
Spain

VET in Europe – Country Report

2013

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This country report is part of a series of reports on vocational education and training produced for each EU Member State plus Norway and Iceland by members of ReferNet, a network established by Cedefop (European Centre for the Development of Vocational Training).

The opinions expressed in this report are not necessarily those of Cedefop.

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Abstract:

This is a short overview of the VET system in Spain within a common structure defined by the Cedefop for all the countries. It was elaborated within the working plan of ReferNet for 2013 and it was finalised in October 2013. ReferNet is a network cofinanced by the EU.

Information is presented according to the following themes:

1. External factors influencing VET
2. Providing VET in a lifelong learning perspective
3. Shaping VET qualifications
4. Promoting participation in VET

The reference year of this report is 2013. Similar overviews of previous years can be viewed at:

<http://www.cedefop.europa.eu/EN/Information-services/vet-in-europe-country-reports.aspx>.

Keywords:

vocational education and training (VET) systems; initial vocational training; continuing vocational training; lifelong learning; VET policy development; financial crisis and VET policies; VET legislative and institutional frameworks; validation of non-formal and informal education; teachers and trainers; anticipation of skill needs; vocational guidance and counselling; VET financing mechanisms; allocation of national VET programmes; national and international qualification systems.

Geographic term:

Spain

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Foreword

Vocational education and training (VET) is a priority for both education policy and active labour market policies in Spain. The opportunity to improve competitiveness by aligning individuals' professional skills to the needs of a productive, sustainable and innovative economy, and raising the population educational and training levels, is a major concern for the government. During 2013 several educational and employment measures that included VET have been taken to reduce unemployment, especially youth unemployment, and to increase the skills base of the population. Three major initiatives can be pointed out:

- education reform and final approval of the LOMCE (Spanish acronym for Organic Law on Education Quality Improvement) at the end of 2013, together with the proposal of new Basic VET diplomas;
- implementation of a dual system to foster work based learning within VET and the Apprenticeship and training contract;
- approval of a National Strategy for Entrepreneurship and Youth Employment 2013-2016 which outlines specific measures for promoting VET and entrepreneurial support.

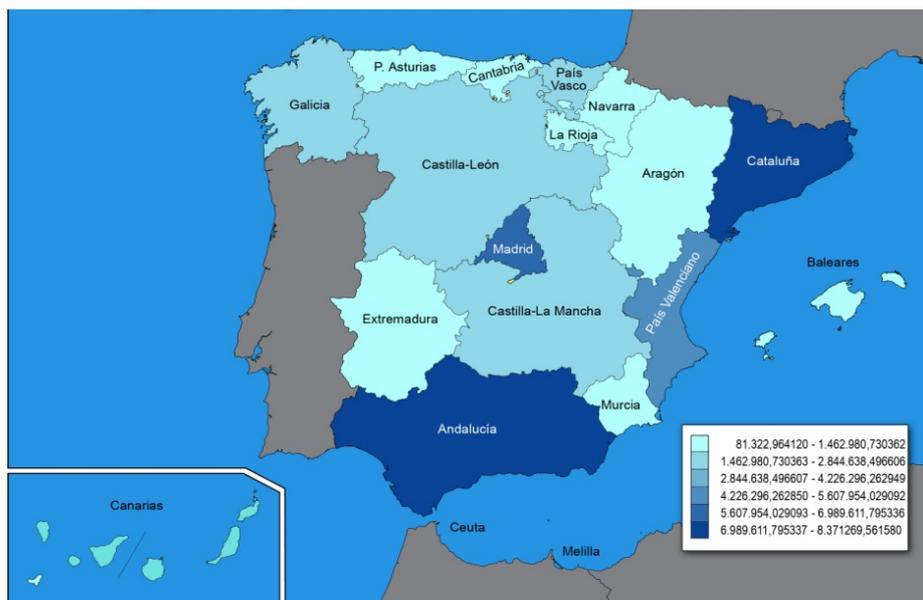
CHAPTER 1.

