
Spain

VET in Europe – Country report

2012

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CHAPTER 1

1. External factors influencing VET

Spanish VET policy is designed on the belief that human capital is needed for economic growth and improving employability capacity of citizens. This is not only the case for the younger who are joining the labour market for the first time, but also for the older, adults employed or unemployed who need new skills and competences in their workplace or as entrepreneurs.

The economic crisis in Spain in the last years has highlighted the weaknesses of the Spanish labour market. The severity of the current crisis has destroyed more jobs, and faster, than the major European economies. Data from the latest Labour Force Survey described this situation well: the number of unemployed people stood at 5.273.600, an increase of 295.300 in the fourth quarter of 2011 and 577.000 from the fourth quarter of 2010. The unemployment rate rose by 1,33 percentage points from the third quarter and stood at 22.85%.

ISCED:	0-2		3-4		5-6	
	2006	2011	2006	2011	2006	2011
EU-27	10	14,8	7,2	7,6	4,1	5
SPAIN	9	26,4	6,8	19,3	5,5	11,7

Source: EUROSTAT; extracted: 13-06-2012; last update 6-06-2012

Job losses have been most severe in certain age groups, to be precise; the number of jobseekers between 16 and 24 years old amounted to 610.688, being 5.916.949 the total number at national level. From these job seeking youngsters, three of four were unemployed (460.561, data 31st December 2011). The difficulties in the transition to the labour market, low starting salaries and the general economic situation are causing youngsters to leave the Spanish labour market and seek opportunities abroad. The youngsters have been severely affected by unemployment as experienced older workers suffering from unemployment are covering posts often offered for juniors.

Apart from the economic crisis, the political and administrative decentralization of the country with seventeenth Autonomous Communities, plus the Autonomous cities of Ceuta and Melilla, is another important external factor for VET implementation. The Autonomous Communities all apply and develop basic legislation and regulate regional issues as well as the implementation of education and the VET system within their territory. It is therefore necessary to developed cooperation administrative instruments with difficulties in times of financial constraints

The mismatch of skills and qualification level of the people to develop a modern economy needs also to be considered as critical. Competition is not only a question of companies but also of people therefore there is a need to improve Spanish human capital. Spanish population structure related to ISCED levels reflects a reduced number of people with intermediate level (with upper secondary and post-secondary qualifications). There is a need to innovate, create incentives and reinvent study programmes at ISCED 3 and 4 levels so there are attractive pathways that suit and fit our economy needs.

TABLE 2 ADULTS (25 TO 64YEARS OLD) BY LEVEL OF QUALIFICATION (%), 2010			
ISCED	0-2	3-4	5-6
OECD	26	44	30
EU-21	25	48	28
SPAIN	47	22	31

Source: Panorama de la Educación. Indicadores de la OCDE 2012. (Instituto Nacional de Evaluación Educativa)

In this context a main concern is the high rate of drop outs from secondary and upper secondary studies. Several measures have been developed during the last five years to reduce early school leaving and to increase students skills with flexible learning paths in secondary education to suit different interests, motivations and pupils' progress and a upper secondary path that improve the preparation to high studies and tertiary education so as to raise the qualification level of citizens. Although the rates show a slow decreasing in early school leavers, it is still considered too high.

TABLE 3: EARLY SCHOOL LEAVERS (%) 2006-2011						
	2006	2007	2008	2009	2010	2011
EU27	15.5	15.1	14.9	14.4	15.1	13.5
SPAIN	30.5	31.0	31.9	31.2	28.4	26.5

Source: EUROSTAT (LFS); extracted: 27-06-2012; last update 25-06-2012

Staying in the education system and progressing as much as possible in their professional career is the best strategy for young people to ensure their employability. Big efforts have been made in the last years to improve the attractiveness of IVET Diplomas. The raise on the number of students following the VET itinerary in the education system clearly show success and the different pathways between the general academic stream leading to University or the VET studies are striking for a balance that can contribute to reduce mismatches, reduce drop-outs, improve people's qualification levels and raise the competitiveness of our economic sectors and companies. Entrepreneurship is another special area of interest in the design of VET Programmes and in fact IVET high level

diplomas curricula have been redesigned and all include developing a company project plan as part of their compulsory trainings¹.

Early leavers are not only an education problem, they are a big concern for the Labour authorities firstly because it introduces young people in a labour market that do not create jobs for them and lastly because of their low qualification. There is certainly low demand for low-qualified youngsters in the labour market and therefore, early school leavers are a problem both for the labour market and for the society as a whole, now and in the future.

Several measures based in VET have been proposed in the Annual Plan of Active Employment Policies, PAPE2012 (*Plan Anual de Políticas Activas de Empleo 2012*²) to reduce youth unemployment by improving their qualification and skills in correspondence with the Spanish Strategy for Employment 2012-2014³. This Strategy is configured as the policy framework for the coordination and implementation of Active Employment Policies of the Autonomous Communities, to promote employment, to increase the participation of women and men in a sustainable labour market in which productivity and quality of employment improves, based on equal opportunities and social and territorial cohesion. It stands, in short, in a shared frame of reference, from which the public employment services must design and manage their own employment policies. Concrete VET actions for young people under 30 have been implemented by the Ministry of Employment and Social Security to combat the crisis and youth unemployment with low qualifications.

Moreover in 2012 new measures were developed to increase workers' employability through vocational training, to promote vocational training at work as well as implement the new Training and Apprenticeships Contracts⁴ which are expected to allow people to work and study at the same time.

The Labour Reform Act 2012 is committed with vocational training as a way of promoting lifelong learning for workers and full development of their professional skills. In fact, one key feature of the reform is the recognition of vocational training as an individual right, acknowledging workers a paid leave for training purposes. It also grants workers the right to vocational training to adapt to their workplace requirements and innovations. It is envisaged that the Public Employment Services award the employees a "Training Account" (*Cuenta Formación*) associated with the number of Social Security affiliation and recognizes vocational training centres, duly accredited, the opportunity to participate directly in the system vocational training for employment, with the aim that the training is more varied, decentralised and efficient.

¹ Royal Decree 1147/2011 of 29 July establishing the General organization of vocational education system.

² Resolution of 24 July 2012, the Secretary of State for Employment, which is published by the Council of Ministers Agreement of July 6, 2012, for approving the Annual Plan for Employment Policy 2012.

³ Royal Decree 1542/2011 of 31 October approving the Spanish Strategy for Employment 2012-2014.

⁴ Royal Decree 1529/2012, of 8 November for which the Training and Apprenticeship Contract and the basis for Dual Training are settled.

CHAPTER 2

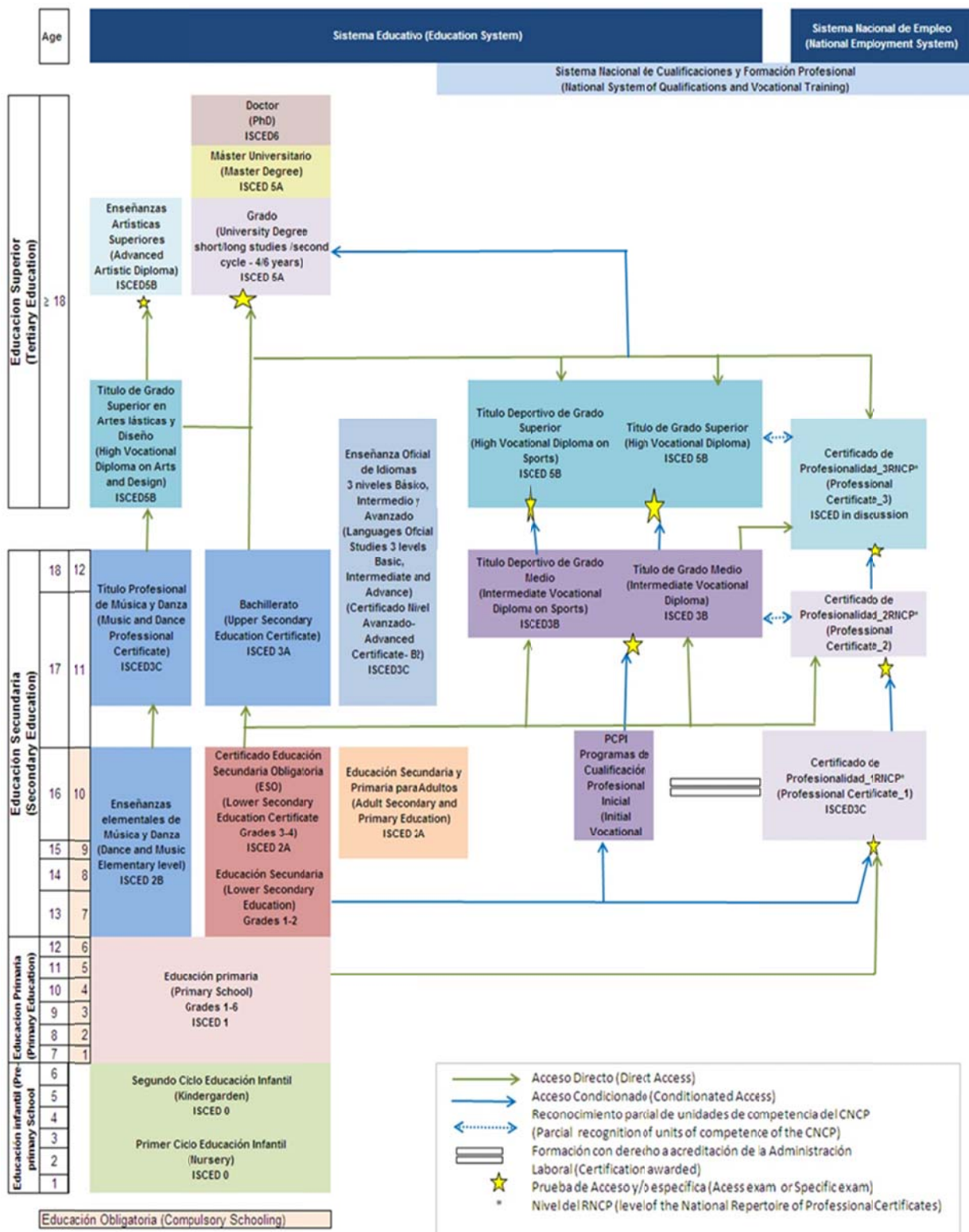
2. Providing VET in a lifelong learning perspective

