

Vocational guidance and dual training

Towards an integrated
youth employment model



Fundación **Bankia**
por la Formación Dual

INSTITUTO DE LA  EMPRESA FAMILIAR

© 2018, Instituto de la Empresa Familiar

The reproduction in full or in part of this publication, or its computer treatment, or the transmission in any form or by any medium, be it electronic, mechanical, by photocopy, by recording or by other methods, is not permitted without the prior written permission of the Copyright holders.

www.iefamiliar.com

For many years, Spain has been dogged by a structural unemployment problem that has worsened during the recession but that has remained latent at times of recovery. It is a widespread problem, but one that is especially alarming in the case of young people, both because of the high percentage it represents (36% between the aged of 15 and 24) and because of the consequences it has on the allocation of resources and economic efficiency, and on the social problems that it creates.

This report analyses youth unemployment from the point of view of the skill sets of the human capital

This report analyses youth unemployment from the point of view of the skill sets of the human capital as one of the key factors in a country's competitiveness and social wellbeing. This fact is not new, but it takes on a more central role in a setting of globalisation and digitalisation, and where processes such as tertiarisation, an ageing population and growing skill sets worldwide determine the development of the knowledge economy or industry 4.0.

One of the main effects of globalisation is economic convergence, in terms of both GDP and employment. While the contribution to the world GDP of the developing countries in 2000 accounted for 20.7% of the total, by 2017, this percentage had risen to 39.8%, practically double. Besides this, in the same period, 675 million jobs were created worldwide, 25.8% more, to reach 3.29 billion employed people in 2017. Whereas in the EU, 17 million jobs have been created, and 14 million in the USA, the regions that have grown the most in terms of employment have been Africa, with 170 million (+63% between 2000 and 2017) and Latin America, with 84 million, up 41.5%.

Table 1.

Global distribution of world employment. Thousands of employees

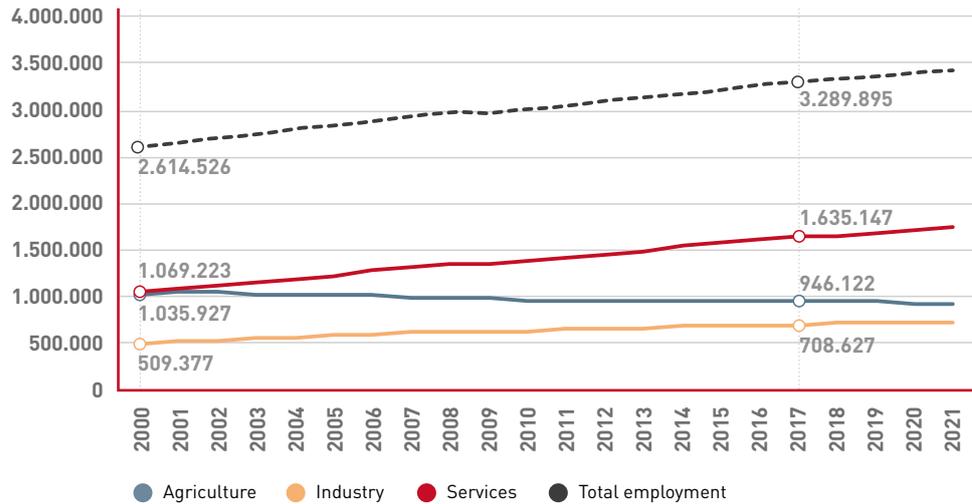
Source: ILO

	2000	2017	Variation 2000-2017	Percentage variation 2000-2017
Africa	270,397	441,058	+170,661	+63.1%
America	361,555	463,649	+102,093	+28.2%
United States	142,078	155,876	+13,798	+9.7%
Latam	204,376	289,143	+84,767	+41.5%
Arab States	25,800	49,404	+23,603	+91.5%
Asia and Pacific	1,594,565	1,931,953	+337,388	+21.2%
China	703,763	772,450	+68,686	+9.8%
India	387,746	502,503	+114,757	+29.6%
Japan	63,854	62,866	-988	-1.5%
Europe and Central Asia	362,209	403,832	+41,622	+11.5%
EU28	207,838	225,203	+17,365	+8.4%
World	2,614,526	3,289,895	+675,369	+25.8%

It is also interesting to see how this growth has been concentrated in the services sector, which grew by 52.9% to reach 1.635 billion jobs, compared with the 39.1% of industry (709 million) and the 9.5% fall in the number of people working in agriculture (946 million).

Graph 1.
Distribution of world employment by sector (thousands)

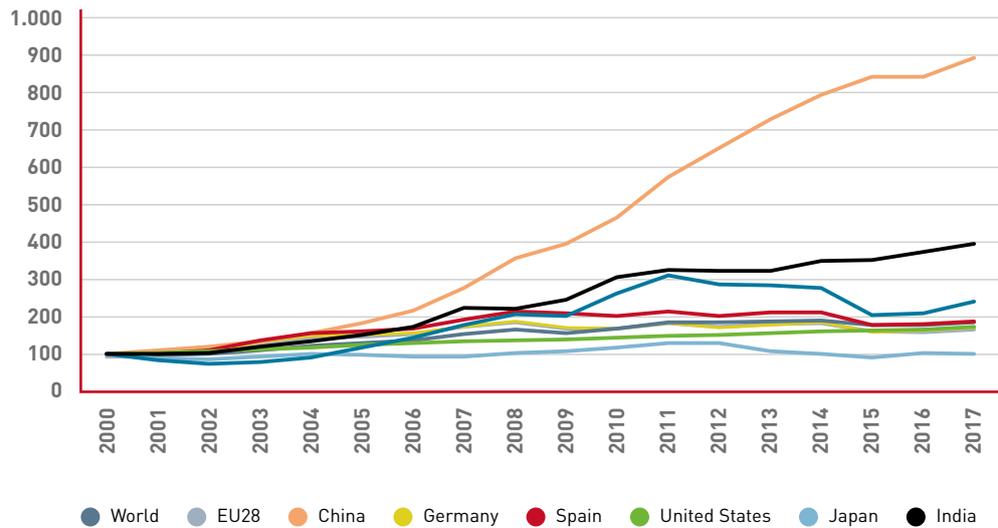
Source: ILO



Therefore, the developing countries have been gaining ground in world GDP since 2000, which is evident in employment, but above all in productivity, as can especially be seen in the case of China, where GDP per worker has multiplied ninefold since 2000.