External factors affecting VET

1.1. General political, administrative and demographical background

Spain is a parliamentary monarchy governed by the 1978 Constitution, which is based on social values and incorporated within a social and democratic legal state. The constitution provides basic rights to education and identifies the obligations of public authorities to promote basic education as well as vocational retraining and the right to basic education for the foreign population. The territory is divided into municipalities, provinces and autonomous communities.

Figure 1 **Distribution of the Spanish population and its autonomous communities, 2011**



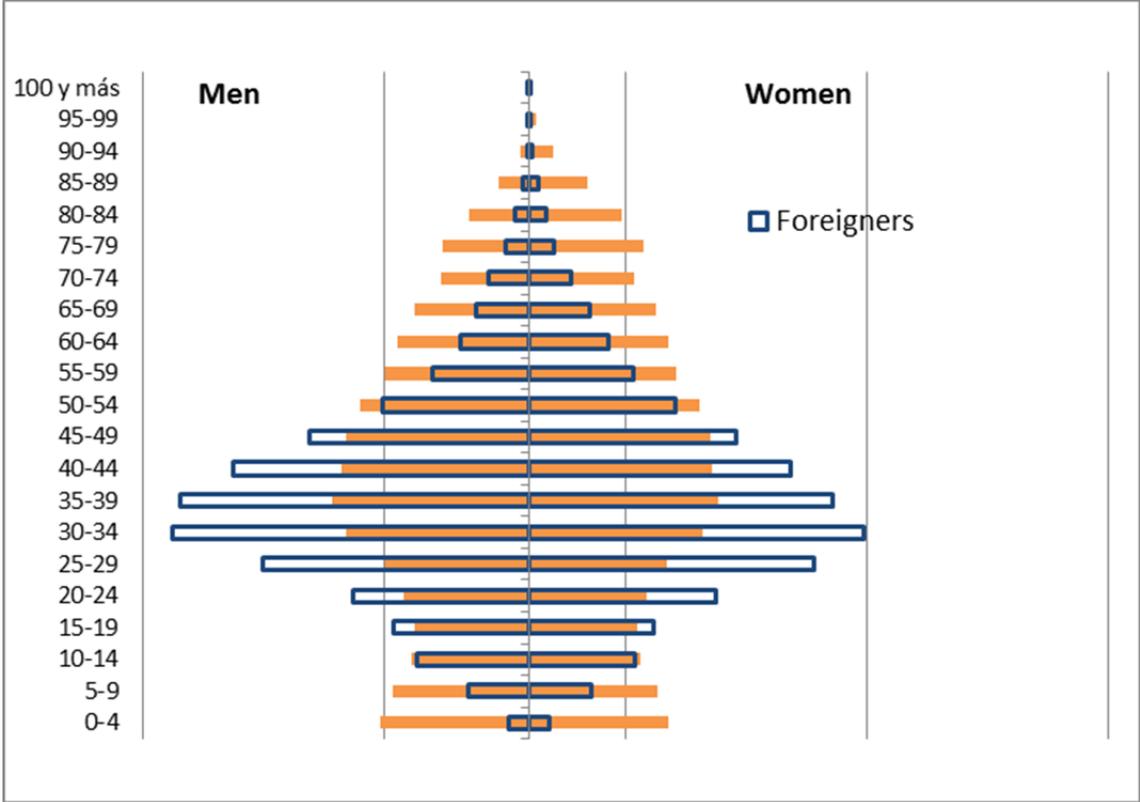
Source: INE (National Statistics Institute), 2012 [Census 2011](#).

