed: population, family background, personal relationships, economy, occupations, health, leisure and free time, values and attitudes.
- Youth in the Labour Force Survey. By means of the micro-data obtained from the National Statistical Office, results tables for the age group from 16 to 24 years of

age and for 25 to 29 years of age can be drawn up. Information for each of the Regions and Autonomous Cities is also offered. Bulletin "Youth in Labour Force Survey" (*Jóvenes en la Encuesta de Población Activa*), is an example of the former, carried out by the INJUVE.

- Bulletin "Youth and Unemployment" (*Boletín Jóvenes y Paro Registrado).* Data offered on a monthly basis by the National Institute of Employment, under the Ministry of Employment and Social Security (Ministerio de Empleo y Seguridad Social). 24 bulletins are released (two a month) on youth figures with data offered by the State Employment Public Service (Servicio Público de Empleo Estatal[[10]i]).

Other data source, obtained from national databases, mainly from the National Statistical Office:

- Population
  - Population figures and Demographic Censuses (every ten years)
  - Municipal Register (annual)
  - Population projections (annual)
  - Marital status, Active Population Survey (trimestral)
  - Demographic phenomena(annual)
- Economy
  - Household budget survey (annual)
  - Living conditions survey (annual)
- Education
  - Education in the Labour Force Survey (trimestral)
  - Education Statistics from the Ministry of Education (annual)
  - Survey on Adult Population Involvement in Learning Activities (every five years)
- Employment
  - Labour Force Survey (trimestral)
  - Public Service of Employment (Servicio Público de Empleo Estatal) Ministry of Employment (monthly)
- Health
  - National Health Service (every four years)
  - Demographic phenomena (annual)
  - Death statistics (annual)
  - Hospital Morbidity Survey (annual)
  - National Registry of HIV (Registro Nacional de casos de VIH/SIDA) Ministry of Health (annual)
  - National Drugs Plan (Plan Nacional sobre Drogas). Household Survey on Drug Abuse in Spain (EDADES). Ministry of Health (every two years)
  - Traffic accident yearbook (Anuario de accidentes de la Dirección General de Tráfico) (annual)
  - Voluntary interruptions of pregnancy (Interrupciones voluntarias del embarazo. Ministry of Health (annual)
- Example of statistics in the Autonomous Regions

([10]) On the first days of each month, a bulletin with the advance of unemployment registered for those under 25 years of age was drawn up according to data obtained from the former Spanish Public Employment Service (INEM). This bulletin also includes some statistical pages with unemployment growth for foreign population and the evolution of the total unemployed per Autonomous Region and Province. It also contains self-made tables on the evolution of unemployment registered amongst those under 25 years of age per Autonomous Region and Province, as well as a summary of the presence of that collective in the total ensemble of registered unemployment. When the National Public Employment Service (SPEE) publishes the definitive data, a second bulletin is drawn up with data referred to the group of youth between 16 and 29 years of age. It also includes self-made tables based upon finished studies and duration of the demand.

- Instituto Valenciano de Investigaciones Económicas

Budgetary Allocations supporting research in the youth field

The Young Researchers Award (Certamen de Jóvenes Investigadores), organised by the Youth Institute and the University Policy Office from the Ministry of Education, Culture and Sports (Ministerio de Educación, Cultura y Deporte), encourages, research amongst youth of ages between 15 and 20 through the awarding of prizes related to works carried out on basic or applied research, or prototypes linked to any of the fields of the Secondary Education, A Levels and Vocational Training curriculum.

In its 29th edition, it relies on the collaboration from the Spanish National Research Council (CSIC), the Universidad Politécnica de Madrid, the Universidad de Málaga, the Spanish Royal Socity of Physics (Real Sociedad Española de Física), the Computer Scientific Society of Spain (Sociedad Científica Informática de España) and the ONCE Foundation (Fundación ONCE).

The awards include, amongst others, a Special Prize of the Young Researchers Conference of 5,000 euros, eight first prizes of 4,000 euros each, 10 second prizes of 3,000 euros each, 9 third prizes of 2,000 euros each and ten secondary awards of 1,000 euros each.

The scientific research funding programme "National Programme for Research Aimed at the Challenges of Society of the Ministry of Economy, Industry and Competitiveness" (Retos" de I+D+i", del Ministerio de Economía Industria y Competitividad), Research and Development and innovation projects for young researchers not linked or temporarily linked in 2015.

Ministry of Foreign Affairs and Cooperation (MAEC) Young Professionals Programmes for different purposes in many countries in the world in services belonging the ministry itself, many of them in collaboration with international public and private bodies, such as United Nations or the National and European chambers of commerce as the result of bilateral and multilateral agreements.

1.7 Funding youth policy

How Youth policy is funded

On a national scale the Action Plan 2014-2016 (Plan de Acción 2014-2016), established 2.9 thousand million euros in 211 measures in the different Axes of Action of the Strategy 2020. From this amount, over 90% of the budget has been allocated to youth employment and entrepreneurship support.

Besides these Plans, there is an ordinary budget for the *Youth Promotion and Services* (*Promoción y Servicios de la Juventud*), from the Ministry of Health, Social Services and Equality, of 30,9 million euros (Spanish National Budget 2017 – Presupuestos Generales del Estado 2017-)-

Public policies and actions related to youth are funded within the territorial scope of the Autonomous Regions.

What is funded?

The Youth Strategy 2020 establishes in its biannual 2014-2015 a budget of 2,942,174,369.17€ in order to fill the actions foreseen in the six axis of action of Strategy[11].

For Axis no.1 Education and training, 573,877,850€ were foreseen, dedicated to different measures amongst which the programme Erasmus+, the Program "That´s English!" and

(11) P.70 of the Youth Strategy 2020 Estrategia Juventud 2020. See 1.3 for further information on measures implemented by the Youth Strategy 2020.

"Das ist Deutsch" of official English and German distance learning, or the progressive implementation of dual Vocational Training, combining the teaching and learning processes within the company as well as in the learning centre.

For Axis no.2 Employment and Entrepreneurship a budget of 2,344,092,044.80€ has been allocated in order to pay for measures such as the extended coverage up to 100% of the capital amount of unemployment payout to start an entrepreneurial activity for people under 30 years of age, the set-up of the Youth Employment Operative Program (Programa Operativo de Empleo Juvenil), or promoting employment within the European Union through European Job Mobility Portal (EURES).

For Axis no.3 Housing 0€

For Axis no.4 Prevention and Health, a budget of 1,840,648€ has been allocated in order to fund, amongst other actions, the NDP Communication Plan: social acknowledgement of the risks attached to drug use, or the road safety education Interactive online project "The road" (La carretera), broadcasted in social networks.

For Axis no.5 Participation, voluntary work, inclusion and equal opportunities, a budget of 22,363,826.4€ has been allocated, in order to fund, amongst other actions, the Youth European Campaign against racism and xenophobia (Campaña Europea de la Juventud contra el racismo y la xenofobia en Internet), the Youth Journalism Awards on Gender Violence (Premios de periodismo joven sobre Violencia de Género) or the European Voluntary Service(EVS) to encourage voluntary work and non-formal learning.

Financial accountability

The State General Budget Law (Ley de Presupuestos Generales del Estado) is the legislative initiative used by the government to set its annual priorities, establishing estimates of expenditures and revenues that the Public Sector plans to make during the fiscal year. It sets what will be the fiscal policy of the Executive for that period and provides all Ministries and public entities of the financing necessary to implement services and public policies.

The General Budget Law 47/2003, of November 26, aims to regulate the budget, accounting, intervention and financial control of the state public sector. From the economic perspective, subsidies linked to youth policies are an important form of public expenditure and, therefore, must follow the guidelines of budgetary policy and also the criteria of stability and economic growth agreed with the European Union. In this sense, the Law of Budgetary Stability and Financial Sustainability is followed Organic Law 2/2012 of April 27, 2012 (Ley Orgánica 2/2012 de 27 de abril de 2012). In regards to the rules for the granting of subsidies the General Law of Subsidies is followed (Ley 38/2003 de 17 de noviembre), the regulatory bases of each type of subsidy being subsequently provisions for the development of the General Subsidies Law itself. Any action carried is then subject to the Court of Auditors (Tribunal de Cuentas), which is the supreme body that oversees the accounts and the economic management of the State and the public sector. This court is under direct supervision of the Parliament.

Regarding transparency the Law 19/2013 of December 9, 2013 on transparency, access to information and good governance (Ley 19/2013 de 9 de diciembre de 2013) is followed. According to it any subsidy must be published not only in the Official State Gazette (Boletín Oficial del Estado), but also in the Database of the National Subsidy System (Base de Datos del Sistema Nacional de Subvenciones, BDNS), which centralizes the information related to subsidies managed by the Public sector.

Use of EU Funds

The European Youth Strategy is financed through Erasmus+ Program, as well as the Structural Funds and other relevant programs as Creative Europe, Erasmus for Young Entrepreneurs and the Competitiveness and Innovation programmes.

In the year 2016, Spanish Administration participates of the following funds according to European Budget: (1) Erasmus +, 159,9 M€; (2) Youth Employment Initiative, 28,3M € y (3) Creative Europe Program, 6,8 M€.

1.8 Cross-border cooperation

Cooperation with European countries

Within the European Union, Spain participates in different international cooperation programmes, specially the Erasmus +: Youth. This programme was launched in 2014 inside the programme Erasmus +, for years 2014 to 2020.

Erasmus +: Youth, its main goal is to support all youth in the non-formal and informal educational field in order to develop essential skills for their personal and professional development precisely.

The specific goals are the following:

- Improving the level of skills and basic abilities of youth.
- Encouraging their participation in the democratic life of Europe as well as in the labour market.
- Promoting active citizenship, intercultural dialogue and social inclusion.
- Strengthening links between the youth scope and the labour market.
- Encouraging improvements in the quality of work, by means of a greater cooperation between organisations in the youth scope and other interested parties.
- Complementing the reform of policies in the local, regional and national scope.
- Supporting the development of a policy for youth based in knowledge and experience.
- Recognition of non-formal and informal learning.
- Promoting the international dimension of youth activities.
- Promoting the role of workers and organisations in the scope of youth as a supporting structure for youth.

All countries from the European Union, as well as the Former Yugoslavian Republic of Macedonia, Iceland, Liechtenstein, Norway and Turkey participate. The neighbouring associated countries may also do.

The main actors are the European Commission, the SALTO-YOUTH Resource Centres and the Eurodesk European information services (Red Eurodesk). In Spain two agencies, the Spanish Service for Internationalization of Education (SEPIE) and the Youth Institute (INJUVE) participate.

International cooperation

At the multilateral level, the biggest cooperation concerning youth is carried out with the Ibero-American countries.

Ibero-American Summits

The annual meetings (from 1991) of the Heads of State and Government are the annual meetings of the 22 countries inside the Organization of Ibero-American States (Organización de Estados Iberoamericanos). They deal with a wide variety of topics, as well as youth policies.

During the 25th Summit held in Cartagena de Indias (Colombia), at the end of October 2016, the Youth Ibero-American Agreement (Pacto Iberoamericano por la Juventud) was signed between member countries. The compromise is a political-institutional initiative to form an alliance between different sectors and actors with the purpose of improving the development of public policies of youth and the protection of youth.

Youth International Agency for Ibero-America

Regarding this aspect, Spain belongs to the Ibero-American Youth International Organization (OIJ), along with other 20 countries: Argentina, Bolivia, Brazil, Colombia, Costa Rica, Chile, Cuba, Dominican Republic, Ecuador, Salvador, Guatemala, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, Portugal, Uruguay and Venezuela.

It is an inter-governmental organisation comprising the youth ministries of the Ibero-American Community countries; its main goal is the inclusion and integration of all youth, through the public policies for youth.

Relaunched in 2012, it finds its origin in the Ibero-American Youth Organisation launched in 1992. It is based in Madrid.

Council of Europe

Participation in the European Steering Committee for Youth (CDEJ)

Besides all these international agreements, it has to be taken into account that the Autonomous Regions also carry out cooperation and external actions.

1.9 Current debates and reforms

In Spain, the main debates are based upon questions related to employment:

- *Youth Work*[12], especially in those fields where young people work with other youth
- Mutual recognition between countries of professional skills for non-formal education; specially the European Skills Passport

There are also a series of debates on youth identities and the capacity of participation of youth in the social[13] domain. The deep transformations brought about by the digital technological revolution, have become a decisive influence in the way young people are building their identity, subjectivities, relationships and participation; strongly linked to the different means of training. From an approach, the new forms of identity which seem to combine concepts that, until now, looked antithetical, but thanks to the mass-media and ICT new spaces representing the way into conceptions in terms of cosmopolitanism, are analysed; also the studies about *Millennials* and *Generation Z*[14]

2. Voluntary Activities

The major development of voluntary work in Spain happened during the 90's. The voluntary organizations increased exponentially and so did their institutionalization and professionalization which meant the creation of platforms and federations at the State and regional level (Aranguren, 2001). 1996 meant the creation of the first State Law 6/1996 with the purpose of promoting and facilitating the participation of society on volunteer actions within public or private non-profit organizations. Since then, almost all Autonomous Regions have developed their own legislations.

The Ministry of Health, Social Services, Equality (Ministerio de Sanidad, Servicios Sociales e Igualdad) is responsible for the government and promotion of volunteering on a state scale. Several platforms have been designed in order to supply information and to serve as a guidance for volunteering associations as well as for volunteers themselves. A new Volunteer State Law 45/2015 (Ley 45/2015 de Voluntariado) was approved in 2015, making access to volunteering easier for a wider sector of the population

(12) See more on Youth Work.

(13) See numbers Youth Journal 108, 109, 110 and 111

(14) See number Youth Journal 114. These reconfigurations of identities have also an effect in the sexual and affective domain.

Despite the economic crisis the number of volunteers increased in almost 200,000 people according to the "The Third Sector in 2015: The impact of the crisis" (El Tercer Sector en 2015: Impacto de la crisis). In three years, volunteering has increased 18.3% from the total ensemble of the sector. The biggest percentage of volunteers is found amongst youth between 14 and 24 years of age. Although it does not rely on an old tradition, youth volunteering in Spain has grown to reach in 2015 22% of youth respondents according to the Flash Eurobarometer 408 and 25.1% according to the CIS (2014).

2.1 General context

Historical developments

The current concept of volunteering in Spain is born at the time of the Democratic regime instauration in 1978, given that, until then, volunteering had a charitable connotation, away from the current standards and the new social awareness of solidarity and integration. In Spain, talking about volunteering is talking about the changes linked to it from its origins. Both volunteering organisations as well as volunteers have been transformed by the social and cultural changes.

From an immediate origin in which volunteering, was considered for various reasons with reservations and caution by the political power, social action professionals, trade unions, etc. Voluntary action has nowadays become the ultimate expression of social policies, and even an instrument of integration of the civil society, a possibility to participate in a formal democracy, to mediate or renegotiate personal and collective identities, and to develop new forms of sociability and social solidarity (Mora Rosado, 2001).

During the early years of Democracy the development of voluntary entities was scarce and poor. Many of social movement's leaders became professional politicians and the aims and objectives of those movements seemed to have been somehow achieved. The newly created Democracy was born with a strong welfare and statist aspiration, denying or giving residual work to voluntary organizations (Casado, 1992). Some authors also consider the country historical process and the previous authoritarian regime partly responsible for this period disengagement and a mistrust or separation between the public and private sphere (Subirats, 2001).

The 80's were of key importance in the development of volunteering in Spain, when voluntary activities especially focused on social volunteering were promoted and coordinated "from above". In 1981, the General Directorate of Social Action created a working group on "Volunteering in Social Action" with representatives from the Administration and different voluntary organizations. In 1986 the Spanish Volunteer Platform (Plataforma de Voluntariado de España, PVE) is created with the aim of promoting volunteering and gather together the various organizations form the local and regional scope to establish common channels of thought and action. This organization has become the reference of systematization and coordination of voluntary action in Spain.

The major development of voluntary work happened during the 90's. The voluntary organizations increased exponentially and so did their institutionalization and professionalization which meant and increase in the professionals and volunteers and the creation of platforms and federations at the State and regional level (Aranguren, 2001). 1996 meant the creation of the first State Law 6/1996 with the purpose of promoting and facilitate the participation of society on volunteer actions within public or private non-profit organizations (Ley Estatal del Voluntariado 6/1996). Since then almost all Autonomous Regions have developed their own legislations recognizing the importance of voluntary activities as an expression of social participation in the political, economical and cultural development of Democracies.

According to the Sociological Research Centre (CIS) report "Attitudes of youth in Spain towards participation and volunteering"(Actitudes de la juventud en España hacia la

participación y el voluntariado) in 2014. 25.1% of youth in Spain, between 15 and 29 years of age, carries or have carried out volunteering activities regularly.

On a European scale, Spain is the sixth country in the EU concerning volunteer participation, which shows the increase of social awareness in society that has taken place in the last few years.

Despite the economic crisis the number of volunteers increased in almost 200,000 people according to the "The Third Sector in 2015: The impact of the crisis" (El Tercer Sector en 2015: Impacto de la crisis) estimates that nearly 1.3 million people collaborate with these social organisations out of altruism and solidarity. In three years, volunteering has increased 18.3% from the total ensemble of the sector. The biggest percentage of volunteers is found amongst youth between 14 and 24 years of age, and the smallest amongst those between 35 and 54 years of age (13.1% and 6.1%, respectively).

Although it does not rely on an old tradition, youth volunteering in Spain has grown to reach in 2015 22% of youth respondents according to the Flash Eurobarometer 408 and 25.1% according to the CIS (2014). In relation to other countries with a greater tradition of volunteering, deeper plans and specific programmes on volunteering, Spain is only 3 percentage points below the European Union average. This reflects a change towards a type of volunteering based on leisure and free time, close to youth associationism and with a high percentage of actions within the social action and integration field (Estrategia Voluntariado 2010-2014).

From 2014, the CIS includes a question in the October Barometer about the participation of the population older than 18 years in different kinds of organizations. However this question does not follow the categories of the Law 45/2015.

Table1. Belonging and Participation of the population higher than 18 years

October Barometer	B. 3041 2014	B. 3114 2015	B.3156 2016
Cultural or leisure group	9,7	9,6	9,3
Sport group	8,5	8,9	8,8
Social or Human Rights support group	6,4	5,4	6,7
Other volunteer organization	5,9	5,2	6,3
Youth or student organization	1,5	1,4	1,8

Source: CIS Barometre 3041, 3114, 3156

The concept of volunteer organisations as such does not exist, but they are included in the NGOs (Non-profit Organisations) and are part of the so-called Third Sector. The new Law 45/2015 on Volunteering (Ley 45/2015 de Voluntariado) has extended the definition and so volunteering reaches now new fields.

Main concepts

Volunteering is vague concept subject to social and cultural evolution within different geographical scopes permanently. According to the State Law 45/2015 the concept of volunteering is defined as the ensemble of general interest activities developed by people as long as they meet the requirements of solidarity, willingness, free-of-charge and involvement with the volunteering entity and with a volunteering programme.

Other definitions of volunteering come from the Spanish Volunteer Platform (Plataforma de Voluntariado de España) "that organised activity developed within a non-profit organisation by people who, out of altruism and solidarity, participate with people and social reality, facing situations of violation, deprivation or lack of rights or opportunities in order to achieve a better quality of life and a greater cohesion and social justice as an expression of organised active citizenship".

On its report "Manual on the measurement of volunteer work" the International Labour Organisation (OIL) defines volunteering work as the unpaid and non-compulsory work,

that is to say, unpaid time people invest on activities, be it through an organisation or directly for other people who are not members of the volunteer own household.

This way, youth volunteering (16 to 29 years of age) develops into an activity with an international dimension, this is, a new framework for action upon which European and International civil volunteering is built. Action types change, although maintaining the same degree of satisfaction and motivation. These actions are developed in new fields related to digital volunteering, distance volunteering or occasional volunteering, amongst others.

The Law 45/2015 also classifies voluntary work according to different action areas: social, international cooperation, environmental, cultural, sport, educational, socio-sanitary, communitarian, civil protection and emergency volunteering.

2.2 Administration and governance of youth volunteering

Governance

The Ministry of Health, Social Services and Equality (Ministerio de Sanidad, Servicios Sociales e Igualdad) is responsible for the government and promotion of volunteering on a state scale. Several platforms have been designed in order to supply information and to serve as guidance for volunteering associations as well as for volunteers themselves.

A new Volunteer State Law 45/2015 was approved in 2015, making access to volunteering easier for a wider sector of the population. This law differs from the previous one concerning the achievement of three purposes perfectly distinguishable with an aim of protecting and guaranteeing volunteering work itself, and placed within an ensemble of the rights of volunteers and the responsibilities of organisations. Thus, it has to be said that this Law does not contain specific features for youth volunteers.

The main Governance agents are those who maintain a close relationship between volunteers and their associations, and the entities and main actors who carry out public policies. At a state level the main actor in the promotion of voluntary work, especially in its social dimension is the Ministry of Health, Social Services and Equality. Within the Ministry the superior body competent for the "Promotion of social services and support of the cooperation with the non-governmental organisations, support of social volunteering, in the scope of competences constitutionally assigned to the State" is the Secretariat of State for Social Affairs and Equal Opportunities (Secretaría de Estado de Servicios Sociales e Igualdad). At the same time, within the structure of the Secretariat of State, the Directorate-General of Families and Childhood is the governing body assuming direct management of these policies.

Cross-sectoral cooperation

At a national level, the existence of the State Council of Non-Governmental Organizations for Social Action is worth mentioning. It is an advisory Body, attached to the General Government Administration through the Ministry of Health, Social Affairs and Equal Opportunities, which becomes a meeting point for dialogue and participation in the association movement concerning the elaboration of social policies. The Royal Decree 235/2005, establishes its nature, goals, composition and functioning.

Within the youth volunteering scope, it is the task of the Youth Institute (Instituto de la Juventud) to encourage youth associationism, and by so doing to support youth volunteering.

Although there are other non-governmental actors within the different volunteering fields in Spain with different visions and aims, there are observatories, platforms and networks from the intervening actors. Some examples of volunteering organisations are the following:

- Spanish Volunteering Platform (Plataforma del Voluntariado de España)
- European Antipoverty Network (EAPN España).

- Third Sector Observatory (Observatorio del Tercer Sector)
- Make it Happen Foundation (Fundación HAZLOPOSIBLE)
- Platform of the NGO of Social Action (Plataforma de ONG de Acción Social)
- Institute for the Quality of the NGOs (Instituto para la calidad de las ONG)

In regards to the Autonomous Regions, a number of volunteering official platforms are listed below:

- Plataforma Inforjoven la Comunidad de Madrid
- Portal de Voluntariado de la Comunidad de Madrid
- Plataformas de Voluntariado de la Comunidad de Madrid
- Portal de Voluntariado de Murcia
- Portal de Voluntariado de Andalucía
- Plataforma Andaluza del Voluntariado
- Plataforma De Voluntariado De Aragón.
- Plataforma De Voluntariat Social de la Comunitat Valenciana.
- Plataforma Del Voluntariado De Extremadura.
- Plataforma Del Voluntariat De Les Illes Balears.

2.3 National strategy on youth volunteering

Existence of a National Strategy

The national strategy is the Volunteering State Strategy 2010-2014 approved by the Council of Ministers 23 December 2010 (Estrategia Estatal del Voluntariado 2010-2014).

The specific goals for youth are included in the Youth Strategy 2020 (Estrategia Juventud 2020), which works as a reference framework for youth policies in Spain. This Strategy, which amongst other dimensions relies on volunteering, is also a forward planning tool of the existing tendencies for the near future, and was approved by the Council of Ministers on 12th of September 2014. It incorporates an analysis framed within the breakdown of 6 goals and youth tendencies towards year 2020.

Scope and contents

Each Strategy counts on an Action Plan in order to achieve the desired goals. The action plans related to the compliance with the Youth Strategy 2020 are the following:

- Action Plan 2014-2016: Budgets for 2014-2015 and mid-term evaluation in 2016.
- Action Plan 2016-2018: Budgets for 2016-2017 and mid-term evaluation in 2018.
- Action Plan 2018-2020: Budgets for 2018-2019 and mid-term evaluation in 2020.

The action plans encourage both actions directly addressed to the promotion and support of volunteering and solidarity practice and those pursuing the consolidation of the volunteering movement, through the strengthening of NGO.

The Action Plan 2014-2016 places volunteering within the strategic axis no. 5, "Participation, Volunteering, Inclusion and Equality". The main goals are:

- Encouraging voluntary activity of youth especially that linked to ICT.
- Fighting social exclusion from the least-favoured sectors of youth population
- Fighting any type of violence or discrimination
- Promoting equal opportunities

Actions in this matter are the following:

- Management of the programme of the European Volunteering Service.
- Fighting the exclusion of disabled people, socio-sanitary programmes, of employment and social inclusion.
- Measures for equal opportunities and gender equality. Promotion, of education for vulnerable groups, of corporate volunteering, of support for teachers and social workers in charge of minors, with legal measures funded by means of the personal income tax system (IRPF).

Responsible authority

The responsible authority is the Ministry of Health, Social Services and Equality. Each Autonomous Region has also its own authority, developing plans and strategies for action volunteering exclusively within its own territorial scope.

Revisions/ Updates

The Volunteering State Congress is organised every year. In 2017 it is going to be celebrated in Sevilla, the XIX Congreso Estatal del Voluntariado. Last year the XVIII Congress was hold in Huesca.

2.4 Laws and regulations on youth volunteering

Stand-alone law

There is no specific state legislation for youth volunteering, however, general regulation has been produced. As from 2015 there is a new law on volunteering Ley 45/2015, de 14 de octubre, de Voluntariado regulating state competences and offering companies, universities or Public Administrations the possibility of becoming a target audience for volunteers as well.

The law establishes a Volunteering Statute for volunteering entities and volunteers who participate or carry out volunteering programmes of state or supra-autonomic scope developed in Spain or abroad. This agreement is considered as the instrument of definition and regulation of relationships between volunteers and the volunteering entity.

Other relevant aspects regulated are:

- The rights of people benefiting from the volunteering activities are regulated.
- Its article 14 accounts for rights and responsibilities of the volunteering entities.
- The minimum age to become a volunteer is now 12.
- The law establishes the scopes of volunteering actions: social, environmental, cultural, sports, leisure and free time, international cooperation and development, communal and of civil protection.
- Public Administrations as well as companies or private institutions shall favour, in agreement with labour legislation or public employment and points agreed upon in collective bargaining, the adoption of measures for the reduction or adaptation of working time, suspension of the employment relationship with the right to return to the same job or interruption of paid work or not, so that employed workers or public employees may carry out their volunteering activities.
- New forms of volunteering.

This Law pursued placing an emphasis on the presence of telematic volunteers, welcoming all types of organisations regardless of their origin, size, scope of action and motivation or level of commitment of their volunteers.

When dealing with regulations on youth volunteering in Spain, the singularity of the territorial organisation has to be taken into account. Spain is conceived as a State of Autonomous Regions, so that the specific features of youth volunteers shall be dealt with first of all, and then what autonomous regions have specifically legislated for youth volunteering shall be added:

Law 9/1992, of 7 of October, on Social Volunteering in the Autonomous Region of Aragon.; Law 3/1994, of 19 of May, on Social Volunteering in the Community of Madrid; Law 4/1995, of 16 of March, on Volunteering in Castile-La Mancha; Law 1/1998, of 5 of February, regulating Social Volunteering in Extremadura; Regional Law 2/1998, of 27 of March, on Volunteering in the Community of Navarre; Law 7/1998, of 6 of May, of Volunteering in La Rioja; Law 4/1998, of 15 of May, on Volunteering in the Canary Islands; Law 3/1998, of 18 of May, of Volunteering in the Balearic Islands; Law 17/1998, of 25 of June, on Volunteering in the Basque Country; Law 3/2000, of 22 of December, of Volunteering in Galicia; Law 4/2001, of 19 of June, on Volunteering in the Community of

Valencia; Law 7/2001, of 12 of July, on Volunteering in the Autonomous Region of Andalusia; Law 10/2001 of the Principality of Asturias, of 12 of November, on Volunteering; Law 5/2004, of 22 of October, on Volunteering in the Region of Murcia; Law 8/2006, of 10 of October, on Volunteering in Castile and Leon; Law 43/2015, of 9 of October, on the Third Sector of Social Action; Law 45/2015, of 14 of October, on Volunteering.

Other official documents containing guidelines on youth volunteering

Apart from the laws already mentioned, there are other official documents with contents addressed to volunteering, regardless of the age of volunteers.

When taking on the requirements for the establishment of an entity whose purpose is volunteering, special attention shall be placed on the Law 43/2015 of the Third Sector of Social Action (Ley 43/2015, del Tercer Sector de Acción Social). This Law regulates entities belonging to the Third Sector of Social Action, as it reinforces their capacity as a spokesperson before the General Government Administration concerning social public policies and defines measures of promotion that the public powers may be able to adopt for their own benefit.

Regulations on standards of quality

Generally speaking, every volunteering organisation supervises and assesses both technically and practically its quality indicators. However, due to the proliferation of non-profit entities, quality standards related to values of solidarity and ethics, necessary for the said classification as non-profit entity, have to be established both internally and externally.

Quality management systems contribute to improving the effectiveness and efficiency as well as to improving the credibility of the Third Sector, as crediting in front of third parties of effective management of these organisations would allow building an excellence, seriousness and quality image[15i].

The different quality standards can be identified according to their scope and sector. There are general tool such as the family of the ISO standards: ISO 9000/2000of great international dissemination amongst the public, private and non-profit sector, like the EFQM model of European origin but broadly spread.

Then there are sector specific tools. These are characterised by their specific scope on NGOs: on the one hand there is the standard "Quality NGO", promoted by the Ministry of Employment and Socials Issues (Ministerio de Trabajo y Asuntos Sociales) and oriented towards Social Action NGOs; on the other, quality standards for humanitarian organisations: Proyecto Esfera and Compas Qualité; and last UNE 165011 granting the necessary requirements for an ethical management. There are also ad-hoc tools for NGDO. This standard type is specific for the qualification process as NGDO elaborated by AECID.

Target groups

The mentioned Spanish law does not establish volunteering target groups and, as explained earlier, general legislation is applied. However, all measures, opportunities, exceptional nature matters, benefits, supports and rights foreseen in the applicable Spanish Legal System in force are to be applied to youth volunteering. Being "young and volunteer" is not incompatible with other activities carried out within the law, except for specific incompatibilities previewed in legislation.

(15) Fundación Luis Vives (2003). La calidad en la gestión de ONG. Orgsocial, nº 14, pp. 10 – 13.

2.5 Youth volunteering at national level

National Programme for Youth Volunteering

There is no national programme for youth volunteering, which is a general, nationwide programme, organised, funded and monitored by the State.

The Ministry of Health, Social Services, and Equality promotes specific projects of youth volunteering. Moreover, the Youth Institute (Instituto de la Juventud) offers specific programmes and information for youth volunteers nationwide.

Funding

As there is no national programme for youth volunteering, it is included in the national programme coordinating all generic volunteering.

Due to the existence of state and autonomic programmes, it is difficult to make estimations for all volunteering activities undertaken. Moreover, also those organisations carrying out youth volunteering programmes receive financial aid both from the State and from the Autonomy, and this is the reason why we have to consider each Spanish public administration separately.

Financial aid for the development of volunteering projects comes mainly from the General Government Administration, Autonomic Administrations and Local Entities.

In the national scope, there are several financial aid lines specially addressed to promoting youth associationism and volunteering.

First of all, financial aid for maintenance, functioning and equipment of youth associations, youth organisations and entities providing services to youth has to be mentioned.

Besides, within the scope of the Ministry of Health, Social Services, and Equality financial fund from the IRPF (Personal Income Tax System) has to be mentioned. It may be applied for by any entity considered to be an Entity from the Third Sector. Royal Decree-Law 7/2013, of 28 of June, on taxation, budgetary and promotion of the research nature urgent measures, development and innovation; Royal Decree 536/2013, of 12 of July, establishes the regulatory basis for the state financial aid aimed at the achievement of personal interest programmes by means of the personal income tax system within the scope of the Secretariat of State for Social Affairs and Equal Opportunities; The Secretariat of State for Social Affairs and Equal Opportunities, by which the Agreement of the Council of Ministers formalises the distribution criteria each year, as well as the distribution of credits for the cofounding of plans or social programmes developed by the different autonomous regions

The Spanish Agency for International Cooperation for Developemt (AECID), under the Ministry of Foreign Affairs and Cooperation (Ministerio de Asuntos Exteriores y Cooperación), offers funding programmes for volunteering entities, not only for the development of cooperation programmes in the field (abroad), but also for works carried out within their own headquarters as well as in development projects.

The Ministry of Education Culture and Sports (Ministerio de Educación, Cultura y Deporte) also offers financial aid for cultural volunteering in different Museums and activities related to Cultural and Historical Heritage.

Likewise, the Ministry of Agriculture, Food and Environmental issues (Ministerio de Agricultura, Alimentación y Medio Ambiente) also offers financial aid for environmental volunteering both within the state scope and in the Autonomous Regions.

The Home Affairs Ministry (Ministerio del Interior) regulates volunteering activities concerning Civil Protection, developed mainly through provincial, regional and state networks, organised by volunteering groups; at a State level, the National Association for Volunteer Groups (ANAV) is included in and promoted by the General Directorate of Civil Protection and Emergencies (Dirección General de Protección Civil y Emergencias), as

well as the Civil Protection National School (Escuela Nacional de Protección Civil). All different levels of Civil Protection include, to a different extent, financially aided training, as well as equipment and financially aided resources for volunteering.

Beyond the public space, there is also financial aid coming from big international companies, as well as from supra-national entities such as the United Nations and the European Union and from organisations belonging to civil society Iberoamerican League of Civil Society Organizations (Liga Iberoamericana de Organizaciones de la Sociedad Civil).

Characteristics of youth volunteering

According to the report "The Volunteer action in 2016" ("La acción voluntaria en 2016") Produced by the Spanish Vonlunteering Platform, 38.1 % of the Spanish population over 14 years of age collaborates in some way with NGO and 9.3 % are volunteers. The highest percentage of volunteers is between 14 and 24 years of age. 12.9% of youth within this age group state that they belong to some volunteering organisation. There has been an increase from 9.6% in 2014, and the highest volunteering percentage is found in social volunteering, both for men and women.

In 2011, for those between 18 and 24 the most important reason why there are not more people in volunteering activities is lack of time, or lack of personal interest[16i].

The tendency showing that cooperation in general, as well as financial cooperation with NGOs in Spain, increases with age is maintained. However, there is a significant increase in the percentage of youth under 24 years of age that has increased from 5.8% in 2014, to 9.6% in 2016 (PVE, 2007).

The average of young volunteers is 9.3%, student volunteers are the youth group with the highest participation, with 14,1% of collaboration; this is the only group that maintains a sustained trend from 2014. Next in importance are non-emancipated children, with secondary school or university studies; people living on their own; and people with a high socioeconomic status.

Considering the different geographical areas, Central, Levant and Canary Islands show a lower percentage of people collaborating with volunteering, whilst Southern (Andalusia) and Northerner areas (from Galicia to Catalonia) poses a higher ratio.

Table 2. Percentage of volunteer participation in NGO's by age.

Age	NGO Participation
14-24	13.11
25-34	8.71
35-44	6.06
45-54	6.16
55-64	6.34
65 or more	8.41

Source: The Volunteer Action in 2016. PVE, 2016

Table 3. Percentage of volunteers between 14 and 24 years of age with regard to the different scopes. Gender based.

	Female	Male
Social Volunteering	52,3	55,1
International Development Cooperation Volunteering	6,1	5,9
Environmental Volunteering	4,5	2,3

(16) Centro de Investigaciones Sociológicas barómetro de opinión del mes de marzo de 2011. Estudio nº 2864.Barometer March.Question 22, page 13.

Cultural Volunteering	7,9	8,4
Sport Volunteering	6,8	12,8
Educational Volunteering	19,0	12,6
Socio-Sanitary Volunteering	7,7	10,4
Leisure Volunteering	11,8	6,4
Community Volunteering	3,8	1,7
Civil Protection Volunteering	1,0	2,5

Source: The Volunteer Action in 2016. PVE, 2016

Support to young volunteers

Institutional support for volunteers is included in Article 10 of volunteer's rights in Ley 45/2015 del Voluntariado. They rely on an insurance against the risk of accidents and illness directly linked to the volunteer action paid by the volunteering entity, and volunteers have to be refunded all expenses incurred in when carrying on their activities.

Other organisations such as the Spanish Volunteering Platform and Public Administrations such as the Ministry of Health, Social Services and Equality provide information, funds and support for youth volunteers.

Quality Assurance (QA)

Quality in management and promotion of volunteering has to be linked to the own actions carried out by volunteers in associations. This action has to be regulated by the very functioning regulations of the entities based in democratic principles, as well as complying with rights and responsibilities legally recognised (recognition, identification, information…) in the Law 45/2015.

Quality according to the Platform of NGO's of Social Action (Plataforma de ONG de acción social[17]) is:

- A philosophy by which people from the organisation may learn, practise, participate and encourage ongoing improvements.
- A strategy of the entities for their own support as well as to guarantee their survival.
- A practice, a way of doing which provides added value to the organisation results.
- A management system resulting from adopting the perspective of all the clients of the entity.

Compliance with volunteer rights and responsibilities can be of use as a quality measure. The report "The social action third sector: The impact of the crisis" (El Tercer Sector de Acción Social en 2015: el impacto de la crisis, 2015) states that, insurance, which is compulsory, was taken into account in 2013 by 87.5% of the entities. In these last few years the insurance coverage has become steadier but this has not reached the whole sector. This is, without a doubt, bad news, as this coverage is a compulsory feature. The expenses refund remains steady although it suffers a slight decrease of 2 points from 2010, as roughly seven out of ten entities take it into consideration. Finally, the volunteering commitment or engagement is implemented in 75%, maintaining the figure steady with regard to 2010.

Volunteering entities can use their own codes of ethics or declarations of commitment, such is the case of the Ethical Code of Volunteering (Código ético del voluntariado), presented by Fundación IUVE in 1998 or the one from the Spanish Volunteering Platform (Plataforma del Voluntariado de España) presented in year 2000. Entities from the Third Sector can also rely on quality certificates at their disposal, which may offer guarantees

(17) The social action NGO Platform is currently made out of: the Social Work and Social Services Institute (INTRESS), the Red Cross, the Spanish Confederation of Organisations in favour of intellectually disabled people (FEAPS), Fundación Secretariado General Gitano, FundaciónVínculos, the Federation of Progressive Women and Fundación Pioneros.

of good practice, one of them being Qualicert. Also the "Declaration on Quality compliance in the Third Sector" (Declaración de compromiso por la Calidad en el Tercer Sector) was presented in Madrid in 2006 within the frame of the Conference for Quality, Third Sector and Social Policy, and, 10 years later, it has been endorsed by 90 associations. The goal of this commitment is to coordinate efforts for NGOs to report on their actions and work with greater quality within their specific scopes from their own values and principles.

There is also the European Charter for Volunteering which serves as guideline. The Law 45/2014 establishes it as a competence of the State Administration and of Public Administrations to ensure the quality of volunteering in Spain. Still, each organisation, institution or platform is responsible for transparency and for maintaining the quality standards.

2.6 Cross-border mobility programmes

EU programmes

The European Union manages youth volunteering through its main youth programme launched in 2014, Erasmus+. This programme has launched a series of initiatives amongst which the Servicio Voluntario Europeo (SVE) stands out.

This service is conceived for youth volunteers between 16 and 30 years old with residence in a member country, for a volunteering period abroad between 2 weeks and 12 months, both in country member of the EU or others. The European Union support includes: total coverage of the volunteer housing and maintenance expenses; refund of the trip expenses (with a maximum limit); health insurance; destination language training and, in some cases, total or partial transportation coverage.

For 2016 there are 4,918 recognised organisations from 60 countries which offer volunteering programmes in the frame of SVE, of which 287 are Spanish.

In Spain, there is mainly a National Agency for the management of the youth programme Erasmus+, called Spanish Service for the Internationalization of the Education (Servicio Español Para la Internacionalización de la Educación (SEPIE).

In Spain, the Spanish National Agency, belonging to the INJUVE, is in charge of the youth chapter management from the Erasmus+ Programme.

Other Programmes

The Youth Exchange Program of the Youth Hostelling Network Programa de Intercambios Juveniles de la Red Española de Albergues Juveniles (REAJ) is another Spanish programme for youth volunteering. It is aimed at youth between 18 and 30 years of age from all Autonomous Regions so they can live an experience in an international frame by means of staying in youth hostels abroad (United Kingdom, Germany, Slovenia, Croatia or Portugal, amongst others) with the purpose of improving their knowledge of management in youth hostels. The duration of the programme is between 2 weeks and 3 months per participant.

The development of the Servicio de Voluntariado Internacional (SVI) also has to be mentioned, managed by the INJUVE in collaboration with the Autonomous Regions, gives the opportunity, through its Programme Campos de Trabajo (Work Fields), both to Spanish living abroad and to foreigners living in Spain, between 18 and 30 years of age, to participate in volunteering projects for approximately fifteen days in different countries around the world.

Legal framework applying to foreign volunteers

For all volunteers, regardless of their nationality, both the Law 45/2015 (Ley 45/2015, de 14 de octubre, del Voluntariado) and the autonomous regulations mentioned earlier are to be applied.

Legal provisions concerning immigration matters are also to be applied. Both the Organic Law 4/2000 on the rights of foreigners in Spain and their social integration (Ley Orgánica 4/2000, sobre derechos y libertades de los extranjeros en España y su integración social) and its regulation approved by Royal Decree 557/2011 (Real Decreto 557/2011, de 20 de abril).

For citizens from a State which is not a member of the EU or the EEA it is compulsory to be in possession of the Authorization of stay for studies, pupil's mobility, internships or voluntary services (Autorización de estancia por estudios, movilidad de alumnos, prácticas no laborales o servicios de voluntariado) regulated by Article 37 of the Royal Decree 557/2011.

2.7 Raising awareness about youth volunteering opportunities

Information providers

There is a number of entities which offer accessible information regarding volunteering opportunities in Spain. They are mainly the Spanish Agency for International Cooperation and Developement (Agencia Española de Cooperación Internacional para el Desarrollo), the European Comission Representation in Spain (Representación en España de la Comisión Europea), or the Spanish Youth Institute (INJUVE). There are also Foundations which offer information such as the Fundación Vicente Ferrer, complete information can be found at a national level in the website of Plataforma de Voluntariado or of the Asociación Española de Fundaciones and other entities such as Red Cross (Cruz Roja) or Unicef which already offer specific information on privately run volunteering.

Besides, many web platforms offer volunteers the possibility of getting close to the volunteering offers. They may also approach the Spanish or regional volunteering platforms, as well as volunteering networks within the Universities.