The National Qualifications and Vocational Training System established in 2002 offers two different approaches providing VET in Spain: one from the Education System and the other from National Employment System

VET offered in the education system is primarily oriented towards IVET and has deep roots and tradition among the youth population after Secondary Compulsory Education. On the other hand, VET in the National Employment System is aimed at a more adult population either employed or unemployed, and is considered CVET. VET of the National Employment System is named, since 2007, as National Subsystem of Vocational Training for Employment⁵.

⁵ Royal Decree 395/2007 of 23 March regulating the Subsystem of vocational training for employment

2.1. Diagram of the national education and training system⁶



⁶ This diagram has been design by ReferNet-Spain Team to encompass all the learning opportunities leading directly to government-recognised qualifications. ISCED levels are referred to ISCED1997 Spain Mapping of National Education Programmes School Year 2008-09.

2.2. Government-regulated VET provision

The two above mentioned approaches within the National Qualifications and Vocational Training System are integrated thanks to Units of competence of the National Catalogue of Professional Qualifications (*Catálogo Nacional de Cualificaciones Profesionales* CNCP). However it must be noted that this Catalogue is not a Catalogue of official accreditations or diplomas, but a reference tool to elaborate the formal qualifications that award and certify a qualification level by the Education and Labour Authorities.

The CNCP includes so far 667 Professional Qualifications, published as Royal Decree and developed through a coherent and common methodology by the National Qualification Institute (INCUAL) (see chapter 3). Each Professional Qualification is formed by a set of codified units of competences (UC) developed following a common methodology and established criteria which are the reference to the Catalogue of VET Diplomas (*Catálogo de Títulos de Formación Profesional*), developed by the Ministry of Education, Culture and Sports and to the National Repertoire of Professional Certificates (*Repertorio Nacional de Certificados de Profesionalidad*, RNCP) developed by the Ministry of Employment and Social Security. The procedure of assessment and accreditation of labour experience and informal learning is also based on the same Units of Competence (UC) definitions of the Qualifications in the CNCP, as they are defined as “the minimum set of professional competences which can be partially recognized and accredited”. In the last two years the procedure for the accreditation of non-formal and informal learning has been implemented following the procedure of recognition of professional competences acquired through workplace experience (see chapter 4).

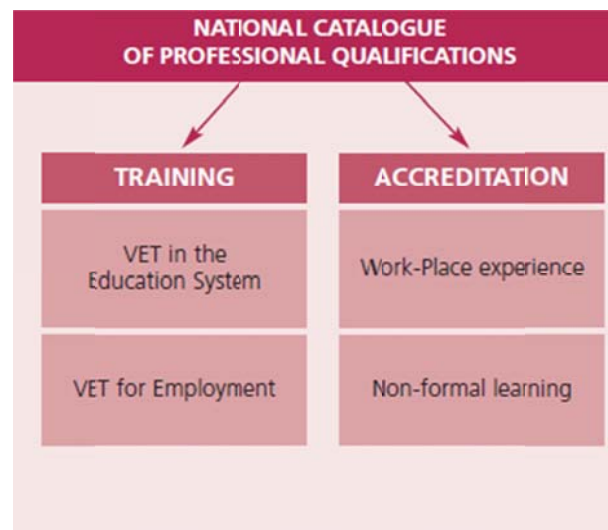


Figure 1 National Catalogue of Professional Qualifications (CNCP)

2.2.1 VET in the education system

Besides the general education mainstream starting on Pre-primary education (up to 6 years of age) and followed by the Primary education which is the first compulsory stage of the education system, lasting six years (ISCED1A), we should consider the first basic and compulsory VET programme, the one starting in the Compulsory Secondary Education. Pupils that meet all the standards set for this stage of education, which comprises four years, are awarded with the *Educación Secundaria Obligatoria* Certificate (ISCED2A), which provides them access to Upper Secondary Education either *Bachillerato* (ISCED3A) or Intermediate General Vocational Training (*Título de Grado Medio* ISCED3B), Intermediate Arts and Design or Intermediate Sports VET Diplomas (*Enseñanzas de Artes plásticas y Diseño y Enseñanzas Deportivas de Grado Medio* ISCED3B) or the labour market.

Pupils who do not achieve ESO objectives receive a *Certificado de Escolaridad* stating the number of years of attendance and the marks obtained. For such students Initial vocational Qualification programmes (PCPI) are organised with the aim of providing professional skills equivalent to level one of the National Catalogue of Qualifications (CNCP) and with which once they pass their PCPI studies (ISCED3C) students may ask the Labour authorities for the accreditation of the correspondent Professional Certificate level 1 of the RNCP. These programmes are designed to satisfactory insert social and labour fields and to broaden basic skills so as to continue studies mainly Intermediate VET Diplomas.

Initial vocational training Diplomas within the Education System comprises Intermediate and High Vocational Training Programmes named *Ciclos formativos* of around 2000hours (two academic teaching years) in different sectors or areas aggregated in Professional Families (see Annex 3). In order to gain access to Intermediate VET Diploma (ISCED3B), as we has previously exposed, pupils must hold the *Educación Secundaria Obligatoria* Certificate (ISCED2A). On the other hand, to study advanced vocational training studies, it is necessary to hold the *Bachillerato* Certificate (ISCED 3A) the same as to have access to University studies. Candidates may also be required to have taken certain specific subjects during their *Bachillerato* studies related to the studies they wish to pursue. Pupils successfully completing high vocational studies are awarded the High Technical VET Diploma (*Técnico Superior* ISCED 5B), allowing them to enrol in University studies in fields related to the trade for which they have been trained.

Applicants who do not have all the academic requirements may have access to any of the VET Diplomas or University degrees provided they pass a specific access exam and that their background in the area will enable them to take full advantage of such training and with specific age requirements.

The Spanish High Studies Qualification Framework (MECES) published in 2011 recognises 4 formal Qualifications: Doctor, Master, University Degree and the previously mentioned High Technical VET Diploma⁷. At present there are different types of University

⁷ ROYAL DECREE 1027/2011 of 15 of July, establishing the Spanish High Studies Qualifications Framework (REAL DECRETO 1027/2011 de 15 de julio por el que se establece el Marco Español de Cualificaciones para la Educación Superior)

Degrees depending on number of ECTS and Postgraduate and Masters Degree with access restricted to University Graduates (ISCED5A). The highest academic level is the PhD which lead to the Doctor Degree after the PhD Thesis approval (ISCED6).

The Education System covers also different curricula for Adult Education and Vocational Training, that lead to an academic education qualification (Primary, Lower secondary or Upper secondary Certificates). Adult Education and Training is aimed at people over 18 and, as an exception, to workers over 16 who cannot attend school in ordinary regime, or for high performance athletes. These educational pathways can be pursued either attending ordinary schools, adult centres or at a distance learning mode. In addition to those training pathways, the National Education System provides also Specialised Vocational Training Certificates on:

- Language Certificates provided at Official Language Schools for students over 16 at three different level (Basic, Intermediate and Advanced (ISCED 3C)) based on the European Language Framework levels A2, B1 and B2.
- Artistic Education, including Elementary Music and Dance Education (ISCED 2A) and Vocational Artistic Education (ISCED 3B) and Advanced Artistic Education (ISCED5B). These studies are provided in different specific schools, according to each type and level of education from Secondary, Intermediate and High Technical Diplomas in the Artistic fields.