The population structure reflects the progressive aging of the population with an increased life expectancy, a low birth rate and the impact of immigration of people aged 25-45. Spain has 46 196 276 inhabitants⁽¹⁾ and its population has grown by nearly 6 million people in the last decade (increase 2001-11, 14.6%). The main cause of this increase has

⁽¹⁾ Eurostat. Population on 1 January. Last update 25.07.2013. tps00001 and Population by citizenship – Foreigners, tps00157.

been the influx of foreigners whose share in the total population changed from 3% in 1995 to 14% in 2009. Since then, however, with the economic crisis, the number of immigrants has decreased and consequently, the population stagnated and in 2012, for the first time in many years, the population decreased by -4.1%.

Figure 2 **Population pyramid**

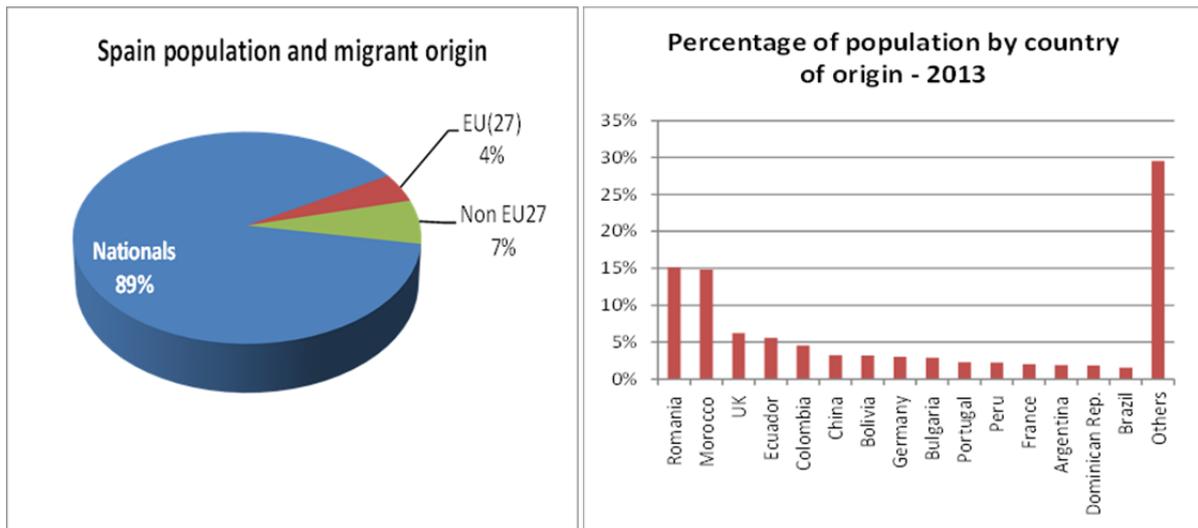


Source: INE 2012 Census 2011

Most foreigners are between 20 and 45 years old, and many of them come from South American countries like Colombia, Ecuador, Bolivia and Peru, but the largest share of immigrants comes from Romania and Morocco. In relation to VET, the increase of immigrants may have affected the education indicators of the country. In fact, early school leaving (ESL) among immigrants is high. The rate was 44% in 2011 and 43.6% in 2012⁽²⁾. The decrease may be linked to decreasing immigration resulting from the present economic crisis as well as education policies and measures promoting social inclusion.

⁽²⁾ See the article on [Early Leaving in Spain](#), ReferNet-España 2013.