Key initiatives

Many initiatives can be found in the Erasmus+ INJUVE website or directly in the Youth Volunteering document from the INJUVE, besides the projects under the European Youth Portal.

There are other initiatives at an autonomic and local level which may look at programmes and activities of national scope, for instance, the Fundación Esplai, as well as many others.

At "university volunteering" level of Spanish universities, apart from the information placed in each one of the university websites, the links offered in the paragraph "volunteering" presented by the page of university support system Universia is very useful.

2.8 Skills recognition

Policy Framework

When recognising competences in the field of youth volunteering there is, on the part of the National Administration, no Plan or official Programme recognising volunteers abilities, as it is down to each organisation to do the task.

As for the possibility of recognition of abilities, article 24 of Law 45/2015 allows volunteering entities to recognise and validate voluntary provision of services by means of a certificate issued by the volunteering entity where work has been carried out, at any time when the volunteer may ask for it or upon expiry of the volunteering period. It has to reflect, as a minimum, besides personal and identification details of the volunteer and of the volunteering entity, the date of enrolment in the entity and the duration of it, description of the tasks carried out or roles assumed as well as the place where the activity was carried out.

Existing arrangements

The National Awards for Social Volunteers (Premios Estatales al Voluntariado Social) are recognition of individual and collective work, developed by people or legal persons who may have stood out for their participation in volunteering actions.

Along with this possibility of recognition, the Confederation of Youth Centres Don Bosco (Confederación de Centros Juveniles Don Bosco) in collaboration with the Didadnia Federation (FederaciónDidania), ASDE Scouts de España and the INJUVE have encouraged a new online tool for the recognition of acquired competences through volunteering action. This tool is included in the Recognise Project (Proyecto Reconoce) and the application is to be done through its website.

Along with this, volunteers may also have their volunteering activities recognised using ECTS credits, which depend on each University procedure (paragraph 2.5, "support to young volunteers").

2.9 Current debates and reforms

The use of information and communication technologies favours the appearance and participation of new profiles and it is a challenge for organizations. ICT's can be a mean and an end in youth volunteering. Young people can collaborate with associations in ways not based in presence, and at the same time ITC's can be at the core or the mission of the volunteer enitity: Cybervolunteering is set to reduce the digital divide through training and associated services; and cyber-activism basically consists of using the information and communication technologies in reporting strategies and political incidence.

Another emerging volunteer area is the environmental one, which is particularly affected by seasonality and which profiles are mostly of young people.

The analysis of the situation of volunteering in Spain (2010-2014) is the most updated document on the current situation of volunteering in Spain and its possible debates and reforms.

3. Employment & Entrepreneurship

Although the progress in the last semesters show a consolidation of the employment recovery, youth unemployment remains very high and a major concern at 55.98 per cent for young people from 16 to 24 years of age and 36.15 per cent between 20 and 24 years of age. In total, the unemployed between 16 and 24 are 583,800. The Youth Strategy supported by the Action Plan 2014-2016 (Plan de Acción 2014-2016) establishing the action axes, goals and measures as well as the budget for this period, used over 80 per cent of its budget for the promotion of employment and youth entrepreneurship.

The main agent in the design and implementation of youth employment and entrepreneurship policies is the Ministry of Employment and Social Security, the highest public authority in charge of coordinating relevant actors and responsible for the establishment and control of the Youth Guarantee System (Sistema de Garantía Juvenil). At sub-national level, and taking into account their main role in youth policy, the Autonomous Regions take a fundamental role in the projection, definition, implementation and management of public action concerning youth employment and entrepreneurship. Both in the administration and management of actions related to youth employment and entrepreneurship, and in the implementation of the Youth Guarantee, the Autonomous Regions shall involve the competent departments related to Employment, Education, Social Affairs and Youth.

In the first semester of 2017, the Spanish Government presented the National Reform Plan 2017 (Programa Nacional de Reformas 2017) whose main objective is to promote employment. The document presents the renewal of the mentioned strategy, Strategy for Employment Activation 2017-2020, establishing as priorities of the active employment policies to improve the employability of young people, to seek an effective implementation of the employment system, to promote the Youth Guarantee and to improve the system of vocational training for employment, especially dual training.

3.1 General context

Labour market situation in the country

The situation of employment in Spain is still affected by the sharp drop in economic activity from 2008 following the financial crisis at European and global level. Within this context, public policies designed by different administrations concerning employment emphasise entrepreneurial scope as well as the development of skills as a key factor for the development of the labour market and the promotion of employment. In spite of this, it can be observed a trend of job recovery from 2014.

Legislation on labour matters in Spain is produced by the State, the exclusive agent for labour market regulation according to the Article 149.1.7 of the Spanish Constitution (Constitución Española). In this regard, Law 3/2012, of 6 July, on urgent measures for the reform of the market (Ley 3/2012, de 6 de julio) sets the basis in order to favour employability of workers, the promotion of permanent contracts of employment and other measures

The Spanish National Statistical Institute (INE) is the national body in charge of gathering data on labour market trends and their impact on the population. The INE is responsible for the Labour Force Survey (Encuesta de Población Activa, EPA).The financial crisis has had an intense impact upon the labour market in Spain. Data from the EPA for the second semester of 2017 shows an unemployment figure of 3,914,300 people, or 17.22 per cent of the active population.

Although the unemployment rate is high, this data shows a decrease of 2.88 per cent in comparison to the same period the previous year, which along with the progress of the last trimesters, shows consolidation of the employment recovery observed during the fourth trimester of 2014.

The number of employees has increased by 512,300 people to reach 18,527,500 people in employment, which implies an annual increase of 2.79 per cent, demonstrating that an increase in recruitment and affiliation to the Social Security scheme has been registered. From 2014, the number employment figure has descended in almost 2 millions (from the 25.93 in 2014 per cent to the current 12.22 per cent).

Concerning employment within the youth group, the unemployment rate at the end of the second semester of 2017 was 55.98 per cent for young people from 16 to 24 years of age and 36.15 per cent between 20 and 24 years of age. In total the unemployment people between 16 and 24 is 583,800.

According to the 2016 Youth and Labour Market Report (Informe Jóvenes y Mercado de Trabajo), from the end of 2014 youth employment decreased in Spain at a higher pace than the EU average. Although it is decreasing from a peak in the first trimester of 2013 of 55 per cent, the unemployment rate at present time is still very high.

The youth group under 25 years of age shows a better evolution than the rest of the population, between the second semester of 2017 and the same period the previous year, youth unemployment has been reduced by 109,000 people, which means a decrease of 15.8 per cent and a reduction in the unemployment rate of 4.64 per cent.

The number of unemployed people between 25 and 29 years of age is of 485,800 (a drop of 70 thousand in the last year) and an unemployment rate of the 22.90 per cent (a fall of 2.1 per cent in the same period).

The total figure of youth unemployment between 16 and 29 years of age is 1,069,600, which means 27.3 per cent of the total unemployed at the end of the second semester of 2017.

According to this same 2016 Youth and Labour Market Report within the youth group, the rate of the so called young '*ninis*' - NEET (Youth up to 25 years of age not in employment, education or training) decreased in 2015 by 1.5 per cent from 2014, to 15.6 per cent, while in the EU17 it decreased just by 2 per cent, to 12.3 per cent, according to the Eurostat data related to 2015.

Main concepts

The workforce in Spain is defined as people of 16 years of age or over who, during the reference week (previous to that when the survey was carried out), were involved in the production of goods and services or were available and in the condition to join such production. They are subdivided into employed and unemployed people.

Employed persons are people of 16 years of age or over who, during the reference week, have worked for at least one hour in exchange for payment, either money or in kind, or those who, having a job, have been temporarily out of the same due to illness, holiday, etc.

The unemployed are people of 16 years of age and over who, during the reference week, have been out of work, available to work and actively searching for employment. People who have already found a job but are still waiting to start working are also considered to be unemployed as long as they meet the first two conditions.

The long-time unemployed are people who have been out of work for over a year.

The inactive are people of 16 years of age or over not included in any of the previous categories.

Discouraged workers are people who do not have a job and are looking for a job as they believe they will not find it, whether they have or have not looked for it before, although they are available for work.

'*Ninis*' are young people of up to 25 years of age who do not work or study, or follow any type of training either (Navarrete et al., 2011). This is the Spanish equivalent to the NEET category (not in employment, education or training).

3.2 Administration and Governance

Governance

According to the article 48 of the 1978 Spanish Constitution (Constitución Española de 1978) 'Youth Policy' is understood as the ensemble of measures and goals assigned by public powers to promote the conditions of free and effective participation of youth in political, social, economic and cultural development.

State legal exclusivity concerning employment implies that the Autonomous Regions or sub-national units count on competences of mere enforcement of the national regulations. This includes the elaboration of internal documentation in order to organise necessary services, regulation of the functional competence of execution itself, as well as all the actions needed for the set-up of regulations for the system of work relations, besides the power to impose sanctions.

Legal competence concerning employment is exclusively with the State, with planning and execution of employment policies carried out within sub-national administrations, always in coordination with the State Administration.

According to the Employment Law (RDL 3/2015, de 23 de octubre, por el que se aprueba el texto refundido de la Ley de Empleo), employment policy and, specifically, youth employment policies, are defined as the ensemble of decisions adopted by the State and the Autonomous Regions addressed towards the promotion of employment. The

Employment Law regulates regional employment services and the State Public Employment Service (SEPE).

The Autonomous Regions may establish and develop their own employment policies as long as they do not contradict or oppose national policies or have an impact on labour legislation, which is the exclusive competence of the State.

Concerning financial aid towards employment, the Autonomous Regions establish specific incentives for the recruitment of youth. As these incentives frequently consist of financial aid for companies in the recruitment of youth, problems of overlapping occasionally arise. The solution has come from the constitutional doctrine concerning financial aid, Legal Foundation no.8 of the STC of the Constitutional Court 13/1992 of 6 February, from which the scope delimitation between State and Autonomous Regions has been established.

The main agent in the design and implementation of youth employment and entrepreneurship policies is the Ministry of Employment and Social Security, the highest public authority in charge of coordinating relevant actors and responsible for the establishment and control of the Youth Guarantee system (Sistema de Garantía Juvenil).

Within the General Government Administration, the National Coordinator for Youth Guarantee and the Directorate-General of Self-employment, Social Economy and Social Responsibility of companies, are in charge of the implementation of the Youth Employment Initiative (YEI) and responsible for the administration of the European Social Fund in Spain, which are also relevant, and at a national level, the Ministry of Education, Culture and Sport (Ministerio de Educación, Cultura y Deporte) and the Ministry of Finance and Civil Service (Ministerio de Hacienda y Administraciones Públicas), are in charge of channelling local entities.

At sub-national level, and taking into account their main role in youth policy, the Autonomous Regions take a fundamental role in the projection, definition, implementation and management of public action concerning youth employment and entrepreneurship. Both in the administration and management of actions related to youth employment and entrepreneurship, and in the implementation of the Youth Guarantee, the Autonomous Regions shall involve the competent departments related to Employment, Education, Social Affairs and Youth.

Cross-sectorial cooperation

In general terms, cooperation between administrations concerning Youth Policies has been subject to specific development in the Youth Strategy 2020 (Estrategia Juventud 2020); all ministries have participated in its definition through the Inter-Ministerial Commission on Youth, under the Secretariat of State or Social Affairs and Equal Opportunities from the Ministry of Employment and Social Security. The Strategy is supported by the Action Plan 2014-2016 (Plan de Acción 2014-2016) establishing the action axes, goals and measures as well as the budget for this period, whose quantity of 2,942 million Euros is used, over 80 per cent, in the promotion of employment and youth entrepreneurship.

One of the specific axes developed in the strategy establishes cooperation mechanisms between Public Administrations, bodies and agencies involved in the definition of programmes of action in any policy related to youth. The actors involved are the Inter-Ministerial Commission itself, the Inter-Territorial Youth Council, the Spanish Youth Council (Consejo de la Juventud de España) and the Commission on Sports, Youth and Leisure of the Spanish Federation of Municipalities and Provinces (Federación Española de Municipios y Provincias).

The highest level instrument for cooperation and coordination between Administrations concerning youth employment and entrepreneurship is the General Council of the National Employment System, along with the Employment and Social Affairs Conference. Both are bodies belonging to the National Employment System (Sistema Nacional de

Empleo). The Spanish National Employment System is the ensemble of structures, measures and actions needed to promote and develop employment policy, made out of the SEPE, State Public Employment Service, and the regional public employment services.

The tools created are the annual work programme of the National Employment System, the execution plans of the Employment European Strategy, and the information system of the Public Employment Services.

Collaboration between the State Administration and Regional Administrations concerning youth employment and entrepreneurship becomes specially relevant in the National Plan for the Implementation of Youth Guarantee (Plan Nacional de Implantación de la Garantía Juvenil), which assigns Autonomous Regions a crucial role in the implementation and management of the dispositions contained in the plan, meaning that the application of the Youth Guarantee in Spain retains a regional and local focus.

With the purpose of guaranteeing its implementation throughout the country, a mechanism of coordination between administrations placed within the Ministry of Employment and Social Security (Ministerio de Empleo y Seguridad Social), with the Employment and Social Affairs Conference, has been established.

Social agents also participate in the implementation and in the preliminary outline of employment and entrepreneurship measures for youth. They are mainly business organisations (Spanish Confederation of Business Organizations (OCDE) and Spanish Confederation of Small and Medium Enterprises CEPYME), trade unions (Workers General Union UGT and Workers Commissions CCOO), organisations of young entrepreneurs (Spanish Confederation of Young Entrepreneurs CEAJE), the Youth Council (Consejo de la Juventud), as advisory body, and youth associations.

In the design and development processes, the most representative organisations within social economy (such as the Spanish Confederation of Social Economy Business, CEPES), self-employment (National Federation of Self-Employees ATA, Federation of Professional Organizations, Self-Employees and Entrepreneurs OPA, or Union of Associations of Self-Employees and Entrepreneurs UTATE), and equal opportunities also intervene; the latter normally within the regional scope.

3.3 Skills Forecasting

Forecasting system(s)

The Article 2 of the Employment Law (RDL 3/2015) establishes, among the main purposes of employment policy, the reassessment and adaptation of workers' professional skills to the requirements of the labour market, as well as the preventive approach and the anticipation of change which is of crucial importance for employment policies.

The development of skills has been subject to studies in the Employment and Labour Issues Sectorial Conference. The Spanish Strategy for Employment Activation 2014-2016 (Estrategia Española para la Activación del Empleo 2014-2016), foreseen in the articles 9 and 10 of the Employment Law is the result of the works of the conference.

The Vocational Training System for Employment (Sistema de Formación Profesional para el Empleo) is regulated by Law 30/2015 of 9 September on Vocational Training System for Employment (Ley30/2015) within the labour scope.The system isgoverned by the principle of anticipation to the requirements and changes of the productive model.

The Tripartite Foundation (Fundación Tripartita), the State Foundation for Employment Training, is another key actor in the updating and forecasting of professional skills. It is one of the bodies comprising the organisational structure and institutional participation of theVocational Training System for Employment (Sistema de Formación Profesional para el Empleo). Thus, theOccupation Observatory of the Public State Employment Service (Observatorio de las Ocupaciones del Servicio Público de Empleo Estatal), as a technical

unit of the Public State Employment Service, analyses the situation and trends in the labour market, groups of interest within the market and their transformations.

In the first semester of 2017, the Spanish Government presented the National Reform Plan 2017 (Programa Nacional de Reformas 2017). In this plan the main measures are for job promotion. The document contemplates the renewal of the mentioned strategy, Strategy for Employment Activation 2017-2020.

Skills development

Spanish legislation understands the ensemble of knowledge and capacities which allow for the exercise of the professional activity according to the production and employment demands as professional skills. Adaptation of the education system to the requirements of the production system is carried out according to the dispositions of Organic Law 5/2002 of 19 June on qualifications and vocational training.

Once the occupations with better perspectives have been analysed, Axis 2 of the Spanish Strategy for Employment Activation 2014-2016 (Estrategia Española para la Activación del Empleo 2014-2016) establishes the training needs making a difference between cross-cutting needs and sectorial needs, whether these are needs applicable to employment in general or applicable to precise sectors of the economic activity and the labour market.

In order to comply with this, and having the Law 5/2002 on Qualifications and Vocational Training as the regulatory base, the National System for Qualifications and Vocational Education and Training (INCUAL) is established. The National Catalogue for Professional Qualifications is made out from the National System for Qualifications and Vocational Education and Training which is the main instrument of the System to adapt vocational training to the productive system demands, which allows for a development of skills.

As skills can be obtained by vocational training as well as professional experience, or by other means of non-formal training, the National Catalogue for Professional Qualifications integrates the different systems of vocational training and allows people to have their skills recognised whether or not they are in possession of an official title.

The body in charge of the elaboration of the Catalogue is the National Institute of Qualifications, keeping the Catalogue of Qualifications updated, as well as the Modular Catalogue of VET. The INCUAL has its own Professional Observatory, which offers information on the professions offered by the labour market.

In Spain today, regulated Vocational Training and Employment Training coexist, both as part of the Vocational Training System for Employment. Regulated vocational training is made out of a series of training cycles through which the titles of Technician or Higher Technician are obtained. They constitute the initial Vocational Training, and this is done in the educational administration centres. The titles referred to as Vocational Training are detailed by the Ministry of Education.

On its own behalf, Training for Employment has the purpose of favouring training throughout workers' lives regardless of occupational situation or unemployment. It is achieved through occupational vocational training courses and ongoing vocational training, in order to obtain the Professional Skills Certificates (Certificados de Profesionalidad). The State Public Service of Employment SEPE publishes the National Repertoire of Professional Skills Certificates (Repertorio Nacional de Certificados de Profesionalidad).

The National Reference Centres (Centros de Referencia Nacional, CNR) innovation and experimentation centres related to Vocational Training, specialise in the different production sectors implemented in every CCAA.

Non-formal training in Spain is regulated by means of the Collective Agreement on Education and Non-Formal Training (Resolución de 12 de abril de 2011, de la Dirección

General de Trabajo, por la que se registra y publica el VII Convenio colectivo de enseñanza y formación no reglada), and is enforced according to the following:

- Organic Law 5/2002 of 19 June, on qualifications and vocational training.
- Royal Decree 1224/2009 of 17 July, on recognition of professional skills gained by work experience.

The procedure allows for the achievement of an official certificate from which, later on, a Professional Certificate or a Vocational Training Title may be obtained; to this end, the INCUAL is the competence body; however, it is the task of the Autonomous Regions to organise the calls and their management.

3.4 Career Guidance and Counselling

Career guidance and counselling services

Following the 2013 Council Recommendation on Establishing a Youth Guarantee, and with the purpose of guaranteeing young people access to training or employment within a defined maximum period from which they can access the labour market, the Strategy for Entrepreneurship and Youth Employment contains, among other measures, the provision of professional advising. The advice and job counselling services are part of the Portfolio of Common Services of the National Employment System (Cartera Común de Servicios del Sistema Nacional de Empleo). The Portfolio is approved by Royal Decree 7/2015, of 16 January, by which the Portfolio of Common Services of the National Employment System was created (Real Decreto 7/2015). The Decree established the services to be provided by all Employment Public Services.

The job counselling services, conceived as a right of unemployed people, are provided in-person through the employment public offices or the collaborating entities of the Employment Public Services. Counselling is also offered remotely through the Employment Website (Portal de Empleo), and through the technical resources provided.

The services users are:

- youth not in employment or education
- young people who have prematurely dropped out of the educational system, attracted by employment offers in sectors that no longer offer sufficient opportunities
- trained youth lacking experience
- inexperienced and poorly trained young people
- long-term unemployed youth
- young people on unemployment benefits but wishing to have a job
- young entrepreneurs bidding to join the labour market on their own account.

The counselling and advice services carry out an individual diagnosis and the elaboration of a profile, the design of a personalised itinerary for employment, follow-up of user activities, help with CV layout, technological advice and help with electronic means of accessing employment and additional information on the labour market and measures and services offered by the employment public services, among others.

The Portfolio of Common Services of the National Employment System provides for the creation of an institutional monitoring group, which met the first time in March 2017.

The National Plan for the Implementation of the Youth Guarantee(Plan Nacional de Implantación de la Garantía Juvenil en España) establishes actions in respect to professional counselling, work information and guidance in order to find a job. This plan has been funding by European Union (Youth Guarantee). The counselling and guidance programmes for youth are implemented by the Ministry of Employment and Social Security MEYSS and by the Autonomous Regions, and are operationalised within the Employment and Social Affairs Sectorial Conference, regulated by the Royal Decree 1722/07.

Funding

Funding for the services included in the Portfolio of Common Services of the National Employment System are regulated in article 14 of Royal Decree 7/2015 (Real Decreto 7/2015). The employment counselling and advice services, as offered mainly at sub-national level, are funded, generally, through the budget of the Autonomous Regions. Eventually, some services may be funded by the European Social Fund or other EU funds. The funds of the National Plan for the Implementation of the Youth Guarantee are 1,082 millions for 2017 and 800 more for 2018 according to the employment web portal *Infoempleo*.

Quality assurance

Article 16 of Royal Decree 7/2015, of the 16 January, by which the Portfolio of Common Services of the National Employment System is approved, establishes the implementation of some of the quality management systems, such as the EFQM Model, the Common Assessment Framework (Marco Común de Evaluación CAF) and the Assessment, Learning and Improvement Models (Modelos de Evaluación, Aprendizaje y Mejora. EVAM).

The Spanish Strategy for Employment Activation 2014-2016 already establishes certain 'impact indicators' to determine the efficacy of measures, and therefore, quality. In order to control quality and to assess the counselling services at sub-national level (nivel sub-nacional), indicators related to two types of goals are established: strategic goals and operational participatory goals.

3.5 Traineeships and Apprenticeships

Official guidelines on traineeships and apprenticeships

Within the measures established in the Spanish Strategy for Employment Activation 2014-2016, we find the set-up of the traineeship contract, with the aim of allowing young people who have finished their training period to enjoy a first working experience linked to their field of study. The incentive for this type of contract is a reduction of up to 50 per cent in the Social Security business quota for statutory contributions for contracts signed with young people under 30 years of age.

Non-work traineeships in companies are regulated by Royal Decree 1543/2011, of 31 October, legislating on non-working traineeships within companies (Real Decreto 1543/2011). The legal framework is provided by Royal Decree 1493/2011 on terms and conditions of inclusion within the General Social Security System of people participating in training programmes (Real Decreto 1493/2011).

The contractual framework for work activity in traineeship and apprenticeship is found in the Guide of Contracts of the Spanish Public Employment Service (Guía de Contratos del Servicio Público de Empleo Estatal), regulating the Traineeship Contract as well as the Contract for Training and Apprenticeship. The traineeship contract includes the possibility of turning grants and non-working traineeships within companies into labour relationships. In such a case, the reduction of the Social Security quota for statutory contributions increases to 75 per cent.

The National Plan for the Implementation of the Youth Guarantee, within the measures to improve employability in Spain, includes non-work traineeships in companies for youth between 18 and 25 years of age with a university degree, or completed Vocation Training or a professional skills certificate.

Promoting traineeships and apprenticeships

The offer for traineeship and apprenticeship is one of the measures included in the Strategy for Entrepreneurship and Youth Employment. This means that any actor may participate in the development of this measure, as the strategy is an open tool to promote participation. The promotion of traineeships and apprenticeships is mainly at

sub-national level, with the Autonomous Regions, local administrations and education agencies the main actors.

Recognition of learning outcomes

Real Decreto 395/2007, de 23 de marzo, por el que se regula el subsistema de formación profesional para el empleo, Royal Decree 395/2007, of 23 March, legislating the vocational training sub-system for employment regulates traineeship within companies as training actions aimed at unemployed workers (Art.25.3 Real Decreto 395/2007) and can therefore be subject to recognition in the National Catalogue for Professional Qualifications (Catálogo Nacional de Acreditaciones Profesionales).

In the SEPE, it is found the Recognition of acquired professional competences (Reconocimiento de las Competencias Profesionales Adquiridas) which informs about the recognition procedure of achieved professional skills.

Funding

Concerning funding, a distinction must be made between communitarian sources on the one hand and national origin sources in the other. In order to support the establishment of a youth guarantee system, Spain uses European funds dedicated to the Youth Employment Initiative, including the traineeship and apprenticeship period training. Once the budgetary allocation of the YEI for Spain is determined, 50 per cent of the IEJ is managed by the Autonomous Regions, and 50 per cent by the State Administration. According to this distribution, funding for traineeship and apprenticeship periods in Spain is shared equally at 50 per cent between the national and the sub-national administrations.

National funding is at the expense of the General State Budget (Presupuestos Generales del Estado) for actions programmed by the State Administration, and at the expense of the Autonomous Regions for those actions developed by regional administrations. Some measures such as the reduction of the Social Security quota for traineeship contracts are funded at national level, thus not being possible to co-fund it via the European Social Fund.

Quality assurance

As established in Royal Decree 1543/2011, of 31th October, legislating on non-working traineeships within companies (Real Decreto 1453/2011), a company shall present a programme with the contents and training for traineeship, term and mechanisms of assessment to the public employment service. When the traineeship is carried out within a programme developed by the administration, the specific mechanisms of supervision and control of the traineeship are established by the body launching and supervising it. In this case, there are mechanisms established at a sub-national level, given the greater activity of the regional administrations in this regard.

Different examples at sub-national level include:

- Basque Employment Service (Lanbide, Servicio Vasco de Empleo)
- Employment Institute of Aragon (Instituto Aragonés de Empleo)
- Employment Service from the Canary Islands (Servicio Canario de Empleo)

3.6 Integration of Young People in the Labour Market

Youth employment measures

The Strategy for Entrepreneurship and Youth Employment collects the promotion measures for youth employment in a catalogue of measures in line with the goals of the Youth Guarantee. These measures are also included in Strategic Axis no.2 on Employment and Entrepreneurship in the Youth Strategy 202 and their respective Action Plans (see section 1.3).

Measures related to youth employment are taken in Spain by the State Administration, but also to a great extent by the Autonomous Regions. These measures in general, and particularly those related to youth matters, are included in the Annual Employment Policy Plan (Plan Anual de Políticas de Empleo, PAPE).

There are also other bodies developing plans for the promotion of youth employment, such as the Chambers of Commerce.

Flexicurity measures focusing on young people

The Strategy for Entrepreneurship and Youth Employment includes the First Youth Employment Contract initiative. Aimed at people under 30 years of age, it is a temporary contract type, a choice related to the lack of work experience of the recruited person. The strategy also includes a part-time contract linked to training.

In general terms, the management of personalised individual itineraries is introduced in the Spanish Strategy for Employment Activation 2014-2016 (Estrategia Española para la Activación del Empleo 2014-2016). The National Plan for the Implementation of the Youth Guarantee (Plan Nacional de Implantación de la Garantía Juvenil) is drawn up from the perspective of adaptation to the different youth profiles in order to respond to the different needs. At the same time, the MEYSS establishes agreements with organisations from civil society for the establishment of personalised insertion itineraries for unemployed youth.

Reconciliation of private and working life for young people

Flexibility and equal opportunities in access to the labour market are included as goals of Employment and Entrepreneurship in the Youth Strategy. In this, flexibility is defined among other purposes to favour conciliation, and includes measures developed in points 5.3.8 and 5.3.9 on Flexibility and Equal Opportunities.

The strategy includes relatively new formulas such as part-time employment, the adoption of flexible timetables which allow for reconciliation with family life among young professionals, or teleworking. Thus, and with the purpose of promoting gender equality in accessing the labour market and professional development, the strategy establishes measures such as the development of career plans addressed to young women with different degrees of responsibility within their companies, and the encouragement of the recruitment of women in production sectors with a low representation of women.

Funding of existing schemes/initiatives

The Employment and Entrepreneurship in the Youth Strategy has provided a funding framework characterised by the combination of European and national funds. At the same time, sub-national administrations joining the initiatives of the strategy shall contribute towards funding from their own budgetary lines. Companies or private entities participating in any of the programmed measures shall also provide funding. In order to check the source of the funds, as well as their amount with specific data, see section 6.1 on Budget for Strategy for Entrepreneurship and Youth Employment

Quality assurance

Measures and programmes implemented in Spain related to youth employment are subject to control and assessment as stated in the Employment and Entrepreneurship in the Youth Strategy, in its chapter 8 on Follow-up and Assessment. In order to monitor and evaluate the Strategy an Inter-ministerial Committee and a Working Group are established, whose members will be the social partners. They will use and analyse the results provided by implementation and outcome indicators and impact indicators.

3.7 Cross-Border Mobility in Employment, Entrepreneurship and Vocational Opportunities

Programmes and schemes for cross-border mobility

Besides participation at national level in European programmes such as Erasmus+ (which includes a specific programme in the scope of cross-border mobility called Erasmus for Young Entrepreneurs), Your first EURES job, and the Leonardo Da Vinci Programme, Spain has launched a number of specific programmes relating to the cross-border mobility of young people:

The Youth Programme (Programa Jóvenes) is an international mobility programme promoted and funded by the Directorate-General for Migration from the Secretariat General of Immigration and Emigration, and it is conceived to encourage the social and work integration of Spanish youth living abroad who are under 35 years of age. It includes specific programmes of training and traineeship within companies, professional specialisation and entrepreneurship, as well as of foreign language improvement.

The FARO Programme (Programa FARO), a programme of the Ministry of Education, Culture and Sport, aimed at supporting traineeships within entities or companies at international level, in companies located in Europe, the United States and Canada and in Spanish companies or international companies from Asia and Oceania, for a period of between five and eight months.

The ARGO Programme (Programa ARGO), promoted by the Ministry of Education, Culture and Sport, aimed at encouraging the further training of graduates from all Spanish universities under 35 years of age through traineeship in companies from Europe, the United States, Canada and Spanish companies or international companies based in Asia or Oceania.

At a national level, not only the Public Administration, but also other bodies launch youth cross-border mobility programmes. Such is the case of the Chambers of Commerce and their Youth Mobility Plan (Plan de Movilidad).

Also at a sub-national level there are programmes promoting cross-border mobility among youth: Programa TLN Mobilicat (Catalonia) or Programa Emprendejoven+ (Castile and Leon).

Legal framework

Companies participating in youth cross-border mobility programmes are obliged to respect national law related to employment and social protection matters, and to guarantee protection and suitable benefits (such as social security, health and accident insurance) both for workers and for people carrying out mobile traineeship or apprenticeship programmes. In addition, they have to guarantee payment and provide a written contract stating professional goals (or of vocational training), duration of the contractual relationship, working hours, rights and responsibilities, payment and dispositions concerning social security.

In the case of cross-border mobility of youth from the European Union, they shall ask for a registration certificate (certificado de registro) to cover periods of over three months. In the case of youth from other countries, they shall ask for an authorisation of temporary residence and work as employees for a determined period of time and for training and professional traineeship purposes (autorización de residencia temporal y trabajo por cuenta ajena de duración determinada para la formación y prácticas profesionales). In all cases, foreign residents have the right to access social security benefits and services in the same manner as Spanish citizens according to the Article 14 and 25 of Organic Law 2/2009, of 11 December on rights and freedom of foreigners in Spain and their social integration (Ley Orgánica 2/2009).

The type of basic contract is the traineeship one, addressed to those under 30 years of age or those in possession of a university degree, intermediate or higher vocational

training diploma, or similar qualifications, or a certificate of professional skills for those who have finished their studies in less than five years (seven in case of workers who have some type of disability).Workers under this type of contract rely on the protection of the social security affiliation: the right to pay contribution for the months at work, health coverage and social security (Comisiones Obreras, 2015).

3.8 Development of Entrepreneurship Competence

Policy Framework

Research on the situation and opinions of youth in Spain shows a low level of motivation for entrepreneurship among Spanish youth (Youth Strategy 2020). This is the reason why the National Plan for the Implementation of the Youth Guarantee (Plan Nacional de Implantación de la Garantía Juvenil en España), among other measures to improve employability, introduces entrepreneurship into training programmes for employment.

Concerning education for entrepreneurship, there is no national strategy as such, it has been developed at sub-national level, with the Autonomous Regions proving to be very active.

The regulations framework for the development of entrepreneurship as attaining competence is established by the Organic Law for Education 2/2006 (Ley Orgánica de Educación2/2006) and the amendments to the same established in the Organic Law for Quality Improvement of Education (Ley Orgánica para la Mejora de la Calidad Educativa 8/2013 LOMCE) introducing the entrepreneurial sense of initiative, along with the development of contents related to entrepreneurship in the training curriculum and syllabus.

The study Entrepreneurship Education at School in Europe 2016 of the European Network Eurydice offers detailed information about the state of education for entrepreneurship in each country, including data related to Spain. The report is based on information supplied by national units: in the case of Spain, the Spanish Network on Information of Education, Red Española de Información sobre Educación (Eurydice España – REDIE).

Formal learning

Although the LOMCE establishes the framework and general orientation, as Education is a regional competence the Autonomous Regions are in charge of introducing subjects into the training curriculum, including education for entrepreneurship. The report 'Entrepreneurship Education in the Spanish education system, 2015' ('La educación para el emprendimientoen el sistema educativo español. Año 2015') drawn up by the Red Española de Información sobre Educación (Eurydice España – REDIE) presents a detailed analysis of the introduction of entrepreneurship education in the training curricula of the Autonomous Regions.

For the introduction and development of entrepreneurship as a learning subject, there are agreements of the Administration which introduce entrepreneurship into the curricula of expert institutions in the matter. Such is the case of the Programa YPD (Young Potential Development) and the Proyecto Think Big Jóvenes de la Fundación Telefónica.

It is very interesting for a comparative approach the publication Entrepreneurship Education at School in Europe. This report was published in February, 2016. It has detailed information on strategies, curricula and learning outcomes, and also covers new themes such as funding schemes and teacher education. The information comes from 33 countries, all members of the Eurydice Network.

Non-formal and informal learning

The Law on support of the Entrepreneurship and its Internationalisation 14/2013 (Ley 14/2013), recognises the 'mini-company' or students company as a pedagogical tool and establishes its features. The report 'Entrepreneurship Education in the Spanish education

system, 2015' compiles education activities and programmes for entrepreneurship using alternative approaches.

In order to encourage social entrepreneurship amongst youth, there are initiatives such as the Youth Social Entrepreneurship Labs (Laboratorios de emprendimiento social juvenil), organised by the National Network for Social Entrepreneurship (Red CreActiva, Red estatal para el emprendimiento social) with the aim of encouraging the development of entrepreneurial skills for the benefit of the community.

In order to recognise skills gained through volunteering, the Recognition Project (Proyecto Reconoce) has the main purpose of organising a national network of organisations promoting the recognition of skills and abilities gained through volunteering action aiming at the improvement of youth employability. The Project relies on collaboration with the Spanish Youth Institute.

When recognising entrepreneurship skills, a tool of recognition of learning in both non-formal and informal such as EU Youth pass is used. The European Skills Passport, as is Europass.

Educators support in entrepreneurship education

Policies and initiatives of support for the development of professional skills of teachers concerning education for entrepreneurship are specifically developed within the scope of the CCAA.

The report Entrepreneurship Education in the Spanish education system, 2015 presents a detailed account of measures related to basic training and the ongoing training of teachers with a list of courses addressed to teachers: awareness-raising events, online follow-up of the implementation processes within the classroom, guidelines for the implementation of education for entrepreneurship, development of teaching materials for implementation, teacher networks for the exchange of ideas and good practice in education for entrepreneurship or support from the education centres.

3.9 Start-up Funding for Young Entrepreneurs

Access to information

The Directorate General of Industry and Small and Medium Enterprise, belonging to the Ministry of Industry, Tourism and Trade, has a search engine for aid and incentives for the creation of companies (buscador de ayudas e incentivos a la creación de empresas). Thereby, the National Innovation Enterprise (Empresa Nacional de Innovación, ENISA) informs about funding lines for young entrepreneurs within the innovation sectors, application requirements and funding terms.

The Business Information and Network Creation Centre (Centro de Información y Red de creación de empresas (CIRCE) establishes the Helpdesks for Entrepreneurs (Puntos de Atención al Emprendedor, PAE), with the purpose of informing, advising and setting-up the administrative procedure for the business creation.

Access to capital

The Strategy for Entrepreneurship and Youth Employment establishes a series of initiatives in order to favour business creation: getting the seed capital fund, microcredits, *business angels* and shareholders loans, the social economy encouragement and collective entrepreneurship.

The Youth Institute, develops the Microcredit Programme for Youth (Programa de Microcréditos para Jóvenes), offering funds in the form of microcredits for young entrepreneurs up to 35 years of age, allowing for the concession of loans without any type of guarantee.

Within the regional scope there are many financial aid programmes for young entrepreneurs:

- InnovactiveProgrammefromAndalucia (Programa Innovactiva de la Junta de Andalucía)
- Programmes and support entities for the creation of enterprises by the Canary Islands Government (Programas y entidades de apoyo a la creación de empresas del Gobierno de Canarias)
- Microcredits Programme from Castille and Leon (Programa de Microcréditos de Castilla y León)
- Entrepreneurs Programme from the Aragon Government Programa de Emprendedores del Gobierno de Aragón.

The Resources Guide for Young Entrepreneurs (Guía de recursos para jóvenes emprendedores) is especially useful. Prepared for the application Emprendemos, it offers an ensemble of instruments and resources made available to both public and private institutions, at national, regional and local levels. The Guide is published by the Youth Institute INJUVE along with the Secretariat of State of Social Services and Equality (Secretaría de Estado de Servicios Sociales e Igualdad).

Likewise, within the programming period of the European Social Fund 2014-2020, there are funding instruments such as microcredits. Through the Employment and Social Innovation Programme (EaSI), the European Progress Microfinance Facility establishes national suppliers of microcredits.

3.10 Promotion of Entrepreneurship Culture

Special events and activities

The Strategy for Entrepreneurship and Youth Employment includes among its measures the encouragement of entrepreneurial culture from early age.

The purpose of the Youth Strategy 2020 is to encourage entrepreneurship culture, developed in Axis no.2 on Employment and Entrepreneurship.

Among the national activities for the promotion of entrepreneurship culture it is worth mentioning the National Contest of Young Entrepreneurs (Certamen Nacional de Jóvenes Emprendedores). Organised by the Youth Institute, young entrepreneurs less than 35 years of age with entrepreneurial projects under way may participate.

Another INJUVE programme to promote the entrepreneurial spirit amongst youth is the Programa InnGames, within the scope of new technologies of information and communication in the digital world.

In order to provide young people wishing to become entrepreneurs with information on funding, financial aid, advising as well as resources for training and employability, the Youth Institute has developed the application Emprendemos, an App made for digital pads and smartphones including a large quantity of audio-visual material.

To promote the entrepreneurship spirit of university students, the Ministry of Education, Culture and Sport has developed the University Entrepreneurship Programme (Programa de Emprendimiento Universitario). It is aimed at university students and designed to bolster the idea of the set-up of a company as an attractive alternative to becoming an employee. Information on resources, procedures, or an analysis of entrepreneurial attitudes, among other things, is offered.

The Autonomous Regions also launch programmes and actions to promote entrepreneurship culture:

- Programa Integral para el Fomento de la Cultura Emprendedora del Principado de Asturias
- Programas educativos para fomentar el emprendimiento y el autoempleoen todos los ciclos del sistema educativo de la Junta de Andalucía

Networks and partnerships

Red Emprendia, a network of universities promoting innovation and entrepreneurship comprised of the most relevant universities from Ibero-America, offers different services and launches programmes and actions among which, the promotion of academic entrepreneurship, identifying and supporting technologically based business from the results of research developed within public Spanish universities, are prominent.

The aforementioned Programa InnGames is developed from a network perspective, expecting to be a permanent working space around the digital agenda connecting the videogame industries and the digital software with the educational sector and the concerned public institutions.

3.11 Current Debates and Reforms

Debates related to employment and youth entrepreneurship in Spain are mainly based on the unemployment issue. The debate shows a disparity of approaches between the concept of youth unemployment as a consequence of the economic and financial crisis, and another broader perspective pointing towards economic and social planning.

Some analysis points to the need to emphasise policies on youth who have not reached a high level of training, taking into account that the highest rates of youth unemployment are found in the age group between 16 and 24 years of age, that is, young people who drop out early from the training cycle. This leads us to the age issue, the establishment of a closed age range delimiting what is understood as youth, a concept which expands to ever older age in developed societies.

Another debate is related to the need to establish youth employment policies with an emphasis on gender, understanding that this is crucial in order to address different problems of labour market integration and consolidation.

The *Youth worker* element is another initiative projected to be developed in the Spanish employment and youth entrepreneurship system. It entails the introduction of personnel specialised in orientation and implementation of measures related to youth employment from different bodies and institutions.

In all, the main debate on the matter that takes place in Spain is the one related to the education system reform, and on how to promote entrepreneurship culture from this system. At the same time, how to favour the achievement of skills in non-formal and informal education and its recognition is the object of discussion.

4. Social Inclusion

The highest authorities responsible for developing inclusive policies for young people are the Ministry of Health, Equality and Social Policy and the Inter-Ministerial Youth Commission, which promote their activities in close collaboration with the Youth Institute. NGOs participate through the State Council of Social Action for Non-Governmental Organizations (Consejo Estatal de Organizaciones no Gubernamentales de Acción Social).

There is no legislation or regulation at state level for social inclusion in Spain, let alone for the social inclusion of youth. There are rights, disseminated in different regulations, related to ensuring inclusion in Spanish society and the exercise of full citizenship. An example of this is the Spanish Constitution (Constitución Española), where the right to decent employment and housing is guaranteed (Article 35 and 47), as is universal access to the health system (Article 43).

Currently, there are two Action Plans for social inclusion in Spain. The 2014-2016 Action Plan (Plan de Acción 2014-2016), developed from the Youth Strategy 2020 (Estrategia Juventud 2020), in its axis number 5 the strategy for the social inclusion of youth in Spain. The 2013-2016 National Action Plan on Social Inclusion is the frame of reference

in terms of operational objectives, measures and axes of action for the inclusion of society as a whole in Spain. Although it is not an exclusive policy document for young people, the National Action Plan on Social Inclusion 2013-2016 includes specific measures for the youth in terms of employment and education. In February 2017, the Secretary of State for Social Services and Equality announced the preparation of the Second Action Plan of the Youth Strategy 2017-2020.

4.1 General context

Main challenges to social inclusion

The main challenges to achieve greater inclusion of the resident youth population in Spain, according to the Youth Strategy 2020 (Estrategia Juventud 2020), are:

- to reduce youth unemployment while ensuring quality, more stable and better paid employment, as well as guaranteeing access to other resources such as housing, culture, etc.
- to improve the average level of education and to reduce early school leaving and to reintegrate young people who abandoned their studies early
- to guarantee access to housing for an earlier emancipation
- to improve the channels of social, cultural and political participation for greater social cohesion.