Regarding the administration and management of the Spanish Education System, it is necessary to highlight the meaningful decentralisation that shares the competences between the State General Authority (Ministry of Education, Culture and Sport) and the Autonomous Communities (Regional Departments of Education). The Central Education Administration, through the Sectoral Education Conference (*Conferencia Sectorial de Educación*) and using the Territorial Cooperation Programmes (*Programas de Cooperación Territorial*) as tools, develops a cooperation system as regards to Education Policies in the Autonomous Communities.

The National Education Authority executes the General guidelines of the Government on education policy and regulates the basic elements or aspects of the system but the Regional Education Authorities develop the National regulations and have executive and administrative competences for managing the Education System in their own territory. In addition, the schools have pedagogical, organisational and managerial autonomy for their resources. This autonomy is accompanied by the participation of the education community in the schools organisation, government, management and evaluation.

With the aim of ensuring generalized training and guaranteeing the validity of the diplomas, the education authorities set up the basic teaching aspects, the objectives, the basic competencies, the learning outcomes, the content and the criteria for assessment. Public Teaching Centres have the autonomy to develop and complete the curriculum for the different stages, so that at the beginning of each school year they must draw up an annual programme that includes all the aspects that have to do with organizing and operating the centre. The Education Authorities of the Autonomous Communities must supplement the basic curriculum for each IVET Diploma (High and Intermediate).

VET Diplomas curricula are being revised during 2011 and 2012 by the national Education Authorities in accordance with units of competence (UC) of the Qualifications of the CNCP. These VET Diplomas, based on Units of Competence, can be offered in a modular way, thus easing the conciliation of the private and professional life for adults through shorter modular training instead two years-long programmes.

2.2.2 VET in the National System for Employment

Two different vocational training modalities were in force until 2007: occupational training, targeting the unemployed people, and continuous training, targeting the employed. Both systems were integrated into a single Subsystem of vocational training for employment⁸ in relation to the National System of Qualifications and Vocational Training.

The National Subsystem of Vocational Training for Employment aim is to extend the universal access to training of businesses and workers (employed and unemployed). It is a system based on the cooperation amongst the different authorities and combines state and regional levels with sector collective bargaining at national level, building a single frame of reference based on the Agreement reached between the social partners and the Government. Social Agents are strongly committed in the implementation of the National Subsystem of Vocational Training for Employment as participation in the design and planning of this VET Subsystem, is recognised and expected to be carried out “via the representative organizations in the industry” for business and labour union organizations, having also regard for the needs of self-employed workers and companies in the social economy through their representatives. This National Subsystem has two main types of Vocational Training Programmes:

- (a) programmes linked to the National Catalogue of Professional Qualifications
- (b) programmes non-linked to the National Catalogue of Professional Qualifications

⁸ ROYAL DECREE 395/2007 of 23 March regulating the subsystem of vocational training for employment

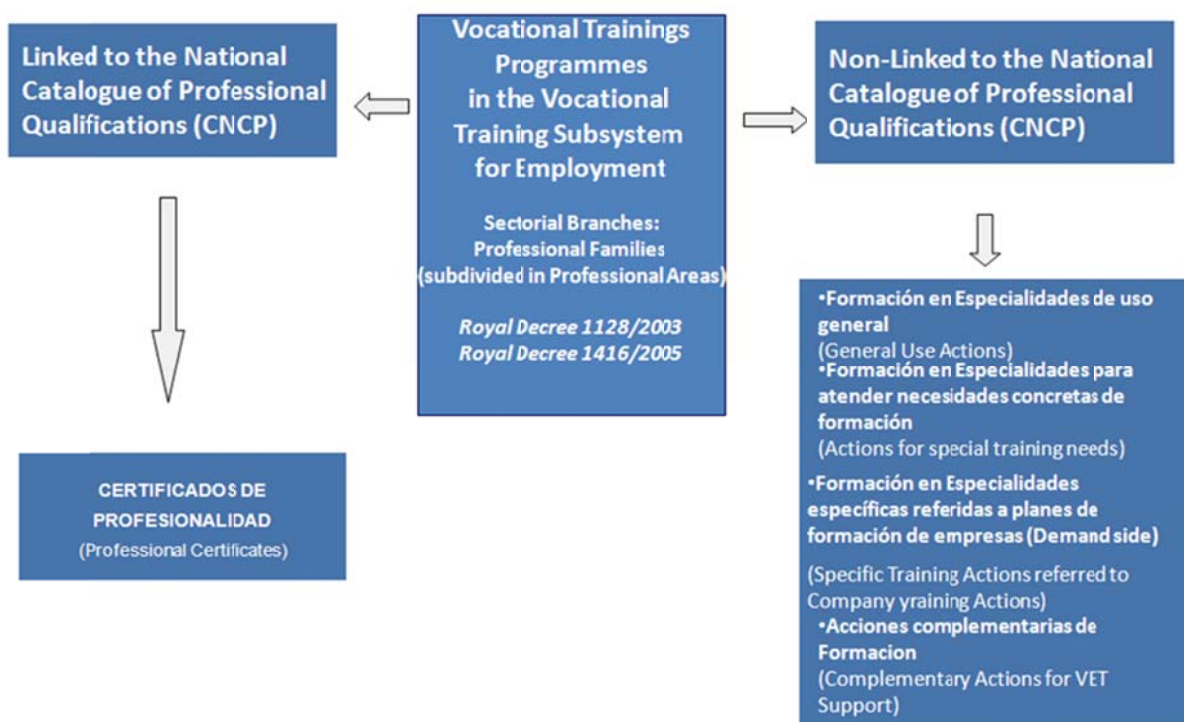


Figure 2 National subsystem of vocational training for employment

Professional Certificates are the official accreditation in the National Subsystem of Vocational Training for Employment and are based on the structure of the professional qualifications of the National Catalogue of Professional Qualifications (CNCP) acquired through formal learning processes, work experience or even non-formal training. These accreditations allow correspondence with certain Certificates and Diplomas in the Education system through the correspondence of Units of competence (UC). The Training Programmes necessary to obtain these certificates are used as an instrument of Active Employment Policy. Currently, the National Repertoire of Professional Certificates (RNCP) configures a range of training in response to the first three levels of qualification of the CNCP (see Annex 4 for the definition of the levels of the CNCP) and all productive sectors aggregated in Professional Families (Annex 3 with Professional Families). It is expected that these three levels will refer to the MECU (National Qualification Framework) Qualification levels and therefore the EQF once it is settled.

- (a) VET on the National Subsystem for Employment is made up of a variety of initiatives and actions designed to promote and offer companies and workers training that fits their needs and contributes to the development of a knowledge based economy. Its aims are to foster lifelong learning for unemployed and employed workers, improving their professional qualifications and personal development..
- (b) to provide workers with the appropriate knowledge and experience as regards the professional experience required by the labour market and the enterprises' needs.
- (c) to contribute to improving enterprises' productivity and competitiveness.
- (d) to improve workers' employability, especially those workers with greater difficulties to keep their jobs or to find one.

- (e) to promote the accreditation of professional competences acquired by workers both by means of training processes or work experience..

The Subsystem is made up of training initiatives and supporting actions that depending on whether their content are referred to a government regulated Qualification, either from the Education or Employment subsystem, should be considered formal or non-formal VET. The VET of the Employment Subsystem comprises the following training initiatives and supporting actions:

- (a) demand-side training which includes company training actions and individual training leaves, totally or partially financed by public funds, to meet the specific training needs of companies and their workers.
- (b) supply-side training, intended for employed and unemployed workers and which includes a broad range of continuing, accessible training that is offered in a modular format leading to professional certificates through partial, accumulative accreditation, as well as other kinds of training not linked to any specific qualification. Under this heading, there are various forms of subsidized training:
- Training plans intended primarily for the unemployed.
 - Training plans intended primarily for workers.
 - Specific Training Actions for those with special training needs or difficulties in finding job.
 - Training actions intended mainly for the unemployed that include an undertaking to hire the trainees after the course.
- (c) alternance with Employment Training which comprises training actions for training contracts and public employment/training actions, which allow workers to combine training with practical on-the-job work experience.
- (d) other supporting actions for the VET subsystem which helps to increase the effectiveness of the vocational training for employment subsystem (CVET). They include carrying out studies, research and innovative actions related to VET.

Within most of these training initiatives, workers have access to training linked to the CNCP but some others refer to non-formal training actions develop in the section 2.3 of this chapter.

2.2.3 Permeability and openness of National Qualification and Vocational Training System

Formal Qualifications of both subsystems are government-regulated although by different Ministries and, in some instances, by other public authorities from the Autonomous Communities. The openness and flexibility of the system seeks to make easier the permeability and mobility between the different VET options (see chapter 3). Within the framework of lifelong training and learning, the passage from training to employment and vice-versa allows young people having dropped out of education to continue and complete their studies, and adults to pursue their lifelong learning.