Figure 3 **Origin of migrants in the Spanish population**

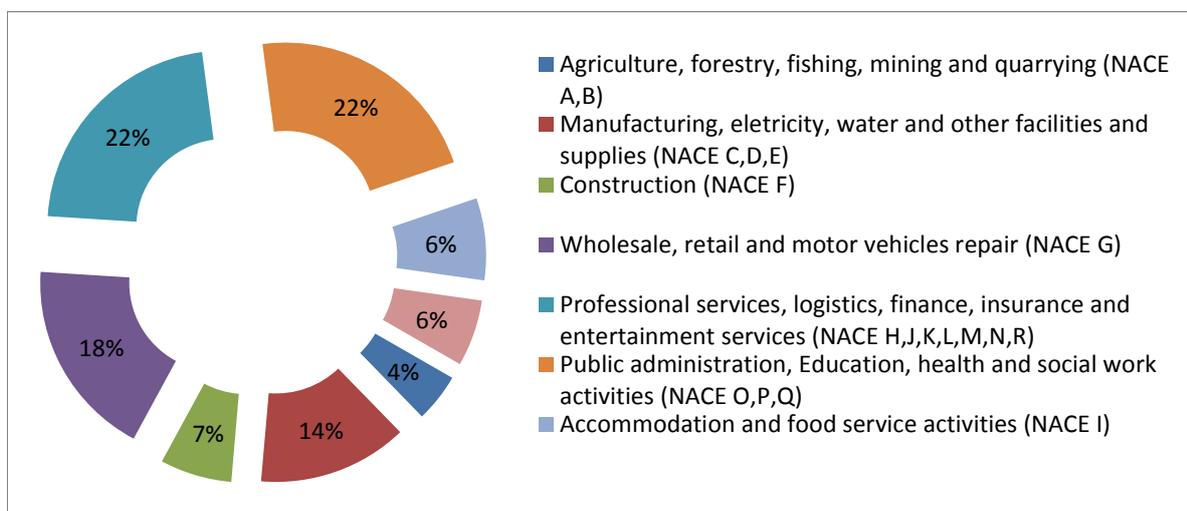


Source: Prepared by the authors from Eurostat (t_migr_pop1ctz). Last updated 13.01.2014. Extraction 06.02.2014 and INE, Cifras de Población a 1 de enero de 2013 – Estadística de Migraciones 2012. Provisional data. 25 de junio 2013.

1.2. Economic and labour market indicators

The Spanish economy is essentially a service economy. The service sectors are significant in terms of both gross domestic product (GDP) and employment. 61% of the employees work in professions related to services, transportation and logistics, financial and other public services (including education and health). This evolution and dynamism of the service sector together with employers adjusting occupational profiles imply important challenges for VET diploma programmes for these sectors and therefore for the definition of Professional Qualifications (see CNCP references in Chapter 3).

Figure 4 **Employment by sector and economic activity, 2012**

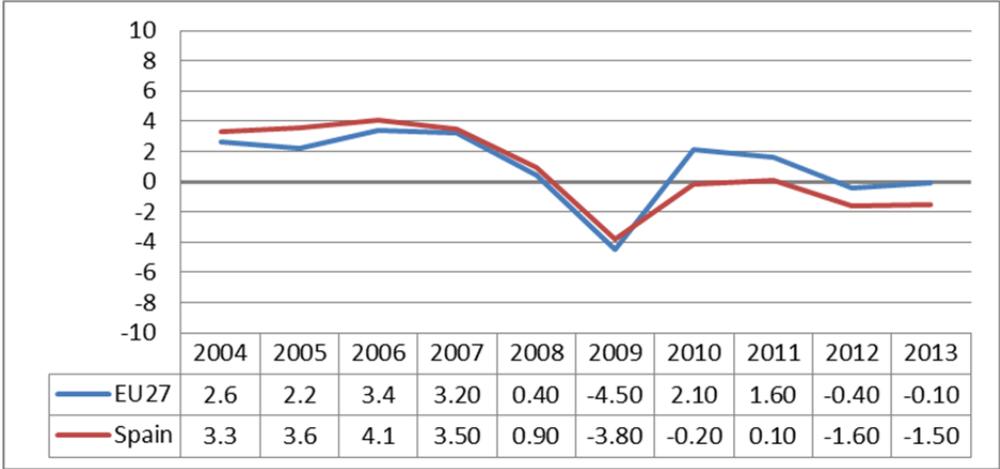


Source: Prepared by the authors from Eurostat (lfsa_egan2). Last updated 26.08.2013. Retrieved 30.08.2013.