The NAPincl (PNAin 2013-2016) and the 2014-2016 Action Plan (Plan de Acción 2014-2016) indicate two areas of action of particular relevance for the inclusion of young people:

- **Employment**: persistently high rates of youth unemployment in Spain point towards the need to establish specific action programmes for young people, especially when the absence of employment is the main cause of exclusion in other areas (health, housing, etc.). In this sense, some of the actions outlined in the NAPincl and the Action Plan are addressed.
- **Education**: the main challenges in education are the fight against early school-leaving, the improvement of the general educational level, which is below the European average, the promotion of vocational training and the search for educational alternatives of interest to encourage the return of adults who left their studies prematurely.

A diagnosis of the difficulties of young people in **accessing housing** can also be found in the NAPincl. In the boom years of the Spanish economy, constant rises in the price of housing created accessibility problems for groups such as young people and families with limited resources.

In the area of **health**, since the 2020 Youth Strategy (Estrategia Juventud 2020), the development of socio-health and employment programmes for people at risk of exclusion (Axis 5, action 21) is mentioned.

The NAPincl sees young people as a particularly vulnerable group and therefore the target of specific inclusive interventions beyond those already mentioned in terms of employment and education.

For their part, the 2020 Youth Strategy and the 2014-2016 Action Plan do not substantially differ from the NAPincl 2013-2016 in terms of inclusive objectives and measures. However, both point out with particular emphasis two groups of young people whom they consider to be particularly vulnerable: young people with disabilities and Roma youth, for whom it has concrete measures:

- labour, sports, health and communication activities related to the disabled (Axis 5, action 26)
- health education programmes and socio-labour and educational insertion for the Roma population (Axis 5, action 22)
- actions related to people with hearing impairment (Axis 5, action 24)

- programmes for students with disabilities in institutes and schools (Axis 5, action 28)
- social integration of young people with disabilities (Axis 5, action 34)

Currently the main issues under discussion regarding the social inclusion of young people are:

- The need to approve the new NAPinde 2017-2020 which, in February 2017, announced the Secretary of State for Social Services and Equality.
- The need to design the 2016-2018 Action Plan, corresponding to the 2020 Youth Strategy, for which it is necessary to approve the state budgets for 2016-2017.

Beyond the updating of the plans for inclusion, there is no prospect in the future for a development of legislation related to the social inclusion of young people.

As new challenges, while deepening the objectives already proposed in the plans, some points to consider are:

- The inclusion of disadvantaged young people in the information society and communication to avoid social gaps that lead to economic gaps
- Integration, cohesion and social and democratic participation. Channelling the political, social and cultural participation of youth
- Meeting the demographic challenge. Reverting the aging trend of the population pyramid in Spain and favour the increase of the birth rate among young Spaniards
- Strengthen the European identity of young Spaniards and their democratic spirit.

Main concepts

Poverty and social exclusion: the reverse of inclusion

Poverty: Following the definition of the European Platform against Poverty and Social Exclusion, poverty is defined as symptom of lack, of scarcity. Lack of resources to meet needs that a society regards as basic. It is measured from the following indicators:

1. The poverty risk rate (once social transfers are taken into account),
2. The material deprivation index and
3. The percentage of people living in households with a very low labour intensity.

The decline in these indicators is one of the goals of the Social Protection Committee (SPC) contained in the 'Social Dimension of the Europe 2020 Strategy' report.

Social exclusion: the process of loss of integration or participation of people in society and in the different economic, political and social spheres. It is the lack of resources for an active and effective social participation.

Social exclusion therefore implies difficulties in some or all of these three areas:

1. Economic: employment, income, deprivation
2. Political, citizenship exercise: political rights, education, health, housing
3. Social relations: isolation, anomie.

Inclusion

The European Union framework has defined **social inclusion** as 'a process that ensures that those at risk of poverty and social exclusion increase the opportunities and resources necessary to participate fully in economic, social and cultural life, as well as enjoy living and welfare conditions that they consider normal in the society in which they live'.

It is also possible to find other definitions by organizations working in the field, such as Doctors of the World. For them, 'Social inclusion refers to social integration, social harmony and social justice, conditions that are contingent upon the implementation and enforcement of measures designed to ensure that all members of a society have an equal opportunity to participate in every facet of its social life (economic, legal, political or cultural as well as others)'.

Active inclusion: Following the European Commission definition, it refers to the search for overcoming strategies focused only on partial aspects of the problem of exclusion and poverty, such as those addressed exclusively to the labour market, or those based only on welfare policies.

According to the Social Inclusion Guidelines from the Ministry of Health, Equality and Social Policy (Ministerio de Sanidad, Servicios Sociales e Igualdad) (MSSSI), active inclusion seeks to articulate policies combining labour insertion with social support, especially to disadvantaged groups through the maintenance of levels of social protection that allow the development of a dignified life and greater social and economic cohesion.

Strategies, Plans and policies of action

National Action Plan for Social Inclusion and the 2014-2016 Action Plan

Currently, there are two Action Plans for social inclusion in the Spanish State:

1. The 2014-2016 Action Plan (Plan de Acción 2014-2016), developed from the Youth Strategy 2020 (Estrategia Juventud 2020), which is inspired in turn by the Europe 2020 Strategy. The 2014-2016 Action Plan articulates in its axis number 5 the strategy for the social inclusion of youth in Spain.
2. The 2013-2016 National Action Plan on Social Inclusion is the frame of reference in terms of operational objectives, measures and axes of action for the inclusion of society as a whole in Spain. Although it is not an exclusive policy document for young people, the National Action Plan on Social Inclusion 2013-2016 includes specific measures for the youth in terms of employment and education.

In February 2017, the Secretary of State for Social Services and Equality announced the preparation of the Second Action Plan of the Youth Strategy 2017-2020.

European Strategy 2020: A growth strategy developed by the European Union in 2010 with the main objectives to be fulfilled by the year 2020. In the inclusion section, its main task is to reduce the rates of poverty and social exclusion.

Youth Strategy 2020 and the 2014-2016 Action Plan (Plan de Acción 2014-2016): a reference strategy for youth policies divided into six priority axes: 1) education and training, 2) employment and entrepreneurship, 3) housing, 4) prevention and health, 5) participation, voluntary inclusion and equality, and 6) institutional cooperation. The Strategy was approved by the Council of Ministers on September 12, 2014 (Consejo de Ministros el 12 septiembre de 2014). It is an inter-ministerial initiative promoted by the Ministry of Health, Equality and Social Policy (Ministerio de Sanidad, Servicios Sociales e Igualdad) through the Institute of Youth (Instituto de la Juventud).

The Strategy is implemented from three biannual Action Plans: I) 2014-2016 Action Plan currently in force, stipulated in the 2014 and 2015 budgets, II) the 2016-2018 Action Plan stipulated in the 2016 and 2017 budgets and III) the 2018-2020 Action Plan, stipulated in the 2018 and 2019 budgets.

The 2013-2016 National Action Plan for Social Inclusion in the Kingdom of Spain is the main programme document at state level that sets objectives and priorities for greater social inclusion and the fight against poverty and exclusion.

It is the sixth National Plan of Inclusion since in 2001 the first National Action Plan for Social Inclusion and was launched in the Spain (2001-2003). Since then, plans have been pursued on a biannual basis: 2003-2005, 2005-2006, 2006-2008 and 2008-2010, with the exception of the parenthesis between the fifth plan and the current one.

Statistical Sources and Inclusion Indicators

Statistical sources containing data on inclusion are:

- at European level, Income and Living Conditions (EU-SILC), of Eurostat
- at the national level, the Living Conditions Survey, of the Spanish Statistical Office, INE.

The Living Conditions Survey (LCS): a survey conducted annually since 2004 by the Spanish National Statistical Institute. It is the main source of statistical information on inclusion in Spain. Its purpose is to measure and compare income distribution and social exclusion. It is equivalent to the European Union Statistics on Income and Living Conditions(EU-SILC), of Eurostat.

The main indicator used by these surveys, harmonized at the European level, is the Poverty Risk Rate, better known as AROPE Rate (At Risk of Poverty and/or Exclusion Rate). According to the latest available data (2016), the AROPE Rate among young people aged between 16 and 29 years old in Spain is 38.1%for females and 37.1%for males.

The below table illustrates trends from 2006 up to the point of the latest available data (2016), showing a considerable year-on-year gradual increase and a negative correlation between the risk of poverty by gender.

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Males	20.4	19.4	21.0	22.0	26.4	28.8	33.2	33.9	36.8	39.1	37.1
Females	21.7	24.4	24.7	25.2	29.1	32.0	33.9	32.2	36.0	37.2	38.1

Source: Income and Living Conditions. Eurostat, 2017

Poverty risk rate or AROPE Rate is the main indicator of poverty and exclusion. Statistically, the population that is in any of the three situations defined below is considered to be at risk of poverty and/or social exclusion:

1. persons living with low income (60% of the average of the equivalent income or per unit of consumption).
2. persons who suffer severe material deprivation
3. persons living in households with low work intensity (under 20%).

In 2016, the latest data available, the AROPE Rate among Spanish youth (16-29 years old) was 37.6%. The series since the indicator was measured in 2010 is as follows:

UNIT: Percentage of total population | AGE: From 16 to 29 years | SEX: Total

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
EU 28					27.0	28.2	29.4	29.4	29.7	29.1	28.8
Spain	21.0	21.8	22.8	23.6	27.8	30.4	33.5	33.0	36.4	38.2	37.6

Source: Income and Living Conditions. Eurostat, 2017

4.2 Administration and Governance

Governance

There is no legislation or regulation at state level for social inclusion in Spain, let alone for the social inclusion of youth. There are rights, disseminated in different regulations, related to ensuring inclusion in Spanish society and the exercise of full citizenship. An example of this is the Spanish Constitution (Constitución Española), where the right to decent employment and housing is guaranteed (Article 35 and 47), as is universal access to the health system (Article 43).

Main actors

The highest authorities responsible for developing inclusive policies for young people are the Ministry of Health, Equality and Social Policy and the Inter-Ministerial Youth Commission, which promote their activities in close collaboration with the Youth Institute.

The allocation of the inclusion portfolio to the ministry mentioned above is regulated through the Royal Decree 1823/2011 by means of Article 14, item 2.

As regards the 2020 Youth Strategy and the 2014-2016 Action Plan, the agencies responsible for its approval were the Inter-Ministerial Youth Commission and the Council of Ministers, respectively.

NGOs participate through the State Council of Social Action for Non-Governmental Organizations (Consejo Estatal de Organizaciones no Gubernamentales de Acción Social), defined as a consultative body and a meeting point for dialogue and participation of associative movements in the elaboration of social policies. It is regulated by the Royal Decree 235/2005 and its present composition was established by the Resolution of November 18, 2011, (the organizations that comprise it can be found in Annex I of the document).

Among other matters, this council prepares documents such as the Third Sector of Social Action Proposals for a Strategy of Social Inclusion in Spain towards 2020 (Propuestas del Tercer Sector de Acción Social para una Estrategia de Inclusión Social 2020 en España).

Cross-sectorial cooperation

Governance in the field of inclusion arises from an inter-governmental perspective. There is a need for effective coordination between the institutional actors involved and the correct distribution and distribution of competencies among the different organs and levels of the State Administration: Ministries, Autonomous Regions Administration and Local Administration as well as from the involvement of the third sector of social action.

There is also a growing interest in incorporating private sector entities and increasing public-private collaboration, giving importance and relevance to the role of companies through Corporate Social Responsibility actions.

4.3 Strategy for the Social Inclusion of Young People

Existence of a National Strategy on social inclusion

The National Strategy for the inclusion of young people is embodied in the 2020 Youth Strategy (Estrategia Juventud 2020) and developed in the 2014-2016 Action Plan (Plan de Acción 2014-2016). In any case, it is not an inclusion strategy exclusively, but inclusion is one of its strategic axes, namely number 5.

The 2020 Youth Strategy (Estrategia Juventud 2020) was approved by the Council of Ministers on September 12, 2014 (Consejo de Ministros el 12 septiembre de 2014) and its implementation is contemplated through three successive Action Plans: the 2014-2016 Action Plan (Plan de Acción 2014-2016) in force, the 2016-2018 Action Plan and the 2018-2020 Action Plan.

The NAPincl 2013-2016 (PNAin 2013-2016) is the other reference in the configuration of a State Strategy for inclusion. These Inclusion Plans have been developing since 2001 with a biannual character.

Scope and contents

The NAPincl (PNAin 2013-2016) and the 2014-2016 Action Plan (Plan de Acción 2014-2016) indicate two areas of action of particular relevance for the inclusion of young people:

1. **Employment**: persistently high rates of youth unemployment in Spain point towards the need to establish specific action programmes for young people, especially when the absence of employment is the main cause of exclusion in other areas (health, housing, etc.). In this sense, some of the actions outlined in the NAPincl and the Action Plan are addressed.
2. **Education**: the main challenges in education are the fight against early school-leaving, the improvement of the general educational level, which is below the European average, the promotion of vocational training and the search for educational alternatives of interest to encourage the return of adults who left their studies prematurely.

A diagnosis of the difficulties of young people in **accessing housing** can also be found in the NAPincl. In the boom years of the Spanish economy, constant rises in the price of

housing created accessibility problems for groups such as young people and families with limited resources.

However, in the same NAPincl there are no objectives and action measures exclusively aimed at young people regarding access to housing. Income is prioritized as a 'universal criterion' and as a way of 'promoting access to housing (...) based on a more equitable system of aid to reach those who really need it, excluding anyone a priori because of their age or other circumstance'. It should be understood, therefore, that young people are subject to the same measures of action as the rest of society in this matter, as long as they meet the income criteria indicated. However, they do have the programme Eurodesk, an information and career guidance service on housing opportunities in Europe.

In the area of **health**, since the 2020 Youth Strategy (Estrategia Juventud 2020), the development of socio-health and employment programmes for people at risk of exclusion (Axis 5, action 21) is mentioned.

The NAPincl sees young people as a particularly vulnerable group and therefore the target of specific inclusive interventions beyond those already mentioned in terms of employment and education.

The groups identified in the NAPincl as the 'most vulnerable' and therefore the target for specific actions are: 1) homeless people, 2) persons with disabilities, 3) older people, 4) dependent people, 5) immigrants and persons applying for and benefiting from international protection, (6) female victims of gender-based violence, (7) the Roma community, (8) victims of discrimination according to racial or ethnic background, sexual orientation or gender identity, (9) addictions (drugs, alcohol, gambling, etc.) and 10) prisoners or ex-prisoners.

For their part, the 2020 Youth Strategy and the 2014-2016 Action Plan do not substantially differ from the NAPincl 2013-2016 in terms of inclusive objectives and measures. However, both point out with particular emphasis two groups of young people whom they consider to be particularly vulnerable: young people with disabilities and Roma youth, for whom it has concrete measures:

- labour, sports, health and communication activities related to the disabled (Axis 5, action 26)
- health education programmes and socio-labour and educational insertion for the Roma population (Axis 5, action 22)
- actions related to people with hearing impairment (Axis 5, action 24)
- programmes for students with disabilities in institutes and schools (Axis 5, action 28)
- social integration of young people with disabilities (Axis 5, action 34)

Responsible authority

2020 Youth Strategy and 2014-2016) Action Plan

The highest authority responsible for the approval and implementation of the strategy is the Inter-Ministerial Youth Commission. At a second level, INJUVE is responsible for an annual follow-up that will be reflected in a report.

NAPincl 2013-2016

The highest authority responsible for the preparation, implementation and follow-up of the NAPincl 2013-2016 is the Ministry of Health, Equality and Social Policy, together with the Inter-Ministerial Commission of the National Action Plan for Social Inclusion, an agency created especially for this mission.

Within the ministry, the Secretariat of State for Social Services and Equality (Secretaría de Estado de Servicios Sociales e Igualdad), together with the General Directorate of Services for the Family and Children (Dirección General de Servicios para la Familia y la

Infancia), are the main bodies responsible for the preparation, coordination and follow-up of the plan (Royal Decree 200/2012)

The General Administration of the State (Administración General del Estado), Autonomous Regions Administrations, Local Administration through the Federación Estatal de Municipios y Provincias (State Federation of Municipalities and Provinces) (FEMP), NGOs and the Economic and Social Council (Consejo Económico y Social) (CES) also participate in the elaboration and execution of the NAPincl 2013-2016.

Revisions/Updates

National Action Plans for Social Inclusion

Since 2001, these have been the Plans approved in chronological order: I NAPincl: I PNAin: 2001-2003, II PNAin: 2003-2005, III PNAin: 2005-2006, IV PNAin: 2006-2008, V PNAin: 2008-2010 and VI PNAin: 2013-2016.

The most important change in the NAPincl in terms of youth inclusion is that young people, since theX NAPincl, have ceased to be codified as a particularly vulnerable group. In addition, there are no major changes in the inclusivity strategy.

As regards the items dedicated to inclusion, as indicated in the document, *The 10 years of the National Action Plans for Social Inclusion in the Kingdom of Spain* (Los 10 años de los Planes Nacionales de Acción para la Inclusión Social en el Reino de España): 'Measures to combat social exclusion of young people and promote their inclusion, occupy the fourth place by level of resources, and more than 9 600 million Euros have been invested in them, or 3.41%of the total budgeted for in the plans. However, they have experienced the greatest increase of resources in the period of validity of the NAPincl, and its endowment in this time has multiplied by more than 17'.

2020 Youth Strategy and 2014-2016 Action Plan

Since the 2014-2016 Action Plan is the first in the framework of the 2020 Youth Strategy, it is not possible to make comparisons with previous plans.

4.4 Inclusive Programmes for Young People

Programmes for vulnerable young people

Erasmus+ in Spain: Youth Programme

The National Spanish Agency (Agencia Nacional Española, ANE) is the institution in charge of coordinating the programme for youth in Spain, under the European Commission Erasmus+ programme. The ANE is composed of the Spanish Youth Institute, the youth organisations of the Spanish autonomous regions and cities and the Spanish Youth Council (Consejo de la Juventud de España, CJE).

The programme runs from 2014 to 2020, and replaced the Youth in Action Programme (Programa Juventud en Acción), implemented in Spain between 2007 and 2013. Its main objectives include improving the skills and abilities of young people, promoting participation in European democratic life and promoting active citizenship and social integration.

Although the agency coordinating the programme is the ANE, the programme involves different entities and individuals, such as non-profit organisations, non-governmental organisations, public bodies, educational institutions and foundations.

For the year 2018, the actions related to the programme have to do with:

- Mobility projects for young people (Youth Exchanges and Volunteering) and youth workers;
- Great events of the European Voluntary Service;
- Strategic Partnerships;
- Capacity Building in the field of youth;

- Meetings between young people and decision-makers in the field of youth.

There is no official data or statistics on the participation of young people in this programme.

Projects for vulnerable young people within Erasmus+:

Below, some Erasmus+[18] projects are given as examples.

Inclusive project for young people with disabilities of Fundación Once:

The project, called Inclusive Campus Network (Red de Campus Inclusivos), is implemented since 2015 between the Universities of Granada, Lisbon and Antwerp. It aims to encourage the access of students with disabilities to the university and international mobility. The participants are young persons with some type of disability who are studying at higher education level or baccalaureate so that they can live the university experience in one-week stays on the campus of one of the three participating universities.

There are no official data and statistics on the participation of young people in this programme.

JovEU Project:

The Proyecto JovEU is a project led by the European Anti-Poverty Network in Spain. It is aimed at young people between 18 and 30 years old in a situation of social vulnerability, with the intention of being active participants in the Spanish democratic life. The project proposes cooperation between young people and policy makers in the decision-making process of the joint development of youth policies.

The project started in December 2015 and finishes at the end of 2016. Although there is no official data, the project expects to have the direct participation of at least 114 young people in a situation of social vulnerability and the indirect participation of 380 young people through programmed consultation activities, such as surveys and interviews designed *ad hoc*.

Intervention Programme with the Young Adults of the Spanish Correctional Administration:

The Intervention with the Young Adults Programme (Programa de intervención con jóvenes) in Spanish prisons is a programme aimed at young people aged 18 to 25 who are in Spanish prisons, whose task is to implement educational programmes aimed at curbing the development of a criminal career and achieving the social integration of prisoners after their release.

The programme is part of the so-called Treatment programmes (Programas de tratamiento) implemented by the Correctional Institution since 2005.

There is no official data or statistics on youth participation in this programme.

Funding

Projects within the Erasmus+

The funding received from projects for young people in a situation of vulnerability within the Erasmus+ programme is allocated according to the type of project submitted, its objectives and the priorities as set by the Erasmus+ agency itself. The funding comes from the European Commission.

Although it is not possible to differentiate the amounts allocated for projects relating to vulnerable young people for 2016, the programme has been allocated a total of € 10,597,852.40, compared with the € 1,736.4 million Euros allocated during 2015. This

(18) Find other examples here.

increase is due to the interest of the European Commission in funding projects dedicated to social inclusion.

Intervention Programme with Young Adults of the Spanish Correctional Administration:

There is no specific breakdown of funding for the Intervention Programme specifically for young people, but rather figures for the totality of the programme. During 2015, a total of 34000 Euros was budgeted. There is still no data on the budget allocated for 2016. Once published, it can be consulted in the Portal de transparencia of the Government of Spain.

Quality assurance

Evaluation system for the projects integrated into Erasmus+

In the Erasmus+ project guide, the quality assurance system applied by the organisation is detailed to ensure the quality of the projects, both in terms of financial control and quality in design, evaluation at different stages and the dissemination of the results.

For the evaluation of the impact of the projects, for example, Erasmus+ establishes indicators such as 'facts and figures related to the website of the project organizers (updates, visits, consultations, referrals); number of meetings with the main participants; number of participants involved in the discussions and briefings (workshops, seminars, peer reviews); production and circulation of products; media coverage (articles in the specialised press, press releases, interviews, etc.); impact on the regional, national and EU policy measures'.

Intervention Programme with the Young Adults of the Spanish Correctional Administration

No public data are available on the impact evaluation of this programme.

4.5 Initiatives promoting social inclusion and raising awareness

Intercultural awareness

Youth exchanges within Erasmus+

In the framework of the European Erasmus+ programme, INJUVE has been developing an exchange programme among young people between 13 and 30 years old residents in the countries participating in the project. In order to participate, the projects must include data related to: preparation (practical arrangements, selection of participants, implementation of agreements with partners and youth); the implementation of mobility activities; and monitoring (evaluation of activities, formal recognition of volunteer learning during the activity, dissemination and use of the project results).

CJE and Fundación Por Causa Broken Dreams Campaign

Broken Dreams (Sueños Rotos) is a research and journalism project on the current situation of the young Spanish population between 16 and 30 years, affected by the consequences of the economic crisis and the lack of institutional responses to reverse it. It has the intention of raising awareness about the effects of the crisis, disseminating the results of the research carried out by the campaign.

No hate:

The Youth Institute is the entity in charge of promoting the European campaign against internet intolerance in Spain, *No Hate*, whose aim is to mobilize citizens to debate, to act in defence of human rights and fight against any form of intolerance on the internet. It emerged in 2013 as a programme to promote actions against intolerance. In its official portal, there is a toolset for trainers and educators who work with these subjects.

Training programme of the Youth Spanish CJE:

The Training programme of the Spanish Youth Council (Programa de formación del Consejo de la Juventud de España, CJE) is an annual programme developed by the CJE aimed at training people and entities dedicated to lines of work associated with youth issues, such as migration, the promotion of political participation and youth poverty. The programme is comprised of training actions whose design is based on the strategic lines of work of the CJE and the training needs detected in the participating entities. All the proposed training is 100% subsidized by the CJE.

Young people's rights

COMPASS Manual

The Compass Manual was edited in 2015 by INJUVE. It is a manual for those who work with young people in the field of education. It presents proposals for the promotion of democratic citizenship and the promotion of a culture of defence of human rights among young people. It has training material for educators and educational activities, both formal and non-formal. It was created by the Council of Europe within the Youth in Human Rights Education Programme and edited by the Institute of Youth.

Key initiatives to safeguard democracy and prevent radicalisation leading to violent extremism

The fight against terrorism and radicalization is a matter for the state, at national, European and international levels. The promotion of democracy and the prevention of radicalization in young people is one of the main measures carried out at different levels of government.

Among these measures, the strategic plan for the fight against terrorism in Spain (Plan estratégico para la lucha contra el terrorismo en España) stands out, in which young people are distinguished as one of the principal groups likely to be recruited and radicalized. In this sense, Spain is at the forefront of the implementation of the measures contained in the 2178 Resolution of the United Nations Security Council.

It is also worth mentioning the approval of the 2715 Disposalwithin the educational curriculum of Muslim religion classes (for students of ESO and Bachillerato); this disposal aims at educating students in order to prevent terrorist violence.

At the level of democratic promotion in Spanish youth, the Spanish Youth Council has developed a Teaching Guide of Education for Participation (Guía didáctica de educación para la participación) aimed at promoting the association and informing non-associate young people between the ages of 14 and 22 about the possibilities of participating in the Spanish youth movement and in the full exercise of their citizenship.

4.6 Access to Quality Services

Housing

In relation to access to housing, in Spain there has been specific support for young people, such as the Basic Emancipation Income (Renta Básica de Emancipación) implemented by the Ministry of Development, but this was suspended in 2012.

In its place there is currently the Housing Assistance Programme (Programa de ayudas al alquiler de vivienda), aimed at facilitating access and permanence in rental housing to sectors of the population with limited economic means, among them young people in a situation of vulnerability. Access to said aid is granted to individuals who are over 18 years old, covering up to 40% of the annual rent for 12 months, extendable for successive periods of 12 months, until the end of the plan. In order to receive the aid, it is also required that the rent of the house be equal to or less than 600 euros per month. For their part, the Autonomous Regions establish their own housing aid schemes.

Plan Estatal de vivienda (2018-2021)

Starting in 2018, the central government has presented the new Action Plan on Housing (2018-2021), which will be developed by the different Autonomous Communities, with the intention of starting it from January 1, 2018. Within this plan there is a housing program to help young people. This is an aid to young people for house renting or house purchasing. Young people up to 35 years old may be beneficiaries. The amount of this rental aid will be up to 50% of the monthly rent, for rentals between 600 and 900 € / month, for a maximum of 3 years. The aid for the acquisition of housing will be up to €10,800 with the limit of 20% of the purchase price. Requirements:

- Young people up to 35 years old.
- Income less than ~22,365 Euros per year.
- For rents equal to or less than € 600 / month (up to € 900 in justified cases).
- That the house is the habitual and permanent residence during the period of support.
- Not already owning a house.

Social services

Catalogue of reference of social services:

The Catalogue of reference of social services (Catálogo de Referencia de Servicios Sociales) is a reference guide developed by the Spanish State through the MSSSI, which aims to guarantee access to social services for all the citizens of Spain. It is a guide for the general population, but in its catalogue of services we find a section of social services specialized in assisting young people at risk of social exclusion.

Information, orientation, counselling and diagnostic services are provided through direct or derivative contact. For these actions, the MSSSI has developed a programme of action that has different services, including the guardianship of minors, whose objective is to guarantee the minor a normalised context for his/her personal development. It also promotes compliance with judicial measures for children under 18 and over 14 years old, through the services of implementing measures imposed by juvenile judges on offenders, such as socio-educational tasks or reintegration programmes.

Telephone services against bullying

This a telephone number created by the Ministry of Education, Culture and Sport to combat bullying. It was launched on 1 November 2016 and is intended primarily for students, although parents, guardians, teachers, management teams and the staff of educational centres will also be assisted.

The calls are answered by qualified university personnel in the field of psychology, but are also part of the care team social workers, lawyers and sociologists, who will provide the care that the child needs. Calls are anonymous, confidential and free. It operates every day of the year, 24 hours a day.

Health care

2013-2016 Action Plan on Drugs

The 2013-2016 Action Plan on Drugs (Plan de acción sobre drogas 2013-2016) is an action plan linked to proposals that are promoted in the same direction as the European level. Its goal is the prevention of drug use, and the assistance and social reintegration of addicted people. Despite being a plan that is not entirely aimed at young people, it has specific actions designed for them, such as the Prevention Plan for drug addiction and addiction in the hotel sector or the Prevention Plan for retail traffic in school and leisure areas.

Financial services

INJUVE-MicroBank microcredit program for young entrepreneurs:

The purpose of the INJUVE-MicroBank Programme (Programa INJUVE-Microbank) is to finance projects for entrepreneurs from 16 to 35 years old to start a business or who have started one in a period of less than three years previously, without the need for guarantees. The loan offers a maximum of 95% of the total cost of the project, a maximum loan amount of 25000 Euros, a repayment term of six years and a fixed interest rate of 6.25% over the life of the loan. It has no commissions.

It is intended for young people who do not have the economic capacity to access the ordinary credit system, who are residents in Spain and receive technical advice from the Office of Young Emancipation. The microcredit programme is managed in the autonomous communities that agree to their adherence to the agreement.

Quality assurance

Some of the measures for accessing services have defined systems for quality control. This is the case of the Social Services Reference Catalogue (Catálogo de referencia de servicios sociales) and the 2013-2016 Action Plan on Drugs (Plan de acción sobre drogas 2013-2016).

In the case of the Social Services Reference Catalogue (Catálogo de referencia de servicios sociales), quality control is practiced by the old National Agency for Evaluation of Public Policies and the Quality of Services (Agencia de Evaluación y Calidad, EAVAL), which is currently non-operational, and its functions are to be assumed by the Secretary of State for Public Function (Secretaría de Estado de Función Pública), through the Institute for the Evaluation of Public Policies and the General Directorate of Public Governance. In addition, adherence to the European Quality Framework has been carried out, which establishes guidelines such as the availability of services, accessibility, continuity, that are oriented to good results and are comprehensive, affordable and people-centred.

With regard to the 2013-2016 Action Plan on Drugs, each programme is assigned a rating system for assessment in each Autonomous Community, in addition to a defined monitoring system for each of the actions. Expert questionnaires have been developed for the design of the plan as a measure for quality control. In the case of sections for young people, INJUVE has been the entity in charge of answering the questionnaires. It seeks to detect priority actions for the prevention and reduction of risks and damages associated with drug use by young people.

4.7 Youth Work to Foster Social Inclusion

Policy/legal framework

The Spanish State has designed a package of measures for the promotion of social inclusion through youth work, defined in the Spanish National Youth Guarantee Implementation Plan (Plan de implementación del Sistema Nacional de Garantía Juvenil de España) and the Operational Programme for Youth Employment (Programa Operativo de Empleo Juvenil). Both appeared in 2013 and were designed for the 2014-2020 period.

They are aimed at young people between the ages of 16 and 25 year old (or under 30 in the case of persons with a degree of disability equal or superior to 33%) and their objective is the promotion of employment for the promotion of social inclusion, against poverty and any form of discrimination. The action plans are intended for young unemployed people who are not integrated into education or training systems.

Main inclusive Youth-Work programmes and target groups

Youth Guarantee from the Ministry of Employment and Social Security

Garantía Juvenil (Youth Guarantee) is an initiative framed in theplan denominated as Strategy of Young Entrepreneurship and Employment of the Government of Spain, oriented towards reducing high levels of unemployment and to facilitate the labour insertion of young people. Those over 16 and under 30 years old who are legally unemployed and have completed their studies may participate. Once enrolled, they can access job offers, continuing education system, training courses and business practices.

Chavós Nebó Youth Network

The Chavos Nebo Youth Network (Red Juvenil Chavós Nebó) is a network of youth information services run by the Roma Secretariat Foundation (Fundación Secretariado Gitano) in collaboration with INJUVE. This network provides services to Roma youth in Spanish territory through state coordination of activities carried out at the local or provincial level. The objectives of the network are the promotion of interculturality and networking with other entities, explicitly oriented to cultural specificity and the promotion of Roma youth.

At the head of the services are young gypsies who act as a reference for other young people of the same ethnic group. They are located in socially disadvantaged neighbourhoods that have a high Roma population. Among their programmes are those of employment, social inclusion and education.

Youth and inclusion

Youth and Inclusion (Jóvenes e inclusión) is a network of organisations working to improve social inclusion, emancipation and autonomy of young people at risk or social conflict. Its objective is to develop and disseminate tools and good practices to increase the effectiveness of the various intervention programmes.

In 2016, they started up two programmes: 1) the socio-labour insertion program *Starting Life Projects (Emprendiendo Proyectos de Vida)*, whose objective is the improvement of access to the labour market and wherein the young people involved are an active part of the labour and social training process; 2) the educational intervention programme *Learning to Be (Aprendiendo a Ser)* oriented towards the improvement of educational processes.

Youth work providers in the field of social inclusion for young people

As a summary, below are some examples of organizations and NGOs working in the field of youth social inclusion:

Organisation name	Target population
*Youth Red Cross (*Cruz Roja Juventud**)** Study collective (Colectivo de Estudio) Training and Social Intervention Institute (Instituto de Formación e Intervención Social) Rasinet Intercultural Cazalla Associaton (Asociación Cazalla Intercultural**)** The Key Association (Asociación La Llave) The Candil Collective (Colectivo El Candil) AMITES The Phone of Hope (Teléfono de la Esperanza**)** Asociación Afro Aid España FEANTSA España Ong Solidarios Asociación Mapu	Vulnerable people in general

Areadaptada EAPN Social Services and Social Work Institute. (Instituto de Trabajo Social y de Servicios Sociales) ONG AESCO Social Defense Association Be-Human (Asociación Defensa Social Be-Human)	
Movement against Intolerance FELGTB Young Area COLEGAS - Youth Section *Triangle Youth Foundation (*Fundación Triángulo Juventud**)**	Women and Sexual Diversity
AJI- ATIME – *Immigrant Youth Association*	Migrants
National Confederation of the Deaf Persons (CJS- CNSE) Spanish Confederation of People with Physical and Organic Disabilities *(COCEMFE)* *Progressive Youth Unit of ONCE (*Juventudes de Unidad Progresista de la ONCE) Confederation of Don Bosco Youth Centers of Spain DIDANIA Federation *Spanish Youth Organization (*Organización Juvenil Española,OJE)	People with disabilities
Roma Secretariat Foundation (FSG)	**Roma people**

Source: European Youth Portal **and** Informa Joven

Public funding to training organizations comes primarily from the EU and its programmes:

- Employment and Social Innovation 2014-2020
- Erasmus + 2014-2020
- Europe for Citizens programme 2014-2020
- Justice programme 2014-2020
- Rights, Equality and Citizenship programme 2014-2020 (REC)
- Asylum, Migration and Integration Fund 2014-2020 (AMIF)

Training and support for youth workers engaged in social inclusion programmes

Reconoce Project

With the support of the Youth Institute, the Reconoce Project (Proyecto Reconoce) is a project led by the Don Bosco Confederation (Confederación de Centros Juveniles Don Bosco) in collaboration with the Didania Federation (Federación Didania) and ASDE Scouts de España. Its aims are to enhance the experience of volunteering in order to raise awareness among the business community and society about skills acquired by volunteering and to improve the employability of young people. Among its lines of action are: the implementation of a system of non-formal accreditation of voluntary action and the organisation of dialogue forums with administrations to implement official recognition of volunteer professional competencies.

At the national level, the two reference entities for working with young people and financed by public funds are: the Youth Institute and the Spanish Youth Council.

Financial support

In the following table we can find the amounts and main financial sources of support to the youth organisations for programmes of social inclusion. Lastly, an example of a private funding programme is shown. The latter is residual compared to public funding.

Type of activities financed	Origin of funding	Program and amount of funding
The development of employment policies and social protection of vulnerable groups	Public –European Social Fund (ESF) - EU	**Employment and Social Innovation 2014-2020**: 919,469,000 €
To receive volunteers from other countries, exchange knowledge with youth organisations from other countries, promote projects for improvement and the development of training of social professionals	Public – European Social Fund (ESF) - EU	**Erasmus + 2014-2020**: 14,774.52 mill€
To encourage participation of vulnerable groups in defining European policies and initiatives	Public – European Social Fund (ESF) - EU	**Europe for Citizens programme 2014-2020**: 185,468,000 €
To ensure access to justice for groups with third-sector entities of social action work (intellectual disability, victims of gender-based violence, drug addicts ...)	Public – European Social Fund (ESF) - EU	**Justice programme 2014-2020**: 377,604,000 €
Protection of the most vulnerable groups	Public – European Social Fund (ESF) - EU	**Rights, Equality and Citizenship programme 2014-2020 (REC)**: 439,473,000 €
Improvement of socio-labour integration of migrants, management of interculturality, etc.	Public – European Social Fund (ESF) - EU	**Asylum, Migration and Integration Fund 2014-2020 (AMIF)**: 385,000,000 €
To provide material assistance to the most needy. Assistance consists of food, clothing and other products for personal use, such as shoes, soap or shampoo. It must be accompanied by measures of social inclusion, such as guidance and support to remove these people from poverty.	Public – European Social Fund (ESF) - EU	**Fondo de Ayuda Europea para los Más Necesitados (FEAD)** 3.8 billions €
Funding of 75% of the project for organisations presenting social and / or educational projects in the following lines of action: 1) Social harmony, mediation and diversity managing, 2) Social participation and enhancing of communities, 3) School success and family involvement in the educational process, 4) Preventing different forms of violence, 5) Promoting healthy habits and preventing addiction.	Private – Obra Social La Caixa	**Proyecto Interculturalism & Social Cohesion** 75,000 €

Source: Guía de Financiación Europea Programas Sociales 2014-2020

Quality assurance

In the case of the Youth Guarantee, the monitoring and evaluation of all actions and programmes within the plan is an intrinsic measure, both to be taken into account in the development of future plans and to ensure the efficient use of resources. The development of an information and management system is proposed to identify the beneficiaries of the plan, the resources used and the fulfilment of each of the action plans. For the evaluation of the plan, the Youth Guarantee system follows, among other things, the common assessment standards and indicators such as the ratio of youth

unemployment rate to the general unemployment rate, the rate of young people who neither study nor work (NEET) and the percentage of long-term unemployed youth.

The Chavos Nebo Youth Network is part of the Roma Secretariat Foundation and as such, the actions contained in the project are evaluated following according the Foundation statutes. Thus, the development of the youth network is controlled by a computerised tool for monitoring the intervention called *Program Portal,* which provides access to information on programme interventions, participation results and beneficiaries. As regards budget control, since the Foundation's projects are funded both by the European Social Fund as well as by the Spanish Government, there is systematic monitoring of the application of expenditure by these public institutions.

In the case of Youth and Inclusion (Jóvenes e inclusión), there is no public material on the evaluation processes of the programmes developed by the institution.

4.8 Current Debates and Reforms

Currently the main issues under discussion regarding the social inclusion of young people are:

- The need to approve the new NAPinde 2017-2020 which, in February 2017, announced the Secretary of State for Social Services and Equality.
- The need to design the 2016-2018 Action Plan, corresponding to the 2020 Youth Strategy, for which it is necessary to approve the state budgets for 2016-2017.

Beyond the updating of the plans for inclusion, there is no prospect in the future for a development of legislation related to the social inclusion of young people.

As new challenges, while deepening the objectives already proposed in the plans, some points to consider are:

- The inclusion of disadvantaged young people in the information society and communication to avoid social gaps that lead to economic gaps
- Integration, cohesion and social and democratic participation. Channelling the political, social and cultural participation of youth
- Meeting the demographic challenge. Reverting the aging trend of the population pyramid in Spain and favour the increase of the birth rate among young Spaniards
- Strengthen the European identity of young Spaniards and their democratic spirit.

5. Participation

The Youth Report in Spain 2016 (Informe Juventud en España 2016) from the Youth Institute (INJUVE) pointed out that the average participation rate of under-30s in different elections is 64.1%, about 5 points below the national average for all ages. According to the CIS this participation is greater in general elections, followed by local and regional elections.

In Spain there is no Youth Parliament. However, the Spanish Youth Council (Consejo de la Juventud de España, CJE) is the organization responsible for promoting the participation of youth in the political, social, economic and cultural development of the State in a global environment. With the purpose of adapting the policies to the needs of those they are aimed towards, and following the Structured Dialogue (Dialogo Estructurado), an initiative launched by the European Union, the Ministry of Employment and Social Security (MEYSS) guarantees that representatives for youth and youth organisations actively participate in the design and application of policies and action plans for youth Employment and entrepreneurship.

Chapter 5.10 points at current debates and reforms in recent years such as the possibility of lowering the barrier of the legal age to 16 years old, so as to match it with the age of criminal adulthood or the impact of social movements on participation.

5.1 General context

Main concepts

The Kingdom of Spain is divided into 17 Autonomous Communities and two Autonomous Cities, which enjoy a high degree of self-government. Spain is a Constitutional Monarchy ruled by the Constitution of 1978. Its institutional structure follows the parliamentary model (Article 1.3CE), to which is added the existence of a Constitutional Court separate from the structure of the Administration of Justice. The territorial structure is typical of complex or federal territorial systems; although at no time does the Constitution refer to the Spanish State as a federal state.

The Head of State is hereditary, occupied by the descendants of the Bourbon family, with patrilineal preference (Article CE). The current Head of State is King Philip VI. The Head of State has no effective political powers and all acts must be countersigned by the respective representatives of the different powers of the State (Article 64CE).

Executive power rests within the government, which is a body with collegial responsibility, composed of the President, the Vice-Presidents, if any, and an indeterminate number of Ministers (Article 98 CE) that has varied throughout legislatures; between a maximum of 23 and a minimum of 15. In recent legislatures there has been a tendency to balance the executive on gender grounds, but there is no specific action aimed at the incorporation of young ministers. The government is the apex of Public Administration and directs and designs national and international policy (Article 97 CE).

The structure of the Administration of Justice is pyramidal and hierarchical, the Supreme Court of Justice being at the top. This body is divided into different Chambers specialized by the type of matters that they attend. The members of the Supreme Court accede to it by merits at the end of their professional career, which is the reason why their average age is relatively high. Access to the judicial career is by public examination and the average age of people who pass it and become judges is 30 years.

The Spanish Parliament has the given name of Cortes Generales. It is characterized by being an asymmetric two-chamber parliament (Ruiz Martínez, 2012). The Lower Chamber or Congreso de los Diputados, has responsibility for almost all the totality of legislative functions and is, in any case, the final arbiter in cases of conflict with the Upper Chamber or Senado. In addition, the position of the President of the Government (Chief of the Executive) is voted only by the Congress of Deputies, without any participation of the Senate (Article 99 CE). The Senate is the chamber of territorial representation (Article 69.1 CE) although, in practice, it does not carry out any work as such.

Institutions of representative democracy

The Congress of Deputies houses a total of 350 deputies, who are elected in 52 electoral districts, which correspond to the provinces into which Spain is divided. Citizens vote via direct universal suffrage on closed and blocked lists, and the distribution of seats is done using a proportional distribution method based on the d'Hondt formula (Article 68 EC and LOREG). The proportionality in the distribution ratio of the seats among the population is not exact and favours circumscriptions with lower populations.