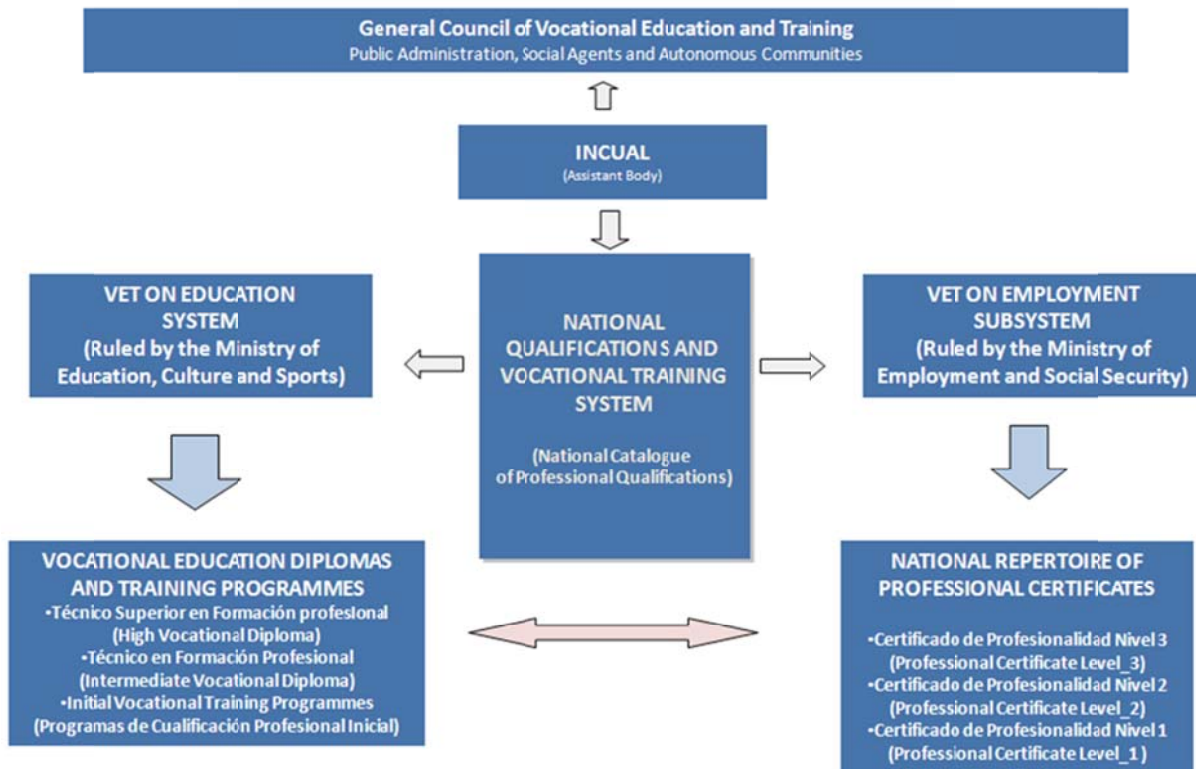


Figure 3 *Integrated national VET system*

There are various institutions within the education and labour authorities that are responsible for the permeability and integration of the National System of Qualifications and Vocational Training:

- the General Council for Vocational Training (*Consejo General de Formación Profesional, CGFP*) (see 4.5) is a consultative, tripartite body (employer's organizations, trade unions and public bodies) for vocational training. Its duties and responsibilities are to create and propose measures and priorities for vocational training policies that meet the needs and requirements of the labour market.
- the National Qualifications Institute (*Instituto Nacional de las Cualificaciones, INCUAL*) promotes the identification and updating of training and professional qualification needs in cooperation with the social and economic agents. The INCUAL has an Observatory which studies and creates reports on the evolution (from an economic and vocational standpoint) of the 26 professional families (annex 3) from reliable, official sources from the different productive sectors. Nowadays its activity is centred in the elaboration of evidence guides which are essential tools on the procedure of accreditation of the professional skills of the CNCP. INCUAL is also responsible for the National Catalogue of Professional Qualifications (*CNCP*), the instrument that systematizes the professional qualifications identified in the production system. It constitutes a set of standards for skills that have significance for employment.

Different procedures for VET provision, teachers and trainers selection and criteria procedure and students criteria access into and from each subsystem may be applied. The Organic Law 4/2011 on Sustainable Economy modified the Organic Law on Qualification and Vocational Training establishes a Network of Vocational Training Centres (*Red de Centros de formación profesional*) to harmonize the VET programmes and improve common quality criteria:

- (a) integrated centres for vocational training, public and private-concerted (public-financed),
- (b) public and private-concerted (public-financed) High-schools that offer VET Diplomas,
- (c) National Reference Centres,
- (d) centres of the National Employment System,
- (e) private centres accredited by National Employment System that offer vocational training for employment subsystem programmes.

Partial validation between the VET Diplomas and Professional Certificates can be obtained for certain common parts, when officially accredited through their common Units of Competence reference. Additionally, the Higher Education Qualification Framework (MECES) attempts to improve the attractiveness of VET systems allowing students with high technician VET Diplomas be considered as Tertiary Education (ISCED5B) and encouraging further access to University Studies as well as encouraging the recognition and mobility of students and workers with high studies qualifications in the European labour market.

2.3. Other forms of training

Both mainstream and specific education institutions provide non-formal education, which completes formal education with other training options including a wide range of socio-cultural activities, training for leisure programmes, , Spanish for foreigners, etc. This training provision is regulated and developed by the different Autonomous Communities, as well as the town/city councils, NGOs and other social organisations.

In Spain, non-formal learning essentially comprises all training programmes that are not directly linked to obtain a Professional Certificate or a UC. Many of these actions take place under VET on National Subsystem for Employment although we may consider also Specialised Vocational Education Certificates on Language provided at Official Language Schools of the Education VET subsystem as also other forms or training (see section 2.2.1).

With the integration in the vocational training for employment subsystem of a common framework of training for both employed and unemployed people, various training initiatives were developed (see 2.2.2). Among them, Demand side Training Actions include company training actions and individual training leaves (see also 4.1 and 4.2 to learn about the funding of these actions), which are authorized by a company in order for an employee to take officially accredited training (government regulated qualifications). These leaves and actions could be either formal or non-formal learning although in the last reforms preference is giving to training referred to the National Catalogue of Professional Qualifications or High Studies

Qualifications (MECES). The workers' legal representatives are informed of these training actions and individual training leaves and failing to carry them out prevents the allowance from being granted. Moreover, in case of disagreement, a joint commission or the competent civil service department will mediate. The training actions are carried out by the company or by a specialized body hired for this purpose. Companies may group themselves and appoint an organizing body to manage their training programmes.

The level of participation of adults in non-formal initiatives and programs in 2007 was 27.2%, more than 5 points less than for the EU countries as a whole. There is an even greater difference when a comparison is made of the participation of those who have the higher levels of education, as Spain lags by 9 points.

TABLE 4 PARTICIPATION RATE IN NON FORMAL EDUCATION AND TRAINING BY HIGHEST LEVEL OF EDUCATION ATTAINED (%), 2007				
ISCED:	0-2	3-4	5-6	TOTAL
EU-27	17.5	34.7	57.9	34.9
SPAIN	17	35.5	51.1	30.99

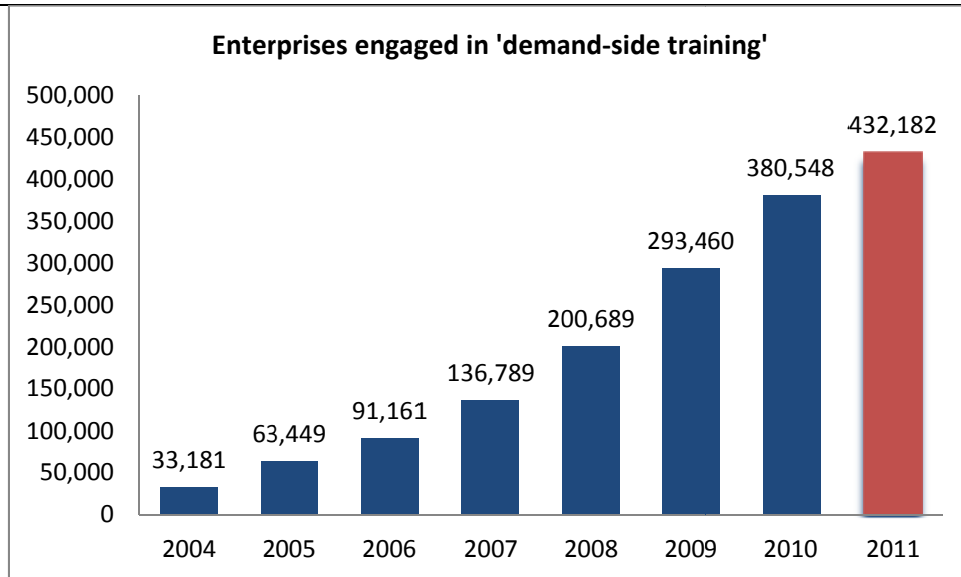
Source of data: Eurostat (AES); last update: 06-03-2012.

