

THE MODEL OF EDUCATION PROCESS THAT METS THE NEEDS OF BUSINESS (THE CASE OF SPAIN)

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Abstract:

The issue that we deal with is theoretical knowledge acquired by the Spanish students, and the need to acquire more practical knowledge, because in Spain is much deeper in the first, and left a huge emptiness in the second. In a context of increasing globalization, information technology, and increasing importance in the activities related to Business Administration and Management, the companies should work with education agencies to give new students ability to adapt easily to a market work that is constantly changing. The labour practices are of great importance, as these they are often what determine if we are to get a job in a particular company or not. The new companies are looking for students with practical knowledge as a requirement previous to incorporate them to their workforces. For this reason the Spanish education must change radically if we want to have our students prepared for today's job market, in which we have to replace the theoretical knowledge by practical. For this reason we will attempt such as the main theme the manner in which businesses and universities should work together to give the new students an opportunity to acquire practical knowledge before entering the labour market.

Keywords: knowledge, management, education

1. STRUCTURE OF EDUCATION SYSTEM IN SPAIN

Education in Spain is currently governed by the organization which in Spain is referred to as LOE (Organic Law of Education). It is a constitutional right of the citizens and it is compulsory and available free up to 16 years of age.

The educational instruction in Spain is characterized by a free primary and secondary education and university education at a high cost, so not everyone can afford to access to such education. At the time of analyzing education in Spain, we can differentiate five big different types of education:

- The child education is the first, between 0 and 6 years. It is not obligatory. Inside this type of education we can find two different cycles. The first cycle is between 0 and 3 years and the second cycle is between 3 and 6 years.
- Below we find the primary education, between 6 and to 16. It is obligatory and free. A lot of young people leave their studies after finishing this education. We can divide this education in two more cycles, the primary education between 6 and 12 years, and what is called in Spain like the ESO, the Obligatory Secondary Education, which goes from the 12 years until the 16 years old.
- The next one is the post-compulsory secondary education, the most common type of education in Spain is high school as a preparation for enter the university.
- The fourth type is the university education, that is not obligatory, but however it has a high cost.
- The last type is the special teachings, where we can find for example languages or sports lessons.

1.1. Unemployment of young people

The unemployment of young people in Spain is one of the biggest problems that we have currently. Since the beginning of the crisis in 2008 youth unemployment has increased hugely up to reach 55% in the last quarter of 2013. (Source: INE.es; National Institute of statistics) The main sector affected by the current crisis has been the tertiary, which has similar figures to that of 10 years ago.

Table 1: Employment by age group in Spain, 2008 and 2012 (Thousands)

Age group	2008	2012	Dif.	%
16-24	1.849,9	850,5	-999,4	-54,0
25-29	2.773,3	1.789,8	-983,5	-35,5
30-64	15.629,7	14.641,5	-988,2	-6,3
Total	20.252,9	17.281,8	-2.971,1	-14,7

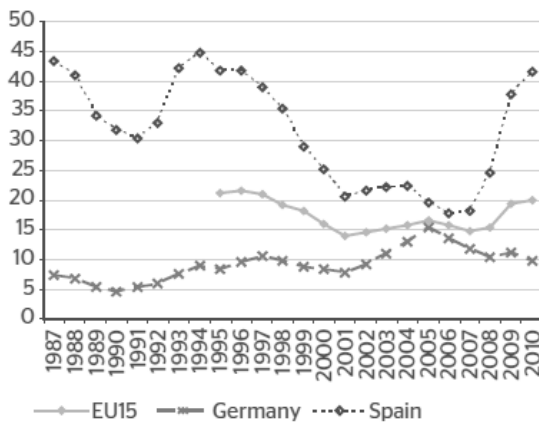
Source: EPA, INE (first quarter).

This massive increase in youth unemployment in Spain has a number of causes that explain the situation:

We can consider the first reason of youth unemployment in Spain as the deficiency of education. Here we can highlight the large number of young people leaving school without finish their secondary education, in addition to the polarization that is undergoing currently education. The amount of people leaving school without finish their studies is higher in Spain is higher than the average of Europe. Only Malta and Portugal have higher amount than Spain. This makes access to employment difficult for young people, because they don't have enough knowledge to work so they are not prepared for the jobs that companies offers. As for the polarization of education, a large amount of young people have university education, which causes the amount of unemployed young people with this type of education in Spain is above the European average.