The Senate has a variable number of members, although the average is around 260 senators, and they are chosen by means of a double procedure (Article 69 CE). On the one hand, a total of 208 senators are elected by direct universal suffrage by citizens, distributed into 59 electoral districts: the 47 peninsular provinces, the two cities of North Africa and ten insular territorial groups. The Spanish people vote through a majority system to a restricted number of senators that varies between one and three depending on the size of the constituency (Article 69.3-4 CE).

On the other hand, the parliaments of the Autonomous Regions (Comunidades Autónomas) elect one senator for each Autonomous Region plus one additional senator per million inhabitants of the respective Autonomous Region. Each Autonomous Region can decide the election formula of its respective senators.

The Congress of Deputies directly elects the President of the Government, in a first session by absolute majority or a later one by simple majority. Once the President of the government has been elected he chooses his Vice-Presidents and Ministers and forms his government without any obligation to give explanations to the Cortes. In principle, any Spanish person over 18 years of age may hold the position of Vice-President or Minister although a person under 30 years old has never held the office of President, Vice-President or Minister. Very exceptionally, persons under 30 years old have held the position of Secretary of State (a position just below that of Minister, but not directly belonging to the Government (López, Ortega and Castillo, 2010).

The Autonomous Regions are each governed by their own Statute of Self-Government. All replicate the structure of the division of powers of the Central State. Each has its own Parliament, Government and Higher Court of Justice. The autonomous parliaments are in practice a replica of the Congress of Deputies: their functions and their internal organization are similar to those of the Lower Chamber. The Governments and Autonomous Administrations are structured and behave similarly to the Central Government. Meanwhile, the High Courts of Justice of the Autonomous Communities are the highest places in which to understand issues related to autonomic powers.

Each autonomous parliament retains full legislative powers. The autonomous parliaments are all one-chamber and their size depends on the population of each Autonomous Community, ranging from the 33 deputies of the parliament of La Rioja to the 135 of the parliament of Catalonia. The autonomous parliaments each receive their own name, according to the historical tradition and language of each territory and its members are elected by a proportional system of direct election similar to that of the Congress of Deputies, although in some territories there are small differences.

The third level of self-government in Spain is made up of local entities, which are of two types: municipal and supra-municipal. The first are the smaller territorial units with autonomous government capacity. In Spain there are more than 8,100 municipalities and their size varies from 3 inhabitants to the more than 3,100,000 inhabitants of the municipality of Madrid according to the National Institute of Statistics (Instituto Nacional de Estadística, INE).

The self-governing body of the municipalities is called the Town Hall. It is chosen by a proportional system of direct voting similar to that of the Congress of Deputies, by means of which a certain number of Councillors is selected that varies between three and 57 depending on the size of the population of each municipality (with the exception of those who have a small population and decide to govern in an assemblage way through an institution known as Open Council). The Councillors, in turn, choose between them by majority vote to the Mayor, who heads the City Council. In cases where no councillor obtains an absolute majority of votes, the councillor who heads the most voted list is automatically proclaimed Mayor.

A second group consists of territories of historical origin, known by the name of provinces, and their governing body is the Provincial Council. These bodies are composed of an assembly elected indirectly between and by the councillors of the municipalities that make up the province. Among them they choose the president of the Council. When the territory is insular or there are no provincial councils but rather City Halls (Canary Islands) and Consells (Balearic Islands) each island has one of these institutions, chosen and functioning in a similar way to a provincial council.

At all territorial levels voting is a right but not an obligation. Therefore, electoral abstention is not punishable by law. The exercise of the right to vote is regulated by the Ley Orgánica de Régimen Electoral (Organic Law of Electoral Regime), LOREG, and it is possible to exercise it either in person or remotely by mail. In the first case, it is carried

out in polling stations where physical ballot papers are held in closed envelopes. Only in recent years has there been the possibility of voting through electronic procedures in computers enabled for this purpose in polling stations. It is also possible to vote in advance through the state postal service, which is responsible for collecting and depositing in each polling station. Spaniards who reside officially abroad can also vote in the corresponding consulates.

5.2 Youth participation in representative democracy

Young people as voters

In Spain, adulthood is fixed at 18 years (art 12 CE). Any Spaniard of legal age can exercise their right to active and passive suffrage under normal conditions. There is no restriction of being able to vote or to be a candidate for any public office of direct election other than to have reached the age of 18 and, if that is the case, not be convicted by a court of law of a temporary suspension of the right to vote.

This rule extends to all electoral processes in Spain, including any type of referendum. Therefore, any Spaniard can exercise their right to vote and be a candidate for public office once he or she has reached the age of 18. Unless a judicial sentence establishes so, all citizens can exercise their right to active and passive suffrage under the same legal conditions.

In addition, this rule applies in the same way to any citizen who does not have Spanish nationality as long as he/she enjoys the right to vote. This is the case for citizens of the European Union who enjoy the right to vote in local elections, regional elections and European elections. Third-country nationals with whom there is an international agreement of reciprocity with the Kingdom of Spain, and for the type of elections that have been agreed upon, may also exercise the right of suffrage (this is the case for some Spanish-American countries).

The rules are similar for processes of direct democracy. In Spain these processes only produce legal effects when they are carried out in the manner of a binding referendum and can affect the whole of the State to an Autonomous Community, depending on the subject which they deal with.

There are other types of citizen consultations of a more advisory or informative nature that have been carried out at regional level and at local level. In the latter case, some municipalities have extended the right to vote to citizens under 18 years of age.

There is no legislation specifically designed to promote or encourage the participation of young people in electoral processes or direct participation.

For historical reasons, the Spanish legislation on the exercise of the vote is as a guarantor, protecting to the maximum the right of secret ballot. Consequently, it is impossible to know the distribution of electoral participation by age or by any other criterion. Only aggregate participation/abstention results are made public, without any distinction being made among voters.

Participation data according to age is based on analysis of secondary data and therefore merely indicative. Such breakdowns are drawn from post-election polls conducted by the Sociological Research Institute (Centro de Investigación Sociológica, CIS) and estimate participation rates among respondents. Generally, it can be established that participation is greater in general elections, followed by local and regional elections (when they occur at the same time), being still lower in European elections.

The Youth Report in Spain 2016 (Informe Juventud en España 2016) from the Youth Institute (Instituto de la Juventud, INJUVE) pointed out that the average participation rate of under-30s in different elections is 64,1%, about 5points below the national average for all ages.

Young people as political representatives

There is no legislation specifically aimed at the situation of young people as members of political parties. In that sense, they are governed by the Political Parties Act (Ley Orgánica de Partidos Políticos), which treats all members of the parties equally, irrespective of their age, and by statutes that have been granted. However, specific provisions on gender equality have been introduced in many political parties.

Most major parties have organically dependent youth organizations, which organize their internal management via their own statutes. The age limit for membership of these organizations and for their management positions is variable, sometimes exceeding an upper age limit 30 years old, and has been adapted to internal problems outside general rules.

Two main organizations are linked to the two main political parties in Spain. The Popular Party (Partido Popular, PP) has an organization known as Nuevas Generaciones (New Generations), which has more than 55,000 members, and the Spanish Socialist Workers Party (Partido Socialista Obrero Español, PSOE) hasa youth section called Socialist Spanish Youth (Juventudes Socialistas de España), with more than 20,000 members.

There are no positive discrimination measures aimed at securing elected positions for youth at any level of government or representative state, regional or local institution. Any citizen with the right to vote can exercise this both as a voter and as a candidate from the day he/she turns 18 years old.

The average age of deputies in Congress is 47.7 years of age in the current legislature, very similar to the average age of voters in Spain, 48 years old. But only 11 of the 350 deputies had not yet reached the age of 30 at the time of their election. By political party, the youngest deputies are from Podemos, with an average of 42 years old, followed by Ciudadanos, with 45. The party with the highest average age is the Nationalist Basque Party (Partido Nacionalista Vasco, PNV),at 57 years of age, followed by PP and Republican Left of Catalonia (Esquerra Republicana de Catalunya, ERC), at 52 years old; PSOE stays close with 49 years of age.

There is no direct reservation of any specific functions relating to political representatives under the 30 years old in any parliamentary body.

5.3 Youth representation bodies

Youth parliament

In Spain there is no institution with such characteristics.

Youth councils and/or youth advisory boards

In Spain, the organization responsible for promoting the participation of youth in the political, social, economic and cultural development of the State in a global environment is the Spanish Youth Council (Consejo de la Juventud de España, CJE). Its objective is to transfer the proposals, claims and complaints that arise within the CJE to the Administration, social agents and the media in order to respond to the problems, concerns and aspirations of youth, with a view to improving their quality of life.

The CJE has a General Assembly that gathers together representatives of all the member entities every two years to establish lines of action for reviewing the work carried out during the period between Assemblies, approval of the economic balance and the budget, study and discussion of documents prepared by the Specialized Commissions and the election of members of the Permanent Commission.

The Executive Assembly is the body responsible for developing the agreements of the Assembly. It meets on an ordinary basis twice a year and on an extraordinary basis when requested by a third of the member entities or at the proposal of the Permanent Commission.

The Permanent Commission is the body responsible for executing the agreements of the General Assembly and of the Executive Assembly, assuming the representation of the Council. Among its functions, it is worth mentioning its work in tandem with the Specialized Commissions and the working groups established by the Assembly, as well as the representation of the CJE in the institutions and organizations with which they maintain or initiate relations. The Permanent Commission is composed of nine youth representatives from various entities of the CJE. All members of the Permanent Commission must be under 31 years of age when taking office.

The six Specialized Commissions (Socio-economics, Participation and Associative Promotion, Integral Education, Rights and Equal Opportunities, External Relations and Institutional Development and International Relations) are responsible for preparing the documents and proposals for concrete actions that serve as the basis for the decisions of the Council.

The CJE is an autonomous agency attached to the Ministry of Health, Social Services and Equality, and is financed by the State budgets. The 2016 budgetwas more than 28 million Euros.

Higher education student union(s)

In Spain the existence of student unions is not regarded by law as separate from that of other type of associations, which is the reason why its juridical situation is similar to any other union ororganisation that acts in defence of certain collective interests. However, there are various dedicated associations that are responsible for student representation and organization.

The Coordinator of Representatives of Students of Public Universities (Coordinadora de Representantes de Estudiantes de Universidades Públicas, CREUP), is the main association of this type. It brings together 21 student organizations representing public universities. Through its members, it represents more than 900,000 students, constituting a forum for discussion between representatives. The main regulation on which it bases its activities is the Statute of the University Student (Estatuto del Estudiante Universitario).

The CREUP works for the defence of the rights of university students, promoting their participation in decision-making, as well as being the main link between students and academic decision-making bodies such as the Conference of Rectors of Spanish Universities (Conferencia de Rectores de Universidades Españolas, CRUE), the Red Universitaria de Asuntos Estudiantiles (RUNAE) (University Network of Student Affairs), the Universia Foundation (Fundación Universia) or the Ministry of Education, Culture and Sport (Ministerio de Educación, Cultura y Deporte – MECD). It has an Executive Commission (Comisión Ejecutiva) to carry out its functions in defence of student interests, the organization of events, the dissemination of information through social networks and the monitoring of the evolution of the educational system.

The funding of student organizations is carried out through different types of public aid granted by the different administrations in all the territorial areas.

School student union(s)

The Student Union (Sindicato de Estudiantes) is the student organization in charge of the representation and defence of students of secondary education, baccalaureate, professional training and university; both public and private or concerted centres. Founded in 1986, it maintains a representation in the School Council of the State (Consejo Escolar del Estado) composed of between three and eight student delegates. The vast majority of its members are under the age of 18.

Its legal situation is completely informal, since a student union is not regulated. However, this organization bases its existence on the modification made by the First Final Provision in the Organic Law 2/2006, of May 3, on Education (Ley Orgánica 2/2006, de 3 de mayo, de Educación). It has a State Executive Commission and various

local structures. Their demands are centred on improving the quality of public education, recognizing the right to strike of middle school students, defending the secularity of education and abolishing university entrance examinations.

As in the case of university student organizations, financing is made through different types of public aid.

Other bodies

There are no other organisations that can be highlighted because of their limited capacity to act and support citizens.

5.4 Young people's participation in policy-making

Formal Mechanisms of Consultation

In Spain there is a type of consultation called Structured Dialogue (Dialogo Estructurado), an initiative launched by the European Union the purpose of which is to serve as a forum for joint reflection on priorities, implementation and follow-up of European cooperation in the youth field. This initiative involves regular consultation with young people and youth organisations at all levels in EU countries. It also promotes dialogue between youth representatives and policymakers at youth conferences organised by the Member States holding the Presidency of the EU during European Youth Week.

With the purpose of adapting the policies to the needs of those they are aimed towards, the Ministry of Employment and Social Security (MEYSS) guarantees that representatives for youth and youth organisations actively participate in the design and application of policies and action plans for youth Employment and entrepreneurship.

The European Youth Strategy establishes structured Dialogue between youth and people responsible for youth policies within the member states, which entails the development of regular enquiries with youth and their representatives in advisory bodies and youth organisations at all levels. In Spain this structured dialogue takes place within the Inter-Ministerial Commission on Youth (Comisión Interministerial para la Juventud); special attention to proposals and initiatives made by the Youth Council of Spain are among its tasks.

The Youth Council is the main body advising public officials on the process of elaborating policies related to youth. It binds together a total of 76 youth entities and it is made out of the Autonomous Regions Youth Councils as well as the national youth organisations.

The Strategy for Entrepreneurship and Youth Employment 2013-2016 is the result of these mechanisms of participation, enquiry and dialogue with social partners and youth. This strategy includes 100 measures, with the final purpose of making access for youth to the labour market easier by means of recruitment or self-employment.

Structured Dialogue, focuses on a general theme (established by Council of Youth Ministers) during each of its 18-month work cycles. The working method is one of conducting a consultation between young people and youth organisations in each of the Member States.

These States are the ones who organise and guarantee the participatory process of the national working groups, in which, among others, the following are included:

- Representatives of the Youth Ministries (representatives of the Ministry of Health, Social Services and Equality –Ministerio de Sanidad, Servicios Sociales e Igualdad–).
- National youth councils (representatives of the Spanish Youth Council (Consejo de la Juventud de España) and the Institute of Youth (Instituto de la Juventud).
- Local and regional youth councils,
- Youth organizations,
- Young people from different fields,

- Youth researchers.

In regards to the possibility of participation of youth volunteers in the process of elaboration and design of the strategy or the public policies referred to volunteering, one single process was opened in year 2012 making collaboration with NGOs of social action possible through a questionnaire designed *ad hoc.*

Actors

The main collective actors representing young people are those coveredin previous sections. There are no other institutional actors other than those already mentioned.

Specifically targeted public policies for youth are carried out at two different levels, as discussed in chapter one. The general coordination of information for analysing and designing such policies takes place from INJUVE. But competences in the field of youth are in the hands of the Autonomous Communities and the respective councils that understand this matter are the ones in charge of carrying out the greater part of the implantation, monitoring and evaluation of public youth policies.

INJUVE is the central government body responsible for youth policies at the state level in 1977. Therefore, INJUVE maintains the status of national reference point in dialogue with the other ministerial departments and Economic and social agents, with the autonomous communities, municipalities and youth associations, and has guaranteed its presence at state level through its lines of research, materials, information, national and European programmes, international resources, examples of good practice and pilot initiatives.

Information on the extent of youth participation

The participants must be young people between the ages of 13 and 30 years old, resident in the countries involved in the project, with 60 spaces available per country. Spain is governed in this area by the Resolution of the EU Council on the format of political participation of young people in democratic life.

Outcomes

Recommendations are proposed by each country at a European Conference with representatives of all national consultations together with those responsible for governmental affairs in the youth field. After this stage, the results of the Structured Dialogue are made available to the European Commission to develop measures to improve various aspects of Youth Policy in the European Union.

Large-scale initiatives for dialogue or debate between public institutions and young people

In Spain, the Spanish Youth Council (Consejo de la Juventud de España, CJE) is the agency responsible for dialogue with public authorities and state institutions, in addition to participating in the design of policies that directly or indirectly affect young people and the presentation of alternatives to the problems of this group. Initiatives for dialogue between public administrations and young Spanish people find their interlocutor in the associations integrated in the CJE.

5.5 National strategy to increase youth participation

Existence of a national strategy to increase young people's political and civil society participation

In Spain, the National Strategy to increase the political participation of Spanish youth is contained within the Youth Strategy 2020 (Estrategia Juventud 2020), whose reference period refers to the Europe 2020 Strategy. This Strategy, approved in September 2014, covers the different actions of different ministerial departments that affect young people in education and training, employment and entrepreneurship, housing, health, leisure and sports, participation, volunteering, coexistence and inclusion.

The action plans of the Youth Strategy 2020 (Estrategia Juventud 2020) cover the period 2014-2020 with a biannual duration of each one of them. These Plans are public policy programmes that cover a wide range of legislative actions that may affect different types of ministerial laws and regulations, depending on their objectives.

Scope and contents

The objectives of the Youth Strategy 2020 (Estrategia Juventud 2020) with regard to the political participation of young people are raised in Strategic Axis 5, responsible for developing the points regarding participation, volunteering, inclusion and equality. In this respect, the objectives to be achieved are summarized in the following points:

- Strengthening the channels and tools to increase the participation and voluntary work of young associates and non-partners, especially those linked to ICT.
- Fighting against social exclusion among the most disadvantaged sectors of the youth population.
- Promotion of equality.

In the framework of promotion of participation, measures to finance the structure and maintenance of youth and third sector entities stand out. This objective is also linked to the granting of the INJUVE General Scheme Grants, those destined for youth associations or entities that provide services to the youth, as a result of the call for IRPF grants.

The Youth Strategy 2020 (Estrategia Juventud 2020) was approved by the Inter-Ministerial Youth Commission (Comisión Interministerial para la Juventud), which is chaired by the Minister of Health, Social Services and Equality (Ministro de Sanidad, Servicios Sociales e Igualdad). All Ministries, as well as the Spanish Youth Council (Consejo de la Juventud de España, CJE), have participated in the preparation of the Action Plan.

Responsible authority for the implementation of the strategy

Given the complexity of territorial division of power in Spain, the authorities responsible for the implementation of the Strategy are multiple, either directly or subsidiarily. On the one hand, at state level we have INJUVE, which coordinates the activity, and the different ministries that are affected by the measures implemented. On the other, at the regional level, we have the different autonomous youth agencies and ministries obliged to implement the actions contained in the Strategy's design.

Finally, municipalities are also obliged to coordinate within the framework of intergovernmental relations the carrying out of the implementation of the Strategy at all territorial levels. They are considered especially important because they are the territorial level closest to the citizen. Given the wide variety in size and resources of the different municipalities, the larger ones will develop their own activities and provide their own services. But the smaller ones resort to seeking the provision of services in higher local entities, such as provincial councils, city halls (in Canary Islands) or Consells (in Balearic Islands).

Revisions/Updates

At the end of each year, it is INJUVE who carries out a follow-up report on the actions performed, which will serve as a basis for partially evaluating each Action Plan and to stimulate the development of new measures. From this annual report, the Inter-Ministerial Youth Commission (Comisión Interministerial para la Juventud) will determine the incorporation of new actions proposed by the different Ministries.

In addition to these annual reports, INJUVE releases numerous publications and reports with a large academic and scientific base that serve to improve the redesign of new public policy programmes in the youth field. Equally important are the reports and evaluations carried out by the various autonomous agencies for youth.

The Youth Strategy 2020 (Estrategia Juventud 2020) is in force and pending review and updating.

5.6 Supporting youth organisations

Legal/policy framework for the functioning and development of youth organisations

In Spain, the Spanish Youth Council (Consejo de la Juventud de España, CJE) has been the public institutional platform in charge of fostering the participation of youth in the political, social, economic and cultural development of the State in a global environment since its creation in 1983. It is also responsible for promoting intergovernmental cooperation and coordination between the Central State and the Autonomous Communities in the promotion of youth associations.

Associationism is a fundamental right, recognized in the Spanish Constitution (Constitución Española) in Article 22 (Artículo 22). It is recognised by the Organic Law 1/2002, of 22 March, regulating the Right of Association (Ley Orgánica 1/2002, de 22 de marzo, reguladora del Derecho de Asociación), the (Royal Decree 1497/2003 of November 28, which approves the Regulation of the National Registry of Associations and its relationships with the other registries of associations (Real Decreto 1497/2003, de 28 de noviembre, por el que se aprueba el Reglamento del Registro Nacional de Asociaciones y de sus relaciones con losrestantesregistros de asociaciones). In the specific case of youth associationism, it has also been under the Decree 397/1988, of April 22, regulating the registration of Youth Associations (Real Decreto 397/1988, de 22 de abril, por el que se regula la inscripciónregistral de Asociaciones juveniles). However, because of the constitutional nature of the Autonomous State, and the division of powers, each Autonomous Community can develop its own rules regarding youth associations.

Public financial support

With regard to the programmes, the Youth Strategy 2020 (Estrategia Juventud 2020) brings together in its Strategic Axis 5 on Participation, Volunteering, Inclusion and Equality, the objective of enhancing the channels and tools to increase the participation and voluntary work of young associates and non-associates, especially those linked to ICT. For Strategic Axis 5, a budget of € 11,147,798.21 has been earmarked in 2014 and € 11,216,028.21 in 2015, as set out in the Strategy itself.

INJUVE calls for the granting of subsidies for the maintenance, operation and equipping of youth associations, youth organisations and entities that provide services to youth at state level. In the sub-state area are the respective autonomous agencies for youth, and at local level, the council of youth are the ones in charge of granting public aid for those same objectives.

Initiatives to increase the diversity of participants

The actions carried out by the Spanish Youth Council (Consejo de la Juventud de España, CJE) include offering spaces for reflection, joint work, training, dialogue with public authorities and State institutions, and carrying out the systematisation of the experience of the organised youth movement, opening new channels and channels of action.

In this way, the Spanish Youth Council (Consejo de la Juventud de España, CJE) establishes as a general objective of any youth association the construction of citizenship, linked to the will of change and social transformation that accompanies the associative movement from its beginnings. In recent years it has made great effort to support and assist in the coordination of the activities carried out by a group of associations focused on the struggle to achieve the social inclusion of marginalised groups.

The Spanish Youth Council (Consejo de la Juventud de España, CJE) stands out for having among its objectives the promotion of the association of immigrant youth, favouring the creation of associations and generating the necessary mechanisms for integration in existing associations. To this end it carries out the Citizenship and

Immigration Meetings (Encuentros de Ciudadanía e Inmigración), a space for reflection about the migratory reality and the possibilities that the youth organisations have to favour integration and intercultural coexistence.

5.7 "Learning to participate" through formal, non-formal and informal learning

Policy Framework

In Spain there is no national strategy that has as its sole objective the development of the social and civic competences of Spanish youth, but rather in the Youth Strategy 2020 (Estrategia Juventud 2020) as well as in the (Organic Law 8/2013, of December 9) for the improvement of educational quality (Ley Orgánica 8/2013, de 9 de diciembre para la mejora de la calidad educativa, LOMCE), measures are included aimed at the development of these competences in young people in a transversal way.

Formal learning

The LOMCE has the subject 'Social and Civic Values', directed towards courses in primary education, and 'Ethical Values' directed at secondary education courses. The LOMCE gives parents the possibility to choose between this subject and the subject of Religion to complete the civic formation of the student. Both subjects are two hours a week in school timetables.

Among the objectives set out in the basic curriculum of primary education (Currículo básico de la Educación Primaria) in reference to civic values, the following stand out:

a. To know and appreciate the values and norms of coexistence, and learning to act in accordance with them, preparing for the active exercise of citizenship and respect for human rights, as well as the pluralism of democratic society.
b. To know, understand and respect different cultures and differences between people, equal rights and opportunities for men and women and non-discrimination of persons with disabilities.
c. To develop their affective capacities in all areas of personality and in their relationships with others, as well as an attitude contrary to violence, prejudices of any kind and sexist stereotypes.
d. To encourage highway education and attitudes of respect that promote the prevention of traffic accidents.

Among the objectives set out in the basic curriculum of primary education (Currículo básico de la Educación Primaria) in reference to civic values, the following stand out:

a. To responsibly assume their duties, to know and exercise their rights in respect for others, to practice tolerance, cooperation and solidarity among individuals and groups, to engage in dialogue, strengthening human rights and equal treatment and opportunities between women and men, as common values of a plural society and to prepare for the exercise of democratic citizenship.
b. To value and respect gender difference and the equality of rights and opportunities between them. To reject the discrimination of people by reason of gender or by any other condition or personal or social circumstance. To reject stereotypes involving discrimination between men and women, as well as any manifestation of violence against women.
c. To strengthen their affective capacities in all areas of personality and in their relationships with others, as well as rejecting violence, prejudices of any kind, sexist behaviour and to resolve conflicts peacefully.

Non-formal and informal learning

The structures for non-regulated learning aimed at youth are very underdeveloped in Spain. They focus on activities related to sports and the arts or religion. The Spanish Youth Council acts as a collector of information related to all these activities.

With regard to the participation of students in participatory structures, the LOMCE in Article 119 leaves the prerogative to favour the participation of students in the operation of centres, through its group and course delegates, as well as with their representatives in the School Council within educational Administrations.

Despite the lack of a specific policy dedicated to this issue at national level that encourages youth participation, there are formal and informal relationships between the various agencies that act in the youth field, both at state and local levels, to promote this participation whose ultimate objective is the creation of a participatory youth culture in the heart of Spanish society.

There are some informal proposals to promote the learning of social and civic competences in Spain. The Ministry of Agriculture, Food and Environment carries out the 2015 Ideas to Change the World (2015 Ideas para Cambiar el Mundo) campaign, an initiative of FETE UGT, with the funding of the AECID, which aims to approach in a dynamic and participatory manner the Developmental Education for students at the levels of elementary, primary and secondary.

At the local level, various populations (such as Madrid) promote the activity of a Municipal Children's Plenary, which promotes the learning of patterns of democratic coexistence among the youngest.

Quality assurance/quality guidelines for non-formal learning

There are no measures in this regard in the absence of a reference programme or strategy.

Educators' support

Currently there are no official initiatives in this regard, only some university manuals on the subject and some private blogs led by teachers to teachers with advice on education and plans proposals.

5.8 Raising political awareness among young people

Information providers / counselling structures

The Ministry of Education, Culture and Sports (Ministerio de Educación, Cultura y Deporte) is the responsible public authority in matters of awareness and participation of Spanish youth in politics. It performs its function through the LOMCE.

This Organic Law contains the Recommendation (2002) 12 of the Committee of Ministers of the Europe Council to Member States on Education for Democratic Citizenship, of October 16, 2002, which calls on the governments of the Member States to make education for democratic citizenship a priority objective of education policy and its reforms, favouring and supporting all those initiatives that promote education for democratic citizenship between Member States.

In this sense, the preparation of students for the exercise of citizenship and for active participation in economic, social and cultural life, with a critical and responsible attitude and adaptability to the changing situations of the information society is considered one of the objectives of the Spanish Educational System.

In its mission, the Ministry of Education, Culture and Sport (Ministerio de Educación, Cultura y Deporte) through the Organic Law 8/1985, of July 3, regulating the Right to Education (Ley Orgánica 8/1985, de 3 de julio, reguladora del Derecho a la Educación) has with the help of schools and school councils, mechanisms guaranteeing the participation of the community in the control and management of educational centres. The School Council is the collegiate governing body of schools. In it are represented all sectors of the educational community: faculty, students, families and administration personnel and services. All of them participate in making relevant decisions, such as the

school's educational remit, the criteria for admission of students or the annual general programme.

There are also various organizations dedicated to youth such as the Youth Institute (Instituto de la Juventud), attached to the Ministry of Health, Social Services and Equality (Ministerio de Sanidad, Servicios Sociales e Igualdad), and the Spanish Youth Council (Consejo de la Juventud de España, CJE).

Youth-targeted information campaigns about democratic rights and democratic values

The Spanish Youth Council (Consejo de la Juventud de España, CJE) launched in 2011, on the occasion of the holding of the regional and municipal elections of May 22, the campaign *I know why* (*"Yoséporque (Yoséxq)"*) in social networks, in order to promote the civic participation of young people and to foment reflection on the attitude that they take before the electoral event. Aimed at young people between 18 and 30 years old, it aimed to reduce the degree of political apathy among Spanish youth.

Since 2005, a new edition of C'MUN, the Model United Nations Conference of Barcelona, C'MUN is organized each year in Spain by the United Nations Association in Spain, ANUE. It is a simulation of specific organs of the UN, committees or conferences for university students in which specific issues are debated about the organization's extensive agenda in an environment of respect for democratic values.

In February 2014, the Spanish Youth Council (Consejo de la Juventud de España, CJE), taking as a reference point the proposals approved by the European Youth Forum at its November 2013 assembly, gathered in a report the new proposals that the youth organization members of the CJE ratified in their executive assembly to present to the different political parties participating in the European elections of 2014.

These proposals call for a new European pact in which youth participation is improved. It defends the increase in the number of young candidates in national and European political parties, including representatives elected by the European Youth Forum in the delegations of the European Union. Participation is encouraged by promoting youth associations and lowering the voting age in the European Parliament elections to 16, among other demands.

The Structured Dialogue initiative has also addressed the issue of the political participation of young Europeans in their V cycle of work, advocating in their conclusions for greater involvement of all institutional actors to make this happen.

Promoting the intercultural dialogue among young people

With regard to promoting dialogue between young people, both INJUVE and the CJE have launched various initiatives to promote the political participation of young people. To achieve this, they have focused on the associative field, a cornerstone of social participation among Spanish youth. The efforts of both agencies are found in this area, putting the focus on young migrants and their problems before associationism.

Promoting transparent and youth-tailored public communication

In Spain there is a law on transparency, the Law 19/2013, of December 9, relating to access to public information and good governance (Ley 19/2013, de 9 de diciembre, de transparencia, acceso a la información pública y buen gobierno), which specifies what information must be published by Public Administrations for the knowledge of citizens, how citizens can ask for information from Administrations and what the rules of Good Governance are that must be respected by public officials.

In order to increase the transparency of the Government's actions, the Spanish Government Transparency Portal (Portal de la Transparencia del Gobierno de España) was created. It is a platform dependent on the Ministry of the Presidency (Ministerio de la Presidencia), through which there is access to all information whose knowledge is

relevant to ensuring transparency in institutional activity related to the operation and control of public action.

Both the Law and the Portal are of a general nature. There is no additional provision exclusively affecting the field of youth.

5.9 E-participation

In 2014 a project of multilateral cooperation in youth policy for debate, knowledge and the promotion of e-participation in political and social life by young people was presented to society through the Internet, new media and digital networks. It was framed in the YOUTH PART in which the Institute of Youth (Instituto de la Juventud) is the agency in charge of the development of the measures in our country. This project presented a guide with the necessary measures to develop a youth e-participation plan.

The No Hate Campaign, convened by the Council of Europe in 2014 against hate speech on the Internet, aims to mobilize citizens, especially young people, to debate, act together in defence of human rights and fight against any form of intolerance on the Internet. In Spain, the Campaign is in charge of the Institute of Youth (Instituto de la Juventud) as an agency of the General State Administration specialized in youth and in promoting youth participation.

The Youth Secretariat of Workers' Commissioners (Secretaría de Juventud de Comisiones Obreras, CC.OO), together with the Spanish Youth Council (Consejo de la Juventud de España, CJE), launched in 2004 a campaign on social networks to promote youth affiliation and participation in class unions aimed at of tackling job scarcity.

This campaign under the motto 'Let no one fool you! Work for what's fair!' is intended to be a wake-up call to Spanish youth to encourage young people to participate in a wide range of consultation and decision-making spaces in union organizations and encourage them to join in daily union action.

The campaign of 2016, under the hashtag #donotresignyourselforganise (#NoTeResignesOrganízate), aims to draw the attention of young people to the phenomenon of precarious work, while urging them to combat resignation around this phenomenon by organizing unions to defend their rights.

Since 2007, the European Youth Week takes place, an event whose aim is to encourage and help young people to participate in civil society and the labour market. During that week various activities are celebrated throughout Europe, from youth conferences and discussing the future of the European Union to rock concerts, all around these themes.

Framed in the European Youth Week 2015 is the Participatory training course on the functioning of the European Parliament, whose objective is to train young people on the functioning, structure, organization and way of participating in the elections to the European Parliament.

The European Youth Forum, the platform of youth organizations in Europe, has as its mission the promotion of the participation of European youth and the improvement of the living conditions of young people in society. To this end, it establishes a work plan of a bi-annual nature with the objectives to be covered during said period.

In the area of participation, it stands out in its commitment to support the development of political participation among young Europeans, calling for campaigns to lower the legal age to vote to 16 or promoting respect for fundamental freedoms and human rights through various activities and campaigns in social networks in collaboration with the Europe Council.

5.10 Current debates and reforms

In recent years, debate has opened up on the possibility of lowering the barrier of the legal age to 16 years old, so as to match it with the age of criminal adulthood. However,

this is a debate that has not produced any kind of legislative initiative so far and does not appear clearly in the agendas of the main political parties, with the exception of some independent parties that find strong support among the young people of this age group.

The 15-M movement has also had certain effects on the participation of young people in the political sphere. Since its inception, there has been an increase in the participation of young people in political activity, especially on social networks. This activity has been criticised for not complying with the law, which has opened the debate on the need to enact new laws that prevent the criminal use of social networks.

6. Education and Training

The economic crisis and its impact on the Spanish production system has shown the need to influence education and skills training in the workforce. For this reason, it has become crucial to draft training routes that respond to the needs of the country, to raise awareness of the importance of staying longer in training, and to ensure the development of young people and their potential as citizens.

The public policies that Spain plans and implements in education and training the youth, try to consider the need for training in new skills and to cope with the new digital scene. With Spain being a decentralized State, the educational powers are exerted mainly by the Autonomous Regions, while the State Administration coordinates and oversees educational policies.

6.1 General context

Main trends in young people's participation in education and training

After a period in which the participation of young people in education leading to higher education gradually declined as a result of the generous labour supply in activities of low formative demand, such as the construction and tertiary activities related to it, the percentage of the population between 25 and 29 years that reach higher education has experienced an increase from the year 2009, the year in which it was 38% of young people in the aforementioned age range , reaching 42.1% in 2016. Among them, 12.6% have higher non-university education, while the remaining 29.4% have obtained some type of university degree or equivalent[19].

From 2008, the year in which a peak of 31.7% was reached, the school dropout rate has gradually declined to 19% in 2015, which is still a high ratio considering that the average of the EU-28 is 11%[20]. By regions, the Autonomous Communities (Comunidades Autónomas CC.AA) with a lower degree of economic development and those with a greater weight of the tertiary sector and tourism, are those that show School Dropout Rates (SDR) above the national average. This is the case of Extremadura, Andalusia, the Balearic Islands or the Canary Islands.

The survey on the participation of the adult population in learning activities (EADA)[21], Encuesta sobre la participación de la población adulta en las actividades de aprendizaje (EADA), prepared by the National Statistical Institute (Instituto Nacional de Estadística (INE)), shows, with the 2011 data, how up to 41.6% of young people between 18 and 25

(19) Labour Force Survey(Encuesta de Población Activa), National Statistics Institute (Instituto Nacional de Estadística INE)..

(20) Facts & Figures, School Year 2016/2017, Ministry of Education, Culture and Sports

(21) The Survey on the participation of the adult population in learning activities (EADE), is the implantation in Spain of the European project AdultEducationSurvey, coordinated by Eurostat. The objective of the survey is to learn about the training and learning activities carried out by the adult population in learning throughout life. The survey provides national and regional results, with tables on participation in learning activities, their difficulties, the search for information on learning possibilities, language and computer skills, and cultural participation.

do not have an education or only have primary and secondary education, whether complete or unfinished, as the highest level of education reached. In the same age range, 46.6% of young people have baccalaureate and medium-grade studies. Meanwhile, 14.7% have done studies of a higher degree, 8.7% corresponding to university studies. Among young people from 25 to 34 years, the percentage of university students has risen to 27.4%, reaching 38.7% if we consider higher degree studies as a whole. Baccalaureate and middle-grade students account for 26.4%, while 35% of these young people are non-educated or educated in primary or secondary education.

With regard to the international mobility of young people immersed in training and educational processes, the survey on international student mobility (Encuesta sobre movilidad internacional de los estudiantes) that collects data from 2014, shows how 6.7% of people between 18 and 34 years of age have moved to a foreign country at some point in their training period to perform part of their studies there. Meanwhile, more than one million young people, 11.9% of the total number of persons aged 18 to 34, have done language courses abroad[22].

In the academic year 2015/16, in Spain there was a total of 538,505 students with specific needs for educational support, which is 6.8% of the total. By type of studies, it is in the Basic Vocational Training that gives a greater percentage of this type of student with respect to the total, with 12.7% followed by Vocational Training (VT) (Formación Profesional FP) of medium grade (2.4%), and Baccalaureate (Bachillerato) (1.3%). On the other hand, up to 19.1% of students from other training programs have specific needs for educational support. Finally, in Compulsory Secondary Education (CSE)(ESO Educación Secundaria Obligatoria) it is 8.3% of the students[23].

The most numerous groups of students with specific educational support needs are, on the one hand, those whose special needs derive from some type of disability (auditory, motor, visual, intellectual, pervasive developmental disorders, serious behavior/personality disorders, or many impairments), and especially those encompassed in other categories (students with slow development, disorders in the development of language and communication, learning disorders, serious ignorance of the language of instruction, or situation of socio-educational disadvantage). Alongside these two main categories are the other groups of students, the smaller group (students with high intellectual capacities, and students with late integration into the Spanish educational system). The attention of all these special needs forms the category of inclusive education (Educación inclusiva) in the Spanish educational system, whose ordination is regulated by Ministerial Order[24].

Organisation of the education and training system

The Spanish educational system is structured in different levels of teaching: Children´s Education, Primary Education, Compulsory Secondary Education (CSE) (Educación Secundaria Obligatoria ESO), Baccalaureate (Bachillerato), Vocational Training (Formación Profesional FP), University Studies (Enseñanzas Universitarias), Adult education (Formación de adultos)[25], and Specialised Education Systems Enseñanzas de

(22) The survey on international student mobility, carried out for the first time in 2014, is part of a pilot research project of the European Union which aims to evaluate the international mobility of young people, for reasons of studying or training, in the different stages of formal education, from the first stage of secondary education to doctoral studies.

(23) Non-university education. Student body with specific need for educational support. Academic year 2015-2016

(24) Ministerial Order EDU/849/2010, of 18 March, for the regulation of the education for students needing educational support

(25) LEARN website, Lifelonglearning

Régimen Especial[26] Compulsory formal education ends in Spain at 16, after completing the CSE studies. As far as the educational cycles for the young population are concerned, the baccalaureate is between the ages of 16 and 18 while university education begins at 18[27]. Specialised Education is accessed from the age of 18 in the case of sports education, there being no age limit on the rest (artistic education, language studies, and adult training or lifelong learning).

Vocational Training (Formación Profesional FP)comprises a set of educational cycles that constitute basic vocational training, medium-grade vocational training and higher grade vocational training. Basic vocational training can be started between the ages of 15 and 17, being necessary to have exceeded the first cycle of CSE[28], while to access the medium grade voactional training it is necessary to be in possession of graduate degree in CSE (Compulsory secondary education)[29]. To enter the highest grade of vocational training, a Baccalaureate is required. Basic vocational training leads to the basic Professional title, which allows access to medium-grade vocational training [30]. For its part, the completion of the medium grade vocational training leads to the degree of Technician and the higher degree to the higher technician, indicating in both cases the specialty.

About the University, after the adaptation to the European Space of Higher Education(Espacio Europeo de Educación Superior), university education is divided into three cycles: Degree, Master, and Doctorate. Meanwhile, specialised education has their own organisation[31].

Main concepts

Educational cycle: Set of lessons, of modular nature and variable duration, in which the Vocational Training in the Educational System and some of the Specialised Education (artistic education and sports education) is organised.

Technician Degree: Professional qualification obtained after successfully completing Vocational Training and some Specialised Education. Although its main objective is qualification for the working world, both qualifications enable the continuation of other studies. The Technician degree allows access to the Baccalaureate or higher Vocational Training after having passed a specific training course, and the Senior Technician enables study at degree courses related to the studies of Vocational Training courses.

Professional module: It is the minimum unit of contents that are creditable in Vocational Training, whose satisfactory evaluation leads to obtaining the Vocational Training qualifications in the Educational System and to the Professional Certificates.

Professional competence: A set of knowledge and capacities that allow the exercise of professional activity according to the demands of production and employment.

Professional Qualification: Set of professional competencies with relevance in the employment that can be acquired through modular training or other types of training, as well as through work experience (Organic Law 5/2002 on Qualifications and Vocational training (Organic Law 5/2002 on Qualifications and vocational training)).

(26) This denomination includes Language education, Sports education, and Artistic education, including Music, Dance, Dramatic Art, plastic arts and design, and restoration of cultural property.

(27) Those students born in a month after the start of the academic year start University at the age of 17.

(28) Exceptionally it can be accessed after having taken Second course of CSE.

(29) From the academic year 2016/2017 you can access these with the new Basic Professional Title. (Título Profesional Básico).

(30) Completing the basic vocational training gives a level of qualification 1. (Nivel de Cualificación 1).

(31) About the organization and structure of the Spanish educational system, seeing the provisions of Eurydice

Educational Project: Document that develops, approves and implements non-university educational institutions. It collects the values, objectives, and priorities of action, and incorporates the concretion of the curricula established by the educational administration, which corresponds to fix and approve the faculty, as well as the transversal treatment in the areas, subjects or modules of education in values and other teachings. This project must consider the characteristics of the social and cultural environment at the center, to gather the form of attention to the diversity of the students and the tutorial action, as well as the plan of coexistence, and must respect the principle of non-discrimination and of educational inclusion as fundamental values. It is prepared by representatives from teachers, parents and students, and approved by the school board of the center.

Innovation as a skill: refers to the ability to anticipate change and adapt to its consequences at the social and professional level. Education in innovation seeks to boost these capacities through the development of so-called "soft skills" such as curiosity, intuition, openness to education, critical thinking, experimentation capacity, problem resolution, reasoning by hypothesis, and risk-taking.

Competence in the sense of skill: a combination of practical skills, knowledge, motivation, ethical values, attitudes, emotions, and other social and behavioral components that are mobilized jointly to achieve an effective action. It is, therefore, considered as knowledge in practice, that is, knowledge acquired through active participation in social practices and, as such, can be developed both in the formal educational context, through the curriculum, as well as in the non-formal and informal.[32]

Curriculum: a set of objectives, basic competencies, contents, pedagogical methods and evaluation criteria.

Media Literacy: Ability to access, understand, create, and critically evaluate various media.