Graph 2.
Evolution of GDP per worker. Base 100 = year 2000

Source: International Labour Organization and International Monetary Fund

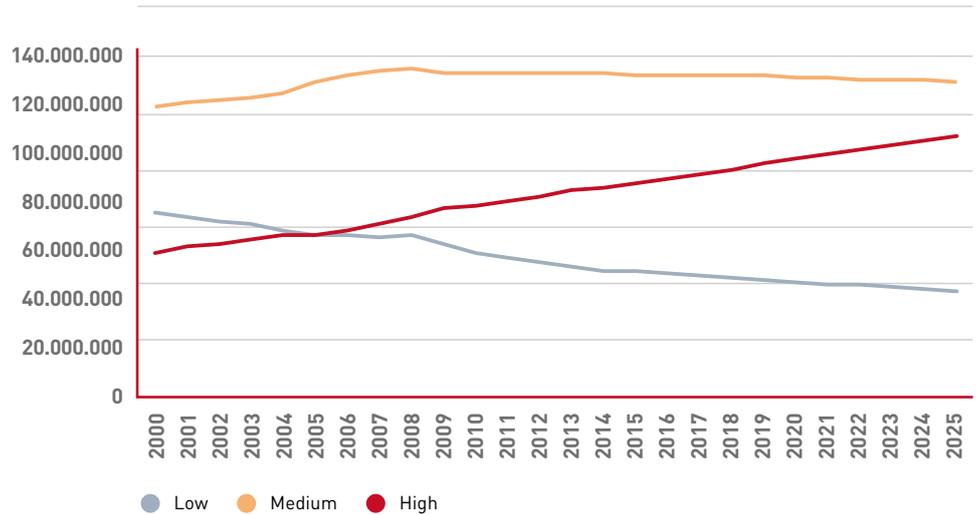


This way, the skill set is growing, due both to the greater number of people working and to their greater productivity derived from new technologies, tertiarisation and better qualifications. For example, in the European Union, we see an increase in the percentage of workers with high levels of qualifications, reaching 31% of the

total, compared with 21% for those with low levels of qualifications. These percentages were 22% and 30.5%, respectively, in 2000. This way, human capital becomes an increasingly more decisive economic factor and the major differentiating element in terms of competitiveness.

Graph 3.
Evolution of the active population of the European Union (EU28) by level of qualification

Source: European Centre for the Development of Vocational Training (CEDEFOP)



The analysis of Spain, therefore, must be made in this new international context, where the developing economies are converging with and accessing new technologies under similar conditions to those of the developed countries, and they have ever greater capacity to compete in international markets.

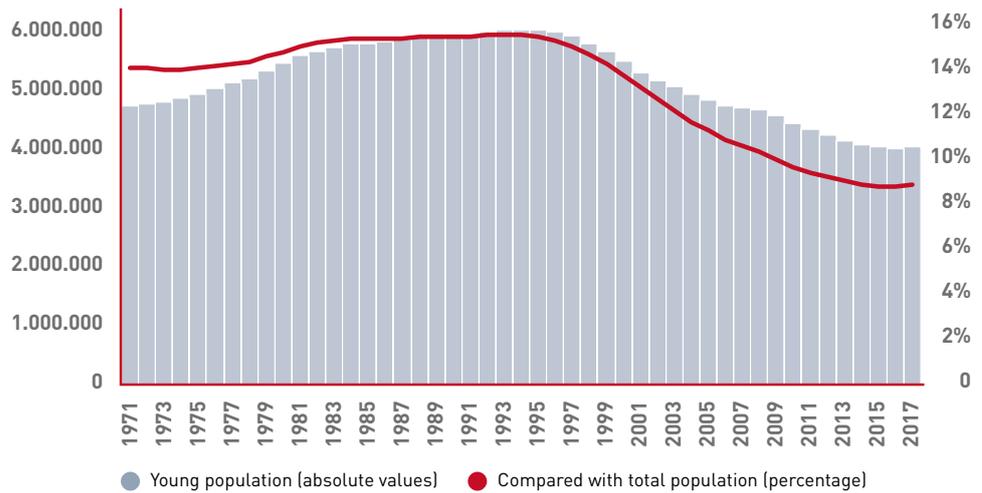
As we stated, the situation in Spain displays a high level of youth unemployment that surprisingly goes hand-in-hand with difficulties faced by companies in finding skilled staff in line with the requirements of new jobs. There are increasingly fewer young people in the job market and the ones prepared to work have training that very often does not match the needs of companies.



The lower number of young people is a consequence, firstly, of the demographic problem. We have gone from 6 million people aged between 15 and 24 in 2000 to 4.5 million in 2016, a fall of 26%.