The second reason consists of a set of generating employment policies that has implemented the government, but have not had any efficacy in the labor market. Furthermore, we must emphasize that the labor market is currently undergoing a process of segmentation.

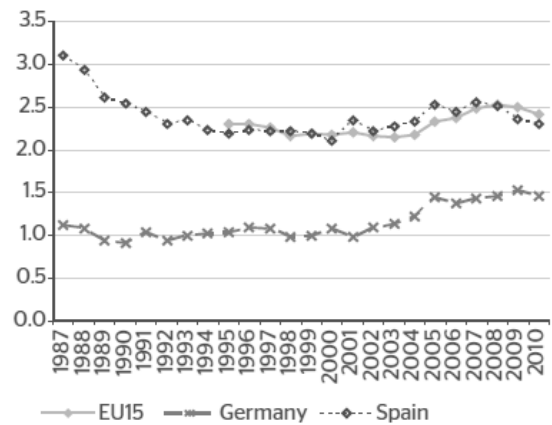
Chart 1
 Youth unemployment rate
 (% of under-25s unemployed)



Source: BBVA Research based on Eurostat

Source: BBVA Research based on EUROSTAT

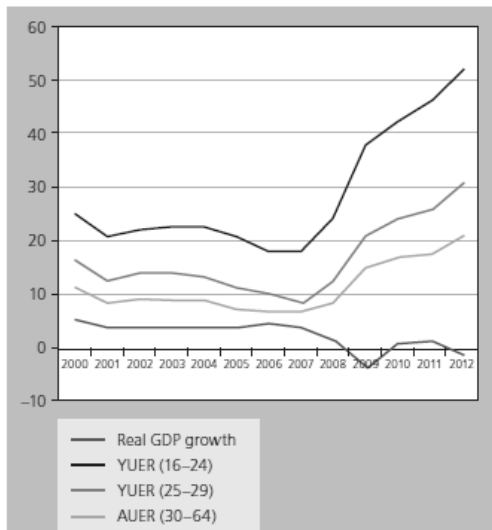
Chart 2
 Relationship between
 unemployment levels based on age (Under-25s
 unemployment / Over-25s unemployment, %)



Source: BBVA Research based on Eurostat

These reasons and the large number of youth unemployment that exist in Spain causes on the young what is known as a discouragement effect, which consists of they have becoming less motivation and desire at the time of finding employment because of the difficulty in finding it. With regard to the consequences of those levels of unemployment, we find that the average income of the families have been reduced, and therefore their quality of life in addition to that young people take more time to emancipate themselves. All of this has resulted in an increase in poverty, the more evictions and unpaid bills basic as light or water. This whole situation that Spain is living not only we find in our country, but also many international media underscored the difficult situation through Spain with the current crisis.

Picture 1: Annual variation of real GDP and unemployment rates by age groups in Spain, 2000–2012 (%)



Notes: Corr YUER-GDP growth (16-24) = -0,7947. Corr YUER-GDP growth (25-64) = -0,7520.

Corr YUER-GDP growth (25-29) = -0,7280. Corr YUER-GDP growth (30-64) = -0,7615

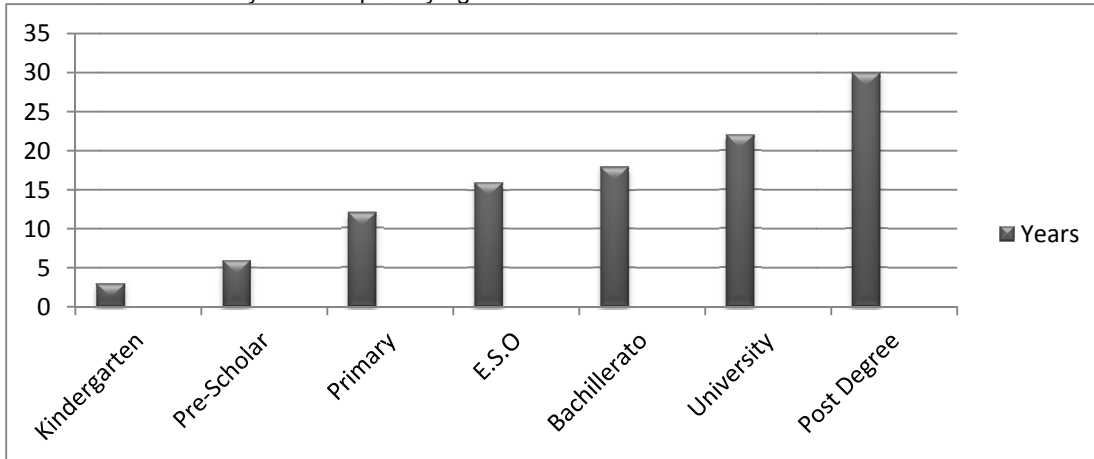
Source: Eurostat (GDP, 2012 estimated) and EPA, author's calculations.