6.2 Administration and governance

Cross-sectorial cooperation

The policies and guidelines of national application in educational matters, are discussed and decided at the Sectoral Conference of Education (Conferencia Sectorial de Educación) comprising the Ministry of Education, Culture and Sport (Ministerio de Educación, Cultura y Deporte MECD) whose head serves as President, and the 17 Autonomous Regions, represented by their Education Counselors.[33] The Conference is structured into 6 thematic committees coordinated by the General Education Commission. These commissions function as bodies of permanent cooperation and the general directors responsible for the different subjects participate in their respective autonomous regions[34].

For its part, the State School Council is the participation body of the sectors most directly related to the educational sector[35]. Its scope of action is national and develops consultative and advisory works for the Government on all issues related to the education system[36]. The Council integrates the Autonomous School Boards (Consejos Escolares Autonómicos).

(32) Definitions according to MECD (Ministry for Education, Culture & Sports)..

(33) The educational powers in the Autonomous Cities of Ceuta and Melilla are assumed by the Ministry as a whole.

(34) On certain occasions, the Minister organises rounds of meetings held with the Counselors individually, but no decisions are made in them.

(35) For their operation see: Functioning & organization of the State School Council

(36) The State School Board was created in 1985 through the Organic Law regulating the right to education.

With regard to the University as part of the educational system, the Council of Universities, a dependent body of the Ministry of Education, Culture and Sport (Ministerio de Educación, Cultura y Deporte MECD), is an instrument for academic coordination, cooperation, consultation and proposal in University matters of the different Spanish universities. It is formed by the Minister of Education, who chairs it, and by the rectors of the universities as spokespeople. They amount to five chair people appointed by the Minister according to their relevance in the university sector. Also in the university sphere, the Conference of Spanish universities Rectors, the main interlocutor of the universities with the government, has a special role. The CRUE oversees the regulatory developments affecting higher education, it promotes relations with the productive and social fabric, and promotes institutional relations between universities, both Spanish and foreign.

In terms of vocational training, the Regional Councils for vocational training are consultative and advisory boards for vocational training. To that end, they issue opinions and guidelines regarding VT design and programming, they coordinate with the School Council of the region as well as the University Council, they define their participation in the National System of Qualifications and Professional Training (Sistema Nacional de Cualificaciones y Formación Profesional), and they draw up VT's plans[37][9]. With regard to the Higher Artistic teachings, the Board of Governors for Higher Arts Studies, is an advisory body of the state administration which articulates the participation of the sectors related to the artistic teachings, it advises the Government and proposals are made for the development of the artistic teachings.

Governance

From the Spanish Constitution of 1978 (Constitución Española de 1978), a decentralized state is set up in which education is one of the powers transferred to the regional level on the basis of a scheme of powers shared between the national administration, through the Ministry of Education, Culture and sport,(Ministerio de Educación, Cultura y Deporte MECD), and the administrations of the Autonomous Communities, through their ministries or departments of education.

The ministry implements the general guidelines defined by the Government in the field of education and regulates the basic aspects of the educational system such as the organisation of the different training levels, as well as its objectives, principles and legal framework. For its part, the Autonomous Communities develop the state standards and exercise full powers in the management of the educational system in their territorial area of action[38]. The definition of the contents and subjects to impart are defined only in part by the ministry, with the Autonomous Communities having a special role in the determination of the contents.[39] Local administrations can offer additional education and training activities to the provisions of the official curricula of the education system[40]. Finally, the educational centers have limited autonomy in the elaboration of their educational projects, and practically total autonomy in terms of the pedagogy, the economic management of their resources, and the establishment of their organization and operating rules[41].

6.3 Preventing early leaving from education and training (ELET)

National strategy

(37) See examples of Regional Councils for vocational training: Community of Madrid Council for Vocational Training, and INCUAM (Institute of Qualifications of the region of Murcia)

(38) Eurydice: Administration and Governance at Central and/or Regional Level.

(39) The subject of debate is, as we will see in point 6.10 of this Chapter on current Debates and reforms.

(40) The training curricula are developed cooperatively between the Ministry and the Departments of education of the regions through the cross-sectional cooperation bodies.

(41) Eurydice: Administration and Governance at Local and/or Institutional Level

The first of the national initiatives in Early School Leaving (AET), is the Organic Law 8/2013, December 9th, for the improvement of educational quality (LOMCE) (Ley Orgánica 8/2013, de 9 de diciembre, para la mejora de la calidad educativa (LOMCE)), in which it introduces the new Basic Vocational Training[42], whose first year of implantation was the school year 2014-2015[43]. Basic VT has been conceived as an alternative way for high school students to be eligible for a medium-grade education. With the aim of achieving a greater integration of the youth in the educational system, the Government promulgated, in 2015 a Royal Decree so that those students who during the school years 2015-2016 and 2016-2017 obtain a degree of basic VT acquire the degree of CSE (Compulsory Secondary Education)ESO (Educación Secundaria Obligatoria) without the need to pass the external test.

In order to agree with the training agents and the institutions a specific program of actions, the Plan for the reduction of the AET (Plan para la Reducción del AET) is being carried out, during the period 2014-2020. The Plan aims to respond to one of the strategic objectives set out in the Strategic framework-Education & Training 2020. The Plan establishes the priority strategic lines in which the territorial action plans and participating institutions should be focused, either wholly or partially.

The National Program of Reforms of Spain 2017 (PNR) (Programa Nacional de Reformas de España 2017 (PNR)) establishes in its Objective 4 on education, actions directed to the reduction of the AET. The main measures introduced in the PNR with this objective are, in addition to the Plan for the reduction of the AET (Plan para la Reducción del AET), the gradual implantation of the LOMCE in the different stages of the educational system, the Royal Decree 293/2016, 15th of July, which establishes the Thresholds of income and family patrimony and the amounts of the scholarships and grants to study for the academic year 2016-2017, and partially modifies the royal Decree 1721/2007, 21st of December, by which establishes the regimen of the scholarships and helps the study to be personalized (Real Decreto 293/2016, de 15 de julio) [44], and the instrument to be informed (InFórmate), where resources are offered for learning and information about the formal and non-formal educational offer throughout the national territory for those who left the educational system without the minimum qualification required.

For its part, the Educational Support Project (Proyecto Apoyo Educativo), of the National Center of Innovation and Educational Research (CNIIE) (Centro Nacional de Innovación e Investigación Educativa (CNIIE)), coordinates the special educational attention to those students who, by specific learning difficulties, by their high intellectual capacities , because they have been late to the educational system, or because of personal conditions or school history, they present special educational needs, so that they can achieve the maximum possible development of their personal capacities and, in any case, the Objectives established in general for all students.

Formal education: main policy measures on ELET

The development of the LOMCE has led to introducing, starting from the academic year 2017-2018, the implantation of the new itineraries of 3rd and 4th academic years of CSE (Compulsory Secondary Education) ESO (Educación Secundaria Obligatoria), which implies to unfold several subjects; A measure that contributes to the reduction and

(42) Training curriculum of basic VT.

(43) Royal Decree 127/2014, 28th of February, which regulates specific aspects of the Basic Vocational Training of the teaching of vocational training of the educational system, fourteen basic professional titles are approved, their basic curricula are fixed and It modifies the Royal Decree 1850/2009, 4th of December, on issue of academic and professional titles corresponding to the teachings established in the Organic Law 2/2006, 3rd of May, of Education. (Real Decreto 127/2014, de 28 de febrero)

(44) It has scholarships and grants to the study of annual periodicity aimed at eliminating obstacles of socioeconomic order to allow a continuation of study for those young people with capacities and interest in the studies, furthermore to encourage and to promote the effort of obtaining satisfactory academic results.

prevention of AET, by reducing the number of students per teacher and allowing a more personalized teaching style which manages to reduce the number of students who repeat a year, one of the problems leading to the AET. The Autonomous communities develop their own action plans in the field of AET [45]and are being especially active in supporting government measures in the area of AET[46]. In turn, those Autonomous Regions that have achieved greater progress in the fight against AET are those in which there has been a greater implementation of the Initial Professional Qualification Programs (IPPP) (Programas de Cualificación Profesional Inicial (PCPI)), precursors of the basic VT.

Second-Chance Programs are included in the Youth guarantee implementation Plan in Spain (Plan de Implantación de la Garantía Juvenil en España), integrated into The Strategy Of Entrepreneurship And Young Employment (Estrategia de Emprendimiento y Empleo Joven). They are intended for 16-25-year-olds with special difficulties in joining the labour market as a result of premature leaving of studies and are inserted among the measures aimed at improving employability within the aforementioned Plan[47]. In March 2016, the Spanish Association of Second Chance Schools (E2O) (Asociación Española de Escuelas de Segunda Oportunidad (e2o)) was created, which brings together the main Second-Chance Schools through their respective foundations to coordinate efforts and share experiences.[48]

Addressing ELET through non-formal and informal learning and quality youth work

Royal Decree 562/2017, 2nd of June, regulating the conditions for obtaining graduate degrees in Compulsory Secondary Education And Baccalaureate (Real Decreto 562/2017, de 2 de junio), establishes that "it is up to the educational Administrations to establish the procedures for the recognition of the training of Spanish educational system that the students accredit and the valuation of the knowledge and previous experiences acquired through non-formal education, in order to proceed to their orientation and affiliation to a level determined within each of the fields of knowledge."[49] Therefore, it is up to the Autonomous Communities to establish the equivalences of non-formal and informal education with the stages of the educational system, which allows young people who have experienced ELS to reintegrate into the system.

Cross-sector coordination and monitoring of ELET interventions

Within the framework of the Plan for the reduction of AET (Plan para la Reducción del AET), the Autonomous Communities inform all the activities in progress and, together with the Ministry of Education, Culture and Sport, they carry out the monitoring and evaluation of the program. The Sectoral Education Conference (Conferencia Sectorial de Educación) and the Spanish working Group "ET 2020" (Grupo de trabajo español "ET 2020") are responsible for overseeing actions related to early school dropout[50].

(45) Regional Plan for the Prevention of Absenteeism and Dropout in the autonomous region of Cantabria (Plan Regional de Prevención del Absentismo y el Abandono Escolar en la Comunidad Autónoma de Cantabria)

(46) The Autonomous Communities participate in the Elaboration Of The National Program Of Reforms of Spain 2017 (Programa Nacional de Reformas de España 2017), suggesting measures of reform and details on future actions envisaged in the framework of their competencies.

(47) Page 26 of the Youth guarantee implementation Plan in Spain (Plan de Implantación de la Garantía Juvenil en España.)

(48) Second-Chance Schools operate within the framework of formal education and usually act locally in the form of foundations, participating in programs financed by local, regional and national administration. See example in: Second-chance schools in Gijón (Principado de Asturias)

(49) Point 8 of the 4th additional provision on adult education.

(50) From the meetings of the Working Group comes the Spanish report on the European and Spanish educational objectives of the Education and Training Strategy 2020. (Informe español

The set of measures in the field of AET co-financed by the European Social Fund (ESF) together with the MECD[51][10], will be evaluated as thematic Evaluation within the strategic Plan of programming of the ESF (European Social Fund) 2014-2020[52][11].

6.4 Validation of non-formal and informal learning

Arrangements for the validation of non-formal and informal learning

The validation or recognition of skills acquired through non-formal and informal learning is carried out, in practice, at the sub-national level, being the Autonomous Regions who make the calls (convocatorias) of the processes of validation or recognition. In any case, the whole process of recognition must conform to those set forth in Royal Decree 1224/2009,17th of July, of recognition of the professional skills acquired by work experience (Real Decreto 1224/2009, de 17 de julio). The procedure consists of three phases: advice, evaluation, and accreditation and registration [53]. During the definition of the whole process, the opinion and advice of the General Council of Vocational Training (Consejo General de Formación Profesional)[54] was counted.

In the OCDE National Report On Recognition Of Non-Formal And Informal Learning In Spain (Informe Nacional de la OCDE relativo a España sobre Reconocimiento de aprendizajes no formales e informales), this validation of learning is included among the measures of innovation in social matters that this recognition can suppose[55]. In Spain, the young population is considered a disadvantaged group in employment policies; For that reason, Organic Law 5/2002, 19th of June, on Qualifications And Vocational Training (Ley Orgánica 5/2002, de 19 de junio, de las Cualificaciones y de la Formación Profesional), in article 12 it establishes that public Administrations, in particular local Administration, in the field of their respective competencies, shall adapt the training offerings to the specific needs of young people with academic failure. These offers "should encourage the acquisition of capacities in a lifelong learning process and, in addition to including modules associated with the National Catalogue Of Professional Qualifications (Catálogo Nacional de Cualificaciones Profesionales), they may incorporate appropriate modules for the adaptation to specific needs of the target group ".

With regard to the development of specific programmes in the field of recognition of non-formal and informal learning in young people, there are initiatives such as the Recognition Project (Proyecto Reconoce) for recognizing competencies and skills, obtained through voluntary action that improve the employability of young people[56]. On the other hand, in February 2017, the Interterritorial Youth Council, formed by the Youth

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sobre los Objetivos educativos europeos y españoles de la Estrategia Educación y Formación 2020.)

([51]) Included in ESF Programmes such as the Operational Programme For Employment, Training And Education, (Programa Operativo de Empleo, Formación y Educación) whose actions focus on the prevention of AET.

([52]) Pages 50-52, description of the evaluation to be carried out, with data on the evaluating department, programs of the FSE to evaluate, evaluation criteria and methodologies employed.

([53]) For more detail on the reality of recognition of non-formal and informal learning in Spain, see: Data report collected on the process of recognition of skills acquired by work experience (Programa Operativo de Empleo, Formación y Educación).

([54]) Information on the Recognition of competences acquired through non-formal and informal channels in Spain can be found in the description relating to Spain in the Operational Program for Employment, Training and Education (Programa Operativo de Empleo, Formación y Educación)

([55]) When determining the level of the educational system in which young people are assigned they are asked to recognise their non-formal and informal learning, not only do they take into account prior learning or the results of the tests of knowledge, but , through an interview, the personal circumstances of young people are also valued, which are considered for validation.

([56]) The Recognition Project has the momentum (impulso) of the Institute of Youth (INJUVE).

Institute (INJUVE) (Instituto de la Juventud (INJUVE)) and the youth organizations of the Autonomous Communities, has agreed on the implementation of a specific recognition system for the recognition of Non-formal and informal learning in the sphere of Youth in Spain[57].

Information and guidance

The main source of information and guide at the national level in everything related to VT and the validation of competencies (validación de competencias) is the portal TodoFP. It reports the phases of the process of validation, with access to the certification (Acredita) tool, where the accrediting, through a guided process, is informed about which of their competencies are susceptible of accreditation as well as the qualifications that they could obtain, once the accreditation process has been completed, with only a series of suggested professional modules[58].. Also the Public Service of State Employment (Servicio Público de Empleo Estatal SEPE), offers information, guidance and orientation in the recognition of competencies, additionally publicity of the procedures convened by the Autonomous Communities (publicidad de los procedimientos convocados por las CCAA).

The promotion of the validation of non-formal and informal learning is carried out by the Autonomous Communities that often publicise the opportunities and processes of accreditation through the web pages of their respective department or departments of Education and Employment [59]. It is therefore at the regional and local level where we find some initiatives of promotion and publicity of the validation of non-formal and informal learning. Examples of this are The National Event for Recognition of Non-Formal Education (Evento Nacional Reconocimiento de la Educación No Formal), which is part of the TrustedBadgeSpain.

Quality assurance

The evaluation of the quality of the accreditation procedure of knowledge acquired by work experiences and non-formal or informal, is governed by that which is established in the Royal Decree 1224/2009, 17th of July, for recognition of the professional competencies acquired by work experience (Real Decreto 1224/2009, de 17 de julio, de reconocimiento de las competencias profesionales adquiridas por experiencia laboral), which makes quality the very beginning of the validation procedure. The first additional provision is devoted entirely to Quality Management, establishing that the competent administrations must be equipped with quality management systems to ensure that the objectives are achieved and that the purposes and principles established in the Royal Decree are fulfilled.

Article 30 of the RD states that the General Administration of the State, in collaboration with the Autonomous Communities, and after consulting the General Council of Vocational Training (Consejo General de Formación Profesional), will develop a Monitoring and Evaluation Plan to check the quality, efficiency and impact of the accreditation procedure. This quality assessment includes a number of mechanisms aimed at ensuring transparency and conformity with the procedures established in the law[60].

(57) INJUVE, green lights the recognition of non-formal learning (INJUVE, luz verde al reconocimiento del aprendizaje no formal).

(58) See the Modular Catalogue of Professional Training.

(59) See the Directory Website for accreditation of the Autonomous Communities

(60) See point 5 in the Procedural Manual (Manual de Procedimiento)

6.5 Cross-border learning mobility

Policy framework

The mobility of young people during their training is a priority for the MECD (Ministry of Education, Culture and Sport) (MECD (Ministerio de Educación, Cultura y Deporte)) and is present from the very conception of the Spanish educational system. For this reason, the Organic law of Education (Ley Orgánica de Educación) includes in its preamble the need to increase mobility and exchanges in order to open the Spanish educational system abroad.

In the concrete field of higher university education, the Organic Law of Universities (Ley Orgánica de Universidades) establishes the student mobility as one of the objectives to pursue in the University, being through the LOMLOU (Organic Law of Modification of the Law of Universities) (LOMLOU (Ley Orgánica de Modificación de la Ley de Universidades)) when students right to mobility is established as one of the principles of university policy, as well as the right to recognition of knowledge and skills acquired abroad. With regard to Vocational Training, in addition to the MECD, the Ministry of Employment and Security Social (Ministerio de Empleo y Seguridad Social) promotes mobility in learning with specific programmes for young people.

Therefore, the central administration, through its ministerial departments of Education and Employment (Educación and Empleo) , the Autonomous Communities[61], and the educational and training centres are responsible for promoting mobility by shaping programs and support. In this regard, it is necessary to point out the relevance of the Spanish Service for the Internationalization of Education (SEPIE) (Servicio Español para la Internacionalización de la Educación (SEPIE)), responsible for managing the public calls for a large part of the mobility programmes[62].

Main cross-border mobility programmes for students in formal education

In the field of higher education, Spain has specific programs and agreements for student mobility, which must be added to the EU's own plans. Among them, the main one is the Erasmus + program[63] (Programa Erasmus+). The Erasmus + is formed by different mobility programmes (diferentes programas de movilidad) whose financing is managed by the SEPIE through their calls (Convocatorias), which is added to the support of the MECD for Spanish students who participate in the mobility programs included In Erasmus +, and other complementary support arranged by the Autonomous Communities for the Erasmus + programmes (ayudas complementarias dispuestas por las CCAA para los programas Erasmus+). The Erasmus + program also includes Professional Training in Erasmus + [64] (Formación Profesional en Erasmus+) .In Spain, the institutions designated as National Agencies for the management of the Programme are Spanish Service for the Internationalization of Education (SEPIE) and ANE (Spanish National Agency) (Servicio Español para la Internacionalización de la Educación (SEPIE) and the ANE (Agencia Nacional Española)), formed of the INJUVE, the CJE (Youth Council of

(61) The Autonomous Communities, competent in educational matters, are fully active in the field of mobility, coordinating with the central Administration the definition and implementation of their policies and programmes through the Sectoral Conference on Education (Conferencia Sectorial de Educación)

(62) For more detailed information you can consult theMobility Scoreboard of the European Commission.

(63) Erasmus + is the European Union's programme in the field of education, training, Youth and Sport. On 1st of January 2014 it replaced the Lifelong Learning Programme (Youth in Action and the EU's international higher education programmes with third countries). It covers the period 2014-2020, with programs and actions for mobility, as well as for European and international educational cooperation.

(64) For a better understanding of Erasmus + Professional Training, see calls for vocational Training Mobility.

Spain) (CJE (Consejo de la Juventud de España)), and the youth organizations of the Autonomous Communities.

MECD's National programs for mobility are: The ARGO Programme (Programa ARGO) for young graduates, and the FARO Programme (Programa FARO) for the promotion of mobility in students in the final year of university graduate degrees. For their part, the Autonomous Communities offer regional programmes for cross-border mobility(programas regionales propios de movilidad transfronteriza.). Those young people who carry out doctoral studies, research, or are conducting a university teaching career can enjoy the aid available by the State Mobility Subprogramme, from the Ministry of Economy, Industry and Competitiveness (MINECO) (Subprograma Estatal de Movilidad, from the Ministerio de Economía, Industria y Competitividad (MINECO)). In the management of the Subprogramme two stay modalities are distinguished, of which modality B or "Stay of mobility abroad José Castillejo" ("Estancia de Movilidad en el extranjero José Castillejo") is the modality applicable to young doctors[65].

Other administrations and institutions, including Universities[66], reach Mobility Agreements and establish Mobility Programs[67] for students and young teaching staff.

Promoting mobility in the context of non-formal learning, and of youth work

Erasmus + also focuses on non-formal and informal learning. The activities of the Programme dedicated specifically to the field of non-formal and informal education are developed through the Erasmus + Programme Youth in Action (Programa Erasmus+ La juventud en acción), or chapter of Youth of the Erasmus + Programme, which includes: labour mobility actions for youth, youth exchanges, and the European Voluntary Service (Servicio Voluntario Europeo). The actions of the Programme are managed by the INJUVE, as a National Agency, and is structured in three key actions (acciones clave) that, in addition to the actions mentioned, include strategic partnerships in the field of education, training and youth, for the exchange of good practices, and a structured dialogue to encourage the exchange of youth and decision-makers in the field of youth.

(Here it should be specified, as has been done in the previous section with the SEPIE, who carries out the management of this Erasmus + Programme youth (which is the INJUVE. Further develop this section.

The Ministry of Employment and Social security, through the General Secretariat Of Immigration And Emigration (Ministerio de Empleo y Seguridad Social, through the Secretaría General de Inmigración y Emigración), has in place International Mobility Programmes For Young People (Programas de Movilidad Internacional para Jóvenes). This Youth Programme establishes specific actions of training and practices in companies, specialization and entrepreneurship, as well as the improvement of foreign languages for young Spaniards under 35 years and residents abroad, with the aim of to facilitate their work and social integration outside Spain. To this end, Spain subscribes to different Youth Mobility Agreements[68] and international educational programs with other countries.

For its part, the Program for Young Professionals (Programa para Jóvenes Profesionales), of the MAEC (Ministry of Foreign Affairs and Cooperation) (MAEC (Ministerio de Asuntos Exteriores y Cooperación)) establishes a system of selection of highly qualified young people with an excellent level of knowledge of foreign languages to promote the creation

(65) The financing of the State Subprogramme for mobility is run by the MECD, through the General Secretariat of Universities.

(66) See Example: Mobility agreement at the University of Alicante. (Acuerdo de Movilidad en la Universidad de Alicante)

(67) See Mobility Programmes of the UAM (Autonomous University of Madrid). (Programas de Movilidad de la UAM (Universidad Autónoma de Madrid))

(68) See Example of a Mobility agreement for young people with Australia. (Acuerdo de movilidad para jóvenes con Australia.)

of an international career within some International Organizations. The Public Service of State Employment (SEPE) (Servicio Público de Empleo Estatal (SEPE)) also manages Mobility Aid (ayudas a la movilidad) for learning projects within the framework of the EURES network (Red EURES). Local administrations also offer advice on international mobility, and mobility programs in non-formal and informal areas such as volunteering[69].

Quality assurance

While some of the mobility initiatives are assessed, there is no general assessment with pre-established guidelines for the evaluation of mobility policies. The projects developed within the framework of the EURES Network (Red EURES) of the Public Service of State Employment (SEPE) (Servicio Público de Empleo Estatal (SEPE)) are subject to external evaluation and the participants of the programs send satisfaction questionnaires with the programme. In any case, the Spanish Administration, through its Department of Employment, has been working since 2015 and together with the regional administrations, a protocol for assessing the quality of services within the framework of the Common Services Portfolio of the National Employment System (Cartera Común de Servicios del Sistema Nacional de Empleo). In it, and with regard to the management of European instruments for the promotion of mobility in VT and learning, the protocol will establish objectives and criteria for assessing the quality of the proposed services, one of the indicators of quality being the satisfaction of the users of the mobility programmes.

The ARGO Programme and the FARO Programme (Programa ARGO and the Programa FARO) of the MECD introduces the obligation, for the collaborating entities, to carry out an evaluation of the results at the personal and professional level of participation in the programmes, establishing the evaluation instruments, tutoring and monitoring of the stays[70].

The Spanish Service for the Internationalization of Education (SEPIE)(Servicio Español para la Internacionalización de la Educación (SEPIE)) ,is in charge of the evaluation and quality control (evaluación y control) in regard to the decentralized actions of the Erasmus + Programme[71]. In this regard, the SEPIE has held a conference on the evaluation of the quality of the Erasmus + Charter (Jornadas de evaluación de la calidad de la Carta Erasmus+). In addition, a Panel of evaluators and project experts from the Lifelong Learning Programme, Erasmus +, the Spanish university system's

(69) See Example of Mobility program at the local level: volunteering abroad (Voluntariado en el extranjero).

(70) Articles 18 and 19 of the Resolution, 8th of August 2014, the Secretariat of State for Education, Vocational Training and Universities, which calls for aid for the promotion of the student mobility from Spanish universities through a programme of Training practices in companies in Europe, the United States, Canada, Asia and Oceania. FARO Programme, and articles 15 and 18 of the Resolution, 25th of March 2014, from the Secretariat of State for Education, Vocational Training and Universities, which calls for the granting of mobility aid to graduates of Spanish universities to carry out training practices in companies based in countries integrated in the ARGO program. (Resolución de 8 de agosto de 2014, de la Secretaría de Estado de Educación, Formación Profesional y Universidades, por la que se convocan ayudas para el fomento de la movilidad de estudiantes de universidades españolas mediante un programa de prácticas formativas en empresas de Europa, Estados Unidos, Canadá, Asia y Oceanía. Programa FARO, and Resolución de 25 de marzo de 2014, de la Secretaría de Estado de Educación, Formación Profesional y Universidades, por la que se convoca procedimiento de concesión de ayudas de movilidad a titulados de universidades españolas para realizar prácticas formativas en empresas con sede en países integrados en el Programa ARGO.)

(71) For its part, the Commission has made a Public Consultation on the Mid-term Evaluation of the Erasmus + Programme, (Consulta Pública sobre la Evaluación intermedia del Programa Erasmus+)

internationalization programs and other initiatives are expected to be formed[72] (Panel de evaluadores y expertos de proyectos del programa de aprendizaje permanente, Erasmus+ , los programas de internacionalización del sistema universitario español y otras iniciativas). Finally, the Youth Institute (INJUVE) (Instituto de la Juventud (INJUVE)), publishes an evaluation handbook for youth policies, plans, programmes and activities (Manual de evaluación para políticas, planes, programas y actividades de juventud), as a guide for professional evaluations in the specific field of youth policies.

6.6 Social inclusion through education and training

Educational support

The LOE (Organic Law of Education) (LOE (Ley Orgánica de Educación)),of 2006, establishes in its Title II Equity of Education (Título II Equidad de la Educación,), the obligation of public administrations responsible for educational policy and management to provide the necessary means for all pupils to reach their maximum personal, intellectual, social and emotional development. Although the LOE made reference to students "with special educational Needs", the LOMCE (Organic Law for the Improvement Of The Educational Quality) (LOMCE (Ley Orgánica para la Mejora de la Calidad Educativa)), of 2013, which does not replace but updates the LOE modifying some of its parts, goes on to speak of students "with specific need for educational support ", and introduces as a novelty the inclusion of students with Attention Deficit And Hyperactivity Disorder (ADHD) within students with specific need for educational support.

The LOMCE therefore establishes three groups of students to which the measures and programs in the field of inclusion in Education are intended: the set of students of the educational system, students with specific need of educational support, and students in a situation of social disadvantage[73]. Adhering to the parameters of Youth, the Transition to Adult Life Training Programs (Programas de formación para la transición a la vida adulta)[74] are intended for students who are 16 years-old who have completed Compulsory Basic Education in a Special Education Center and those who meet the age requirement educational programs that advise that the continuity of their formative process is carried out through these programs[75]. The LOMCE establishes the objectives and guidelines to be followed in terms of attention to diversity in CSE and baccalaureate (Atención a la diversidad en ESO y Bachillerato).

As far as Higher Education is concerned, the LOU (Organic Law of Universities) (LOU (Ley Orgánica de Universidades)) establishes the criteria for the designation of the recipient students of the scholarships and specific support aid[76]. For these students, there are different scholarships and other specific support measures[77]. For its part, VT is

(72) To support the evaluation work of the National Agencies responsible for the management of the Erasmus + Programme, the Commission has developed a Guide for experts in quality assessment 2017 (Extract of information related to the field of youth). (Guía para expertos en evaluación de la calidad 2017 (Extracto de la información relacionada con el ámbito de la Juventud).)

(73) For more detailed information see the provisions in relation to Spain in Eurydice. Chapter 12. (Eurydice. Capítulo 12.)

(74) Order from 22nd of March, 1999 regulating training programmes for the transition to adult life for pupils with special educational needs in schools in Special Education Centres. (Eurydice. Capítulo 12. Orden de 22 de marzo de 1999 por la que se regulan los programas de formación para la transición a la vida adulta destinados a los alumnos con necesidades educativas especiales escolarizados en Centros de Educación Especial.)

(75) The choice of this modality requires the previous psycho-pedagogical evaluation carried out by the corresponding educational services and psycho-pedagogical orientation.

(76) Students with special needs or disabilities associated with disability, students with high intellectual capacities, students in socioeconomic disadvantage, as well as people with family burdens, victims of gender violence and victims of terrorism.

(77) See the provisions of this in Eurydice. Chapter 12.5.

conceived as an instrument for the inclusion of young people by their ability to reintegrate into the educational system, especially for those young people with school performance problems and educational dropouts at an early age, along with other problems.

In the field of non-formal education as well as in the family and social spheres, in educational centres and in lifelong learning, the Inclusion Plan for students with special educational needs[78], from the National Center for Innovation and Research Educational (CNIIE) (Plan de Inclusión del Alumnado con necesidades educativas especiales[79], from the Centro Nacional de Innovación e Investigación Educativa (CNIIE)) is aimed at improving the educational attention to all students and more specifically to the ones who present special educational needs.

For its part, the Autonomous Communities establish plans and strategies for attention to diversity and inclusive education (planes y estrategias de atención a la diversidad y educación inclusiva) that include measures and initiatives related to the youth as well. The Forum for Educational Inclusion of Students With Disabilities (Foro para la Inclusión Educativa del Alumnado con discapacidad), is an advisory collegiate body, conceived as a space for meeting, debate, proposal, promotion and monitoring the inclusion policies of students with disabilities in all lessons offered by the educational system.

Social cohesion and equal opportunities

The strategic plan for school coexistence (Plan estratégico de convivencia escolar) is aimed at preventing all kinds of harassment and school violence and is articulated in tone to seven fundamental points and includes different lines of action. It also establishes the mechanisms for evaluating the Plan. The portal of School Coexistence (Convivencia Escolar) has a section on Training (Formación) with information and tools aimed at teachers and educational centers in matters of coexistence. Also aimed at the faculty is the Related Project (Proyecto Relaciona), an initiative of the Institute of Women (Instituto de la Mujer), in collaboration with the regional administrations, to educate in values that allow us to achieve a more egalitarian society.

Also, the Irene Programme (Programa Irene) for information, training, and prevention of sexual violence in young people and adolescents, it is part of a series of Education Projects from the Women's Institute (Proyectos de Educación del Instituto de la Mujer), like the Exchange Project (Proyecto Intercambia) for equal opportunities. There are also awareness-raising and training activities in the field of education, such as the campaign Educating for Equality (Educando en Igualdad). On the other hand, the Autonomous communities implement their own plans of coexistence and attention to diversity (planes de convivencia y atención a la diversidad).

6.7 Skills for innovation

Innovation in formal education

The LOE (Organic Law of Education) (LOE (Ley Orgánica de Educación)), establishes "advancement and promotion of research, experimentation and educational innovation" among the guiding principles of the education system[80], and establishes that the

(78) The Plan is inserted in the Educational Support Project (Proyecto Apoyo Educativo)of the CNIIE.

(79) It is composed of representatives of the Ministry of Education, Culture and Sport, the Spanish Committee of Representatives of People with Disabilities (CERMI) (Comité Español de Representantes de Personas con Discapacidad (CERMI)), the State School Board (Consejo Escolar del Estado), the Sectoral Conference of Education (Conferencia Sectorial de Educación), the General conference on University Politics (Conferencia General de Política Universitaria), University Student Council (Consejo de Estudiantes Universitarios) and the University.

(80) Article 1 of the LOE (Organic Law of Education).

educational Administrations will promote research and innovation programmes[81]. It also recognizes the relevance of the teachers' work in the field of innovation, as well as the need to have means and incentives for educators[82]. Later the LOE, the LOMCE (Organic Law for the Improvement of Education) (LOMCE (Ley Orgánica para la Mejora de la Educación)), introduces the curricula in Primary education, CSE, and Baccalaureate, and the curriculum in basic VT, where the key competencies are developed.

These Key Competencies (Competencias Clave) or skills for innovation, in the Spanish educational system, are listed and described through the order ECD/65/2015, 21st of January, which describes the relations between the competencies, the contents and the evaluation criteria of primary education, compulsory secondary education and baccalaureate, (Orden ECD/65/2015, de 21 de enero) and they are, in terms of innovation: Learning to learn, Social and civic skills, Sense of initiative and entrepreneurial spirit, and Cultural awareness and expressions[83] (Aprender a aprender, Competencias sociales y cívicas, Sentido de la iniciativa y espíritu emprendedor, and Conciencia y expresiones culturales). The National Center for Innovation and Educational Research (CNIIE) (Centro Nacional de Innovación e Investigación Educativa (CNIIE)), is the organism from where the main innovation projects (Proyectos de innovación) in national Education are implemented. The Autonomous Communities also legislate and define innovation projects in Education[84]. In all these regulatory provisions, both at the national level and at the sub-national level, the contents and pedagogical methods are established.

The Francisco Giner de los Rios Award for the improvement of educational quality (Premio Francisco Giner de los Ríos a la mejora de la calidad educativa), rewards the teaching work that contributes to develop the individual and social capacities of the students, that enable the personal, social and environmental knowledge, the development of their autonomy and the acquisition of coexistence values and skills that benefit in the development of instrumental learning, especially in the development of key competencies and skills that facilitate incorporation into the professional and social world.

Fostering innovation through non-formal and informal learning and youth work

Among the main programs and projects of educational innovation in the non-formal and informal field, is the Scientific Culture Project (Proyecto Cultura Científica) for the promotion of scientific culture and the development of analytical capacity of individuals. The Leer.es Project (Proyecto Leer.es), whose desire is to convey to young people an enthusiasm for reading with it being understood as a positive transversal tool for their lives, is part of the Multi-literacies Project (Proyecto Alfabetizaciones Múltiples), which is exhibited in point *6.8 Media literacy and safe use of New media*, of this chapter.

There are initiatives such as the CNIIE's Coexistence, Innovation and Diversity Project, (Proyecto Convivencia, Innovación y Diversidad), whose objective is to coordinate the actions of attention to the diversity and interculturality for coexistence, with special attention to the gypsy population, the immigration, the social inclusion and the promotion of gender equality, to contribute to the construction of a global citizenship by forming citizens capable of knowing how to coexist democratically with others, to participate in the social, labor, cultural and political life of their world, trying to improve it.

(81) Article 102 LOE.

(82) Articles 104 and 105LOE.

(83) For further information on the subject addressed in this point 6.7 Skills for innovation, see the report of the European Commission/EACEA/Eurydice the development of key competencies in the school context in Europe: challenges and opportunities for policy in the matter (2012). (El desarrollo de las competencias clave en el contexto escolar en Europa: desafíos y oportunidades para la política en la materia (2012)

(84) See Projects of educational innovation in Castilla-La Mancha, or Navarre (Proyectos de innovación educativa en Castilla-La Mancha, o Navarra)

Other important initiatives for the development of transversal competencies in the field of non-formal, informal and young labour as well as volunteer work are often developed in the field of social initiative institutions. In this regard, one can mention the Young Social Entrepreneurial Awards (Premios Jóvenes Emprendedores Sociales) of the European University of Madrid, for young people between 18 and 29 years of age. It is also possible to speak of Desafío Emprende, within the framework of the Young Entrepreneurs Programme (Programa Jóvenes Emprendedores), of private financing, and directed to students and teachers of CSE, baccalaureate and VT, but which takes place in non-formal environments of education such as workshops to stimulate the entrepreneurial skills of young people, promote their personal growth, and empower their ability to lead.

Some Autonomous Communities, within the framework of non-formal education programs, develop key competencies development programs such as social and citizen skills, or cultural and artistic competences[85], aimed at citizens from 16 years of age. For its part, the Youth Institute (INJUVE) (Instituto de la Juventud (INJUVE)), carries out numerous initiatives in the field of non-formal education, such as the Young Talent Programme (Programa Talento Joven), the Young Creation Programme(Programa Creación Joven), or The National Young Entrepreneurs Contest (Certamen Nacional Jóvenes Emprendedores).

6.8 Media literacy and safe use of new media

National strategy

The first framework for the development of media literacy is the LOE (Organic Law of Education) (LOE (Ley Orgánica de Educación)), since much of the contents in the subject are included in the training curricula and are also present in the definition of the different basic competencies[86]. Subsequently, theLOMCE points out ICT (information and communication technologies) as one of the areas in which special impact is made, with a view to the transformation of the educational system[87], expressly introducing media literacy in different parts of the article[88]. The law includes among its principles, the importance of educating, through the educational system, the families and other institutions involved, autonomous people, critics, officials and with own thought in the current society marked by the emergence of the ICT and all that it entails in relation to learning.

After the entry into force by Royal Decree 1105/2014, 26th of December, establishing the basic curriculum of Compulsory Secondary Education and Baccalaureate (Real Decreto 1105/2014, de 26 de diciembre, por el que se establece el currículo básico de la Educación Secundaria Obligatoria y del Bachillerato), electronic literacy content, media literacy and innovative learning environments have been introduced in all the compulsory subjects of CSE courses, being able to choose between one and three specific subjects in the subject during the last years of the aforementioned educational cycle. For its part, in the two Baccalaureate academic years, these contents have the condition of specific subject to choose a minimum of one and a maximum of two, between an offer of subjects under the denomination "Information Technology I and II".

(85) Programmes for the development of basic competencies in Castilla and León

(86) See inspiring principles of the law in its preamble, third principle concerning the "development of skills necessary for the knowledge society, ensuring access for all to information and communication technologies", p. 7.

(87) "Information and Communication Technologies will also be a key tool in the training of teachers and in the learning of citizens throughout life, by enabling them to reconcile training with personal or work obligations and, they will also be in the process management." LOMCE, Preamble, XI.

(88) Art. 6 bis on Distribution of competencies; Art. 24 on the organization of the first cycle of Compulsory Secondary Education; Art. 25 about fourth-year organization of CSE; Art. 34 bis on the organization of first and second baccalaureate courses; and art. 111 BIS on ICT.

In September 2015, the White Book was presented for the design of university qualifications within the framework of the digital economy (Libro Blanco para el diseño de las titulaciones universitarias en el marco de la economía digital), developed by four different ministerial departments (Economy, Industry, Employment, and Education) with experts from the University sphere and the digital industry. The book establishes 41 professional profiles linked to the demand of specialists in the field of digital economy by companies, and performs an analysis of the supply and demand for training, serving as a guide for public and private universities to generate more professional career qualifications.

The Information Literacy Working Group (Grupo de Trabajo de Alfabetización Informacional)[89],has developed the ALFIN/AMI Skills Integration Report in the education system: references, context and proposals (Integración de las competencias ALFIN/AMI en el sistema educativo: referencias, contexto y propuestas), in analysing the introduction of media literacy issues in the education system and proposes a Decalogue of urgent measures for literacy in media and information and its implementation in centres and classrooms. The National Institute of Educational Technologies and teacher training (INTEF)(Instituto Nacional de Tecnologías Educativas y de Formación del Profesorado (INTEF)) is the principle manager for introducing new technologies into the field of education. To improve the quality of education and integrate students and professors into the information society, it deals with the incorporation of technologies into the classrooms.

Media literacy and online safety through formal education

The INTEF, in collaboration with the Autonomous Communities, has developed the Digital Culture Plan in Schools (Plan de Cultura Digital en la Escuela) with different projects. INTEF also holds training aimed at the faculty in Teaching Digital Competence (Competencia Digital Docente), understanding that developing digital competence in the educational system requires teachers to have the necessary training in that competence. In this sense, the Common Framework for Teaching Digital Competence (Marco Común de Competencia Digital Docente) has been developed[90]. Finally, the Framework Agreement on School Connectivity (Convenio Marco de Conectividad Escolar), is another important initiative for the inclusion of ICT in the education system.

The Multi-Literacies Project (Proyecto Alfabetizaciones Múltiples), considers multi-literacy as an essential competency for life, empowering citizens to develop capacities for reflection, oral expression, critical thinking, and guarantees them full participation in digital society and knowledge. The Autonomous Communities also implement educational programs and media literacy projects, such as the educational technological platform EducaMadrid. In the promotion of safe use of digital technologies, there are public-private collaboration initiatives such as the EducaInternet platform, aimed at students and teachers and promoted by the Ministry of Education, Youth and Sport of the Community of Madrid (Consejería de Educación, Juventud y Deporte de la Comunidad de Madrid), the national public entity Red.es for digital transformation, and a private entity.

In the area of the Autonomous Communities we find initiatives such as the programme to use cyber-bullying prevention and safe use of ICT (Programa uso prevención del ciberacoso y uso seguro de las TIC), which aims to be a tool to help teachers and the rest of the educational community to know how to prevent and act against cases of Cyber-bullying among the students. Educational institutions also innovate with initiatives such

(89) Joint Working Group attached to all Technical Cooperation commissions

(90) Developed within the Teaching Digital Competence Conference coordinated by INTEF, it describes in a standardized manner the digital competence of teachers in 5 areas (Information and Information Literacy, Communication and Collaboration, Creation of Digital Content, Security and Troubleshooting), 21 competencies and 6 comptence levels (A1 – C2). It is based on the DigComp Framework 2.0 Digital Competence for Citizenship, in relation to the Digital Agenda 2020.

as the MyBullying tool, an instrument developed by the Complutense University of Madrid (Universidad Complutense de Madrid) for the detention of bullying.

Promoting media literacy and online safety through non-formal and informal learning

The Ministry of Economy, Industry and Digital Agenda (MINETAD) (Ministerio de Economía, Industria y Agenda Digital (MINETAD)) launched, in 2014, the Activate Programme (Programa Actívate), result of an agreement with Red.es, public entity dependent of the Ministry, together with the private initiative, for the training of young people in competencies that facilitate their employability. More recently, in September 2017, the same ministerial department, through the Secretariat of State for the Information Society and the Digital Agenda (Secretaría de Estado para la Sociedad de la Información y la Agenda Digital) signed an agreement-framework for public-private collaboration with Red. Es and The National Institute of Cybersecurity of Spain (INCIBE) (Instituto Nacional de Ciberseguridad de España (INCIBE)), for the fulfillment of digital training actions and of training professionals in information technologies and digital economy[91].