Graph 4.
Evolution of the population between the ages of 16 and 24 compared with the total population

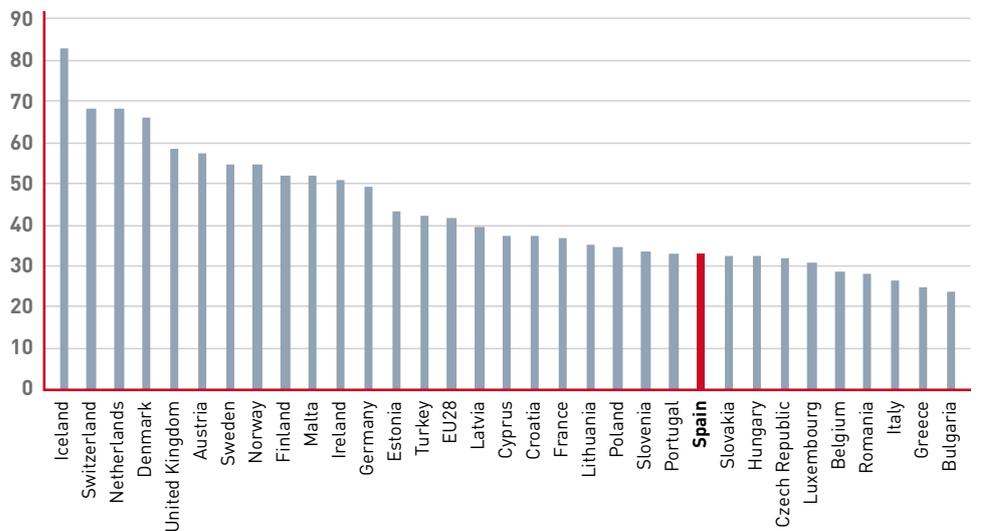
Source: Spanish Office of National Statistics



The second reason is the reduction in the active youth population, which went from 2.5 million in 2000 to 1.4 million in 2016, a fall of 42%, as well as the demographic issue, and a smaller number of people combining work and studying. Whereas in 2005 there were 489,000 young people who both worked and studied, by 2017, this figure had dropped to 276,000. Consequently, the activity rate of young people in 2017 was 36.9%, one of the lowest in Europe. Without a doubt, the high level of youth unemployment is a disincentive to looking for work, so it becomes a vicious circle.

Graph 5.
Rate of activity of young people (16-24) by European country (2016)

Source: Eurostat

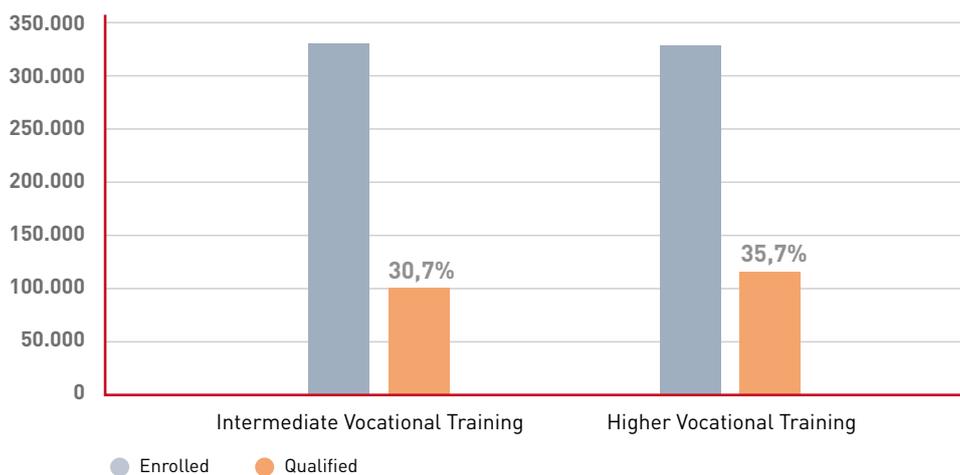


In addition to this, the training of young people does not, in part, match the needs of companies due to a problem of both information regarding vocational options and of the quality of training. As a consequence of the lack of vocational guidance and of training quality, we find some polarisation, in which there is a high number of young people who abandon their studies and who are not working either, and others who gain higher qualifications for jobs that do not require such a high level of training.

In fact, Spain is in second place in terms of school dropout rates in Europe, second only to Malta (the percentage of young people who give up on their studies after ESO compulsory secondary education stands at 18.5% of the total). Spain is the fourth-highest country in the OECD in terms of the number of young people who are neither studying nor working (one in five young Spanish people between 20 and 24 neither study nor work), and we have a high percentage of young people who abandon their studies: the dropout rate of first-year university students was 22.5% in 2015, whereas 2 out of every 3 Vocational Training students did not get the qualification in the planned period.

Graph 6.
Percentage of Vocational Training qualification-holders compared with the total number of enrolments

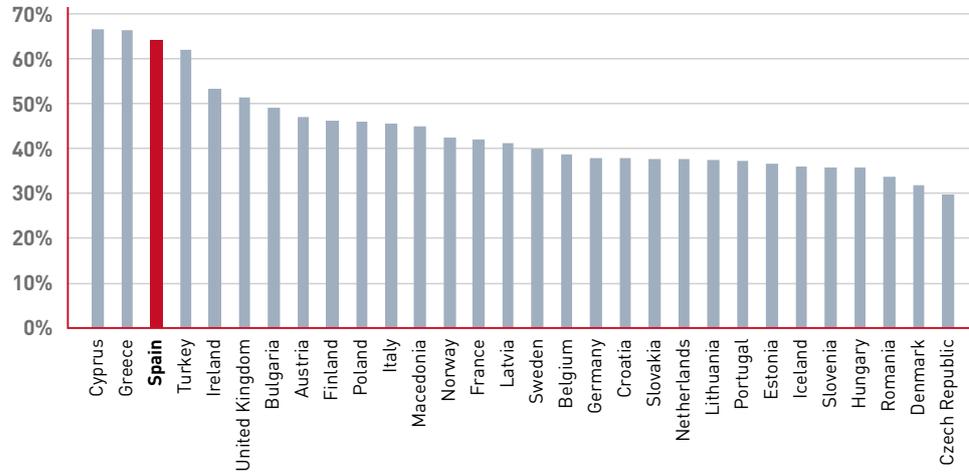
Source: Spanish Ministry of Education, Culture and Sport



In turn, in comparison with other EU countries, there is a high number of university students compared with Vocational Training qualification-holders, which explains why the job market in Spain is not able to absorb the high number of graduates and creates some of the highest rates of over-qualification in the European Union. In the services sector, for example, over-qualification is 64%, while it stands at 50% in the industrial sector.