1.2. Education system

Education is one of the most important factors to measure the state of social welfare of a community. It is the preparation of young people who in the future will be part of the world of work and business. Therefore, it is important to know our educational system regarding the cultural and social environment in which we live, in this case the European Union. The current educational situation in Spain is worrying, as it represents 4.5% of GDP, far below the 5.5% EU average (Source: Eurostat). But most disturbing is that instead of converging in education spending is diverging.

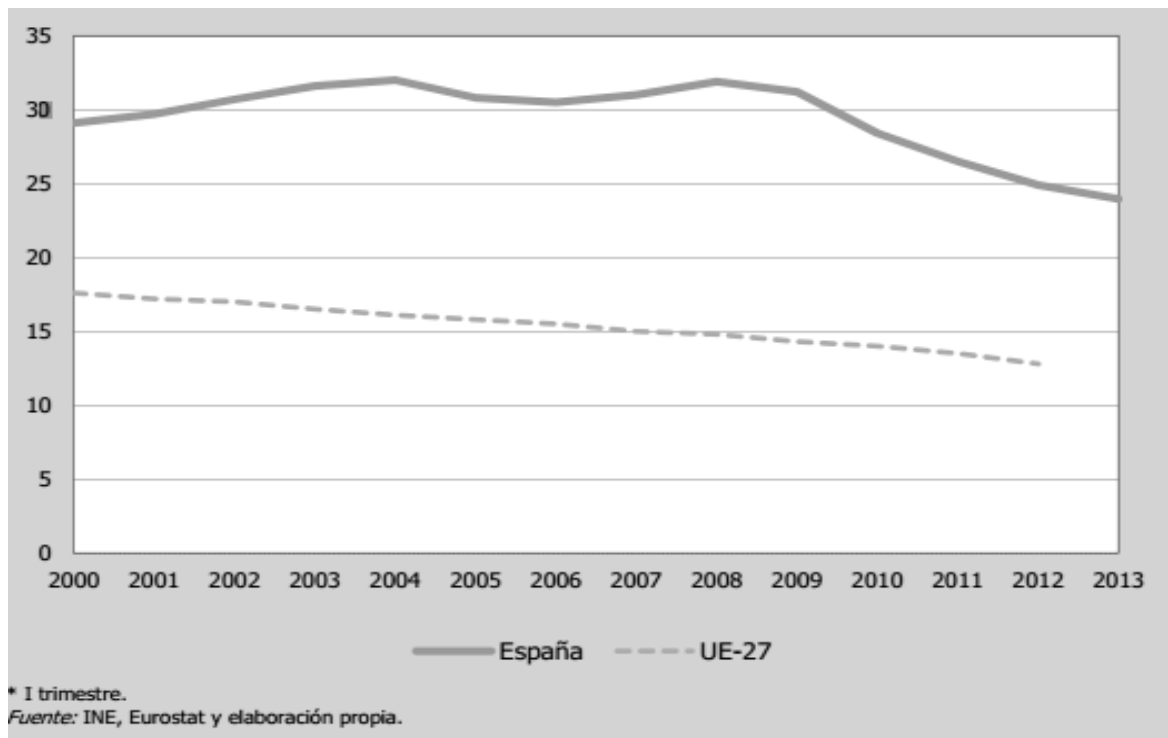
To get a brief idea, the education system in Spain is the follows:

Picture 2: Education System in Spain by ages



Premature school dropout of new generations may have serious implications for economic development and social and labor inclusion in the future. Therefore, the reduction of abandonment is one of the priority objectives of the Education and Training 2020 strategy of the European Union.