Raising awareness about the risks posed by new media

The Chaval.es Programme the network (Programa Chaval.es en la Red) of the entity Red.es, informs, through educational and entertainment content, of the dangers which young people are exposed to in the digital medium, involving the parents in the awareness process. The program in cooperation with INCIBE and includes channels or hotlines for reporting cases of cyberbullying, *grooming*, *sexting*, and threats or hate crimes. The Project You decide on the Internet (Proyecto Tú decides en Internet), of the Spanish Agency for Data Protection (Agencia Española de Protección de Datos), is intended for young people and their parents and teachers to raise awareness about the importance of making good use of the Internet. It offers tools, teaching materials and information and guidance for parents and teachers on how to prevent dangers on the Internet without depriving young people of the potential of digital media.

For its part, the Screen Friends Initiative (Iniciativa Pantallas Amigas) promotes the safe use of new technologies in childhood and adolescence, with information activities and awareness about the inherent dangers in the digital environment. They put awareness and prevention campaigns in place in collaboration with multiple public institutions (en colaboración con múltiples instituciones públicas), between the national Administration, Universities, municipalities and Autonomous Communities. The Ministry of Education, Culture and Sport (MECD) (Ministerio de Educación, Cultura y Deporte (MECD)), through its portal of School Coexistence (Convivencia Escolar), it offers a list of links of interest related to cyber-bullying (enlaces de interés relacionados con el ciberacoso).

6.9 Awareness-raising about non-formal and informal learning and quality youth work

Information providers / counselling structures

In the initial Plan of action of the Youth Strategy 2020 (Plan de acción de la Estrategia Juventud 2020)[92], and as regards to the Axis of Education and Training, promoting non-formal and informal education was one of the main objectives of the Plan and was therefore among the main actions. In February 2017, the result of the Interterritorial Youth Council's meeting[93], announced the preparation of the second Plan of action of the Youth Strategy 2020 (Estrategia Juventud 2020); within the established priorities is

(91) See press release MINETAD. (Nota de Prensa MINETAD.)

(92) Approved in September 2014 for the period 2014-2020.

(93) The Interterritorial Youth Council is composed of the General Director of the INJUVE and the directors of the Autonomous Communities' Youth Organizations.

the recognition of non-formal and informal education (reconocimiento de la educación no formal).

Awareness raising initiatives

Promoting non-formal and informal learning and youth work is also one of the tasks of the INJUVE[94], which disseminates information and publications on youth work and non formal learning[95].

The figure of the Youth worker in Spain is not as incipient as its recognition. Of great importance in the area of promoting non-formal and informal learning is derived from youth work and volunteering, some initiatives are trying to make their role known locally and regionally[96].

6.10 Current debates and reforms

One of the constant debates in terms of Education and Training in Spain is the reduced legal validity of the system, with general education laws that are reformed or replaced in accordance with the political orientation of governments. Currently, there is a dialogue initiated between the Government, the other political parties, the Autonomous Communities, and the educational community, to reach a Pact for Education that makes it possible to achieve normative stability of the Spanish educational system[97]. In order to accommodate a dialogue process in which the different suggestions and contributions are taken into account, the implementation schedule of the LOMCE (Organic Law for improving educational quality) (LOMCE (Ley Orgánica para la Mejora de la Calidad Educativa))[98]has been extended.

The report concerning Spain, included in Volume 2 of the Monitor of Education and Training 2016 (Volumen 2 del Monitor de la Educación y la Formación 2016), of the European Commission, points out that Spain is one of the countries with a higher percentage of year repetition of the OECD, being one of the key factors behind the AET (Early School Dropout) and this is one of the main problems of Education and Training in Spain. It suggests that LOMCE, having among its objectives improving the performance of students, should introduce specific measures to cope with high rates of school year repetition.

The Annual Report On The State Of The Education System (2016), (Informe Anual sobre el Estado del Sistema Educativo (2016),) prepared by the State School Board (Consejo Escolar del Estado), introduces, in chapter E, proposals for improvement, pointing out reforms and guidelines to increase the efficiency of educational investment, improve the quality and efficiency of education and training, or reinforce social cohesion.

7. Health and Well-Being

The Ministry of Health, Social Policy and Equality (MSSI) is in charge of the proposal and implementation of the Government's policy on health, planning and health care, and

(94) On youth and non-formal education in Spain, see: Monograph on non-formal education, Journal of Youth Studies of the Observatory of Youth in Spain (INJUVE). (Monográfico sobre Educación no formal, Revista de Estudios de Juventud del Observatorio de la Juventud en España (INJUVE).)

(95) Youth work and non-formal education in the field of European education (El trabajador juvenil. El reconocimiento de competencias en el voluntariado)

(96) The youth worker. Recognition of skills in volunteering

(97) For further information, consult the section on ongoing reforms and political initiatives in the description concerning Spain in RediE (Eurydice Spain).

(98) See National Plan of Reforms (PNR) 2017 (Plan Nacional de Reformas (PNR) 2017), chapter V, section F on long-term reforms, in Axis 3 education, pp. 70-71.

consumption, as well as in exercising the powers of the State General Administration to assure the citizens the Right to health protection. It also has the proposal and implementation of government policy on cohesion and social inclusion, family, protection of children and attention to dependent or disabled persons and equality, as well as the fight against all kinds of discrimination and the fight against gender-based violence. The Autonomous Regions (Comunidades Autónomas) that are responsible for legislative development and implementation in areas of health and hygiene, promotion, prevention and restoration of health; and hospital coordination in general, including Social Security. There is no strategy specifically focused on the youth group, they are considered as part of the general population towards which the strategy is addressed, specifically in objective number two devoted to "preventing mental illness, suicide and addictions in the general population."

The Ministry of Education, Culture and Sports (MECD) is in charge of proposal and execution of the Government's policy on sports matters. The High Council of Sports (CSD) (Consejo Superior de Deportes, CSD) is the regulatory body of sport at the state level, dependent of the MECD. As an autonomous body it has the functions of the General Administration of the state in sports matters. In turn, the Autonomous Regions are in charge of coordinating with the local Administrations (municipalities, regions, etc.) in the promotion and diffusion of the physical culture and sport. The local Administrations are actively involved in the programming of the education, in the monitoring of the fulfillment of the compulsory schooling and in the coordination of the sports facilities. Each Autonomous Region has its own territorial body for the management and promotion of sport.

7.1 General context

Main trends in the health conditions of young people

Report 2016 about Drug uses in Secondary education in Spain (Ministry of Health, Social Services and Equality, MSSI)

This survey is conducted throughout the Spanish territories amongst secondary school students who between 14 and 18 years old: 37,486 students in total. It aims to study the situation and evolution of drug use, its age of onset and risks.

- *Alcohol:* 78.9% of young people aged 14 to 18 claim to have consumed alcohol; 76.8% in the last year and 68.2% in the last month. This trend of consumption is stable when compared to previous periods.
- *Tobacco:* 38.4% smoked tobacco at some point in their lives; 31.4% in the last year and 25.9% did it in the last 30 days of the year. In this case there shows a decrease in relation to previous years.
- *Cannabis:* 29.1% consumed cannabis at least once in life, 25.4% in the last year and 18.6% in the last month. In this case there shows a decrease in relation to previous years.
- *Cocaine:* 3.5% of the population aged 14 to 18 years has consumed cocaine; 2.8% in the last year and 1.8% in the last month. It shows a stabilization in the consumption after a downward trend indicated in 2004.

Study Health Behaviour in School-aged Children (HBSC) Spain, 2014 (España, 2014):

World Health Organization (WHO), a biennial global study. It is carried out in Spain with the support and financing of the MSSI. It gathers data of more than 30,000 young people between 11 and 18 years old, in 402 educational centers in Spain.

The following trends are detected in the study of the Spanish case (estudio del caso español):

- *Overweight and obesity*: 17% of adolescents are overweight or obese. More than 15% of young Spaniards claim to be dieting or doing other behavior to control

their weight and more than 21% of those who are not on a diet believe that they should do so to lose some weight.

- *Physical activity and sedentariness*: On average, teenagers spend more than two hours a day watching television and videos on other devices, and spend more than an hour and a half a day playing with computer games, consoles, smartphones, tablets and other electronic devices. Also, they spend more than two hours a day using electronic devices for activities like chatting, browsing Facebook or other websites.
- *Consumption of addictive substances:* 11.8% of the adolescent population in school admits to consuming tobacco. 15.3% stated that they consume alcohol weekly, this percentage being much higher in advanced ages. Cannabis is the illegal drug that is consumed more often than others and 19.5% of the boys and 13.2% of girls between the ages of 15 and 18 have tried it at least once.
- *Injuries:* About 61% of young Spaniards during the academic year (2014) have suffered at least one injury that has required medical assistance. The age range that has been injured most is males between 11 and 12 years old.
- *Mental health:* Two out of three adolescents (65.8%) have expressed a sense of psychosomatic discomfort in the academic year (2014), with this tendency increasing as the age of the young people increases.

Suicide Data of the National Statistics Institute (INE):

According to the latest data produced by the INE (2015), Suicide is the leading cause of death in young males between 15 and 29 years old and the second (after tumors) in women of the same age range.

Overweight and obesity according to the Study of Diet, Physical Activity, Child Development and Obesity (ALADINO) (Estudio de ALimentación, Actividad física, Desarrollo INfantil y Obesidad (ALADINO)):

In the last edition of the ALADINO Study (2015), more than 10,000 children from the ages 6 to 9 have participated from all the Spanish Autonomous Communities. The main trends of the study indicate that 41.3% of children between 6 and 9 years are overweight or obese-the percentage of the obese, the most serious situation, is stagnant from 2011-. One of the main factors highlights the presence of television in the child's bedroom. It is also observed in this study that, from the age of 7, the prevalence of overweight and obesity are significantly higher compared to other years.

Youth Report in Spain 2016 (INJUVE) (Informe Juventud en España 2016 (INJUVE):

In its 2016 edition, the report (informe) is based on a Youth Survey of 5,000 young people between the ages of 16 and 29 in Spain, in addition to the data from the European Health Interview Survey (EHIS) in Spain 2014 done by the INE. The report shows that:

- *Nutrition:* 71% of young people are at a normal weight, with women being underweight and men being overweight. One in 4 young people between the ages of 16 and 29 are overweight or obese. The trend shows that having a higher-than-normal weight among young people is more common among men than women.
- *Rest and physical form:* 43% of young people sleep 8 hours a day, 33.7% around 7 hours, 14.1% less than 7 hours and 8.6% more than 8 hours. 52% of young people say they train physically several times a week, compared to 33% who do not exercise at all, or just occasionally. 43% of women do not do any sport at all or only occasionally, compared to 24% of males, females being more sedentary than males.
- *Sexual relations and education:* 86% of respondents to sexual matters affirmatively answer the question of having had complete sexual intercourse (penetrative), 4% incomplete, and 9% have not had sex of any kind. In relation to the use of contraceptive methods or prophylaxis during sexual intercourse,

85% replied that they had used some method in their last complete sexual relationship, the condom being the most used: 81% for men and 65% for women.

Eurydice Report, Physical Education and Sport at School in Europe (2013) about School statistics:

According to the study Eurydice 2013, Spain is one of the countries that dedicates fewer hours to physical education in Europe in both primary and compulsory secondary education (CSE). In primary schools, about 6%, with Hungary, Slovenia and Croatia deidcating the largest percentage of hours (15%). And in CSE, together with Malta and Turkey, a percentage close to 3% is dedicated of the recommended minimum curriculum (in countries like France 14% is dedicated). On average, Spain imparts 53 hours annually for physical education in primary schools and it is 35 hours in high school, approximately two hours per week in each Autonomous Community. The European Parliament recommends a minimum of three hours a week.

Main concepts

The MSSI has as a conceptual framework reference to the health promotion glossary developed by the WHO in its constitution in 1984, as well as its subsequent reviews at the international Conferences on Health Promotion in Ottawa (1986) and Jakarta (1997). It is from this glossary that the normative definitions of the MSSI (definiciones normativas del MSSI) emerge.

Health: "A state of complete physical, mental and social well-being, and not only the absence of sickness or ailment (...) Health is a resource for everyday life, not the goal of life. It is a positive concept that emphasises social and personal resources as well as physical aptitudes. There are certain prerequisites for health, such as peace, access to economic resources, food, housing, stable ecosystem and sustainable use of resources. It is a fundamental human right.

Health Promotion (Promoción de la salud:): It is the process that allows people to increase control over their health to improve it. It considers both actions aimed at increasing the skills and capacities of people, as well as those aimed at changing the social, environmental and economic conditions that have an impact on the health determinants.

Health-oriented behavior: Behaviors that are deliberately adopted in order to promote or protect health and are distinguished from the risky behaviors which are those behaviors associated with greater susceptibility to a specific cause of ill health.

Lifestyle: It is a way of life that is based on identifiable patterns of behavior, determined by the interaction between individual personal characteristics, social interactions and socio-economic and environmental conditions of life.

Living conditions: It is the everyday environment of people, where they live, coexist, work, study, etc. These conditions of life are the product of social and economic circumstances, and of the physical environment, all of which can exert an impact on health, being largely out of the immediate control of the individual.

Quality of life: it is the perception of the individual about their position in life within the cultural context and the system of values in which they live and with respect to their goals, expectations, norms and concerns. It is a concept that encompasses physical health, the psychological state, the level of independence, social relationships, personal beliefs, and the relationship with the outstanding characteristics of the environment.

Physical activity: (*Actividad física:)* Physical activity is any voluntary movement performed by muscles, which produces an extra energy expenditure that our body needs to maintain vital functions (breathing, blood circulation, etc.). Walking, transporting an object, playing football, dancing, cleaning the house, etc., are considered some of the main physical activities. Physical activity that is beneficial to health is that which is of

moderate intensity, done daily or almost every day and with a minimum duration of 30 minutes per session.

Sedentary lifestyle: The term sedentarism-from the Latin *sedere*, which means to sit down-describes different types of activities that develop in a waking state and require low levels of energy expenditure. These activities include sitting while commuting, in the workplace, in the domestic environment, and during leisure time.

7.2 Administration and governance

Governance

Government Structure in the area of Health, Social Services and Equality in Spain:

The MSSI is in charge of the proposal and implementation of the Government's policy on health, planning and health care, and consumption, as well as in exercising the powers of the State General Administration to assure the citizens the Right to health protection. It also has the proposal and implementation of government policy on cohesion and social inclusion, family, protection of children and attention to dependent or disabled persons and equality, as well as the fight against all kinds of discrimination and the fight against gender-based violence.

For its part, it is the Autonomous Regions (Comunidades Autónomas) that are responsible for legislative development and implementation in areas of health and hygiene, promotion, prevention and restoration of health; and hospital coordination in general, including Social Security.

As part of the MSSI, the Secretariat of State for Social Services and Equality (Secretaría de Estado de Servicios Sociales e Igualdad) is the superior body which is responsible for carrying out functions in the areas of social cohesion and inclusion, family, child protection and care for dependents or disabled people, as well as proposing and developing Government policies on equality, prevention and elimination of all class of discrimination on the basis of sex, racial or ethnic origin, religion or ideology, sexual orientation or identity, age, disability or any other personal or social condition or circumstance, and the eradication of various forms of gender-based violence.

Within Social Services and Equality is the General Management of Services for Family and Children (Dirección General de Servicios para la Familia y la Infancia), and its main functions are:

- The promotion, analysis, elaboration, coordination and follow-up of the programs of action in the field of social services of primary care, of social inclusion, of protection and promotion of families and childhood, and of prevention of the difficult situations or social conflict.
- Promoting cooperation with non-governmental organizations in the fields of social action programmes, social inclusion, gypsy population, families and children.
- The promotion and development of social volunteering; among others.

Within Social Services and Equality are also the INJUVE and CJE.

Structure of government in the field of sport and physical activity in Spain:

The Ministry of Education, Culture and Sports (MECD) is in charge of proposal and execution of the Government's policy on sports matters.

The High Council of Sports (CSD) (Consejo Superior de Deportes, CSD) is the regulatory body of sport at the state level, dependent of the MECD. As an autonomous body it has the functions of the General Administration of the state in sports matters.

In relation to the organization of physical activity and school sports, at the state level the CSD has a coordinating role, focused on the "programming, technical direction and execution of the games and competitions of national or international nature", While it is

the responsibility of the Autonomous Communities to "organize school competitions of a territorial, regional or local nature; to promote the creation of groups for the development of school sport and to manage the granting of aid to create and maintain teams and for sports activities in schools". In turn, the Autonomous Communities are in charge of coordinating with the local Administrations (municipalities, regions, etc.) in the promotion and diffusion of the physical culture and sport. The local Administrations are actively involved in the programming of the education, in the monitoring of the fulfillment of the compulsory schooling and in the coordination of the sports facilities.

Each Autonomous Region has its own territorial body for the management and promotion of sport.

Cross-sectorial cooperation

In the field of health, education and physical activity, the Spanish Government develops different plans and strategies through inter-ministerial collaboration. There are numerous cooperations, among them:

- Collaboration between MSSI and the MECD in the Strategy for the Promotion of Health and Prevention (EPSP) in the National Health System (Estrategia de Promoción de la Salud y Prevención (EPSP) en el Sistema Nacional de Salud);
- Collaboration in the Comprehensive Plan for Physical exercise and Sport in the realm of School Sports.
- Agreement of the CSD, the Young Sport Foundation and the Food Foundation for the promotion of healthy lifestyles based on the promotion of physical activity and sport, and an adequate diet (promoción de estilos de vida saludables basados en el fomento de la actividad física y el deporte, y una adecuada alimentación).

7.3 Sport, youth fitness and physical activity

National strategy(ies)

Comprehensive Plan for Physical exercise and Sport in the realm of School Sports:

It is a comprehensive plan (plan integral) of the Spanish Government, implemented by the CSD with the Autonomous Communities, local Authorities, universities and other ministerial bodies, in addition to the participation of the private sector. Envisaged for the period 2010-2020 for the purpose of promoting sports practice and physical activity in minors between the ages of 3 and 18, in relation to four fundamental principles in relation to these activities: 1) Relationship between physical-sporting activity and health, 2) sports practice and its relationship with education, 3) effective equality between women and men, and 4) sport as an element of social cohesion.

This Plan fosters the European initiatives proposed by the European Parliament in its EU Physical Activity Guidelines, especially in the recommendations on working to get 3 hours of Physical Education a week in all compulsory education and advocating for 5 hours a week. Also, the recommendation to convert Physical Education into a subject with a presence throughout the post-compulsory stage.

Although the Plan has a series of indicators for its evaluation and monitoring, a document on the results of them is not available online. The indicators can also be consulted on page 41 of the Plan (página 41 del Plan).

Promoting and supporting sport and physical activity among young people

Basic Sport Support Plan 2020 (Plan 2020 de apoyo al Deporte Base):

It is led by the CSD and has the collaboration of the Youth Sport Foundation, the Spanish Sports Federations and the Autonomous Communities. It is a grassroots sport support plan whose main objective is to increase youth participation in sport.

It also aims to arouse the interest and economic support of the business sector for the so-called Grassroots Sport, by granting tax benefits to companies that make donations to carry out projects included in the Plan. The Young Sport Foundation is in charge of the preparation of the activities programme and actions in the execution of the plan, as well as the material realization of the acts and activities that derive from the execution of this programme, assuming the condition of recipient of the donations that are made for its execution.

Physical education in schools

In Spain, the legislative framework governing and guiding the Spanish educational system is formed by the Spanish Constitution of 1978 (Constitución española de 1978) and the laws that develop the principles and rights established in it: Organic Law 8/1985 regulating the right to education, the Organic Law 5/2002 of Qualifications and Vocational Training, and the Organic Law 2/2006 of Education (Ley Orgánica 8/1985 reguladora del derecho a la educación, Ley Orgánica 5/2002 de las Cualificaciones y de la Formación Profesional, and Ley Orgánica 2/2006 de Educación) modified by the Organic Law 8/2013 for the Improvement of the Educational Quality (LOMCE) (Ley Orgánica 8/2013 para la Mejora de la Calidad Educativa). Physical Education in schools is compulsory and their teaching is regulated by these laws.

The LOMCE is the Law governing Education in Spain, whose main objective is the reduction of early abandonment in education and the improvement of educational outcomes according to international criteria. This Law is developed through Royal Decree 1105/2014, which establishes the basic curriculum of Compulsory Secondary Education and Baccalaureate; and Royal Decree 126/2014, which establishes the basic curriculum of Primary Education.

In this Law, Physical Education has the status of 'specific subject ' and it is for that reason that the educational Administrations have the power to establish their contents, unlike the 'core subjects' (such as a Spanish language and literature or Mathematics), the content of which is established by the central government. In the same way, the timetable for the course of Physical Education is established by the educational Administrations. On the other hand, the LOMCE makes its teaching compulsory from primary education to the 1st year of Baccalaureate (the baccalaureate is part of the post-compulsory secondary education in Spain).

Number of hours devoted to the subject of Physical Education in Spain:

According to the Eurydice 2013 study, Spain is one of the countries in Europe that dedicates the fewest hours to Physical Education in Primary and Compulsory Secondary Education (ESO). On average, Spain imparts 53 hours of physical education annually in primary school and 35 hours in secondary school, approximately two hours per week in each autonomous community.

These statistics are different to the recommendations of the European Commission (EC) presented in its EU Physical Activity Guidelines (2008) where it is considered to be able to achieve important and favorable changes in health, it is necessary to do at least one hour of Physical Activity daily organized in the form of playground games or Physical Education classes. Teaching the subject in schools is an effective way to increase the levels of physical activity and improve the physical form. In addition, according to the EC's Guide to Physical Education in schools it is the most widespread source for the promotion of physical activity among young people.

Extra-curricular initiatives for sport in school:

The extracurricular activities are recognized by the aforementioned LOMCE as a right that the students have, which establishes that it corresponds to the central School Board "to participate in the implementation of the overall pedagogical line of the center and inform the guidelines for the programming and development of complementary school activities, extracurricular activities and school services", as well as "to approve, the proposal of the

center holder, the contributions of the students' families to carry out extracurricular activities and the school services when determined by the Educational Administrations.'

The aforementioned Comprehensive Plan For Physical Activity And Sport In The Field Of School-Age Sports (Plan Integral para la Actividad Física y el Deporte en el ámbito del Deporte en Edad Escolar), on page 33, establishes the main axis of action "physical activity, sport, and education" and within it, emphasizes the need to "create in all centers the figure of the Coordinator (...) responsible for channeling the student's interests, managing and directing a plan of activities in the facilities of the center and outside of it, organizing reinforcement actions and motivational campaigns for students, coordinating all the human and material resources and keep track of the situation of the students of the center."

Perseus program (Programa Perseo), promotion of physical activity during break time and the lunch break:

The guide to an active and healthy school (2008) and the Perseus program and promoted by the Spanish Agency of Consumption, Food Security and Nutrition of the MSSI, is a guide directed at the school managers, teachers, fathers and mothers, and technicians and those responsible for the regional administrations that aim to orient the development of physical and healthy activity of the students. One of its chapters is dedicated to the promotion of physical activity in the break time and lunch break.

The break time, as an integral part of the school day, influences the quality of school work and must be considered as a space for intellectual rest and physical movement, promoting motor activity, especially in the age of primary education. Among other recommendations the programme understands that recess must be at least 20 minutes; which should not replace Physical Education classes; that it is not a time of punishment or to do homework; whereas there is a need for safe and adequate facilities for all schoolchildren to be able to perform physical activity at the same time; and that adequate equipment is necessary to facilitate the practice of physical activity.

In addition, the program proposes physical activity during lunchtime, both for those at the at the school during that time, and for those who are elsewhere before the school day. It also proposes organizing extracurricular activities in that time, which in Spain is usually between an hour and a half and two hours.

To encourage these proposals, Perseus has developed a diagnostic guide (which can be found on page 103 of the proposal (puede encontrarse en la página 103 de la propuesta)) for teachers, managers and technicians from schools in order to help identify the students' physical activity level at the center and give them ideas on how to encourage physical activity in break times and lunch hours.

Chapter 3 of the guide Physical Activity And Health In Children And Adolescents from MSSI sets out a series of recommendations for children and adolescents to obtain health benefits. These recommendations are based on the recommended minimum levels. One of the highlights of the guide is that break time is one of the key spaces for children to perform the recommended activities, with daily activity sessions within the school that should try to be higher than one hour per day.

Resources for professionals for the promotion of physical activity in schools

GIVE ME 10 (DAME 10) (Active Breaks Through Exercise):

Give me10 is a didactic material (material didáctico) that proposes a series of physical activities of between a duration of 5 and 10 minutes designed to develop in the classroom, during the school hours, by the teacher or specialist with no specific material, with the objective to reduce the time in sedentary attitude during the school day. They are physical activities with which at the same time they work curricular contents of all the areas of knowledge from 2nd cycle of infant education until the last year of primary school and first year of secondary school.

The programme consists of 87 activities in the different cycles of primary and infantile education. The guide to these activities is available in the same guide (on page 4) and can be given when the teacher considers it appropriate, depending on the content they are working on, the time of day or the state of attention of the students.

UDAs (Active Didactic Units); (UDAs (Unidades Didácticas Activas):)

It is a series of curricular materials (materiales curriculares) developed within the framework of the Strategy for Health Promotion and Prevention (EPSP) and they form part of actions for the educational environment in order to improve physical activity. Among its main proposals, it emphasizes the creation of a series of strategies and orientations for teachers of Physical Education, with the aim of increasing the physical activity during the classes. Among its main highlights are the strategies related to the efficiency in the organization of the classes, the improvement of the motivational and attitudinal aspects of the students; methodological aspects of class planning; the planning of active trips outside of the centre to promote physical activity in nature; among others.

These strategies are accompanied by practical examples to make it easier for teachers to implement them. For more information on the strategies, page 6 of UDAs can be consulted.

Physical Activity and Health from ages 3 to 6 years. Guide for teachers of Children's Education: (Actividad Física y Salud de 3 a 6 años. Guía para docentes de Educación Infantil):

It is another of the guides developed in the EPSP framework and is part of one of the actions selected to be carried out in the educational environment in order to improve the physical activity that this population performs in order to improve their health. It aims to be a theoretical and practical manual of support for the teachers of infantile education (students of 3 to 6 years) that imparts content related to motor skills as the first link in the promotion of physical activity and health in school.

According to the guide, the role of the teacher of children's education is key and the subject is efficient for learning basic motor skills in boys and girls. That is why the guide proposes methodologies for the promotion of motility, in addition to strategies for its development through games and motivations from the teacher to the students.

Collaboration and partnerships

Through CSD, the Spanish State establishes collaborations for the promotion of sport and physical activity with associations, federations and foundations. Among the main ones are the Young Sport Foundation, the International School sport Federation (Fundación Deporte Joven, and International School Sport Federation.).

The Spanish State grants the CSD the power to provide aid and subsidies to Sports Federations and other Sporting Entities and Associations, regulated in article 8 of law 10/1990, 15th of October, regarding Sport (Artículo 8 de la LEY 10/1990, de 15 de octubre, del Deporte).

7.4 Healthy lifestyles and healthy nutrition

National strategy(ies)

The prevention and health promotion strategy of the Spanish NHS:

The Strategy For Health Promotion And Prevention (Estrategia de Promoción de la Salud y Prevención) was launched in 2013 and proposes the progressive development of interventions aimed at gaining health and preventing disease, injury and disability. The ones responsible for carrying out the strategy are the professionals related to health as well as of the central and autonomous sanitary administrations.

The general objective is to promote the health and well-being of the population by promoting healthy environments and lifestyles and enhancing safety against injuries.

The strategic lines that are addressed are: empowerment of public health, coordination and territorial governance, equity in health, reorientation of health services, intersectoral health, health empowerment, healthy and safe environments, as well as community participation and action.

Although the strategy is aimed at the Spanish community in general, it is planned in areas of implementation and action, with those being under 15 being prioritised first of the population to carry out the actions of the plan.

Strategy for Nutrition, Physical Activity and Obesity Prevention (Estrategia para la Nutrición, Actividad Física y Prevención de la Obesidad)(NAOS):

It is a health strategy framed in the policies of the international health agencies (WHO, the EU) and its main objective is to reverse the trend of the prevalence of obesity by promoting a healthy diet and the practice of physical activity. Although the strategy targets the entire population, it fundamentally prioritises; children, the youth and the most disadvantaged population groups, focusing on gender and avoiding inequalities in health.

It has as main strategic lines of action:

- *Health protection:* it proposes to facilitate access to a varied diet, balanced and moderate in terms of caloric consumption, of fats and sugars.
- *Prevention and promotion of health*: it tries to reduce the exposure of people to risk factors such as inadequate feeding, sedentariness and inactivity. *Following up, monitoring and evaluation:* created with the intention of controlling the prevalence of obesity and overweight, as well as its determinants.

***Monitoring childhood obesity*:**

Spain is hosting the initiative promoted by the European Region of the WHO for the monitoring of childhood obesity, WHO European Childhood Obesity Surveillance Initiative (COSI), with the aim of developing a joint system to combat obesity in children. With the joint cooperation of the member countries, an improvement is pursued in the evaluation of the policies and measures implemented for the prevention and eradication of the patterns of overweight and obesity.

Within this initiative, three waves have been carried out in Spain (2011, 2013 and 2015) of the Study on Food, Physical activity, Child Development and Obesity (ALADINO) (Estudio de ALimentación, Actividad física, Desarrollo INfantil y Obesidad (ALADINO)), which aims to gather information on the healthy habits of children between 6 and 9 years old, as well as information on their anthropometric measurements.

Encouraging healthy lifestyles and healthy nutrition for young people

Promotion of Health and Prevention in childhood, MSSSI; (Promoción de la Salud y Prevención en la infancia, del MSSSI;) Healthy lifestyles web of MSSI:

- Map of content related to Children; (Mapa de contenidos relacionados con Menores;)
- Youth-related content map; (Mapa de contenidos relacionados con Jóvenes;)

Guide promoting the healthy adaptation of our adolescents from the MSSI; Promotion of Health and Prevention in adolescence, MSSSI. (Guía Promoviendo la adaptación saludable de nuestros adolescentes del MSSI; Promoción de la Salud y Prevención en la adolescencia, del MSSSI,)

Health education and healthy lifestyles education in schools

The LOMCE, provides in its regulations the subject of Health Education, which is a cross-cutting subject. Each Autonomous Community can make use of this subject as it deems appropriate.

A study by the Spanish Association Against Cancer (Asociación Española Contra el Cáncer)in 2017 on the situation of health education in primary and secondary schools (Situación de la educación para la salud en centros de primaria y secundaria) shows that 43.5% of Spanish schools devote between 12 and 20 hours per year to Health Education, approximately one to two hours a month. As for the activities that are carried out most often in primary and secondary schools there is an emphasis on those related to physical activity and healthy eating; while safety and prevention of risks, injuries, and accidents are dedicated less time.

Since there is no single curriculum in the Spanish territory on Health Education, there is not a total similarity of the subject between the Autonomous Communities, although the areas usually taught in schools are associated with the physical activity and healthy eating; wellbeing and emotional health; affective-sexual education; safety and risk prevention of injuries and accidents; and education on drug addiction (alcohol, tobacco and illegal drugs).

Health and sex education in Spain:

Sex education in Spain is not regulated at the national level and is relegated to the criterion of educational institutions. However, there are programmes developed by the city councils, Autonomous Communities and other institutions, such as the Sexual and reproductive health program (Programa de salud sexual y reproductiva) from the Madrid Health Department for the educational calendar 2018-2019, implemented in schools who voluntarily accept to adopt it.

Peer-to-peer education approaches

There is no online resources available on programs, projects and/or national strategies for peer education approaches. However, peer education and learning has worked in different educational settings. The Community of Extremadura, for example, has launched the "Peer Support" Programme Accompanying students" (Programa "Ayuda entre iguales. Alumnos acompañantes") for primary and secondary education, with which it is proposed to involve the students in the process of teaching with the objective of preventing, detecting and solving conflicts of coexistence.

Another case is the proposal of Youth 4 Youth, coordinated by Mediterranean Institute of GenderStudies (MIGS). It is a 2013 program about awareness, training and peer education in formal and non-formal education environments. It was developed in the framework of the transnational project Youth4Youth: reinforcing young people in the prevention of gender-based violence through peer education, co-funded by the EC. The programme was carried out with the participation of young people from countries like Cyprus, Spain, Italy, Greece and Lithuania. Because of the programme, a Youth4Youth manual has been developed to promote its implementation in schools and youth centres.

Collaboration and partnerships

Collaborations for the NAOS strategy:

The NAOS strategy works in a coordinated manner with the Ministries of Health of the Autonomous Communities through a technical working group, which is coordinated with the Ministry of Agriculture and Education when addressing matters within their competence.

Raising awareness on healthy lifestyles and on factors affecting the health and well-being of young people

Alcohol and youth campaigns (Campañas sobre alcohol y jóvenes):

The MSSI has at the disposal of Spanish citizenship a website that aims to provide information about the consumption of alcohol in young people. Within it, it is possible to find several campaigns aimed at preventing the consumption of this substance:

- "Alcohol destroys you twice": To inform and alert parents of the dangers and consequences that alcohol consumption has on health.
- "Alcohol can take you away."
- To reduce youth consumption of alcohol and increase the perception of the risk it poses to health.

Nutrition and Physical Activity Campaigns (Campañas de Nutrición y Actividad Física):

Spanish Agency for Consumer Affairs, Food Safety and Nutrition (AECOSAN) of MSSI has developed a series of Nutrition and Physical Activity Campaigns:

- Activate Movement: 2014 campaign on the importance of acquiring healthy habits, aimed at adolescents aged 13 to 17. On its website Movimiento Actívate they have audiovisual materials with information, links and resources for the promotion of physical activity and healthy eating.
- Activilandia: is a Virtual Theme Park focused on healthy eating, varied physical activity and active leisure, in addition to other healthy habits, aimed at children between 6 and 12 years, their parents or guardians
- "Wake Up, Breakfast"("Despierta, desayuna"): A communication campaign in 2006 whose objective was to promote in young people under the age of 13 the habit of having breakfast and understanding the importance of a full and balanced breakfast.

7.5 Mental health

National strategy(ies)

Youth Suicide Prevention Plan:

In Spain there is no specific National Plan for the prevention of suicide in young people, although its prevention and treatment is established in the Mental Health strategy of the National Health System 2009-2013 (Estrategia en Salud Mental del Sistema Nacional de Salud 2009-2013). While there is no strategy specifically focused on the youth group, they are considered as part of the general population towards which the strategy is addressed, specifically in objective number two devoted to "preventing mental illness, suicide and addictions in the general population."

Improving the mental health of young people

Plans and strategies focused exclusively on the treatment of suicide are elaborated in sectorial plans of psychiatric assistance and programs in different Autonomous Communities. Among the most notable are the following:

Codi Risc Suicïdi (Catalonia):

It is the Plan of the Community of Catalonia introuced in 2014, its main characteristic is the improvement in the early detection of suicidal tendencies in health centres and emergency telephone lines for the community (061) and attends to the patients at risk, with a prolonged follow-up. The plan has priority projects for adolescents, which implements a comprehensive care plan, an action protocol and assistance programs in the educational environment.

Protocol for the prevention and action against suicidal behaviors (Navarra) (Protocolo de prevención y actuación ante conductas suicidas (Navarra):):

Being a protocol for all citizens, it proposes models of action focused on the prevention of suicide within the educational system. This protocol proposes a series of models of action adaptable to each one of the schools. Within it, the intervention is pursued in accordance with the plan of the centre itself; the reception, listening and attention to the protagonist and the people close to them, as quickly as possible; coordination with different professionals and responsible people; the offer of support to the people affectively close and close monitoring of the evolution of the person involved and/or the affected students

7.6 Mechanisms of early detection and signposting of young people facing health risks

Policy framework

Strategic Plan for School Coexistence (Plan Estratégico de Convivencia Escolar):

National Plan associated with the strategic framework for European cooperation in the field of education and training, promoted by the European Commission in May 2009.

It has been developed during the academic year 2015-2016, in conjunction with the MECD and the National Center for Innovation and Educational Research and representatives from the Autonomous Communities, in order to prevent any kind of harassment and school violence.

Its lines of action include:

- Observation and monitoring of coexistence in schools.
- Development of educational policies for the improvement of coexistence.
- Incorporation of Successful Educational Performances.
- Training of teachers and other agents of the educational community.
- Coordination and cooperation between administrations, entities and institutions.
- Prevention and control of violent incidents or harassment in schools and support for victims of violence and harassment.

Each line of action is related to fundamental objectives and axes associated with inclusive education, the participation of the educational community, the learning and coexistence, the education of feelings and friendship, the preventive socialization of the Gender-related violence, among others.

For proper evaluation, each of the lines of action has a series of performance indicators. In turn, each indicator is associated with both a data collection technique and the source from which the data is derived. The plan also has complementary evaluation strategies that aim to evaluate the different aspects of the plan, such as publications associated with it.

Although the plan proposes a process of continuous evaluation of the indicators of execution, an evaluation in the middle of the period of implementation of the plan and in the completion thereof, there is no data available online on its results.

Stakeholders

Key players in the strategic Plan for school coexistence:

Within the framework of the Strategic Plan for School Coexistence, a number of key agents are established for the detection and treatment of school violence and cyber-bullying in minors. These key agents are the family of students (especially parents), teachers and other members of school institutions.

Guidance to stakeholders

This Strategic Plan of School Coexistence has developed a series of guides oriented towards the principal agents responsible for the detection and treatment of school violence and cyber-bullying, so that they can provide support to the victims and their family. Among the main guides are:

- Teach them to be legal on the Internet (Guide for family and teachers). (Enséñales a ser legales en internet (Guía para familiares y profesores))
- Guide to the Internet (for parents and teachers). (Guía Guíales en internet (para padres y profesores))
- S.O.S Guide against cyber-bullying. Parents. (Guía S.O.S contra el Ciberbullying. Padres.)
- Bullying. Guide for parents. (Acoso Escolar. Guía para padres y madres)

This plan teaches teacher training courses to deepen the axes of the plan.

In addition, through this Plan, the School Coexistence (Convivencia Escolar) website and other reference links (otros enlaces de referencia) are launched as educational tools in the school for teachers, students, and families. It offers materials and protocols of action, awareness seminars, plans of school coexistence, among other resources.

Other measures implemented is the creation of a figure of reference responsible for the coexistence in each center that, supported by a mixed commission (teachers, other professionals of the center, students and families) relative to the coexistence in the center, has the responsibility to sensitize the community to its involvement in the area of coexistence and to ensure compliance with protocol for the detection and intervention in cases of violence and harassment at the centre level.

Target groups

As described in the school's Cohabitation Plan, the main objectives are "to ensure the inclusion of all students in schools and to broaden and strengthen the participation of families and the community at school". Within schools, the Plan is aimed at pre-school, primary, Compulsory Secondary Education, Vocational Training and Baccalaureate education.

Funding

The budget for the implementation of the Coexistence Plan comes from the allocations of the MECD, in addition to the allowances provided by other public administrations and entities participating in the plan. Although an exact amount cannot be established, the Plan document "estimates a minimum amount of 4 million euros to implement the measures".

7.7 Making health facilities more youth friendly

Since the programmes mentioned in this chapter are directed at the young community, many of the proposals aim to implement methods for such programmes to be more accessible to the aforementioned community.

It is worth mentioning the cases of programmes such as PERSEUS, since one of its strategies of prevention of sedentariness and diffusion of activities includes the use of resources for mobile devices and the Internet, as a way of publishing games and information on healthy physical activity.

The aforementioned web Activilandia, the Virtual Theme Park focused on children between 6 and 12 years old. With its audiovisual contents in the form of games, videos and music, it specifically pursues a healthy, varied, less calorie and balanced diet; the reduction of sedentariness by promoting the practice of habitual or regular physical activity and the promotion of health.

7.8 Current debates and reforms

Throughout the chapter, different strategies and plans developed by the Spanish Government have been mentioned in relation to the education, health, welfare and physical activity of young Spaniards. There are discrepancies between the different involved sectors in how these measures have been developed, their role in practice and their results.

Debates around the LOMCE:

LOMCE has an influence on the role of Physical Education in schools, as well as in Health And Sexual Education. With regard to these subjects, the current debates question the Law for not establishing a normative framework that grants these subjects greater presence in the curricula of Spanish schools, as well as a greater presence of the national government when implementing them in the educational plans. With the LOMCE, these subjects lose a fundamental role in education and professionals propose reforms to improve the quality of their teaching.

There is a Project for Quality Physical Education in Spain (Proyecto para una Educación Física de calidad en España) developed by the College of Professionals in Physical Education and Sports (Colegio de Profesionales de la Educación Física y del Deporte), where law reforms are proposed.

On Education For Health and Sex Education there are also proposals for reforms. Some perspectives of the debates and the positions of different associations, foundations of Sexology (fundaciones de Sexología), and Health Education are available.

Towards a national Plan for the prevention of suicide:

There is a position among the associations of professionals of the Mental Health world who demand for the creation of a national Plan in Spain to prevent suicide. This position is supported by some political representatives who have submitted a non-law proposition presented in 2017 (Proposición No de Ley presentada en el 2017), by which the National Commission of Health and Social Services of the Congress of Deputies urges the Government of Spain to "develop, in the Six-month term, a National Suicide Prevention Plan.

8. Creativity and Culture

The Ministry of Education, Culture and Sport is responsible for establishing, promoting and disseminating the different cultural policies and programmes in the country. The Culture Plan 2020 (El Plan Cultura 2020), developed by the Ministry of Culture in March 2017 is an instrument whose main objective is to make culture a State policy in a period of 3 Years, that is to say, from 2017 to 2020. The Plan aims to promote a quality cultural offer, to update the legal framework for the protection of culture, to promote a social partnership for culture, to promote Spanish culture beyond its borders, to promote creative activity for cultural creation and innovation in a stable medium and with greater visibility for its agents. Modernising the award system granted by the Ministry. Promoting the participation of Spanish cultural operators in the European Union's financing instruments for cultural industries and to support the international mobility of artists and cultural professionals.

One of the main aspects of the Culture Plan 2020 is to serve as a reference for the cooperation between the different agencies responsible for their management as is the case for the General Administration of the State, the Autonomous Regions, Autonomous Cities, Ministries, institutions and various players who play a role in creating a social, political and legal context that guarantees access to culture, artistic creation, protection of cultural heritage and the development of cultural industries with freedom.