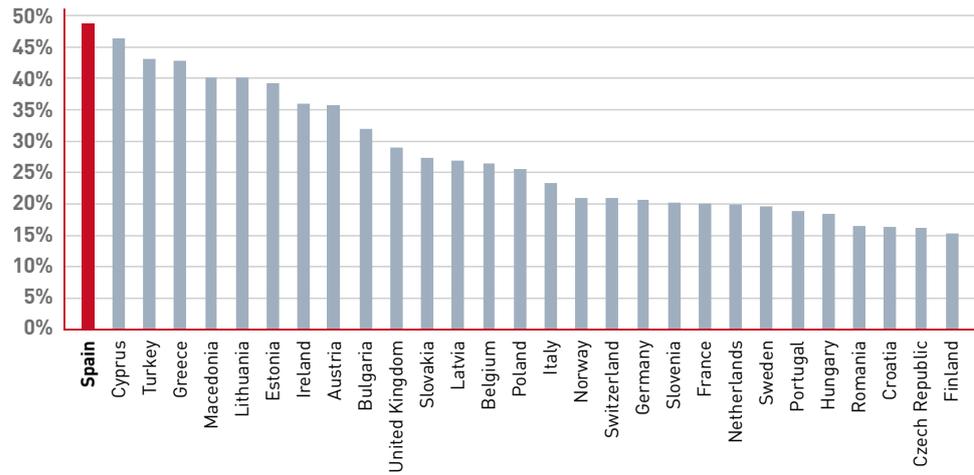
Graph 7.
Level of over-qualification in the services sector (2016)

Source: Eurostat



Graph 8.
Level of over-qualification in the industrial sector (2016)

Source: Eurostat



Over-qualification leads to personal frustration and a high level of inefficiency in the system, with high costs for the Public Administration. Probably one of the reasons that explains the high level of over-qualification is the lack of an intermediate training offer, i.e. quality vocational training, updated and adapted to the needs of the market, which would explain its lower reputation and the fact that a large number of students choose to study a university course.

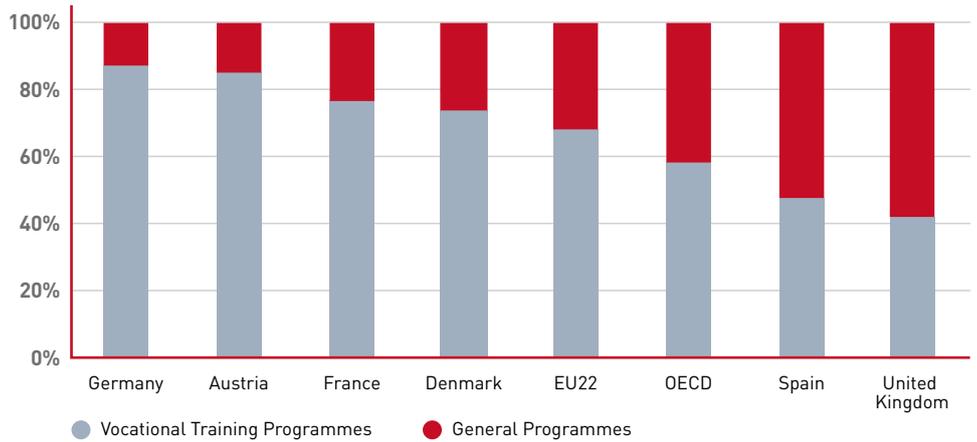
The origin of the problem lies, therefore, in the quality of training, followed by a lack of adequate vocational guidance that would enable young people to choose according to their skills, talent and the demands of the market. This lack of knowledge of the training offer and pathways explains why a high percentage of young people who start a university course are not satisfied with their choice. Consequently, according to the Spanish National Office of Statistics' Employment Survey, 10% say that they would not study at university again, and of the remaining 90% who would, 30% would study a different course. This also partly explains the existence of a high

percentage of university students in comparison with Vocational Training students compared with other European countries with lower rates of youth unemployment. According to OECD figures, in 2016 the percentage of young people aged between 25 and 34 who had studied the secondary stage of Vocational Training was 88% in Germany, 84% in Austria, 74% in France and 45% in Spain.

Graph 9.

Percentage of the population aged between 25 and 34 according to the orientation of their secondary school studies (2016)