The number of enterprises providing training to their employees has been growing steadily in the last years. In 2011, the average increase of training companies has been of 13,5% over 2010.

TABLE 5: COMPANY TRAINING ACTIONS				
	2008	2009	2010	2011
Trainees	1.998.458	2.421.153	2.771.069	2.986.493
Training companies	200.689	293.460	380.548	432.182
Credit available (Million €)	431,4	507,8	507,8	518,5

Source: Observatorio de la Formación para el Empleo Balance de resultados 2011. FTFE. Update April 2012.

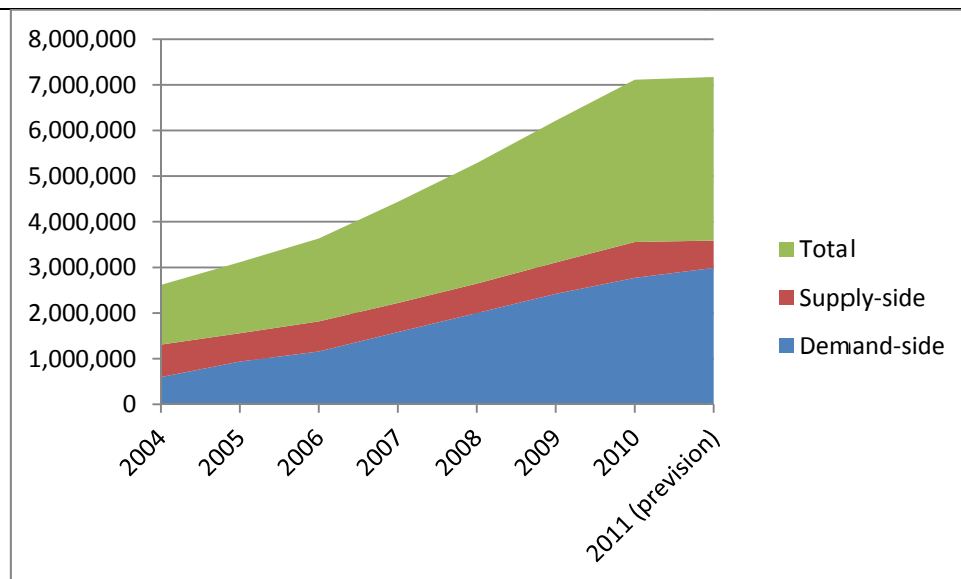
GRAPHIC 1 ENTERPRISES ENGAGED IN “DEMAND-SIDE TRAINING”



Source: Observatorio de la Formación para el Empleo Balance de resultados 2011. FTFE Update April 2012

On the other hand, supply side training programmes also foster training participation within workers and companies. Training actions intended primarily for employed workers can include cross-sector training plans (training on skills common to various economic sectors) and sector training plans (addressing workers in one particular branch of the economy), as well as training plans for workers in the social economy and those for self-employed workers. All of them are implemented by means of agreements signed by the employers' organizations and trade unions and the national or regional level and can be scheduled annually. Although these measures are intended primarily to private sector employees and the self-employed, these plans should enrol between 20 and 40% of unemployed people.

GRAPHIC 2 PARTICIPANTS IN DEMAND-SIDE NATIONAL SUBSYSTEM FOR EMPLOYMENT TRAINING



Source: Observatorio de la Formación para el Empleo Balance de resultados 2011. FTFE Update April 2012

3. Shaping VET qualifications

For increasing VET attractiveness among society, specially students and enterprises, in the last four years a full revision of all VET Diplomas and Professional Certificates has been made for adapting their curricula to the new labour market requirements. The National Catalogue of Professional Qualifications (CNCP) is expected to be the common framework for the Education System and the Employment Subsystem training.

In order to define the qualifications in the CNCP, 26 working groups for each main professional sector were established (see Annex 3 with the Professional Families) and have been working through the last 5 years. The members of these working groups are educational and productive experts proposed by the organizations of the Consejo General de la Formación Profesional CGFP as social agents and professional associations and organizations. The working groups were organized and guided by the National Institute of Professional Qualifications (INCUAL) and they were responsible for the definition, development and update of the occupational qualification of the CNCP which was finished at the end of 2011. Some working groups were placed in different Autonomous Communities depending on the importance of the productive sectors in their economies. These Qualifications are formed by codified units of competence (UC) which set up the expected behaviour of one person in terms of outcomes or results of the activities performed. Every unit of competence is linked to a learning module and learning outcomes necessary to acquire that competence and skills. This structure facilitates the assessment and accreditation acquired both through work experience and non-formal or informal learning.

Right now the levels National Qualification and Vocational training System refers to five levels of the CNCP (see annex 4 for level descriptors) taking into account different criteria like knowledge, initiative, autonomy, responsibility and complexity, among others, that are necessary for the accomplishment of all the activities and occupations referred in the CNCP⁹. Up to date just the first three levels of occupational qualifications of the CNCP have been developed. These first three levels are the reference of the accredited VET Diplomas and Professional Certificates and define the integrated national VET system (Figure 3).

The establishment of a National Qualification Framework (MECU) according to the Recommendation of the European Parliament and Council is under discussion by the stakeholders and national authorities. The proposal is to establish 8 levels corresponding to levels and criteria of the European Qualification Framework.

⁹ ROYAL DECREEE 1128/2003 of 5 September regulating the National Catalogue of Professional Qualifications (REAL DECRETO 1128/2003, de 5 de septiembre, por el que se regula el Catálogo Nacional de Cualificaciones Profesionales)

The National Public Employment Service (SEPE, *Servicio Público de Empleo Estatal*) through the Occupational Observatory (*Observatorio de las Ocupaciones*) which is intended to identify the employment trends of the different economic activities, draws up statistics and surveys that reflect the job market information for each occupation and report on the job market for specific groups, mobility and hard-to-fill jobs¹⁰. It provides information on the evolution of the supply and demand of jobs, activities and professional profiles in the labour market, as well as being involved in the definition, elaboration and updating of the National Repertoire of Professional Certificates (*Repertorio Nacional de Certificados de Profesionalidad* RNCP based on the National Catalogue of Professional Qualifications). The Observatory of Occupations aims to identify the occupations needed by economic sectors with data compiled from the Employment Services from the National System for Employment¹¹.

The anticipation of competencies and abilities in National System of Professional Qualifications is organized into a number of phases:

- (a) an analysis of the sector, the quantification of resources and needs, the growth of technology and a functional analysis of the duties of Human Resources in the production processes;
- (b) determining the ideal models for professional qualifications (standards);
- (c) determining the competencies and skills, using an external contrast of the models designed, joint work by external experts and expert teachers to draft the features of the training; and
- (d) the issuing of appropriate regulations.

The Sector Joint Committees (*Comisiones Paritarias*), which are made up of the most representative employers' organizations and trade unions in a particular sector, work through collective agreements or specific agreements on training. At this time, there are 84 Joint Committees in the different productive sectors. Among their duties are the following:

- (a) to take part in mediation when there are disagreements;
- (b) to set the criteria and general priorities for the training offered to workers in different sectors;
- (c) to cooperate in sector-based activities, studies or research and to make proposals for the National Qualifications and Vocational Training System and for the National Reference Centres in their particular area; and
- (d) to know about the CVET that is being carried out in their particular field.

The National Public Employment Service (SEPE), with the cooperation of the Employment Services of the Autonomous Communities and the Tripartite Foundation for Training in Employment (FTFE), in its role of coordinator of the National Employment System, has launched in 2011 a Joint Assessment Report of the Vocational Training for

¹⁰ More information in www.sepe.es

¹¹ Observatorio de las Ocupaciones, 2012 Los perfiles de la oferta de empleo.. Madrid. Subdirección General de Estadística e Información SEPE 2012

Employment subsystem- 2010 data¹². This Joint Assessment Report is based on an indicator system to measure quality, efficiency, performance and impact of the training activities developed through the Training initiatives that comprises the subsystem (see chapter 2.2.2). The Indicators system used in the process follows the Guidelines of the European Quality Assurance Framework in VET (EQAVET). During 2012 is being developing the Joint Assessment Report 2011-data, which will be available in the beginning of next year.

¹² More information in <http://www.sistemanacionalempleo.es/pdf/resumen.pdf>

4. Promoting participation in VET

The existing structures for promoting participation in VET in Spain include incentives of a financial, regulatory and motivational nature for individuals, enterprises and providers. VET Diplomas has traditionally less attractiveness than the General Education path conducting to University Studies, but in the last years their more work-based learning embedded in their curriculum design and a labour market transition orientation has increased the number of students who see an option in VET programmes among the youth.