8.1 General context

Main trends in young people's creativity and cultural participation

The Constitution of 1978 (Constitución de 1978) establishes in its article 44.1 that "the public authorities will promote and protect access to culture, to which everyone has the right." In addition, article 46 obliges the Spanish people to preserve their historical and cultural heritage stating that the criminal law may penalize any attacks on it.

In Spain there is a great cultural variety, having one of the few global languages spoken in the world which expands exponentially the cultural range that could arouse interest in young people.

Following the results obtained from the Time Employment Use Survey (Encuesta del Empleo del Tiempo del INE 2009-2010) young people's tastes and preferences can be ordered from higher to lower as follows: a) going out with friends, listening to music, traveling, and using the computer (90%) b) going to the cinema, sports, hiking, resting or doing nothing, watching TV and going to concerts, reading books, and listening to the radio provokes the interest of 70% and 89%; (c) reading magazines, reading newspapers, going to the theatre, clubbing/dancing, going to museums/exhibitions, attending sports competitions usually interested between 50% and 69%; (d) playing video games and attending colloquiums/discussions is less than half of the interviewees of both sexes between 15 and 29 years.

It is worth mentioning that these cultural practices may imply a certain level of commitment to a particular type of culture or hobby that is a minority such as going to the theatre, museums or exhibitions. In addition, unlike the leisure that takes place in the home, that type of entertainment implies displacement and purchases so having money becomes an important element for the enjoyment of this type of culture where it is the price of supply and not the absence of demand that often hinders its practice.

Main concepts

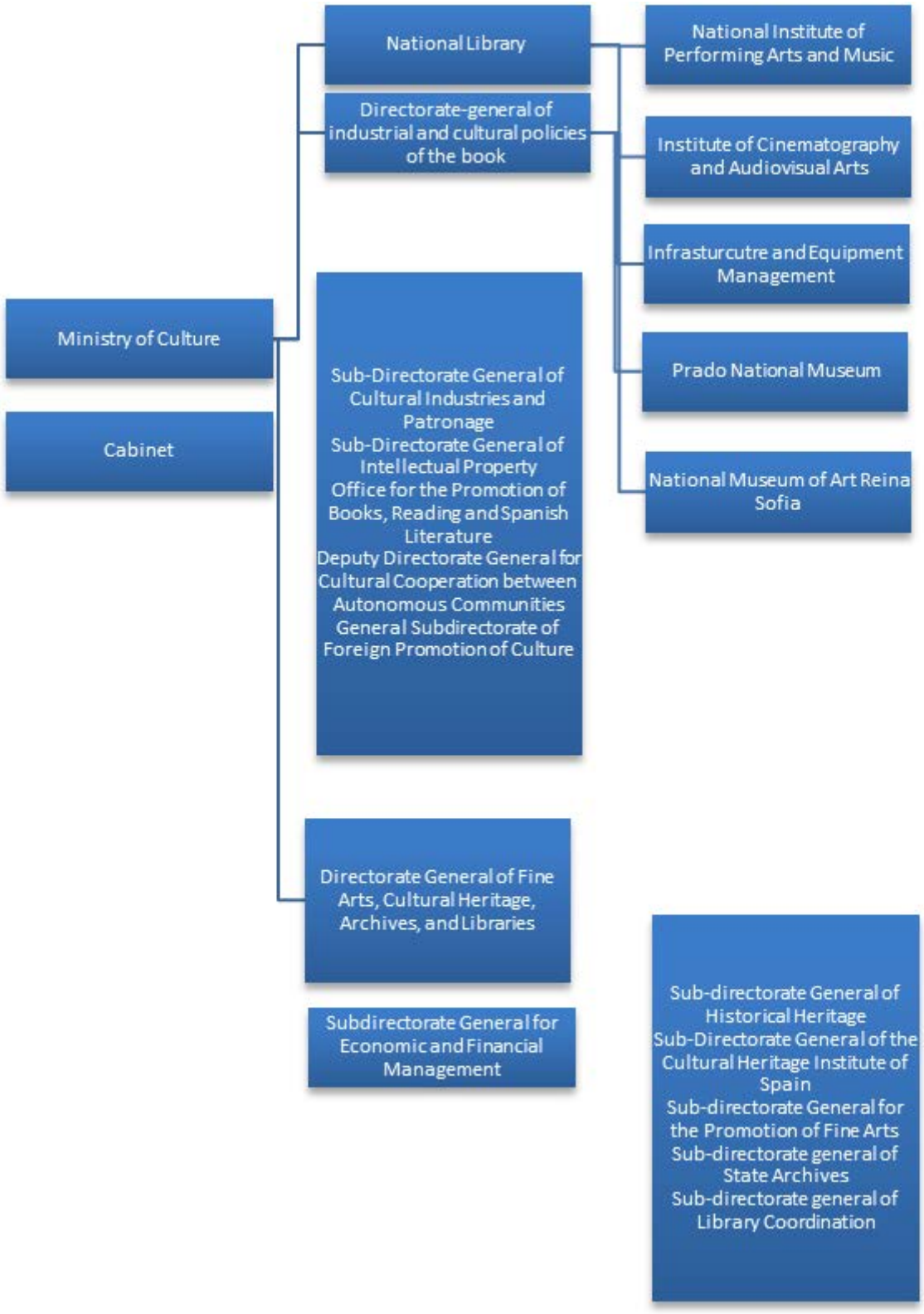
Cultural heritage: The cultural heritage is no longer limited to monuments and collections of objects that are part of the material cultural heritage. Nowadays, it also comprises oral traditions, performing arts, social customs, rituals, festive acts, knowledge and practices related to nature and the universe, and knowledge and techniques linked to traditional crafts that are part of the intangible cultural heritage.

Cultural World Heritage: a distinction granted by UNESCO to those goods with exceptional characteristics that make them valuable and unique in the world. Spain has 45 properties inscribed on the World Heritage List, placing itself as the third country with more properties declared.

8.2 Administration and governance

Governance

The Ministry of Education, Culture and Sport through the Ministry of Culture who is responsible for establishing, promoting and disseminating the different cultural policies and programmes in the country, following the specific guidelines that correspond to each instance listed in the chart below.



Source: Ministry of Education, Culture and Sport 2017.

Cross-sectorial cooperation

The YouthStrategy 2020 (Estrategia Juventud 2020) represents a strategy based on the recommendations of the European Union's E2020 and promoted by the Ministry of Health, Social Services and Equality, which has been responsible for involving all Ministries of the country through the Inter-Ministerial Commission for Youth.

8.3 National strategy on creativity and culture for young people

The recognition gathered in the International Covenant on Economic, Social and Cultural Rights (ICESCR), developed in 1966 and incorporated in Spain in 1977, placed special emphasis on the right to culture, by requiring the signatory States to extend cultural participation to all citizens. The profile of those who mostly participate in culture, has usually been those of high education and/or youth. Public authorities are obliged to promote effectively and efficiently the social, political, economic and cultural conditions that allow young people to develop fully.

Existence of a national strategy

Culture Plan 2020

The Culture Plan 2020 (El Plan Cultura 2020), developed by the Ministry of Culture in March 2017, it is the successor of the General Strategic Plan 2012-2015 and is an instrument whose main objective is to make culture a State policy in a period of 3 Years, that is to say, from 2017 to 2020. The document is divided into three parts: general objectives, strategies, and projects, aimed at citizens in general.

Scope and contents

Objectives and strategies

- *To promote a quality cultural offer*. Aspires to the realisation of quality projects by means of the modernisation of equipment and technology in cultural management. The strategy aims to improve access to the financing for cultural industries, applying better legal criteria to adequately remunerate the value of copyright. To modernise cultural assets and protect historical heritage and to promote the allocation of human and technological resources. Reforming the INAEM in charge of State policies in matters of performing arts. To strengthen public policies to support the performing arts and music sector with special attention to the most vulnerable areas. To stimulate the technological development and diffusion of the Spanish film and audiovisual sector. To support the role of dynamic agent of the Spanish film library. To optimise human and material resources of the Prado Museum (Museo del Prado) and to draw transparently its lines of work. To promote the critical knowledge of the public about modern and contemporary art, as well as to reinforce human and material resources of the Queen Sofía National Museum Centre of Art (Museo Nacional Centro de Arte Reina Sofía). Finally, to facilitate access to Spanish bibliographic and documentary heritage.
- *To update the legal framework for the protection of culture*. The intention is to redefine its scope of regulation according to an ever-changing sociocultural reality. The strategies are: to improve the taxation of culture and to reinforce the legal framework, as well as the resources and actions for the defense and protection of Intellectual Property rights. To adopt new legal forms for the management of cultural heritage and artistic creation. To attract and facilitate filming in Spain. To promote transparent funding for cinema. To update the legal framework of the legal repository of publications.
- *To promote a social partnership for culture* to establish a joint commitment between civil society and public administrations to make culture a decentralized political and social priority. Strategies to achieve this include: revitalizing and supporting cultural patronage. Launching awareness-raising actions on the legal

supply of cultural content and the defence of intellectual property. Reaching an agreement with cultural agents to encourage reading. Reinforcing cultural cooperation with the Autonomous Communities. Promoting new tools for the protection and access of cultural heritage. Preserving and disseminating musical and choreographic heritage. Contributing to education and social inclusion from the performing arts. Creating tools for visibility, diagnostics and monitoring of the performing arts. Promoting an interest in cinematography with education in Spain. Invigorating cultural patronage.

- *Extending Spanish culture beyond its borders*. Promoting the Spanish multicultural wealth abroad, with the help of public and private agents. Promoting the Spanish offer of cultural tourism. Completing the transposition of the European Directive of collective management and multi-territorial licensing directive for online musical works in the single market. Establishing inter-institutional instruments on the internalisation of culture. Strengthening international cooperation to make visible the richness of cultural heritage. Promoting collaboration in cultural heritage protection and research. Promoting the internalization of the Spanish performing arts and music. Consolidating the diffusion of Spanish cinema in the world. Increasing the internalization of Spanish film archives. Converting the National Library of Spain into a reference centre for the international Hispanism.
- *Promoting creative activity* for cultural creation and innovation in a stable medium and with greater visibility for its agents. Modernising the award system granted by the Ministry. Promoting the participation of Spanish cultural operators in the European Union's financing instruments for cultural industries and to support the international mobility of artists and cultural professionals.

Responsible authority for the implementation of the strategy

One of the main aspects of the Culture Plan 2020 is to serve as a reference for the cooperation between the different agencies responsible for their management as is the case for the General Administration of the State, the Autonomous Communities, Autonomous Cities, Ministries, institutions and various players who play a role in creating a social, political and legal context that guarantees access to culture, artistic creation, protection of cultural heritage and the development of cultural industries with freedom.

Projects for young people within the Culture Plan 2020

Project	*Objective*
Opening of a web space in the film library for young people.	To make the film's activity known to the younger audience.
Establishment of a project of investment quotas for cinematographic and audiovisual production on new platforms.	To involve film and audiovisual production in the new platforms, including special measures for young people and new filmmakers
Implementation in collaboration with the Ministry of Education, Vocational Training and Universities, a sensitisation plan aimed at schoolchildren on the need to respect intellectual property in the environment of new technologies.	To reduce the infringement of Intellectual Property by the younger segments of the population.
Development of the program "Tobacco Quarry" (**"Tabacalera Cantera"**)	To facilitate the professionalisation of young people by offering opportunities to meet with the public.

Source: The 2020 Culture Plan. Ministry of Culture 2017.

Revisions/updates

The Ministry of Culture carried out strategic planning with the aim of fulfilling the constitutional mandate to guarantee access to culture during the years 2012-2015. The

main objectives of the document called the General Strategic Plan 2012-2015 (Plan Estratégico General 2012-2015) are too distant from the new plan projected for 2020. In both it is highlighted that the modification of the law of Cultural Patronage and in that to promote Spain as a kind of brand by extending the Spanish culture beyond its borders. The new plan is more refined with its objectives for the digitisation of culture.

The situation of cultural policies in Spain does not distance itself too far from the general view of other European stages influenced by globalisation and growing international interdependence. Undoubtedly, the first half of the twentieth century meant an advance in the configuration of public cultural goods and services, recovering collective memory and heritage by marking the structural guidline for an institutional culture. Later changes were made that led to an expansion of cultural industries with their markets and later to the information society, globalisation and digitisation. To this latter, Spain would have a delay of being introduced to due to the dictatorship. During the democratic period (1978-2017) there has not been much resonance of political proposals to turn culture into a state pact.

8.4 Promoting culture and cultural participation

Grant action and cultural promotion (Ayudas acción y promoción cultural)

The convocation is currently closed at the time of writing this document. It left in February 2017 and had a budget with a maximum amount of €1.4 million. It was available on the website of the Spanish Youth Institute (INJUVE) and was a resolution issued by the Ministry of Education, Culture and Sports (Ministerio de Educación, Cultura y Deporte) and published in the Official State Gazette (BOE). The objective of the subsidy for action and cultural promotion (acción y promoción cultural) is to modernize and promote the cultural sector by means of:

- Activities that contribute to the production, dissemination of contents and cultural services using new technologies as a tool.
- Increasing the professionalisation of cultural and creative industries and their capacity to create jobs, enhancing the formation and integration of sectoral associations and networks within the cultural sector.
- Stimulating the participation of the private sector and promoting cultural patronage.
- Promoting the internalisation of Spanish culture and its inclusion of European networks of cultural offer, improving the links between the Autonomous Communities, to promote the active participation of citizens in the cultural processes and to strengthen Spain as a cultural tourist destination.

The beneficiaries were to be legal persons with Spanish nationality, of any Member State of the European Union or of the signatory States of the Agreement on the European Economic space. Legal persons should not have a motive of profit and would have to have a fiscal domicile in Spain.

Reducing obstacles to young people's access to culture

Grant expansion for artistic and language studies 2017

Convocation for grants for the extension of artistic and language studies (ayudas ampliación estudios artísticos e idiomas) for the expansion of language studies, music, dance, dramatic art, design, conservation, restoration of cultural property, visual arts and designs in higher centers or recognized prestige abroad or under competition for 2017. The grants will be granted to cover the costs of registration, enrollment, transportation, accommodation, maintenance, local transportation, accident insurance, expendable material necessary for the development of activities of those under 34 years.

Disseminating information on cultural opportunities

Young Talent Programme

The Spanish Youth Institute's (INJUVE) Young Talent Programme (Programa Talento Joven) to promote the talent of young people in different fields: employability and entrepreneurship, training, research, culture and sport, digital transformation, participation, Internationalization. The idea is to support young people (under 30 years old) involved in diverse projects that contain a high social impact.

Knowledge of cultural heritage amongst young people

The Institute of Cultural Heritage of Spain (Instituto de Patrimonio Cultural de España), has a national preventive conservation Plan which includes the theme of cultural tourism as an element of social cohesion and intergrational cultural communication. Following the Youth Report in Spain (2016) the leisure activity preferred by the youth is traveling, since 95% say they prefer it to other activities and the favorite tourist destination seems to be France, a country whose material and immaterial cultural heritage is undeniable.

Similarly, the relationship between the youth and the cultural heritage constitutes a field of opportunities that the Spanish Government took advantage of since the '80s when the *Schools Workshops* (Escuelas Taller) project was established, teaching young people between 16 and 25 years of age, of both sexes and linked them to the heritage program until 2009 supporting the institutions linked to the Spanish Cultural heritage.

8.5 Developing cultural and creative competences

Acquiring cultural and creative competences through education and training

INJUVES grants for the Young creation

The grants are part of the Youth Creation Programme (Creación Joven) of the INJUVE. It makes an annual convocation in the state area with the main objective being to promote the professionalisation of young artists. The beneficiaries can belong to the music, visual arts, literary, design, comic and illustration sectors. The projects submitted must be entered in any of these four strands:

- Production of work with freedom of format and technique (18-30 years) up to €3,500.
- Mobility of produced works, tours, residences and mobility of artists at the national and international level (18-30 years) up to €3,500.
- Entrepreneurship for young creation in emerging spaces of creation (18-35 years) up to €7,000.
- Sala Amadís of the Institute of the Youth: curatorship of exhibitions, workshops or other activities of emergent creation to develop in group or collective (18-35 years) €7,000.

INJUVE 2017 Creation Programme

Unable to resolve the call for grants for INJUVE 2016 for Young Creation it will take place in the INJUVE 2017 Creation Programme (Programa Creación Injuve 2017) which began in 2011. In this project, the idea is to confront the young artists with the procedures of the working world together with an accompaniment of a committee of experts, three of them members of INJUVE and two external advisers in order to equip the young artists with the Tools (at the theoretical and practical level) to contribute to the research of their field. At the end of the experience they must publish a work that will contribute to the dissemination of these emerging artists.

Specialised training for professionals in the education, culture and youth fields

Training offer in cultural industries

- *CULTUREX Scholarships (Becas CULTUREX)* (for practical training and specialization in cultural management at cultural institutions abroad). Scholarship programme for nine months of practical training in cultural management for young professionals abroad to internationalise cultural management and cultural exchange. There are three ways to do this. a) commercial offices, b) cultural institutions, c) Spanish consulates and embassies. The beneficiaries are Spanish citizens over the age of 18 and under 35, they have a good grasp of the English language and/or of the language of the requested destination country. The procedure is public and is started ex officio by the publication of the call in Official State Gazette (Official Gazette of the State, BOE).
- FormARTE scholarships (Becas FormARTE)(training and specialization in cultural institutions) for the education and specialisation in subjects of competence of cultural institutions under the Ministry of Education, Culture, and Sport. The beneficiaries are those Spanish citizens or any citizen of the member states of the European Union or of the signatory states of the Agreement on the European Economic Area. The purpose since 2004, Order CUL, November 15, published in the "Official Gazette of the State" number 280 of 20 in November 2004 (Orden CUL, de 15 de noviembre, publicado en el "Boletín Oficial del Estado" número 280 de 20 de noviembre de 2004.). is to contribute to the training of specialists in artistic matters, library and documentation, archives, conservation, restoration, museology, and cultural management through the realization of a theoretical-practical program. The maximum amount of the call is 545,000 euros. The endowment of developed scholarships in the College of Spain in Paris is 1,800 euros gross per month, the rest of the scholarships have a endowment of 866 euros gross per month.

Meeting with Young Creators, in the Month of Emergent Design

The meeting is aimed at young students, teachers and the general public interested in the aid of INJUVE´s Young Creation. In addition to participating for the first time in Month of Emergent Design (Mes del Diseño Emergente) in which the outstanding students of the main schools of fashion design show their designs in the showcases of the Museum of Costume (Museo del Traje), and in the beneficiaries of Young Creators pose their creative experiences as well as the challenges of their professional field.

Providing quality access to creative environments

Culture Resident

Residency Programme for artistic creators launched by General Director of Culture and Heritage (Dirección General de Cultura y Patrimonio) and through Consortium of Museums in the Valencian Community (Consorci de Museus de la Comunitat Valenciana) They open four places for people to present unpublished proposals or wpeople ho are in the process of research and to promote their production. The main idea is to endow the creators with resources, space, time and backing for the creation of their projects. The initiative is linked to people linked to contemporary artistic creation and who aim at experimentation and innovation in the present visual, scenic, musical, literary or audiovisual fields today. At least two of the four selected projects will correspond to people who are rooted in the Valencian Community. The approved projects will commence their residences of two (up to €1,200 taxes included in fees, €3,500 of production costs, €600 for the public presentation of the production, €400 for expenses fro travel at the beginning and end of their residency period, without insurance (medical)) to four months (almost the same budget except for production that amounts to €4,500) in fees, from the year 2018 and will have a monthly financial allowance, production expenses, travel allowance for the trip and lodging.

8.6 Developing entrepreneurial skills through culture

Entrepreneurial School Awards

The Princess of Girona (Fundación Princesa de Girona) announces awards for entrepreneurial schools, open to Spanish educational centers focused on the development of young talent and innovation. The programme to Educate Entrepreneurial Talent (Educar al Talento Emprendedor) of the Fundación Princesa de Girona aims to learn to undertake with the intention of making entrepreneurship a pillar of education as it is: learning to know, learn to do, learn to be, learn to live together.

ERASMUS + (Youth)

The "Youth in Motion" initiative has become an emblem within the EU's 2020 strategy. The objectives of the strategy are education, employability and hence the reduction of youth unemployment, while promoting active citizenship, intercultural dialogue and social integration. Among the financing tools available to this initiative, the new European programme on Education, training, youth and sport Erasmus + includes the "Youth in Action" programme.

Developing entrepreneurial skills through cultural activities

InnGames

Since 2014 the Youth Institute has been conducting the InnGames meeting to promote the culture of entrepreneurship, employability and innovation in video games, applications and digital interactive products, facilitating training and access to new professional environments in the digital field. The program is supported by the majority of companies in the national and international gaming industry, companies developing applications and public companies working in the digital sector. All of them work on two objectives: 1. To propose new training routes within the National Vocational Training subsystem and 2) the consolidation of a permanent work agenda in collaboration with industry, the educational sector and public institutions involved.

Support young entrepreneurs in the cultural and creative sectors

National Youth Award

The Youth National Prizes (Los Premios Nacionales de Juventud) arise from the need to recognize the work of those young people, under the age of thirty, whose entrepreneurial work in the field of employment, inter-cultural communication, volunteering or exercise against discrimination makes it worthy of such recognition and economic endowment of €3,000 of a total of €12,000 that come out of INJUVE's expenses budget.

8.7 Fostering the creative use of new technologies

The young people in Spain have gone from representing a third of the population to being placed below the fourth, with an unemployment rate that has doubled, while their qualification as university students grows, as well as the importance of Information Technologies and Communication (ICT) and the Internet in general (Fumero, 2016). Most young Spaniards, especially the younger ones, are digital natives. According to the study of INJUVE "The youth, Leisure and Consumption" (Jóvenes, Ocio y Consumo" (EJ175-2014)), 90% of the respondents use the computer during their free time since the digital natives organize their life in relation to the network.

However, the digital divide remains in Spain and translates into two main areas: socioeconomic and generational. The first concerns the lack of access and the second to the distance that increasingly separates Western adolescents from their parents and educators.

According to the Axis/LB-2011 only 2.3% of young people use the Internet at school, university or a library, so the rest are dependent users with access to ICT from home or workplaces, which translates into a certain educational and labor deficit.

New technologies in support of creativity and innovation

The traditional cultural industries of music, book or cinema have undergone a serious transformation in recent decades after the arrival of digitalisation. Puwerty, for example, is a festival (September 30, 2017) multidisciplinary project of the Casa Encendida with programming towards young people between 12 and 25 years of age. The name of the festival is a mixture of the words power and puberty. The idea is to include workshops on the identity of youth, a debate called *Fans vs. Haters* and live music. In addition, it has the call Inbox (Bandeja de Entrada) that seeks to promote and disseminate artistic creation (music, spokenword, poetry, workshops, audiovisual sessions, perfomance, dance or things of a similar nature) among young people who gamble and innovate with their format . The selected project will have €500 for production and staging in the next edition of the festival.

Facilitating access to culture through new technologies

The Digital Agenda for Spain follows the guidelines of the Digital Single Market Strategy for Europe in 2015 and 2020 incorporating its objectives for the development of the economy, the society, and the digital culture. In response to the need to extend the accessibility of ICT to its inhabitants, to raise awareness of copyright and to digitise cultural heritage. In principle, this agenda contained 106 specific objectives derived from the 6 objectives in which the promotion of digital confidence is highlighted, to promote Investigation, Development, and Innovation in the industries of the future and the formation of new ICT professionals and digital literacy and inclusion. In relation to these objectives were approved in 2015 the plans of Smart Cities (Ciudades Inteligentes) and Plan of Impulse of Technologies of Language (Plan de Impulso de las Tecnologías del Lenguaje) which aims to promote the open data of Linguistic interest (los datos abiertos de interés lingüísticos.).

Young Technology Appropriation And Communication

In Gijón more than 200 people, mostly 18 to 35 year olds, representatives of youth associations, youth councils meet to attend and conduct seminars and workshops at the Cabueñes Encounters (Los Encuentros de Cabueñes 2017). The main theme is the communication and use that youth and organizations carry out from traditional media, social networks and ICT in general.

8.8 Synergies and partnerships

European Year of Cultural Heritage (2018)

On 17th of May 2017 the European Parliament and the Council of the European Union adopted the declaration of 2018 as the European Year of Cultural heritage (Año Europeo del Patrimonio Cultural.). Symbolically, the election of 2018 is crucial given that it has been 100 years since the end of the First World War, the independence of several member countries and the 400 years anniversary of the Thirty Years ' War. In this context, the educational, social, and economic potential of the European cultural heritage becomes relevant. In addition, to reassess the legacy of the past as an indispensable resource for the future.

On the basis of these principles, the objectives of the European Year are to promote the exchange and valuation of European cultural heritage as a shared resource to raise awareness, especially to young people, about the history and common values, in order to reinforce a sense of belonging to a common space. Reinforcing the intercultural dialogue on how to: Build stronger societies; Create jobs and prosperity; The importance of relationships with the rest of the world and what can be done to protect it.

Content of the measures

- Initiatives and events to promote debate and educate citizens in general and agents of change on the importance of preserving cultural heritage.
- Information, education, exhibitions and campaigns that generate an intercultural dialogue about the rich European cultural heritage with the general public.
- Exchange of experiences and good practices of the administrations and organizations at the national, regional, local level and the dissemination of information via Europeana.
- The elaboration of research and innovations, as well as activities to disseminate their results at the European level.
- The promotion of projects and networks that connect the European Year with digital platforms and social networks.

There is cooperation at the level of Member States, with their respective national coordinators and partners: Council of Europe, UNESCO, Europa Nostra, Europeana, ICCROM.

Network of Creative cities of UNESCO

In the year 2004 UNESCO launched the network of Creative cities of UNESCO (La Red de Ciudades Creativas de la UNESCO) for the first time in order to promote international cooperation between member cities and to make creativity the cornerstone of sustainable urban development, social integration and cultural life. The 116 cities from the whole world, from 54 countries, collaborate together with the aim of situating cultural industries and creativity in their local development plans and actively providing the necessary international cooperation to achieve common goals. The network covers seven creative fields: Handicrafts and Folk Art, Design, Cinema, Gastronomy, Literature, Digital Art and Music.

Objectives

- Strengthen international cooperation between cities that recognize creativity as a key factor in their sustainable development model.
- Stimulating and fostering initiatives guided by the member cities to really make creativity an essential component of urban development through partnerships involving civil society and public and private institutions.
- To consolidate the creation, production, distribution of cultural activities, goods and services.
- To develop centres of creativity and innovation to broaden the opportunities of creators and professionals of the cultural sector.
- Expand access for marginalized and/or vulnerable groups to the enjoyment of cultural goods and services.
- Integrate full culture and creativity into local development plans.

Areas of Action

- Sharing experiences and knowledge.
- Pilot projects, cooperation and partnerships with the public, private and civil associations.
- Programmes and networks of artistic and/or professional exchange.
- Policies and measures for sustainable development
- Awareness and communication activities.

Synergies between public policies and programmes

Withing the 2020 Culture Plan there is the initiative to promote a social partnership by strengthening the link between public policies and the programmes that derive from them to:

- boost the cultural patronage with the approval of the Ministry of Finance and Public Function of a law for Cultural Patronage and the creation of the Unity Of Culture and Patronage.
- To reach with cultural agents a greater promotion of reading by promoting the Observatory of Reading and the book, to start a new Plan for the Promotion of Reading and the creation of Reading Clubs with the Ministry of Education, Vocational Training and Universities;
- To promote citizen culture in Spain by celebrating the encounter of culture and citizenship that serves as a space for reflection, collaboration and networking work in collaboration with the Autonomous Communities and local authorities;
- To promote new tools for the dissemination and protection of cultural heritage, as well as to improve its accessibility by strengthening existing National Cultural Heritage Plans and strengthening the Most Social Museums (Museos más Sociales) programme;
- to preserving and to disseminate musical and choreographic heritage; to contribute to the education and social inclusion from the performing arts through an audiovisual platform called Danzamedia to have a tool of work and study of the Spanish dance;
- to promote the interest in cinematography with education in Spain through the development of a program called "arrives to the cinema" (Llega al Cine) to promote new measures of access to the cinema to different publics, mainly rural, in collaboration with the public bank *Official Credit Institute* (Instituto de Crédito Oficial).

Partnerships between the culture and creative sectors, youth organisations and youth workers

International working fields 2017-09-22

The Injuve through the Alliance of European Voluntary Organizations (Alianza de Organizaciones de Voluntariado Europeo) and the Autonomous Communities offers 710 places, distributed in 310 countries within the Programme Fields Of Work with which more than 700 Spaniards whose ages oscillate between 18 and 30 years carry out volunteer projects for 15 days in different countries of the world. The importance of the programme lies in the boost towards intercultural learning, personal development and reinforcement of cooperative values.

Award Drive by Petit Palaces Hotel

This support for the culture to be promoted by the Petit Palace Hotels, Boreal Projects to participate in the ArtSevilla-International Meeting of Contemporary Art 2017 (ArtSevilla-Encuentro Internacional de Arte Contemporáneo 2017) is for 10 artists under 35 years to exhibit at the hotel in Seville, Spain, from 26 to 31 October and in the international emerging Hybrid Art Fair in Madrid.

Mulafest

Mulafest is an art fair that is going into its sixth year, it is held during the summer in Madrid, dedicated to tattooing, music, sexuality, eroticism and urban art. It also counts for the first time with the participation of Injuve, in an illustration contest that celebrates its fourth year, and whose main prize amounts to 1,000 euros in the categories of comic and graphic novel.

8.9 Enhancing social inclusion through culture

Fostering equality and young people involvement through cultural activities

In 2012 the National Strategy for Social Inclusion of the Gypsy People in Spain 2012-2020 (Estrategia Nacional para la Inclusión Social de la Población Gitana en España 2012-2020) was created in which it undertakes to foster and promote the Gypsy culture as well as its more relevant exhibitors. Similarly, the recognition, study and

dissemination of romames as the international language of the Gypsy people is sought. Institutional support to the Institute of Gypsy Culture to promote the history and cultural heritage of the Gypsy people.

Performing Arts for Social inclusion

Intercultural Diversity, a model of social integration is part of the tools created for the inclusion of young people with fewer opportunities organized by the NGO Asteroid Cultural Club and sponsored by Erasmus + that mobilized more than 60 dancers From Romania, France and the interior of Spain. The collaboration between Romania and France was carried out thanks to two European NGO's: SF. HARALAMBIE and MODE H EUROPE of Romania and France, respectively and to do a *flashmob* in the Plaza Cervantes in Alcalá de Henares for the purpose of establishing an intercultural dialogue and having fun through dance.

Transce Cultural Programme from Radio Eterogenia declared of the municipal interest of Córdoba

The deliberative Council of the city of Córdoba declared on September 7th 2017 the radio program "Transce Cultural" of radio Eterogenia of the Spanish Cultural Center Cordoba of cultural interest, for its struggle and valuable work around the diversity and the promotion of LGTBIQ rights in pursuit of building a more respectful and inclusive society.

Combating discrimination and poverty through cultural activities

The Spanish Integral Strategy of Culture for all. Accessibility to Culture for people with disabilities.

The Spanish Integral Strategy of Culture for everybody. *Accessibility to Culture for People with Disabilities (*Estrategia Integral de Cultura para todos. Accesibilidad a la Cultura para las personas con Discapacidad) is an initiative aimed at improving the inclusion and accessibility of people with disabilities to cultural spaces and activities. It aims to normalize, following the principle of design, the promotion of services and integrative products aimed at people with disabilities in the dual scope of access to the enjoyment of culture as spectators and also to the exercise of artistic creation and development as cultural managers.

8.10 Current debates and reforms

At present, an initiative of interest has been brought before the Commission: the Statute of the Artist, which collects a series of proposals with the intention of improving the working conditions of the artist, in the broadest sense, referring not only to the artists in public spectacles but all those creators, interpreters and technicians without discriminating about their age or gender status.

The access and Action 2017 (III meeting of Culture and Citizenship (III Encuentro Cultura y Ciudadanía)) is a meeting, which will be held on September 28th and 29th in Matadero Madrid, among different cultural agents around the challenges posed by democratisation, enjoyment and access to culture , framed in the production-consumption dichotomy. One of the central themes is the understanding of new institutions and how public space, citizenship, challenges and possibilities of cultural policies are built within the context of the new digital culture of the 21st century.

During 2017 the Government has lowered the taxation of live shows such as theatre, dance, opera, circus, etc. and hinted at the a possible reform of the taxation on movies exhibition for the next General Budget in 2018.

9. Youth and the World

According to the Youth Report (2016) the attitudes, values, and behaviors of young people are associated with the macro-social and political contexts such as the organisational and political networks of the groups in which they are inserted. In the area of global sustainability, Spain is part of various international treaties and has a Master Plan of Cooperation 2005-2008 (Plan Director de la Cooperación Española 2005-2008) that recognizes the eradication of poverty, in all its dimensions, as a necessary condition for achieving sustainable development, eradicating inequality and hunger and pursuing social justice in order to achieve the Millennium Development Goals.

The Spanish Agency for International Cooperation (Agencia Española de Cooperación Internacional para el Desarrollo AECID) is the Spanish cooperation management body oriented towards the fight against poverty and sustainable human development. The Ministry of Environment (Ministerio de Medio Ambiente, through the general secretariat of the environment) wants to promote a pro-environmental action between individuals and social groups, to achieve informed actions towards a sustainable society in the vital context of its citizens: home, work, school, leisure and community. The *Spanish Sustainable Development Strategy* (Estrategia Española de Desarrollo Sostenible) establishes actions for the achievement of a s*ustainable consumption and production; sustainable construction; sustainable urban mobility*; *social sustainability and global sustainability***.**

In recent years, climate change has increased its visibility in the media and the public agenda, mainly because the widespread increase in temperatures, natural disasters and environmental deterioration across the globe have highlighted the negative effects of climate change and the severe environmental problems. For example, the decrease in water resources, the regression of the coast, the loss of biodiversity and the increases in soil erosion processes.

9.1 General context

Main concepts

On October 14, 2015 in Spain a new volunteering law 45/2015 came into force with the intention of adapting to the needs of 21st century volunteerism giving coverage to a voluntary without qualifiers and establishing the areas of voluntary actions such as environmental and social inclusion in each Autonomous Region through the liaison of the CENEAM and the *European Youth Portal*.

The following concepts are collected in the *Spanish Sustainable Development Strategy* (Estrategia Española de Desarrollo Sostenible):

*Sustainable consumption and production: a*nalyzing how countries consume and produce articles and services and identifying how and why these patterns of production and consumption contribute to environmental degradation. Applying sustainable consumption and production requires a set of actions such as clean production, energy efficiency, responsible chemical management, a sustainable public procurement policy, eco-labelling (in tourist accommodation, or products like soaps, shampoo, detergents and Energy Star labels or categories such as "AAA" in appliances), sustainable lifestyles and education for sustainable consumption (Code of Consumption of Catalonia), fair Trade, recycling or donating, to name a few.

Sustainable construction: The collaboration of several professionals in the construction of sustainable buildings in cities that will help them to make a more responsible use of the energy resources of buildings and houses, as well as the optimization of the social and environmental use of the territory.

Sustainable urban mobility: making urban mobility more efficient and sustainable through public transport, gentle mobility (walking, biking, public space) and accessibility for disabled children, the elderly and young people.

Social sustainability: The Spanish effort to try to maintain a joint model of social welfare and economic growth through job creation, greater social cohesion and poverty eradication. In such a way that the Spaniards have a better quality of life.

Global Sustainability: International cooperation for sustainable development. It consists of increasing official development assistance (ODA) to 0.5% of the gross national income in 2008 and 0.7% by 2012; increasing the effectiveness, coherence, and quality of the Spanish cooperation policy; integrating a multidimensional fight against poverty.

Youth interest in global issues

In this era of globalised modernity, in Spain local (35.3%) and cosmopolitan (6.3%) identities and feelings rise in the big cities, the latter 19% in Madrid, according to the data from the Youth report (2016). This data can contextualise that 67% of young Spaniards believe that society in general requires profound changes.

In the eyes of the youth, environmental deterioration and the economic crises have become unbearable. Well-Being, peace and global security, human rights, cultural diversity, or gender are part of the wide range of interests of the Spanish youth, which points at a citizenship committed to its environment.

9.2 Administration and governance

Governance

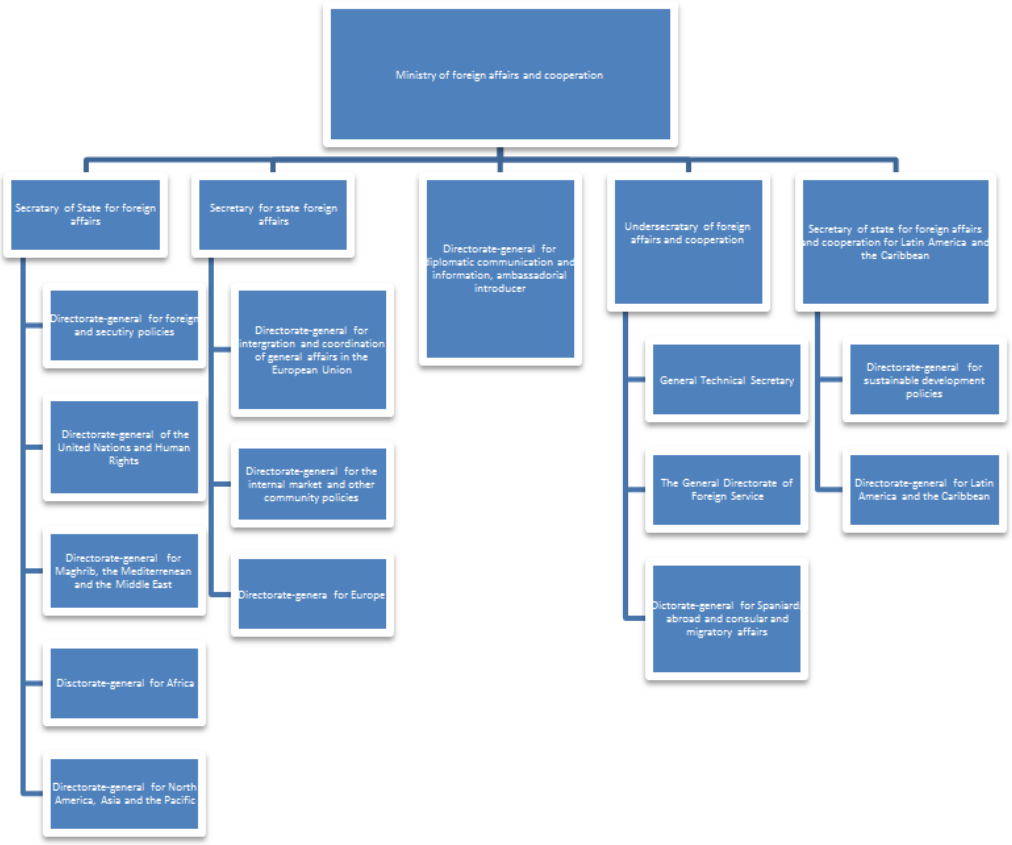


Chart 1. Own elaboration 2017

Cross-sectorial cooperation

There are different strategies between the public policies and the programs of the bodies mentioned in the table above, all of them responsible for guiding young people towards projects of international cooperation and sustainable development as we will see in the following paragraphs. In this way, there is a synergy between the Ministry of Foreign Affairs and Cooperation (Ministerio de Asuntos Exteriores y de Cooperación [MAEC]), its secretariats and dependent directors with other ministries such as the Ministry of Agriculture, Food and Environment (Ministerio de Agricultura, Alimentación y Medio Ambiente), Injuve, public universities, private initiative foundations and non-governmental organizations to bring young people closer to the issues of the global agenda.

9.3 Exchanges between young people and policy-makers on global issues

Global issues exchanges with policy-makers at the domestic level

Connecting Worlds

Is an OXFAM initiative that together with the Injuve seeks to establish Global citizenship as a model actively engaged in the search for a more equal and sustainable world. Each year the program chooses a different theme such as labor rights, climate change or poverty with educational proposals suitable for young people. The objectives of the 2017 edition of *Connecting Worlds* (Conectando Mundos) are: to analyse attitudes and behaviors about food consumption, to reach a more responsible and sustainable consumption; to observe and know the reality of local consumption to know the impact on food injustice; to reflect on responsible consumer alternatives and promote awareness in households, schools, neighborhoods and towns. For six weeks each group accesses an *online* platform in which they are given follow-up and continuity in their activities. After that phase, the smaller pupils of secondary or primary school participate in face-to-face meetings in which they share their ideas and proposals.

Global issues exchanges with policy-makers at the international level

UN Volunteers for the COP23 conference

UN Climate Change Conference Approximately 20,000 delegates from around the world will meet from 6 to 17 November in Bonn (2017) Germany to advance the Paris agreement. The UN seeks to recruit more than 650 volunteers over 18 years old in logistics tasks and to work on the development of green and sustainable projects, trainings and discussions such as those that will take place in *Transforming our World: The 2030 Agenda for Sustainable Development*.

Climate Kick-2017

The public-private Innovation network *Climate-Knowledge and Innovation Community*, or *Climate-KIC* feeds on youth awareness to seek sustainable solutions to everyday problems. During the summer it brought together 40 young people from all over the European continent for a 5-week trip in which they received intensive training from experts. For example, one group visited fruit growers in Bologna, Italy; the Business Innovation Center in Munich, Germany; finishing their trip in Helsinki, Finland.

The same network facilitates the creation of projects, start-ups, courses and meetings with international leaders.

9.4 Raising awareness about global issues

Formal, non-formal and informal learning

In line with the European Parliament recommendation 2006/962/EC and from the Council on 18th December, 2006 on key competencies for lifelong learning, Royal Decree 1105/2014 establishes the basic curriculum of compulsory secondary education and Baccalaureate. These include knowledge in practice, a knowledge acquired through social practices, in formal and informal fields and non-formal areas. In baccalaureate Earth and Environmental sciences it is part of the specific subjects, of which they can choose a minimum of 2 and a maximum of 3. It is the responsibility of the Ministry of Education, Culture and sport to set the minimum number of teaching hours corresponding to the set of basic subjects for the different years of baccalaureate, which may not be less than 50% of the total hours of education established by each education authority. The possible extensions of class hours that may be established will not be taken into account.

Green in everyday life

Green in everyday life is an educational project aimed at reducing the impact of households on the environment, whose methodology (manual, outreach videos and various educational materials) is based on that of Green Homes. The initiative has international cooperation and with the economic support of the European Program of Education, Training, Youth and Sport Erasmus + and the Ministry of Agriculture, Food and Environment (Ministerio de Agricultura, Alimentación y Medio Ambiente). This project has worked seven different organizations from Spain (Asociación Columbares and CENEAM), United Kingdom (Insider Access), Sweden (Global Playground Stockholm), Italy (Consorzio ABN), Morocco (Bassin Guirr) and Jordan (East & West Center).