Source: OECD

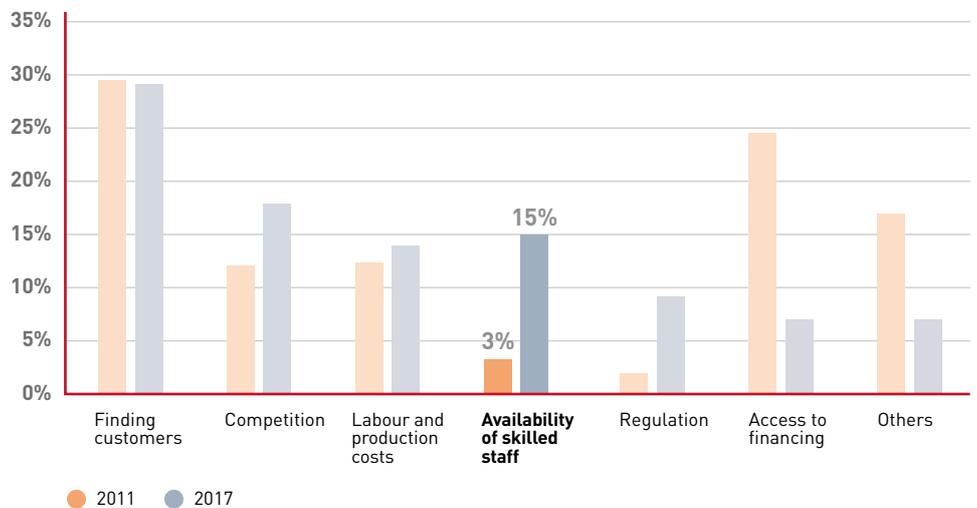


The problems arising from training are reflected in the difficulties that Spanish companies have in finding qualified staff, which, according to the European Central Bank, has trebled in the last five years. Similarly, according to ManpowerGroup, 26% of companies have difficulties in finding staff to meet their needs. Therefore, a large part of the problem is in the supply, in the training of young people, as it is not in line with the needs of the demand, i.e. with the professional profiles that companies need.

Graph 10.

Problems facing Spanish companies

Source: European Central Bank. Survey on the Access to Finance of Enterprises (SAFE)

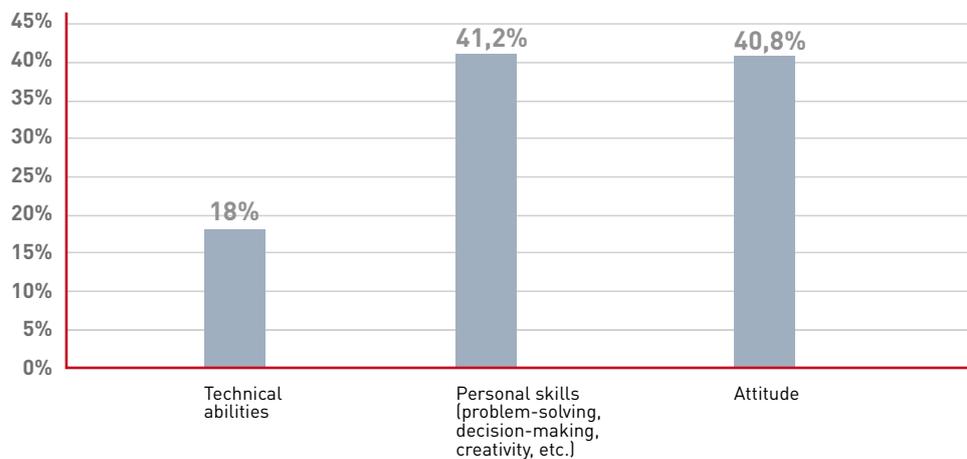


There are three elements that companies take into account when selecting new staff and that, according to the survey conducted among over 500 family business professionals attending the IEF Congress in Toledo in 2017, are summed up as: attitude, personal skills and technical abilities. When companies hire someone, they want someone with technical abilities, but above all, they want someone with attitude, willing to learn and to work, who values the chance of working somewhere with a future, with a willingness to contribute to the project, and with personal skills such as the ability to solve problems, with a willingness to collaborate, creativity, etc. Because of this, values such as work culture, hard work, commitment, etc., elements that characterise family businesses, are decisive factors in the professional development of people.

Graph 11.

Factors considered to be most relevant in hiring new staff by businesses in the Instituto de la Empresa Familiar

Source: Twentieth Annual Congress of the Instituto de la Empresa Familiar

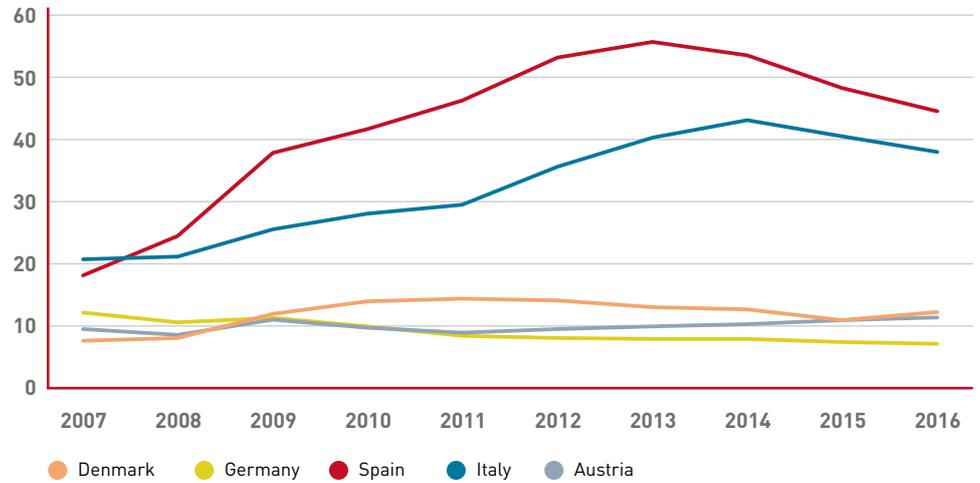


It should be remembered, however, that companies select according to the demands of their customers, their needs and their consumer habits. According to the Talent Scarcity report of ManpowerGroup, one of the aspects most highly valued by entrepreneurs is experience and it is the main reason why companies have difficulties in finding staff to meet their needs. This way, the perception is that training should include more practical experience to help young people when they enter the job market. Adapting training to the needs of companies is investing in quality, it is bringing specialist training centres closer to production and research centres (R+D+i), it is gaining the loyalty of workers, listening to them and improving their training and, therefore, employment conditions; it is, in short, integrating training into the production chain to improve long-term results while contributing to a better allocation of resources.