Different regulatory measures are being implemented with the objective of increasing the number of people in VET. We may point out:

- rising permeability between the different education levels from lower secondary and upper secondary to tertiary studies mainly in a lifelong learning perspective.
- flexible access, introducing vocational initiation programmes as an extraordinary via for students with difficulties, unable to complete their lower secondary studies and which, through completion, allow them to obtain the certificate in compulsory secondary education, or at least a professional qualification (PCPI leading to a Professional Certificate_1, ISCED3) after completing the compulsory modules.
- free access exams for people without academic requirements and, through passing the exam, direct access to VET studies in the education system.
- increase qualification of unemployed low skilled through free training programmes awarded by Professional Certificates by the Labour Authorities.

4.1. Incentives for individuals

Participation in the Education System is promoted through a comprehensive scholarship scheme as set forth in annual calls issued by the Spanish Ministry of Education, Culture and Sport and Autonomous Communities. Different financial elements, such as costs for learning materials, need for outer residence, transport, etc. are considered and make up the total amount to be granted to an individual per year, following his/her specific circumstances. Prior general, academic and economic requirements (above all, level of family income, market value of real estate and similar properties) and must be complied with and properly accredited. In general terms, attainment of at least 50% of the educational subjects contemplated in a given VET Diploma is requested as a scholarship condition; otherwise a beneficiary can be formally asked to return the amount granted.

On the other hand, in 2012, the Labour Reform Act promotes continuous vocational training at workplace, through a paid leave of twenty hours of annual training linked to the activity of the company, and that can be accumulated over a period up to five years (previously it was just three years). The worker can engage in training initiatives aimed at

obtaining vocational training for employment within the framework of a training plan developed at the initiative of the company or agreed in collective bargaining processes, and apart from the training that the company is under obligation to deliver under the provisions of other labour laws.

Moreover, CVET ruled by the Ministry of Employment is free of charge for the workers, regardless their employment status, covered either by the demand side or the supply side training actions. Employed workers are entitled, within their companies, to Individual training leaves (PIF - Permisos individuales de formación) to facilitate their qualification through training, without cost to the company they serve. Individual training leaves (PIF) are to make it easier for workers who wish to improve their personal and professional abilities to take training that is recognized by an official diploma. Leaves of absence can be given for training for:

- (a) official diplomas issued by the competent education departments;
- (b) official accreditations listed in national regulations and issued by the competent department;
- (c) professional certificates;
- (d) training actions that form part of the support plans for sectors in crisis. In-class training can be carried out as e-training but distance training and leaves of absence to take exams are excluded.

Leaves of absence can also be granted to go through the evaluation and accreditation processes for professional competencies acquired through work experience or non-formal education. The bodies with the authority to programme, manage and monitor this initiative are the Ministry of Education, Culture and Sport, the National Public Employment Service, with the technical support from the Tripartite Foundation for Training in Employment, and Autonomous Community authorities.

In the case of the unemployed workers taking part in supply side training programmes, they can apply to grants for travel and board and lodging if required, to ensure its accessibility. They also have the right to some other aids for the reconciliation of work and family life, especially those who have dependents in their care. Priority groups in these plans are women, disabled, over 45, people with low qualifications, young people under 30 years and long-term unemployed.

Resources to finance vocational training for employment subsystem come from a training fee¹³ collected by the Social Security, to which are added the European Social Fund and other contributions from the Public Employment Service (SEPE). The budget for the entire system in 2012 reached 2154.9 million euros. The resources allocation is executed annually by the Ministry of Employment, which determines how to distribute the budget among different management levels and training initiatives. The funding distribution of training initiatives aimed at regional level is conducted at the Sectoral Committee for Labour

¹³ The Training Fee is the amount obtained by applying the rate of 0.70% on the basis of contributions for common contingencies from enterprises and workers to Social Security, where 0,60% is contributed by the company and the remaining 0,10% by the worker.

Affairs which brings together the regional governments and the central government. This distribution is published in the official public bulletin.

Incentives for individuals have also been developed through regulatory instruments in the last Labour reform as the “training account (*“cuenta formación”*) associated with the number of Social Security affiliation but still needs to be implemented. The Labour Reform Act includes among its new measures, the regulation of Training and Apprenticeships Contracts addressing unemployed over 16 and under 25 (even up to 30 years old until the unemployment rate falls below 15%), lacking professional qualifications (awarded either by the labour or education authorities) and required in order to serve an internship.

The approved training providers are in charge of delivering the training. However, people can also receive training in-company training based on professional certificates if the company fulfills the requirements to be a certified as a Training provider, and enabling students to gain accreditation for the training received, without prejudice to the need, if any, of conducting complementary training periods in the aforementioned Training providers. Evidence of the training delivered must be provided in the terms of the contract and when it comes to an end.

4.2. Incentives for enterprises

Companies carrying out training for their employees can receive discounts on their Social Security contributions. The subsidy rate depends on the size of the company and is calculated by applying the following percentages to their social security contributions under the vocational training heading from the previous year:

TABLE 6 % Social Security Contributions	
Company size	% bonus
From 6-9 employees	100%
From 10 to 49 employees	75%
From 50 to 249	60%
250 or more workers	50 %

Source: authors

Companies from 1 to 5 employees have a flat company credit of 420 euros. Depending on the size of the company, it is also required a minimum percentage of co-financing on the cost of training, ranging from 10% for companies from 10 to 49 workers to 40% for those with more than 249 workers. Great efforts have been made in the last years to increase the number of small enterprises applying for these funds. The amount available in 2012 for these bonuses is 560 million euros, which is 8% more than on the previous year. In 2011, the number of training companies reached 432,182, 28.8% of those registered in the General

Treasury of Social Security. In this type of training there were involved more than 2.98 million of participants. The number of Individual Training Leaves (PIF) notified by companies during 2011 was 4.913. The forecast for 2012 is to reach 466.000 training companies and more than 3.2 million participants through this training initiative.

Lastly, in some other training programmes, companies taking on trainees for their workbased learning module receive some minor financial compensation. This is also the case for IVET Diplomas however the amount depends on the Autonomous Community VET Policy criteria.

4.3. Incentives for training providers

In the education system, there are three types of educational institutions, public schools, private schools, and publicly financed private schools (*centros concertados*). Education Centres as previously highlighted in section 2.2.1 of this country report, have the autonomy to develop and complete the curriculum for the different education stages, therefore at the beginning of each school year they must draw up an annual programme that includes all the aspects that have to do with organizing and managing the centre.

All training providers in the National Subsystem of Vocational Training for Employment (either on demand side or supply side training, being companies, training centres and social partners), can apply for funding (by means of financial incentives or subvention depending on the type of initiative) to carry out CVET actions according to the maximum economic modules expressed in cost per participant/hour of training which vary from 5.5 € for traditional distance learning up to 13 € for the specialized classroom training.

4.4. Guidance and counselling structures and services informing on existing learning opportunities

During the year 2010-11 a VET portal, www.todofp.es, was created and offers updated information and guidance resources not only for younger people but also for parents, teachers, professional career advisers and others. The web portal incorporates assessment tools to help students to choose a career and has illustrative videos about various occupations. This information and guidance portal, as well as all actions developed by de the Ministry of Education, Culture and Sport, related to information and guidance, follow the European Recommendations regarding Lifelong Guidance, as well as all commitments taken by ELGPN (European Lifelong Guidance Policy Network) where Spain is an active member. Likewise, the Central Administration is drafting a policy document which will support the implementation of an integrated system for information and guidance that will gather and optimize all guidance resources provided by the different public administrations as well as other providers such as schools, universities and social partners.

Guidance and Counselling on individual competences and learning opportunities are also been given through the RECOgnition of labour EXperience portal *Recex*¹⁴ portal, hosted in SEPE's website. It introduces people and workers through the accreditation of skills acquired through labour experience. The web portal incorporates self-assessment tools to identify what has been learned through labour experience and informal training programmes and which are referred to the National Catalogue of Professional Qualifications (CNCP) as they are the professional skills that can be officially recognized either by experience or by training.

Skills competition such as the training championships (Spainskills, Euroskills and WorldSkills Championships) and several fairs for students have also been used to promote VET in the last years. These fairs and competitions are valuable tools for VET divulgation and a means to encourage students, teachers and businesses towards VET, along with a platform where policy makers attend vocational training and, therefore, a discussion forum on the evolution of demands of VET and professional standards.

4.4.1 Dual training

A new dual model for VET programmes, either at the Education or Employment Systems, is being developed together with the existing IVET model (VET Diplomas or Professional Certificates). With the aim of increasing students access to VET, as well as supporting their transition into the labour market, different funding initiatives, like the Training and Apprenticeship Contract¹⁵ and other mixed co-funding systems between the Administrations and the enterprises, will be put in place to enable working while studying, and to have an accreditation based on the National Catalogue of Professional Qualifications as reference.