OSCE Youth and Security Conference

After 10 years of the first Youth Forum promoted by the Organization for Security and Co-operation in Europe (OSCE), a new conference on Youth and Security (Conferencia sobre Juventud y Seguridad) was held in Malaga to assess the achievements from the decade and provide a space for dialogue between young representatives (18-29 years) and the players responsible for promoting a culture of peace, prevention and conflict resolution, incorporating the safe use of ICT and promoting tolerance and respect for diversity within *online* platforms.

The Forum was international, as it was attended by young people from more than sixty OSCE member countries and representatives from the field of safety and youth in their respective countries.

Workshop Course on Volunteer Training in Santander 2017

The Workshop on Volunteer Training in Santander is an NGO initiative InteRed for those who want to deepen the causes of injustice at the global level and participate in the construction of a collective thinking with people interested in solidarity action. The course consists of 8 modules dealing with human rights issues, gender equality, development cooperation and global citizenship. It lasts from 7 October to 2 December 2017 at the headquarters of InteRed Cantabria, Santander. The cost is €50 for students and the unemployed and €80 for the general public.

University of Youth and Development

In Mollina, Málaga gathered more than 200 students to take part in workshops that provide young people with alternative tools that reinforce inclusion and diversity. The conductive thread called "Connecting identities" with the intention of showing participants the need to build an individual identity, from mutual recognition of differences, and inserted into the context of global citizenship. The different work of the university days focused on its most recent edition in how the era of globalization is marked by population movements and crossed by multicultural profiles. Therefore, formal and non-formal

education is seen in this space as an essential tool that aims to equip young people with the necessary tools learned in workshops whose themes range from civic education, active citizenship, refugee integration, the euro-Arab approach and the deconstruction of gender stereotypes.

These days are carried out annually from the initiative from the Injuve in collaboration with the North-South Centre of the Council of Europe, the European Youth Forum, and other international youth organizations which carried out the 17th University of Youth and Development (Universidad de Juventud y Desarrollo.)

Young people against climate change

Young people against Global warming (Jóvenes frente al Cambio Climático) was a proposal (2012) focused on educational innovation *Young people seen by young people*, with a methodology and an innovative audiovisual format that allows the professional audiovisual co-production of students and poses an alternative to the traditional communication design. This is an research project of applied innovation, financed by the Ministry of Education, Culture and Sport and developed in the following educational centres and institutions:

- IES Puerta Bonita de Madrid, as a focal point.
- Institut Pere Martell, Tarragona.
- IES Néstor Almendros, Seville.
- IES Imaxe e Son, A. Coruña.
- MDCS research group Dialectic Mediation of Social Communication (Mediación Dialéctica de Comunicación Social), from the Complutense University of Madrid.

The idea is that the footprints of the impact of climate change are different in Tarragona, Seville, Galicia or Madrid, hence the responses of young people and the general population as well. Hence the importance in trying to collect the different voices and strategies through three different lines:

- A documentary for cinemas and television, the result of the cooperative work of more than 80 students and 15 professors from the different participating centres of Spain who are studying higher degrees in Communication, Image and Sound. It is a work developed by young people in order to educate others of the problem of global warming and to promote their commitment to mitigation.
- At the same time, the graphic design students have produced interactive content and development of the Web documentary in the Transmedia Narrative workshop with the intention of linking the various participating institutions and disseminating the information *online*.
- In the same way, the Complutense research group carried out various activities aimed at research on the communication of climate change. These were carried out through focus group on environmental issues, research days and discussions with experts in the field

ULSS (EESUL) Training Plan

The training tool consists of a series of courses designed by the research team in environmenon with the Urban Ecology Agency of Barcelona. This Spanish Strategy for Urban antal education and participation of the Autonomous University of Madrid in collaborati*d Local Sustainability* (EESUL) is also implemented by the Ministry of Agriculture, Food and environment (Ministerio de Agricultura, Alimentación y Medio Ambiente) to improve the ability and sustainability of the Spanish towns. The offer of the courses is remote, either in a blended or *online way.* The teaching load is 75 hours, of which 60 are by means of a tele-teaching platform and the remaining 15 hours are with teachers (face-to-face or through videoconferencing in real time or deferred).

Educator's support

Climántica

It is a two-year pedagogical project coordinated through the network of the educational group Climántica and IES Virxe do Mar, strategically allied withEduco2Cean-STS founded by the European Union to raise awareness through educational models about the challenge of global changes in the oceans, so it is part of the Erasmus + 2016 program with a budget of €249.000.

The purpose is to create a multilingual platform under the tutelage of a group of scientists from Spain (University of Vigo), Portugal (Portuguese Association for Environmental Education and IES Ribeira do Louro Pourriño) and the National Agency for scientific and Technological Culture), Great Britain (Marine Alliance for Science and Technology) and Poland (Caretakers of Environment International.) The resulting materials serve to create models of participation and community environmental education. The target population is 15-18-year-old, but resources can also be adapted for 12-14-year-old who will be able to present their work at a virtual youth congress. The teachers of these young people will be the ones who will receive the training to later guide them with their contributions.

Course of the European Council on Human Rights Education

The North-South Centre of the European Council convened youth workers, educators and youth policy leaders to a selection process for an *online* course on Human Rights Education. The course began on October 9th and will end on November 5, 2017, it is completely in English and free

Green homes

Green *Homes* (Hogares verdes) is an educational program aimed at families who are concerned about the environmental impact of their everyday habits and would like to have a more responsible management of their home: promoting the self-control of energy and water expenditure; introducing energy saving and economising measures; helping to make a more ethical and ecological purchase. The responsibility of the program is the *National Center for Environmental Education* (CENEAM ó Centro Nacional de Educación Ambiental) who are in charge of coordinating different NGOs of diverse autonomous communities that together boost more than 1,000 households, thus constituting the network of Green Homes.

Terral

It is a project that aims to become aware of the socio-environmental problems of climate change in schools and to spread it beyond the educational community. Initially, the Terral project is part of a joint initiative between the Junta of Andalusia, the Ministry of Environment and the Ministry of Education, it aims to serve as an orientation between the actions of the teachers and offer suggestions, support resources for the design and completion of environmental education activities among those that emphasise: to raise awareness about climate change and to promote energy saving to effectively reduce the emission of greenhouse gases.

There is a formative activity that is compulsory (no time periods are indicated) for the implementation of a plan to reduce emissions and voluntary activities: training workshops and *online* courses.

Youth-targeted information campaigns on global issues

Community #ForTheClimate

Community#ForTheClimate (Comunidad#PorElClima) is a platform with more than 216 videos, links, good practices in a toolbox created from November 4, 2016 that brings together diverse individuals and entities that act against climate change, acting actively to comply with the Paris Agreement.

2017 Year of Sustainable Tourism

The UN has established the year 2017 as a year of sustainable tourism for development with the intention of pointing out the importance of the tourism sector in economic, social and environmental development, to catalyze positive actions that empower women and young people interested in that area.

HI Fund for Sustainability Award for REAJ

The *Spanish Youth Hostels Network* (Red Española de Albergues Juveniles) won the first prize in a competition from *Hostelling International* in which the associations of hostels in all countries compete for €12,000 to carry out sustainable projects.

Information providers

The Spanish Agency for International Cooperation (Agencia Española de Cooperación Internacional para el Desarrollo AECID) is the first Spanish cooperation management body that is oriented towards the fight against poverty and sustainable human development.

The Ministry of Environment (Ministerio de Medio Ambiente, through the general secretariat of the environment) White Paper on environmental education (Libro Blanco de Educación Ambiental) in Spain wants to promote a pro-environmental action between individuals and social groups, to achieve informed actions towards a sustainable society in the vital context of its citizens: home, work, school, leisure and community.

The Euro-Latin American Youth Centre (Euro-Latin American Youth Centre) is a centre of national and International youth information resources and activities that depends on the Injuve for the rapprochement and youth cooperation between Latin America and Europe.

Key initiatives

Zero CO2

It allows to act against climate change by calculating CO2 emissions to achieve emission reductions (air, land, hotel stays, heating and sanitary hot water consumption, electricity consumption) and to promote the seal and ZeroCO2 (CeroCO2) label, as well as the verification of the carbon footprint for companies and citizens through a platform and collaborating with the "community for the climate" mentioned above.

European Solidarity Corps

The European Commission has created a new initiative aimed at encouraging the solidarity of young Europeans. This initiative, with its own legal base and budget, offers opportunities for young people to participate for a period of 2 to 12 months in a general way, in solidarity activities, such as volunteering, or a period of internships and jobs in areas related to solidarity, as well as in projects developed by themselves on their own initiative, which will have an important component of learning and will be good for their personal, educational and professional development. In Spain the campaign was called *Your body is asking for it* (Te lo Pide El Cuerpo) for people between 18 and 30 years old, 17 year old can apply although they will not be able to carry out the specific activity until the age of 18. The actions of the European solidarity corp will be coherent and complementary with various policies and programs of the Union, in particular, but not exclusively, those relating to education and training, employment, gender equality, entrepreneurship (individual, social entrepreneurship), citizenship and democratic participation, the environment and the protection of nature, action for climate, prevention, preparation and recovery of disasters, agriculture and rural development, the supply of food and non-food products, health and well-being, creativity and culture, physical education and sport, social assistance and welfare, the reception and integration of third-country nationals and territorial cooperation and cohesion.

For the implementation of the European Solidarity Corps, various types of activities are envisaged:

- Voluntary "volunteer placements" will provide young people with the opportunity to volunteer full-time between 2 and 12 months, both in EU countries and at the national level;
- The "placements" in the form of employment will provide young people with a contract of work in public or private entities that carry out their activities in the field of solidarity between 2 and 12 months, both at the national level and within the European Union;
- The "Placements" in the form of internships, a period of internships in public or private entities that carry out their activities in the field of solidarity between 2 and 12 months, both at the national level and within the European Union;
- Solidarity projects: solidarity activities implemented by groups of five or more.
- *Networking* activities between the different entities participating in the program.

9.5 Green volunteering, production and consumption

Green volunteering

There is no national 'green' volunteer program dedicated for young people. However, there is a nationwide promotion for these types of environmental volunteer initiatives promoted by the Spanish State in conjunction with the Autonomous Regions. Many of these initiatives are directed towards the population who are of legal age and some others include the participation of minors as indicated in the Volunteering Act, that "children under 16 and over 12 may carry out voluntary action if they have the express authorisation of their parents, guardians or legal representatives.

For information about voluntary proposals of the Autonomous Regions, the directory of Environmental Volunteers of the Ministry of Agriculture and Fisheries, Food and Environment (directorio de voluntariados medioambientales del Ministerio de Agricultura y Pesca, Alimentación y Medio Ambiente) (MAPAMA) can be consulted.

Awareness and Volunteering Plan of the Autonmous Organism National Parks:

Its main objective is to contribute to environmental awareness through the development of projects and activities in the different spaces that compose the network of national parks, as well as in the farms and centers belonging to the national parks. Its main lines of action are:

- Monitoring and evaluation of the National Parks Network.
- Involvement of social agents and participation of society.
- Improvement of scientific knowledge.
- Complementary activities to achieve the objectives of each of the national parks.

The main task of environmental volunteering is to facilitate awareness and the change of attitudes towards the environment as an environmental education tool; in addition to offering a space that satisfies the demand for social participation in knowledge and intervention on the quality and conservation of the environment.

It is developed through two phases: the participation of NGOs as organizers of the different activities to be carried out, and the role of those who want to collaborate in environmental volunteering tasks.

People interested in participating should contact the NGO responsible for the development of the volunteer projects in national parks. Volunteering is for people over 18 years of age.

Volunteering at the Biodiversity Foundation:

The Biodiversity Foundation (Fundación Biodiversidad) is a public sector foundation belonging to the Ministry of Agriculture and Fisheries, food and Environment (Ministerio de Agricultura y Pesca, Alimentación y Medio Ambiente) created in 1998 to protect the natural capital and biodiversity of the Spanish territory.

Although it does not have volunteer projects exclusively for young people, it has several volunteering strategies in which they can take part.

Among them, the Program of beaches, rivers, volunteering and custody of the territory (Playas, ríos, voluntariado y custodia del territorio) is aimed at protecting and conserving the natural heritage and biodiversity of Spain through the execution of conservation projects and the canalization of grants and funds for the development of environmental initiatives. Within its objectives is also found the consolidation of a network of volunteers who are involved in the maintenance and improvement of these spaces of high natural value. During 2016, 93 actions were carried out by 42 collaborating entities for the project and about 5000 volunteers have participated in Spain.

Other volunteering promoted by CENEAM:

In the area of environmental volunteering, there are different initiatives promoted by NGOs and foundations. From the CENEAM, various types of volunteers from the sector are spread, which also participate in the National Parks Volunteer Program. Among the main highlights:

Spanish Ornithological Society, SEO/BirdLife:

It organizes various volunteering programs (diversos programas de voluntariado) for birds and nature, such as the bird tracking program, "Wings on Water" program, National Parks Volunteering Program, Riet Vell Reserve Program, Popular census of Carraca, and the program of important areas for bird conservation.

World Wildlife Fund (WWF) Spain (España):

In Spain, this international organization has volunteering programs whose main objective is to recover degraded areas, to help conserve the natural spaces, to educate the population on the importance of preserving them, to help restore habitats of endangered species and forest ecosystems of high ecological value. Some of its volunteering proposals are the summer camp in the Chinijo archipelago, the volunteer program in national parks and volunteering in the Montejo de la Vega refuge.

Greenpeace Spain (España):

Greenpeace volunteering is organized in local groups throughout the Spanish territory with the aim to carry out activities to spread their campaigns, collaborate in the work of the Organization and represent it at the regional level. Those who join as volunteers collaborate in these groups and commit to the principles of the organisation which are independence and pacifism.

Green production and consumption

Programmme "CENEAM with the school" (Programa "CENEAM con la Escuela"):

It is an initiative of CENEAM for Spanish educational centers, which offers the possibility of participating for free in its educational programs with the intention of bring to the students concepts related to the rational use of the natural resources through activities carried in schools and in natural environments.

Among the different programs, the CENEAM has the program "the sustainable use of natural resources":

Its main objective is to provide suggestions and resources for students to understand sustainable development, sustainable management and efficient use of natural resources. With practical activities in a natural environment, it is intended for young people to come into contact with sustainable use of resources so that they can then apply what they have learned to their daily lives (with the consumption of water, the clothes they use, the paper they do not reuse) , etc.

The main activity proposed is an educational visit of 4 hours in the Mountain of Valsaín (province of Segovia, Spain), as well as complementary activities in the classroom as

classes on the fair use of resources, the efficient use of natural resources in daily life, and examples of unsustainable collection of renewable resources.

All the Spanish educational centres can participate. To do so, they must complete a participation form (formulario de participación) provided by CENEAM.

Spanish Network of Cities STARS (Red Española de Ciudades STARS) (Sustainable Travel Accreditation and Recognition for Schools):

European Project STARS' main objective is to increase the number of students that attend school using the bicycle in Europe, and to reduce the use of cars as the main mean of transportation. It is mainly aimed at secondary and high school students between 12 and 19 years old.

Taking into account the STARS as a reference project, in Spain the General Directorate of Traffic (DGT) (Dirección General de Tráfico (DGT)), the CENEAM and the city Council of Madrid (Ayuntamiento de Madrid) have established a collaboration agreement to share and spread their educational materials and other human resources and pedagogical activities aimed at facilitating the initiatives of the school path, with the creation of the Spanish Network of Cities.

In Spain, the city councils are responsible for the implementation of the project and to do so they have to request it expressly with a series of steps set out in the project, such as the fulfillment of commitments with sustainable mobility, the implementation of surveys on mobility, training for cyclists, conditioning of the environment for cyclists, conducting sustainable mobility campaigns in schools, among other major activities (Guía STARS en España).

For each city council, the project establishes a minimum participation of 6 schools or high schools per city of an average size, being able to associate municipalities that do not have the minimum of 6 schools. The implementation time is at least three years, although they advise in the program a duration of 5 years in total to consolidate the results. The funding for the implementation of the project in each municipality is on the account of the municipalities, taking into account both material and human resources.

School Agenda 21 in the Autonomous Regions:

The School Agenda 21 is an international project based on the conclusions of the United Nations Conference on Environment and Development (also known as the Earth Summit) held in Rio de Janeiro in June 1992.

The Declaration of this Summit invites the localities of the member countries of the organization to develop their own agenda. The School Agendas 21 pursue community participation, awareness and achievement of the sustainability goals of Agendas 21, guided by three program areas:

- Reorienting education towards sustainable development.
- Increased public awareness.
- Promotion of training.

In order to achieve these sustainable development goals, agendas 21 are based on an environmental audit carried out by the participating locality, from which an environmental action plan and a follow-up plan are drawn up.

The role of schools and their students is essential for the development of the School Agenda 21, since they are responsible for developing a participatory process for the review of the educational approaches and practices, which leads to some actions of improvement in the environment.

In Spain there are numerous municipalities and Autonomous Regions participating in the School Agenda 21, and these agencies are responsible for financing sustainable programs around the agenda, as well as providing training materials, advice and research. Some of the projects around the School Agenda 21 in different locations in Spain are:

- Basque Country.
- City of Madrid.
- City of Albacete.
- City of Valencia.
- City of Valladolid.
- City of Vitoria.

9.6 Intercontinental youth work and development cooperation

Intercontinental youth work cooperation

Programs to support the presence of Spaniards in international organizations and the European Union:

There are a series of programs from the Spanish Agency of International Cooperation for Development (AECID) (Agencia Española de Cooperación Internacional para el Desarrollo (AECID)) with which we seek the participation of Spaniards in different areas of cooperation, promotion of peace, sustainability, human rights, among other matters of similar importance.

United Nations Young Volunteers: (Jóvenes Voluntarios de las Naciones Unidas) AECID is associated with the United Nations Volunteers (UNV) program for the promotion of peace and development in more than 50 countries worldwide. Since AECID collaborates actively with the United Nations Young Volunteers and in its last call (for the period of 2016), 13 young Spaniards were summoned to cover places as volunteers in sectors like Human Rights, climate change, sustainable development policies; and in different countries around the world like Ecuador, the Philippines, Gambia, Kenya and others.

Among the main requirements to be able to access the call, it is necessary to be between 23 and 29, with a full university degree and a high command of the English language (in addition to other languages spoken in the destination countries).

Program of Young Professional Officers: (*Programa de Oficiales Profesionales Jóvenes*) directed at young professionals under 32 years of age, who have a university degree and masters and who are interested in starting a professional career within the United nations system. Priority areas of work are human rights and democratic participation, poverty alleviation, crisis prevention and reconstruction assistance, environmental and natural resources management, information and communication technology for development, HIV/AIDS, gender equality, population and development.

Young Professionals Program in European Union delegations (JPD): (Programa de Jóvenes Profesionales en Delegaciones de la European Union (JPD):) It aims to allow young professionals in the EU Member States to acquire first-hand experience on the work of the EU delegations accredited to third world countries and the main international organizations and a knowledge of their role in the implementation of the EU's foreign relations policy, including the common foreign and security policy, as well as deepening their knowledge of the framework of the EU in this area. The requirements are to be a university graduate with a masters degree or equivalent in fields related to the delegations of the EU as the rule of law, justice, cooperation and development, among others. In addition, candidates should speak English, French, and other requirements such as prior professional experience, interest in delegations' tasks, etc.

European Voluntary Service

See Chapter 4. For the 2017 guide, consult Erasmus + Program Guide.

Development cooperation activities

INJUVE Work Fields Program: (***Programa Campos de Trabajo del INJUVE***):

Through the so-called Fields of Work, the INJUVE offers annually to young people between 18 and 30 years the possibility to volunteer in projects in different countries of

the world. In 2017 the call offers more than 700 young Spaniards the chance to volunteer for 15 days during the months of July and August. The main objective of the program is to strengthen intercultural learning, personal development and the reinforcement of cooperative values.

The INJUVE coordinates the placements in international work fields with the Autonomous Regions through its youth agencies and foreign volunteer organizations participating in the program, although it is expected to stop exercising that competence in the near future.

The Autonomous Regions' Youth Cooperation Program:

Some Autonomous Regions are launching programs to promote the cooperation of young people in different sectors. Some of the existing programs are:

Asturian Youth Cooperation Program: (Programa Juventud Asturiana Cooperante):

Assembled by the Ministry of Presidency and Citizen Participation in the Principality of Asturias, its main objective is to involve the young people of the Principality of Asturias (Principado de Asturias) in the reality of the cooperation and development, through professional training and improvement in the area of cooperation and development.

It offers a temporary stay in a cooperation project selected by the Asturian agency for cooperation development. Young people between 22 and 31 years old, who are registered in the municipality of the Autonomous Community of the Principality of Asturias, at least 1 year prior to the publication of the call can participate.

Extremadura Youth Cooperation Program: (Programa Jóvenes Cooperantes Extremeñ@s):

The Youth Institute of Extremadura (Instituto de la Juventud de Extremadura, IJEX), in collaboration with the Extremadura Agency for International Cooperation for the development of the Coucnil of Extremadura (Agencia Extremeña de Cooperación Internacional para el Desarrollo de la Junta de Extremadura, AEXCID), carries out the program that aims to form and educate young people of Extremadura in international development cooperation. It is articulated through actions of awareness and of theoretical and practical training aimed at young people aged between 18 and 35. Through this program, the agency finances projects that allow the participation of young people in projects of international cooperation for development or the education for development that that is carried out out by organizations registered in the Register of Non-Governmental Organizations for development of the Autonomous Community of Extremadura.

9.7 Current debates and reforms

The main debates in relation to youth and global issues verse about climate change. In relation to this matter, in the framework of the Executive Assembly 2017 of the Youth Council of Spain has presented in 2017 the resolution "Youth for the Climate" (Resolución "Juventud por el Clima"), a text that request the Spanish Government to take more measures in the fight against climate change and to pass laws on energy transition and climate change. With this resolution, the Youth Council of Spain, as a representative of different Spanish youth associations, aims to be one of the relevant players in the fight against climate change in the country and an engine of influence to promote environmental protection policies in the young population.

The main points of discussion presented in the resolution include:

- Establishment of an emission reduction target for 2050 far more ambitious than that established by the European Union: target of emissions 0.
- Implementation of an energy transition plan to reduce the energy dependence of the exterior and to contemplate the objective of reaching a 100% renewable horizon.

- Boost a change of production model that affects relevant sectors in the field of emissions: energy, transport, forests and biodiversity, industry and commerce, agriculture and livestock, waste and urban planning.
- Promotion of responsible consumption and proximity trade as an instrument to counteract the ecological footprint.
- Boost of ecological agriculture and extensive cattle ranching to promote rural development.

Glossary

Administración General del Estado (AGE)

The General State Administration is one of the Public Administrations of Spain characterized by its competence over the entire national territory, as opposed to the Autonomous and Local Administrations. It is composed of: the Central Organization (Government Commission, Council of Ministers, Delegated Commissions of the Government, Ministries, General Commission of Secretaries of State and Undersecretaries, Interministerial Commissions), the Peripheral Organization (Delegations of the Government in the Autonomous Communities, the Subdelegates of the Government in the Provinces and the Insular Directors of the General Administration of the State), and the Administration of the State Abroad (embassies and consulates). Its general regime is included in article 103 of the Spanish Constitution of 1978 and in Law 40/2015.

Agencia Española de Cooperación Internacional para el Desarrollo (AECID)

The Spanish Agency for International Development Cooperation**,** commonly known as AECID, is Spanish Cooperation's main management body, aimed at combating poverty and promoting sustainable human development. According to its Statute, the Agency was created to further the full exercise of development conceived as a fundamental human right, with the fight against poverty as part of the process for building this right.

Bachillerato

As defined by Eurydice, the Bachillerato is the general -or academic- branch in Upper Secondary Education. Students holding the 'Lower Compulsory Secondary Education certificate' gain access to this education level. Bachillerato comprises two academic years, it usually takes place when students are between 16 and 18. It comprises the following modalities: Arts, Sciences and Technology, and Humanities and Social Sciences. The students holding a positive qualification obtain the 'Bachillerato certificate'.

Catálogo de referencia de servicios sociales

The Catalogue of reference of social services is a reference guide developed by the Spanish Government through its Ministry, which aims to guarantee access to social services. Is is a guide for the general population, but it also provides information on social services specialized on assisting young people at risk of social exclusion.

Centro Nacional de Educación Ambiental (CENEAM)

The National Center for Environmental Education, commonly known as CENEAM, is a center of reference in environmental education that has been working since 1987 to promote the citizens' responsibility related to the environment. It is constituted as a resource center serving and supporting all those groups, public and private, that develop environmental education programs and activities.

Centro de Investigaciones Sociológicas (CIS)

The Center for Sociological Research, commonly known as CIS, is a Spanish autonomous body that depends on the Ministry of the Presidency and for Territorial Administrations

and whose purpose is the scientific study of Spanish society, usually through periodic surveys, on its own initiative.

Comisión Interministerial para la Juventud

The Youth Interministerial Commission was established by Royal Decree1923/2008 of 21st of November 2008. This body is currently attached to the Ministry of Health, Social Services and Equality (under the Secretary of State of Social Affairs and Equal Opportunities). It is a specific cooperation body between the Ministries as well as of promotion of youth policies, in charge of monitoring situations and problems affecting youth and proposing programmes and measures to the Government in order to solve them. In other words, it is a cooperation and relation body with the ensemble of Ministries in order to promote youth policies. Therefore, it is an instrument that enables to bring together interministerial plans and other actions addressed to youth, as well as maintaining a joint vision on the Government actions that, developed by the different Ministries, have an impact upon youth.

Comisión Tripartita para el Empleo Joven

Tripartite Commission on Youth Employment is a body for the analysis, debate and assessment of public policies concerning youth employment. It is made out of business and trade union organisations as well as the Public Administration.

Comisiones Obreras (CCOO)

The Workers' Commissions, since the 1970s, has become the largest trade union in Spain. It has more than one million members, competing with the Union General de Trabajadores (UGT) (historically affiliated with the Spanish Socialist Party, PSOE), and with the Confederación General del Trabajo (CGT), which is usually a distant third.

Comunidades Autónomas

Autonomous Regions are a central part in the decentralized territorial structure of Spain. The territorial structure is composed by the Central Government, 17 Autonomous Regions and two Autonomous cities (Ceuta and Melilla), and the Provincial and Local level. Autonomous Regions are ruled by their Statute of Autonomy which define its Autonomous Government, Administration, and an Autonomous Parliament.

Confederación Española de Asociaciones de Jóvenes Empresarios (CEAJE)

The Spanish Confederation of Young Entrepreneurs is the employer's representation of all the young entrepreneurs of Spain. It is a non-profit organization with an independent character, although integrated in different national and international institutions. The main goal is to fight for the interests of young entrepreneurs in order to motivate, guide, empower and channel business initiatives, and to facilitate the promotion of entrepreneurial culture and development.

Confederación Española de la Pequeña y Mediana Empresa (CEPYME)

The Spanish Confederation of Small and Medium Enterprises was founded on 1977. It is a confederal, intersectoral, national and professional organization, for the defense, representation and promotion of the interests of small and medium enterprises and the self-employed entrepreneur.

Confederación Española de Organizaciones Empresariales (CEOE)

The Spanish Confederation of Business Organizations was founded in 1977 and integrates two million companies and freelancers from all sectors of activity, which are linked to CEOE through more than 4,000 grassroots associations. The Confederation directly integrates 200 territorial and sectoral organizations at the autonomous and provincial levels. It is achieved so that the companies are represented by the double way of the sector to which they belong and by the territory in which they are located.

Consejo de la Juventud de España (CJE)

The Spanish Youth Council was created by Law 18/1983, November the 16th as a plural platform made out of youth entities for the exchange of ideas. Its main purpose is to participate in the design of policies that, directly or indirectly, affect youth, responding to the problems of this group. Therefore it is an advisory body, although the definition of its real current role remains unclear.

Consejo Escolar del Estado

The State School Council is the organ of participation of the sectors most directly related to the educational field. Its scope extends to the entire State. The Council also develops a consultative, advisory and proposal to the Government in relation to the different aspects of the education system.

Consejo Estatal de Organizaciones no Gubernamentales de Acción Social

The State Council of Non-Governmental Organizations for Social Action is an advisory Body, attached to the General Government Administration through the Ministry of Health, Social Affairs and Equal Opportunities, which becomes a meeting point for dialogue and participation in the association movement concerning the elaboration of social policies.

Consejo Interterritorial de Juventud

The Youth Interregional Council was established on the 18th of October 2007. Its purpose is to strengthen cooperation between the Autonomous Regions and the State, as well as between Autonomous Regions, concerning all matters to do with youth public policies.

Consejo Superior de Deportes (CSD)

The High Council of Sports is the regulatory body of sport at the state level, dependent of the Ministry of Education, Culture and Sport. As an autonomous body it has the functions of the General Administration of the state in sports matters. Its resolutions can be appealed in contentious-administrative jurisdiction.

Encuesta de Población Activa (EPA)

According to the National Statistics Institute (Instituto Nacional de Estadística), the Labour Force Survey, commonly known as EPA, is a continuous investigation of quarterly periodicity directed to households. Its main objective is to obtain data on the population in relation to the labour market, and obtain figures on active population, unemployed and inactive people.

ESO

ESO (Educación Secundaria Obligatoria) as defined by the Ministry of Education, the Lower Compulsory Secondary Education is a compulsory and free educational stage that completes basic education. It consists of four academic courses that are usually carried out between 12 and 16 years of age.

Estatutos de Autonomía

Autonomy Statutes are the basic rules for the proper functioning of the Spanish Autonomous Regions adopted as Organic Laws. These laws establish competences and structures for decision-making in the Autonomous Regions.

Estrategia de Pormoción de la Salud y Prevención

The Strategy For Health Promotion and Prevention was launched in 2013 and proposes the progressive development of interventions aimed at gaining health and preventing disease, injury and disability. The ones responsible for carrying out the strategy are the professionals related to health as well as of the central and autonomous sanitary administrations.

Estartegia Española para la Activación del Empleo

The Strategy for Employment Activation 2014-2016 establishes the training needs making a difference between cross-cutting needs and sectoral needs, whether these are needs applicable to employment in general or applicable to precise sectors of the economic activity and the labour market.

Federación Estatal de Municipios y Provincias (FEMP)

The State Federation of Municipalities and Provinces, is the association of Local Entities with greater implantation as they represent more than 90% of the Spanish Local Governments. Its aim is to promote and defend the interests of local entities.

Fundación Biodiversidad

The Biodiversity Foundation is a public sector foundation belonging to the Ministry of Agriculture and Fisheries, Food and Environment created in 1998 to protect the natural capital and biodiversity of the Spanish territory.

Fundación ONCE

The Once Foundation is aimed at carrying out job-training integration and employment programs for people with impairments and global accessibility, promoting the creation of environments, products and services that are globally accessible.

Fundación Secretariado Gitano (FSG)

The Roma Secretariat Foundation develops all kinds of actions that contribute to achieve the full citizenship of Roma people, improve their living conditions, promote equal treatment and prevent all forms of discrimination as well as the recognition of the cultural identity of the Roma community.

Fundación Tripartita

The Tripartite Foundation is a key actor in the updating and forecasting of professional skills. It is one of the bodies comprising the organisational structure and institutional participation of the Vocational Training System for Employment.

Garantía Juvenil

The Youth Guarantee is an initiative framed in the plan denominated as Strategy of Young Entrepreneurship and Employment of the Government of Spain, oriented towards reducing high levels of unemployment and to facilitate the labour insertion of young people.

Guía Didáctica de Educación para la Participación

The Teaching Guide of Education for Participation is aimed at promoting the association and informing non-associate young people between the ages of 14 and 22 about the possibilities of participating in the Spanish youth movement and in the full exercise of their citizenship.

Guía para una escuela activa y saludable y programa Perseus

The guide to an active and healthy school (2008) and the Perseus program is a guide directed at the school managers, teachers, fathers and mothers, technicians and those responsible for the regional administrations that aim at orienting the development of physical and healthy activity of the students.

Instituto de la Mujer

The Institute of Women, an independent organisation which is attached to the Ministry of Health, Social Services and Equality, seeks to promote the conditions that allow social gender equality and the full participation of women in political, cultural, economic and social life. The Institute was originally attached to the Ministry of Culture until 1988,

when it was passed on to the Ministry of Social Affairs and later, in 2004, the Ministry of Employment. Its attachment to this Ministry was under the General Secretariat for Equality Policy. Since 2008, it has been a part of the Ministry of Equality, created by the Government after the general elections that same year. In November 2010 the General Secretariat for Equality Policy was closed and the Institute became attached to the Ministry of Health, Social Policy and Equality. In December 2011, a number of ministerial departments were restructured and the Ministry of Health, Social Policy and Equality was closed, as was the State Department for Equality to which the Institute was attached, to be replaced by the Ministry of Health, Social Services and Equality and the State Department for Social Services and Equality, which assumed all the responsibilities of the former bodies. The General Directorate for Equal Opportunities was also created, with its incumbent assuming the functions of the Institute of Women General Directorate, allowing the development of integrated policies relating to equality.

Instituto Nacional de Estadística (INE)

The Law assigns the National Statistics Institute, commonly known as INE, an important role in public statistic activity, expressly placing it in charge of large scale statistical operations (demographic and economic censuses, national accounts, demographic and social statistics, economic and social indicators, coordination and maintenance of company directories Electoral Census training...). Moreover, the law attributes the INE with the following functions: formulation of the National Statistics Plan with the collaboration of Ministerial Departments and the Bank of Spain; the proposal of common regulations on concepts, statistical units, classifications and codes; and relations on statistics with specialised International Institutions and in particular, with the European Union Statistics Office (EUROSTAT).

Instituto NAcional de las Cualificaciones (INCUAL)

According to the European Commission, the National System for Qualifications and Vocational Education and Training is the technical instrument, endowed with capacity and independence of criteria, which supports the General Council of Vocational training to achieve the objectives of the national system of qualifications and vocational training. It provides reliable and quality information on the field of professional education. It has the responsibility to define, develop and maintain the national catalogue of professional qualifications and the corresponding Modular catalogue of professional training.

Instituto Nacional de Tecnologías Educativas y Fromación del Profesorado (INTEF)

The National Institute of Educational Technologies and Teacher Training is the principle manager for introducing new technologies into the field of education. To improve the quality of education and integrate students and professors into the information society, it deals with the incorporation of technologies into the classrooms.

Impuesto Sobre la Renta de las Personas Físicas (IRPF)

The Personal Income Tax System is a progressive tax paid by all residents of Spain according to their income.

Jóvenes e Inclusión

Youth and Inclusion is a network of organisations working to improve social inclusion, emancipation and autonomy of young people at risk or social conflict.

Ley Orgánica de régimen Electoral General (LOREG)

The LOREG is an Organic Law that regulates the National, Local and European elections. It was approved in 1985 and modified in 2011.

Ley Orgánica para la mejora de la calidad educativa (LOMCE)

The LOMCE or Organic Law for the Improvement of the Quality of Education was approved in the year 2013. The main objectives pursued by the reform was to reduce the early dropout rate of education, improve educational outcomes according to international criteria, improving employability, and stimulating the entrepreneurial spirit of the students. The reform was contested and aimed at increasing the autonomy of the centres, the reinforcement of the management capacity of the centres, the external evaluations of end-of-stage, the rationalization of the educational offer and the flexibilization of trajectories.

Ministerio de Asuntos Exteriores y Cooperación (MAEC)

The Ministry of Foreign Affairs and Cooperation plans, directs, implements and assesses Spain's foreign policy and development cooperation policy, following the Government's guidelines and applying the principle of unity of external action. Promoting international economic, cultural, security and scientific relations. It also cooperates in the elaboration and implementation of migratory policies in line with the international treaties of which Spain is a part.

Ministerio de Educación, Cultura y Deportes

The Ministry of Education, Culture and Sport is responsible for setting out and implementing Government policy on professional training and university education, as well as for promoting, protecting and disseminating Spanish historic heritage, state museums, the arts, books, reading and literary creation, film and audiovisual activity, books and state-owned libraries, and for promoting and disseminating culture in Spanish. It also promotes cultural cooperation and international relations in the field of culture, the latter in partnership with the Ministry of Foreign Affairs.

Ministerio de Sanidad, Servicios Sociales e Igualdad (MSSSI)

The Spanish Ministry of Health, Social Services and Equality is responsible for the proposal and execution of the Government's policy on health, planning and healthcare and consumption, as well as the exercise of the powers of the General State Administration to ensure citizens the right to health protection. It is also responsible for the proposal and implementation of the Government's policy on cohesion and social inclusion, family, protection of children and care for dependent or disabled people and equality, as well as the fight against all kinds of discrimination and against gender violence.

'Nini'

It is the Spanish equivalent to the NEET, that is, youth up to 25 years of age not in employment, education or training. It is usally used as a derogatory term.

No hate

It is a campaign against internet intolerance in Spain whose aim is to mobilize citizens to debate, to act in defence of human rights and fight against any form of intolerance on the internet.

Observatorio de la Juventud

The Youth Observatory is a technical body of analysis and assessment of the situation of youth in our country and of support for the design of initiatives, youth programmes and policies.

Observatorio de las Ocupaciones del Servicio Público de Empleo Estatal

The Occupation Observatory of the Public State Employment Service, as a technical unit of the Public State Employment Service, analyses the situation and trends in the labour market, groups of interest within the market and their transformations.

Plan Cultura 2020

The Culture Plan 2020, developed by the Ministry of Culture in March 2017, it is the successor to the General Strategic Plan 2012-2015 and is an instrument whose main objective is to make culture a State policy in a period of 3 Years, that is to say, from 2017 to 2020.

Plan de Acción sobre Drogras

The Action Plan on Drugs is an action plan linked to proposals that are promoted in the same direction as the European level. Its goal is the prevention of drug use, and the assistance and social reintegration of addicted people.

Plan de Inlcusión del Alumnado con necesidades educativas especiales

The Inclusion Plan for students with special education needs, from the National Center for Educational Research and Innovation (CNIE) is aimed at improving the educational attention to all students and more specifically to the ones who present special educational needs.

Plan Estatal de vivienda (2018-2021)

The Action Plan on Housing is an aid to young people for house renting or house purchasing. Young people up to 35 years old may be beneficiaries. The amount of this rental aid will be up to 50% of the monthly rent, for rentals between 600 and 900 € / month, for a maximum of 3 years. The aid for the acquisition of housing will be up to €10,800 with the limit of 20% of the purchase price.

Plan Estratégico de convivencia escolar

The strategic plan for school coexistence is aimed at preventing all kinds of harassment and school violence and is articulated in tone to seven fundamental points and includes different lines of action. It also establishes the mechanisms for evaluating the Plan.

Plan Estratégico Nacional de Lucha contra la Radicalización

The Strategic plan for the fight against terrorism in Spain is aimed, according to the Ministry of Internal Affairs, at constituting an effective instrument for early detection and neutralization of outbreaks. It is focused on violent radicalism, acting on those communities, groups or individuals at risk or vulnerability.

Plan Nacional de Acción para la Inclusión Social del Reino de España 2013-2016 (PNAIN 2013-2016)

According to the Ministry of Health, Social Services and Equality, the National Action Plan on Social Inclusion (NAPincl 2013-2016) promotes the defence of the Welfare State, ensuring its sustainability and viability through the modernization of the social protection system within the framework of the objectives that the European Union has marked in its strategy Europe 2020 for and sustainable and integrative growth.

Plan Nacional de Implantación de la Garantía Juvenil

The National Plan for the Implementation of the Youth Guarantee establishes actions in respect to professional counselling, work information and guidance in order to find a job. This plan has been funded by the European Union.

Plataforma de Voluntariado de España (PVE)

The Spanish Volunteer Platform, commonly known as PVE, was created in 1986 with the aim of promoting volunteering and gather together the various organizations form the local and regional scope to establish common channels of thought and action. This organization has become the reference of systematization and coordination of voluntary action in Spain.

Portal de Transparencia

The Transparency Portal in accordance with the provisions of Law 19/2013 on Transparency, Access to Public Information and Good Governance, aims to expand and reinforce transparency, regulate and guarantee the right of access to information, and establish the obligations of good governance.

Real Decreto

A Royal Decree is a rule emanating from the Government, on behalf of the King of Spain, and by virtue of the powers prescribed in the Constitution.

Rector

A Rector is the highest authority of a University while the Dean is the highest authority of a faculty.

Renta Básica de Emancipación

The Basic Emancipation Income is, according to the Ministry of Development, a set of direct Central Government benefits, aimed at financially supporting payment for the rented accommodation that constitutes your habitual and permanent residence, under the conditions and requirements established by Royal Decree 1472/2007. However, this measure was repealed on 2011.

Revista de Estudios de Juventud

The Youth Studies Journal of the Spanish Youth Institute is a useful publication in order to get to know the issues affecting the youth. This publication has been issued ever since 1979 and deals, as a monographic, with subjects of interest related to life, habits and needs of youth. It is published in paper and ever since no. 57 also in full text digital format, broadcasted through the INJUVE website.

Secretaria de Estado de Servicios Sociales e Igualdad

Within the Ministry of Health, Social Services and Equality, is the superior body competent for the "Promotion of social services and support of the cooperation with the non-governmental organisations, support of social volunteering, in the scope of competences constitutionally assigned to the State".

Servicio Español para la Internacionalización de la Educación (SEPIE)

The Spanish Service for the Internationalization of Education, under the Ministry of Education, Culture and Sport acts as the National Agency for the management, dissemination, promotion and impact studies of the new Erasmus + program in the field of education and training (2014-2020) and of the Lifelong Learning Program (PAP) 2007-2013, in addition to other European educational initiatives and programs.

Servicio Público de Empleo Estatal (SEPE)

The National Employment Public Service is an autonomous body affiliated with the Ministry of Employment and Social Security, which, together with the public employment services of the Autonomous Communities, forms the National Employment System. It is entrusted with the management, development and monitoring of the programs and measures of the employment policy.

Sistema Nacional de Empleo

The Spanish National Employment System is the ensemble of structures, measures and actions needed to promote and develop employment policy, made out of the SEPE, State Public Employment Service, and the regional public employment services.

Tribunal Constitucional

The Constitutional Court is the Spanish constitutional body that exercises the function of Supreme interpreter of the Constitution, independent in its role, and it is regulated in the "Title IX" of the 1978 Constitution— articles 159 to 165. In addition, it extends its jurisdiction to the entire Spanish territory

Unión General de Trabajadores (UGT)

The General Worker's Union of Spain is one of the two major trade unions in Spain, founded in 1888. It is aimed at protecting the general interest of workers regardless of their labour situation (employed or unemployed) or the kind of contract they have (permanent or temporary).

Volunteering Statute

This agreement is considered as the instrument of definition and regulation of relationships between volunteers and the volunteering entity.

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