Royal Decree 1529/2012 set out the bases of Dual Vocational Training as a new type of vocational training that combines teaching and learning processes in the company and in the training centres. Dual Vocational Training includes a series of characteristics that have been tried and tested in other countries that make it a good system for preparing young people for the job market. In those countries where it exists, youth unemployment is much lower, as in the case of Germany (7%), Austria (11%) and Denmark (12%).

Graph 12.
Youth
unemployment
rate

Source: Eurostat



In Spain today there is a total of 23,919 Dual Vocational Training students for the 2016-2017 academic year, in 894 training centres, which represents 2.8% of all Vocational Training students. There is a great deal of margin for boosting the roll-out of this system, and now seems a good time to reflect on how to do it, in such a way that all the agents involved – young people, businesses and Public Administration – work together and include the greatest number of collaborators possible. We need to find a flexible and simple model with the ability to adapt to the changing needs of companies, with independent management of the schools, and with a high degree of fluid communication between potential employers, careers advisors, trainers, tutors and young people.

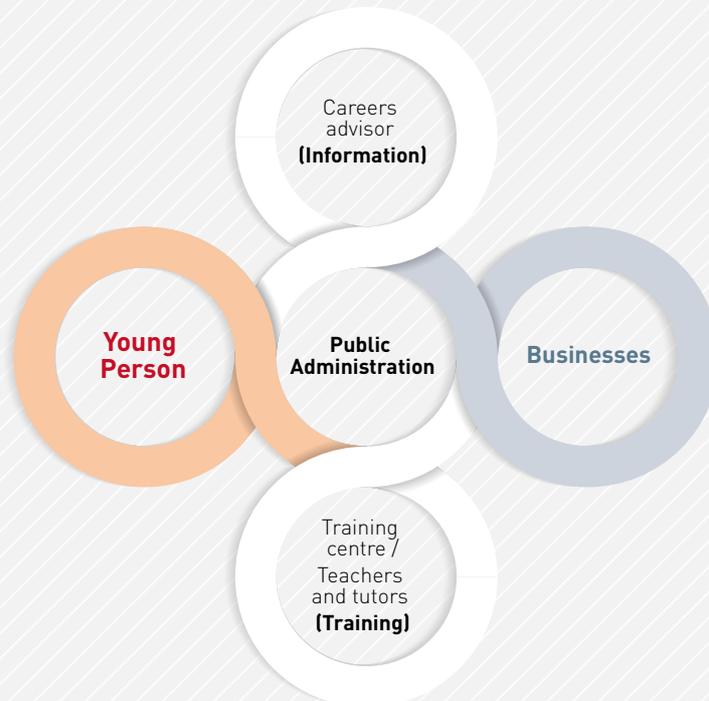


Our production system is characterised by a high number of small businesses, so the model should be adapted to them. Without the inclusion of SMEs and self-employed workers, it will be very difficult to make the dual system the main Vocational Training model. The success of this aim depends on simplicity to bring young people into businesses and the ability of the sectoral or regional associations to work with the procedures and assessments of results.

Assessment of the vocational training systems must be a constant in order to learn and improve a model that is just starting out. Efficiency in the use of public resources contributes to a greater stability and sustainability of the public finances and to an improvement in productivity and economic growth potential.

Steering training towards the business world or the job market is beneficial for everyone involved. From the point of view of the individual seeking employment, it means an increase in their employability, thanks to greater skills, an increase to their practical knowledge and a better adaptation to market needs. From the point of view of the business, it entails an improvement to the productivity of workers, which has a knock-on effect in the increased productivity of the business sector and the economy as a whole. While from the point of view of teachers and tutors, it improves their motivation and allows them greater contact with the reality of businesses.

Illustration 1.



Our production system is characterised by a high number of small businesses, so the Dual Vocational Training model should be adapted to them.



This report includes a number of conceptual proposals that seek to improve the quality of the training process, focused on Dual Training as a new form with great potential to improve the quality of the present system thanks to its greater practical vocation, in collaboration with businesses, and where experience, one of the most highly-valued elements, is one of the cornerstones of action (learning by doing). There are various elements to be stressed in particular, such as the need to improve the quality of the information available, which contributes to the provision of better vocational guidance, fostering public-private cooperation in the training centres, greater investment in teaching staff and involving SMEs with the aim of increasing the capillarity of the model and embracing the greatest number of students possible.

Dual Vocational Training emerges as a system with a great many positive effects that requires time for its implementation and absorption as part of our business and administrative culture. As more businesses sign up, there will be increasingly more young people who are better trained, for whom job opportunities will rise, and in some years we can perhaps reach the percentages of countries that today should be a benchmark.



Proposals

The above analysis shows the need to improve the quality of Vocational Training by means of the Dual modality, which has a more practical orientation and which, in collaboration with companies, improves the adaptation of professional profiles to new emerging positions and facilitates the incorporation of young people into the labour market. This is the ultimate goal of the proposals presented below: improving employability and job opportunities for young individuals. Training is one of the best investments a country can make, and in order to increase its quality, we must concentrate on improving information, specialization, the mobility of students, investment in teachers, collaboration with private companies in the provision of public service, and involve the whole of society in the promotion of Dual Vocational Training, paying special attention to SMEs.

1. Incorporating Dual Vocational Training as one of the great pillars of the future Pact for Education

The development of Dual Training in Spain is somewhat delayed and requires an impulse to make it contribute to the sustainability of economic recovery and the improvement of the employability of young people. Therefore, one cannot wait for the definitive approval of the Pact for Education, and it is necessary to increase its publicity and facilitate regulatory changes that make it possible to accelerate its implementation as soon as possible.