Some Autonomous Community have already implemented dual training projects related to IVET Diplomas in which, unlike current VET design, students are able to gain work based practice at a real workplace during, and not at the end, of their training, as well as receiving a scholarship-salary for their work.

Regarding VET Programmes, work-based learning outcomes demonstrated to be one of the best incentives in comparison to secondary education mainstream Programmes, as well as the specific modules called Training at Workplace Modules (FCT -Formación en Centro de trabajo) included in VET Diplomas, either at High or Intermediate level, and the No Labour Practice Module (MPNL - Módulo de Prácticas No laborales) in Professional Certificates, regulated by the labour authorities. These practice modules are compulsory for all students and delivered at the end of school training. Both VET programmes have allowed employers, teachers and trainers to work together with the common target of skilling young

¹⁴ Recognition of skills acquired through work experience (RECEX)
<https://sede.sepe.gob.es/portaSedeEstaticos/flows/gestorContenidos?page=recexIndex>

¹⁵ Royal Decree 1529/2012, of 8 November, for which the Training and Apprenticeship Contract and the basis for Dual Training are established.

people or adult workers. The Tutor's role in the company has become a milestone for young students training supporting them to apply what they have learnt, test what they can do; gain their first contact with the enterprise and even, in several cases, stay on the company with a full contract after training. Moreover, the permanent communication between teachers and enterprises helps to detect, at an early stage, changes in the production sectors and becomes a useful source in VET curricula updating.

4.4.2 Recognition and accreditation of labour experience procedures

Increasing the recognition of non-formal and informal learning may also be considered as another regulatory measure for motivating VET learners. After the publication of Royal Decree 1224/2009 on the recognition of skills acquired through work experience, all Autonomous Communities, through their Education and Employment Departments, have published calls for the period 2010-2011.

There have been 41 public calls specifying concrete accreditation requirements, mainly in the professional families of health and social community services, for 43.308 posts related to specific groups of workers. So far, there have been accredited 3.108 people with a Professional Certificate or unit of competence (partial accreditation).

Annex 1 Acronyms and abbreviations

BOE	Boletín Oficial del Estado (Official Gazette)
CGFP	Consejo General de Formación Profesional (General Vocational Training Council)
CNCP	Catálogo Nacional de Cualificaciones Profesionales (National Catalogue of Professional Qualifications).
ECVET	European Credit System for Vocational Education and Training
EQAVET	European Quality Assurance in VET
EPA	Encuesta de Población Activa (Survey of the Active Population)
EQF	European Qualification Framework
ESO	Educación Secundaria Obligatoria (Compulsory secondary education)
FCT	Formación en Centros de Trabajo (Workplace Training in VET Diplomas)
FTFE	Fundación Tripartita de Formación para el Empleo (Tripartite Foundation for Employment)
INCUAL	Instituto Nacional de las Cualificaciones (National Institute of Qualifications)
INE	Instituto Nacional de Estadística (National Statistics Institute)
ISCED	International Standard Education Classification
MECU	Marco Español de Cualificaciones (Spanish Qualifications Framework)
MECES	Marco Español de Cualificaciones de Educación Superior (Higher Education Spanish Framework)
OPEAS	Programa de Orientación Profesional para el Empleo y asistencia para el autoempleo (Vocational Counselling for Employment and Assistance for Self-Employment Programme)
PCPI	Programa de Cualificación Profesional Inicial (Initial Vocational Qualification Programme)
PIF	Permisos Individuales de Formación (Individual Training Leaves)
SEPE	Servicio Público de Empleo Estatal (National Public Employment Service)
VET	Vocational Education and Training
UC	Unidad de Competencia (Unit of Competence in the CNCP)

Annex 2 Selected legal references, sources and websites

- LEY ORGÁNICA 5/2002, de 19 de junio, de las Cualificaciones y de Formación Profesional (*ORGANIC LAW 5/2002 of 19 June on Qualifications and Vocational Training*).
- LEY ORGÁNICA 2/2006, de 3 de mayo, de Educación (*ORGANIC LAW 2/2006 of 3 May on Education*)
- LEY 3/2012, de 6 de julio, de medidas urgentes para la reforma del mercado laboral. (*LAW 3/2012 of July 6, 2012 on urgent measures to reform labour market*)
- LEY ORGÁNICA 4/2011, de 11 de marzo, complementaria de la Ley de Economía Sostenible, por la que se modifican las Leyes Orgánicas 5/2002, de 19 de junio, de las Cualificaciones y de la Formación Profesional, 2/2006, de 3 de mayo, de Educación, y 6/1985, de 1 de julio, del Poder Judicial (*ORGANIC LAW 4/2011 of March 2011, complementing the Law on Sustainable Economy, amending the Organic Law No. 5/2002 on Qualifications and Vocational Training, Law No. 2/2006 May 3, 2006 on Education, and Law No. 6/1985 of July 1, 1985 on the Judiciary Power.*)
- LEY 56/2003, de 16 de diciembre, de Empleo (*LAW 56/2003 of 13 December on Employment*).
- LEY 19/1997, de 9 de junio, por la que se modifica la LEY 1/1986 de 7 de enero, por la que se crea el Consejo General de Formación Profesional (*LAW 19/1997 of 9 June modifying LAW 1/1986 of 7 January creating the General Vocational Training Council*).
- REAL DECRETO 1529/2012 de 8 de noviembre, por el que se desarrolla el contrato para la formación y el aprendizaje y se establecen las bases de la formación profesional dual (*Royal Decree 1529/2012, of 8 November, for which the Training and Apprenticeship Contract and the basis for Dual Training are established*)
- REAL DECRETO 1326/2002, de 13 de diciembre, por el que se modifica el Real Decreto 375/1999, de 5 de marzo, por el que se crea el Instituto Nacional de las Cualificaciones (*ROYAL DECREE 1326/2002 of 13 December, modifying Royal Decree 375/1999 of 5 March, creating the National Qualifications Institute*).
- REAL DECRETO 1147/2011 de 29 de julio por el que se establece la ordenación general de la formación profesional del sistema educativo Ordenación FP (*ROYAL DECREE 1147/2011 of 29 July establishing the general organization of vocational education system*).
- REAL DECRETO 1542/2011, de 31 de octubre, por el que se aprueba la Estrategia Española de Empleo 2012-2014. (*ROYAL DECREE 1542/2011 of 31st of October with the approval of the Spanish Strategy for Employment 2012-2014*)
- REAL DECRETO 1027/2011 de 15 de julio por el que se establece el Marco Español de Cualificaciones para la Educación Superior (*ROYAL DECREE 1027/2011 of 15 of July establishing the Spanish High Studies Qualifications Framework*).
- REAL DECRETO 1618/2011, de 14 de noviembre, sobre reconocimiento de estudios en el ámbito de la Educación Superior (*ROYAL DECREE 1618/2011 of 14 of November for recognition of Diplomas in High Education*)
- REAL DECRETO 1224/2009, de 17 de Julio, de reconocimiento de las competencias profesionales adquiridas por la experiencia laboral (*ROYAL DECREE 1224/2009 of 17 July on recognizing professional competencies acquired through work experience*) (REAL DECRETO 229/2008, de 15 de febrero, por el que se regulan los Centros de Referencia Nacional en el ámbito de la formación profesional (*ROYAL DECREE 229/2008 of 15 February regulating the National Reference Centres in the field of vocational training*)).