Picture 3: Secondary School dropout rate. Spain and UE-27.2000-2013 (%)



Source: INE.es (National Institute of Statistics), Eurostat. First quarter of 2013.

Addition to the school dropout rate, there is a major problem in Spain, the high rate of youth unemployment. Currently youth unemployment in Spain setting is 55% (Source: INE.es; National Institute of Statistics, and Eurostat, epp.eurostat.ec.europa.eu), and we must ask us the reason, if due to a failure in the education system or problems in working conditions for young in the markets.

The model of connection between business and education

One of the principal problems which find the new university's students that are leaving university is that they have theoretical experience but there is not practical experience. This is an enormous inconvenience when looking for a first job in the labor market because companies currently considered of enormous importance the previous experience when recruiting a new worker.

This is a problem that both universities and companies must search for solution. Currently at the university students are offered the possibility of making practice for 3 months, but usually this is not enough, because these practices consist of only in making a simple and monotonous task. Students who perform these practices can develop in one type of activity, but are not prepared to performing tasks with more variety or other type of functions.

So universities and companies should work together to solve this problem. The students must have experience about how the labor market works, because they must know how to act in different situations. Practical experience can give a lot of benefits for both, students and companies that recruit them. Some businesses schools have realized that companies increasingly are looking more for the new ideas that the students that they recruit can contribute to the company. This is the reason because currently companies are offering special courses to their employees to prepare them with practical elements of their future jobs.

Among the aims of education must always be present the development of personal qualities that form the basis of the spirit entrepreneur. Should be introduced in educational systems from the beginning as a basic new approach to teaching and as competition.

To advance in employment, equality, growth, competitiveness and innovation, it is essential to encourage the entrepreneurial spirit in youth and even children. In this regard, education can and should contribute to creating a more entrepreneurial culture in our country. But this is not always the case:

- In some business schools promote values, but practically none business. It is not intended that companies leave school, but people with the necessary attitudes.
- The educational system that applies to when teaching, it is observed that is undermining rather than encouraging the creation and creativity of students from the early years of their education. It would be more appropriate powers specificities and personal qualities of each member uniformity within groups.
- -There is a general lack of attractive and appropriate to facilitate the transfer of concepts and contents related to the teaching of values that encourage entrepreneurship teaching resources, teachers are not well enough trained to meet this challenge, they are prepared only for transmission of knowledge and the maintenance of discipline in the classroom. They have a shortage of vocation and ignorance of the business world that reflects little incentive to students in this regard.

However, the government of Spain tries to solve these problems with some programs such as "EME Programme (A company in my school)," which integrates education and business using the creation in each class, a school cooperative product manufacturing by a cross and meaningful learning in a playful context.

However, the government of Spain tries to solve these problems with some programs such as " EME Programme (A company in my school)," which integrates education and business creation using a school cooperative manufacturing products through cross- learning and significant in a playful context. Or similar as "Embark" Program, "Imagine your company project (ITE) "etc. and not only at school level but also encourage such programs to a higher level in universities.

These projects encourage the young to have an entrepreneurial mindset and creating a link between business and education since young, throughout the different educational levels. They must know how to act before the changes and adverse situations that may arise from them in the future, and we want them actions are different, creative and innovative, because what is search of a good entrepreneur is to have something that others do not have " the difference is what differentiates us " and that can't be learned in books, it polishes it over the years of their educational training.

2. CONCLUSION

The Professional Practices are the set of activities and professional training that the new students need to the application of knowledge and linking with social and productive environment.

The Importance of Professional Practice, as a student, is to contribute directly to a integral formation through a combination of theoretical knowledge acquired in the classroom with the practical aspects in the labor market.

The objective of the Professional Practices is to help in the formation of the professional future so that students develop skills and competencies to be developed and included to enable the dynamic demands of the labor market.

This is what universities and companies must achieve working together. Even if it means great change is needed. Is necessary to amend the Spanish educational structure and adapt it to the changing needs of the labor markets and emerging companies, who demand young people with a great qualification.

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