However, with an ongoing debate on the specific points of the Pact for Education, which has so often been demanded from the *Instituto de la Empresa Familiar*, it is necessary to bear Dual Training in mind. This should act as the backbone of professional training, allowing the consolidation of common elements of quality and promoting a better matching of supply to demand in the labour market. This not only has a positive effect on the employability of individuals and therefore on the unemployment rate, but also has a positive impact on the productivity of companies and on the competitiveness and efficiency of the economy as a whole, which in turn fosters innovation.

As we have been analyzing throughout this report, Dual Vocational Training is one of the great tools that can allow us to reduce the distance between the offer and the real needs of companies, while improving the motivation of young people and reducing early school leaving.

2. A generation of quality public information on trends in the labour market, future professions and the specialties of training centres, which facilitates decision-making among young people

While it was common relatively recently to find professions that persisted over time, a greater degree of specialization and changes at the workplace are now becoming more frequent. The new technological advances that are taking place in the world contribute to accelerating the appearance and disappearance of professions, promote the search of different business locations and generate new skills linked to digital novelties.

These new trends require a mechanism for prospecting and analyzing market information that will make it possible to anticipate their inertia and facilitate decision-making, especially on the part of young people. It is important to guarantee equal opportunities and homogeneous access to information, which avoids asymmetries and ensures the same possibilities for all.

The task of collecting and generating this quality information mainly corresponds to companies, in collaboration with employment agencies, digital platforms, employment services or study centres, but its compilation and publicity is a job for the Administration, which must make sure it is as clear and transparent as possible. Public management should be oriented towards facilitating the access of potential workers, training centres or universities to these data, with the aim of adapting their training and study programs to the new market demands.

3.

Enhancing the figure of the professional coach and integrating it as part of the training process

The mismatch between supply and demand, which is causing the high level of youth unemployment, as well as some of the elements described throughout this report, such as over-qualification or the high number of professionals who would have opted for another training option, partially has its origins in professional guidance.

Currently, there is no professional guidance model that is clearly defined or globally implemented in the training system.

Before having to take decisions about the different training alternatives, it is necessary for young people to begin to become aware of their personal skills and abilities, which can be developed later during their training process. Once they identify their skills, they must have knowledge of the reality of the labour market, of the positions and sectors that companies, as a whole, are demanding, and those of their geographical environment, for which the quality information mentioned in the previous point is necessary.

It is necessary that students know the characteristics and contents of each of the training alternatives with more detail, and determine which of them best fit their personal abilities.

In this sense, professional guidance should be part of the training process, integrating it as a compulsory element of preparation for the labour market. This could also facilitate the knowledge of Dual Vocational Training as a prestige and quality alternative to university education, which in many cases is better suited to the positions eventually performed.

4.

Encouraging the specialization of Dual Vocational Training centres to raise their quality and facilitate their integration in production processes

Training must be one more link in the production chain, so the specialization of training centres should be strengthened, and their linkage to specific regions and sectors should be encouraged, in accordance with the characteristics of the local business fabric or the competitive advantages of the zone.

This type of specialization would make it possible to concentrate efforts and attract the best professionals, taking advantage of the opportunities offered by this core of activity. This would lead to a substantial improvement in the quality level of the training and in a greater prestige of the graduates, and thus constitute the focus of attraction of national or international talent.

Another important element for enhancing and conferring prestige onto Higher Vocational Training is that of placing the centres in which it is taught at the level of the rest of higher education venues. In this sense, it would be interesting to locate the vocational training centres that remain framed within the secondary education institutes in the university campuses themselves or in areas linked to business centres.

The possibility of generating training and professional synergies also has an impact on the business fabric itself, by providing it with highly qualified personnel and thus activating a virtuous circle between the training centre, the students and the companies. Specialization favours the incorporation of well-prepared professionals into companies, with experience, thanks to their training in companies within the sector, making the training centre a reference in that area.

Specialization also requires the linking of Dual Training to Innovation centres (R+D+i), which means that students can practice with state-of-the-art technologies, their creativity is enhanced and a contribution is made to helping the adaptation to new ideas to become part of the corporate culture.

This proposal facilitates the incorporation of training processes into production processes and could also involve a revitalization of certain regions that do not have a powerful industrial or tertiary fabric, taking advantage of some of their potential and specialties to boost the generation of activity and employment.

5.

Encouraging the mobility of young people to the specialized Dual Training centres that best adapt to their professional abilities and expectations

As we have been analyzing, the mismatch between supply and demand not only occurs at the functional level, but also at a geographical level. In this sense, Spain has reduced levels of interprovincial mobility, which enhances these differences and influences the high unemployment rate in some regions.

Properly stimulating the change of residence for training, especially once the appropriate merits have been established, helps to transform cultural aspects that clearly influence this rigidity of our labour market.

This proposal is intimately linked to specialization, since having prestigious centres in certain professional branches, good information and high-quality training can serve as a great attraction for all those interested in certain professional careers.

Also, mobility during the training process permits a greater cultural closeness between regions and a narrowing of the ties that contribute to improving the unity of the market. In this sense, the Erasmus project in Europe is a clear example of success from which some conclusions could be drawn in order to try to incorporate it into the vocational training system in Spain.

6.

Promoting public-private collaboration in the training field, especially in the management of Dual Training centres

Vocational Training is a public service that requires the coexistence of public and private models, depending on local characteristics, the needs of companies or the preferences of students.

The public sector, by its very nature, sometimes presents administrative and procedural rigidities that limit its ability to adapt to the rapid and constant changes demanded by the market, especially in the current global context.

The experience of these years shows that private management centres, in general, have greater management autonomy and pay more attention to changes according to the needs and demands of companies, which results in increased satisfaction on the part of young people due to greater flexibility and adaptability.

Facilitating the creation of Dual Professional Training Centres of private management, in collaboration with the Administration, facilitates a faster implementation in certain areas, while contributing to enhance the freedom of choice of the centre, since there are greater alternatives, which improves the efficiency of the system.