- REAL DECRETO 34/2008, de 18 de enero, por el que se regulan los certificados de profesionalidad. Modificado por el REAL DECRETO 1675/2010, de 10 de diciembre (*ROYAL DECREE 34/2008 of 18 January regulating the professional certificates. Modified by Royal Decree 1675/2010 of 10 December*).
- 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 regulating the vocational training for employment subsystem*).
- REAL DECRETO 1128/2003, de 5 de septiembre, por el que se regula el Catálogo Nacional de Cualificaciones Profesionales (*ROYAL DECREE 1128/2003 of 5 September regulating the National Catalogue of Professional Qualifications*).
- ORDEN TAS/718/2008, de 7 de marzo, por la que se desarrolla el Real Decreto 395/2007, de 23 de marzo, por el que se regula el subsistema de formación profesional para el empleo en materia de formación de oferta y se establecen las bases reguladoras para la concesión de subvenciones públicas destinadas a su financiación (*ORDER TAS/718/2008 of 7 March, developing Royal Decree 395/2007 of 23 March, regulating the training courses on offer and establishing the regulatory bases for granting the public subsidies to finance them*).
- ORDEN TAS/2307/2007, de 27 de julio, por la que se desarrolla parcialmente el Real Decreto 395/2007, de 23 de marzo, por el que se regula el subsistema de formación profesional para el empleo en materia de formación de demanda y su financiación, y se crea el correspondiente sistema telemático, así como los ficheros de datos personales de titularidad del Servicio Público de Empleo Estatal (*ORDEN TAS/2307/2007 of 27 July partially expanding on Royal Decree 395/2007 of 23 March regulating the training courses offered in the vocational training for employment sub-system and its financing, and creating the corresponding telematic system, as well as the files containing personal information that are owned by the National Public Employment Service*).
- REAL DECRETO 1631/2006, de 29 de diciembre, por el que se establecen las enseñanzas mínimas correspondientes a la Educación Secundaria Obligatoria (*ROYAL DECREE 1631/2006 of 29 December establishing the minimum education for Compulsory Secondary Education*). Article 14: Programas de Cualificación Profesional Inicial (*Initial Professional Qualification Programmes*)
- REAL DECRETO 1146/2011, de 29 de julio, por el que se modifica el Real Decreto 1631/2006, de 29 de diciembre, por el que se establecen las enseñanzas mínimas correspondientes a la Educación Secundaria Obligatoria, así como los Reales Decretos 1834/2008, de 8 de noviembre, y 860/2010, de 2 de julio, afectados por estas modificaciones (en relación con los Programas de Cualificación Profesional Inicial y la ordenación del cuarto curso de la ESO) (*ROYAL DECREE 1146/2011, of 29 July, amending Royal Decree 1631/2006 of 29 December, establishing the core curriculum for Secondary Education and the ROYAL DECREES 1834 / 2008 of November 8 and 860/2010, of July 2, affected by these changes (in relation to the Initial Professional Qualification Programmes (PCPI) and management of the fourth year of ESO (Secondary Compulsory Education)*)
- RESOLUCIÓN de 24 de julio de 2012, de la Secretaría de Estado de Empleo, por la que se publica el Acuerdo del Consejo de Ministros de 6 de julio de 2012, por el que se aprueba el Plan Anual de Política de Empleo para 2012
- REAL DECRETO 1558/2005, de 23 de diciembre, por el que se regulan los requisitos básicos de los Centros integrados de formación profesional (*ROYAL DECREE 1558/2005 of 23 December regulating the basic requirements for integrated vocational training centres*).
- REAL DECRETO 1416/2005, de 25 de noviembre, por el que se modifica el Real Decreto 1128/2003, de 5 de septiembre, por el que se regula el Catálogo Nacional de

las Cualificaciones Profesionales (ROYAL DECREE 1416/2005 of 25 November, modifying Royal Decree 1128/2003 of 5 September regulating the National Catalogue of Professional Qualifications).

- LABOUR STATISTICS YEARBOOK. MINISTRY OF EMPLOYMENT AND SOCIAL SECURITY. Advance 2011 (ANUARIO DE ESTADÍSTICAS LABORALES DEL MINISTERIO DE EMPLEO Y SEGURIDAD SOCIAL. Avance 2011).

<http://www.empleo.gob.es/estadisticas/ANUARIO2011/index.htm>

- LOS PERFILES DE LA OFERTA DE EMPLEO/OBSERVATORIO DE LAS OCUPACIONES DEL SEPE. Madrid: Subdirección General de Estadística e Información del SEPE, 2012

- EDUCATION AT A GLANCE. OECD INDICATORS: 2012 SPANISH REPORT (Panorama de la educación. Indicadores de la OCDE. 2012 Informe español).

<http://www.educacion.gob.es/dctm/inee/internacional/panorama2012.pdf?documentId=0901e72b81415d28>

- INEBase INSTITUTO NACIONAL DE ESTADÍSTICA (NATIONAL STATISTICS INSTITUTE Database)

www.ine.es/inebmenu/indice.htm

- EDUCATION STATISTICS: NON-UNIVERSITY EDUCATION. MINISTRY OF EDUCATION (ESTADÍSTICA DE LA EDUCACIÓN: ENSEÑANZAS NO UNIVERSITARIAS. MINISTERIO DE EDUCACIÓN)

www.educacion.gob.es/horizontales/estadisticas.html

- STATE ADMINISTRATIONS WEBSITES

MINISTERIO DE EDUCACIÓN, CULTURA Y DEPORTE	www.educacion.gob.es
INSTITUTO NACIONAL DE LAS CUALIFICACIONES (INCUAL)	www.educacion.gob.es/educa/incual/ice_incual.html
ORGANISMO AUTÓNOMO DE PROGRAMAS EDUCATIVOS EUROPEOS (OAPEE)	www.oapee.es
MINISTERIO DE EMPLEO Y SEGURIDAD SOCIAL	www.empleo.gob.es
SERVICIO PÚBLICO DE EMPLEO ESTATAL (SEPE)	www.sepe.es
OBSERVATORIO DE LAS OCUPACIONES	www.sepe.es/contenido/obsrevatorio/index.html
FUNDACIÓN TRIPARTITA PARA LA FORMACIÓN EN EL EMPLEO (FTFE)	www.fundaciontripartita.org
PORTAL DE ORIENTACIÓN E INFORMACIÓN SOBRE FORMACIÓN PROFESIONAL	www.todofp.es
• AUTONOMOUS COMMUNITY WEBSITES	
ANDALUCÍA	www.juntadeandalucia.es/educacion www.juntadeandalucia.es/empleo
ARAGÓN	www.educaaragon.org www.aragonemplea.com
ASTURIAS	www.educastur.es www.trabajastur.com

ISLAS BALEARES	www.caib.es
ISLAS CANARIAS	www.gobcan.es www.gobcan.es/educacion
CANTABRIA	www.educacantabria.es www.empleacantabria.com
CASTILLA LA MANCHA	www.educa.jccm.es www.sepecam.jccm.es
CASTILLA-LEÓN	www.educa.jcyl.es www.jcyl.es
CATALUÑA	www.gencat/educacio www.gencat.cat
VALENCIA	www.edu.gva.es www.servef.es
EXTREMADURA	www.educarex.es www.extremaduratrabaja.es
GALICIA	www.edu.xunta.es www.galiciaempleo.net
LA RIOJA	www.educarioja.org www.rioja.org
MADRID	www.madrid.org
NAVARRA	www.educacion.navarra.es www.navarra.es
PAÍS VASCO	www.hezkuntza.ejgv.euskadi.net www.lanbide.net
REGION DE MURCIA	www.educarm.es www.sefcarm.es
CEUTA (Ciudad Autónoma)	www.ceuta.es
MELILLA (Ciudad Autónoma)	www.melilla.es

Annex 3 Professional Families of the National Catalogue of Professional Qualifications

Professional Families

1. Agriculture	AGA	14. Construction and Civil Work	EOC
2. Maritime and Fishing Industry	MAP	15. Glass and Ceramics	VIC
3. Food Industry	INA	16. Wood, Furniture and Cork	MAM
4. Chemistry.....	QUI	17. Textile, Clothing Industry and Leather.....	TCP
5. Personal Image	IMP	18. Graphic Arts.....	ARG
6. Health	SAN	19. Image and Sound	IMS
7. Security and Environment.....	SEA	20. Information and Communications Technology ...	IFC
8. Metal Working.....	FME	21. Administration and Management.....	ADG
9. Installation and Maintenance	IMA	22. Trade and Marketing.....	COM
10. Electricity and Electronics	ELE	23. Sociocultural and Community Services	SSC
11. Energy and Water	ENA	24. Hospitality and Tourism	HOT
12. Transport and Vehicles Maintenance	TMV	25. Physical and Sports Activities.....	AFD
13. Extraction Industry	IEX	26. Arts and Crafts	ART

Annex 4 Level descriptors of the National Catalogue of Professional Qualifications

DEFINITION BY DESCRIPTORS

Level 1

Competence in a reduced group of relatively simple working activities related to normalized processes, in which the theoretical knowledge and practical capacities involved are limited.

Level 2

Competence in a group of well-defined professional activities with the capacity to use particular instruments and techniques concerning, mainly, an execution activity which can be autonomous within the limits of the above-mentioned techniques. It requires knowledge on the technical and scientific fundamentals of the activity concerned and capacities for the comprehension and the application of the process.

Level 3

Competence in a group of professional activities which require the command of different techniques and can be executed in an autonomous way. It involves responsibility on the coordination and supervision of technical and specialized work. It demands the understanding of the technical and scientific fundamentals of the activities concerned as well as the assessment of the factors in the process and the assessment of the economic repercussions.

Level 4

Competence in a wide group of complex professional activities performed in a great variety of contexts which require to combine technical, scientific, economic or organizational variables to plan actions, or to define or develop projects, processes, products or services.

Level 5

Competence in a wide group of professional activities of great complexity performed in different contexts, often unpredictable, which imply to plan actions or to conceive products, processes or services. Great personal autonomy. Frequent responsibility on the assignment of resources and on the analysis, diagnosis, design, planning, execution and assessment.

Source: INCUAL. National System for Qualifications and VET.

http://www.educacion.gob.es/educa/incual/pdf/2/Web_Folleto_ingles.pdf