The Administration, for its part, should reinforce its function of controlling, supervising and inspecting the centres and develop a training check that contributes to financing the option chosen by the young.

7.

Defining and adequately training and qualifying the figure of the in-house tutor in the company, while investing in trainers' training

Currently, there is no training oriented towards dual VT tutors. The performance of their function depends on their prior experience or their participation in other training programs, such as those carried out by the Alliance for Dual Vocational Training. It is important to train and strengthen this figure so that such people

serve as a link between theoretical training and the practices in the workplace, and act as supervisors of the different tasks of the student during their period in the company.

Within the trainers' training framework, it is essential to promote a greater integration in the business world, with the aim of bringing its reality closer to the problems and needs of companies, encouraging their participation in business projects linked to their subjects and bringing their own professionals of the sector to the classrooms in order to exchange concerns or experiences that can contribute to motivating the student.

In this regard, companies must also play a decisive role in the design of training material for students – first of all, because the professionals in these companies are the most knowledgeable about the realities of business activity, the most common problems or the training inadequacies they detect in young people. And, secondly, because companies are those that are in direct contact with the market, having first-hand knowledge of new trends, changes in customer needs or the latest technological advances.

8. Promoting Vocational Training among Small and Medium-Sized Enterprises that can meet local or sector needs

Sometimes, the training offer of a certain region does not adapt adequately to the business fabric of the area, which results in companies having difficulties in finding qualified candidates or in the latter remaining only temporarily in the company.

This situation usually occurs because the training centres have become outdated in the face of the new needs of companies, or because their initial focus has been determined by the demands of the young instead of the needs of companies, which are ultimately to hire these students.

In this case, corporate initiative can assume the creation of training centres that help prepare suitable candidates for the positions in demand. Such centres are only possible for large companies, with the capacity and resources to back initiatives of this kind.

Therefore, collaboration between small and medium-sized companies should be promoted through sectoral or local associations, which share a series of unmet needs, in order to promote training centres that, in addition to representing a job opportunity for young people from the region, help companies find qualified profiles.

When talking about Dual Vocational Training, it is necessary to take into account that the Spanish business fabric is largely composed of self-employed workers. The possibility of integrating the self-employed in these processes, thus recovering the traditional figure of the teacher and apprentice, presents numerous advantages for both parties.

In the case of young people, it favours faster and more complete learning, being directly in touch with the activity as a whole and receiving customised attention. It also allows students to expand their knowledge in other types of tasks related to business activity such as billing, supplies, taxes, etc. In the case of the self-employed, the incorporation of an apprentice also makes it possible to maintain some traditional trades that are beginning to disappear and which still have a high demand, and contributes to training qualified personnel for the future.

Finally, this possibility would promote an entrepreneurial culture in society, bringing entrepreneurship success stories closer to the young and presenting this option as a real professional alternative.

9.

Adapting the regulatory and administrative framework in order to facilitate the development of Dual Vocational Training

Recientemente la Alianza para la Formación Dual presentó sus propuestas de regulación con el fin de mejorar el marco legal para garantizar el desarrollo de una Formación Profesional Dual sólida y de calidad. Son propuestas a las que el IEF se suma, consciente de que un marco regulatorio sencillo es una condición necesaria para el éxito de la Formación Profesional Dual en nuestro país.

Actualmente la legislación vigente deja en manos de las Comunidades Autónomas la mayor parte de la regulación de esta modalidad de FP. Esto puede generar diferencias importantes entre ellas que acaben limitando la movilidad laboral de los jóvenes.

Las 60 propuestas formuladas por la Alianza para la Formación Dual giran en torno a 15 indicadores que abarcan desde aspectos más conceptuales, como la delimitación de la FP Dual, la definición del puesto de aprendizaje, el papel que deben tener el tutor y el formador en la empresa, como dos figuras diferenciadas, el rol del tutor en el centro educativo, la orientación del alumno, o la definición de los agentes implicados en la FP Dual y sus responsabilidades, hasta medidas más específicas, como la relación contractual entre los alumnos y la empresa, la financiación de la FP Dual, la selección del aprendiz, la evaluación de los alumnos-aprendices, el programa de formación que deben seguir, y la planificación, coordinación y duración de los ciclos.

Son un conjunto de medidas que requieren su aprobación lo antes posible. Más allá de estas propuestas, parece razonable potenciar que el Ministerio de Empleo tenga un papel mucho más relevante en el diseño de la política formativa, asumiendo incluso competencias íntimamente ligadas con la empleabilidad, donde juega un papel destacado la Formación Profesional Dual.

10.

Monitoring and evaluation of the training policy by centres, favouring a control of efficiency and the generation of quality statistics

The public Vocational Training service requires a monitoring of its activity and results, in order to improve the allocation of resources and the use of public funds. It is necessary to generate transparent, high-quality information in the interests of its comparison with the ordinary modality, of an analysis of its efficiency, and of facilitating the participation of other agents in the improvement of the current system.

The continuous assessment of the centres, which must one again be entrusted to the Administration, should also contribute to a better understanding of the behaviour of students and their degree of employability, something that should provide information for the generation of quality statistics, including the Preparation of a ranking of training centres that make it possible to determine their level and degree of specialization.

There are important public resources, largely from the European Union, which must be followed up on in order to contribute to their better use.

Headquarters in Barcelona:

Diagonal 469, 3º 2ª
08036 Barcelona
Tel.: 93 363 35 54
Fax: 93 419 71 57
iefbcn@iefamiliar.com

Headquarters in Madrid:

Pl. Independencia 8, 4º Izq.
28001 Madrid
Tel.: 91 523 04 50
Fax: 91 523 28 68
iefmad@iefamiliar.com

www.iefamiliar.com