Note: NACE is the abbreviation of statistical classification of economic activities in the European Community.

With a GDP decrease of 1.6%, the economy ended 2012 in recession. Contributing to this were the collapse of domestic demand, a persistent credit crunch and the negative impact of fiscal measures⁽³⁾. In 2013 the situation improved, slower than in EU countries, but recovery was sustainable. In terms of economic activities, the construction sector suffered the most during the crisis. Caused by the bursting of the housing bubble, GDP and employment in construction (in particular for the low qualified) decreased significantly.

Figure 5 **Change in real GDP (%)**



Source: Eurostat (tec00115) Last update 30.08.2013. Retrieved on 02.09.2013.

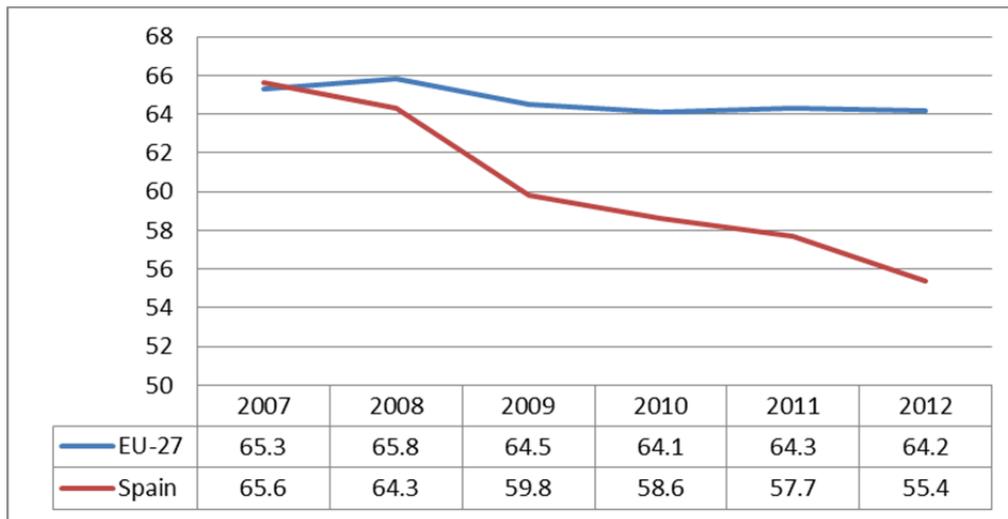
The impact of the crisis on employment has highlighted the problems of the country's labour market. In 2012, a quarter of the workforce of approximately 23 million was unemployed and only 55.4% of the active population aged 15-64 were employed (a decrease of 16% since 2007). Urgent measures to deal with unemployment have been introduced since 2011. However the labour market reacts slowly. Measures to promote employability, self-employment and more flexible labour contracts have been put in place⁽⁴⁾. The Annual Plan 2013 proposed several measures under four strategic objectives to improve the:

- employability of young people and to support entrepreneurship;
- employability of other groups particularly affected by unemployment;
- quality of vocational training for employment;
- links between active and passive employment policies.

⁽³⁾ Comité Económico y Social (CES) Report 2013.

⁽⁴⁾ Royal Decree-law 3/2011 of 18 February on urgent measures for improving employability and active employment policies reform.

Figure 6 **Evolution of the employment rate**



Source: Eurostat (lfsi_emp_a). Last updated 10.07.2013. Retrieved on 03.09.2013.

Overall, the number of employed people has declined. However, in terms of professional groups, between 2008 and 2012 the share of workers employed in the service sector increased, mainly for service and sales workers and among professionals in general (22% and 18% respectively of total employment in 2012). The employment shares of managers and elementary occupations have declined. Job losses have been concentrated in certain age groups and three out of four young job seekers were unemployed. To tackle these issues, several measures were put in place during 2013 (see Chapter 2).

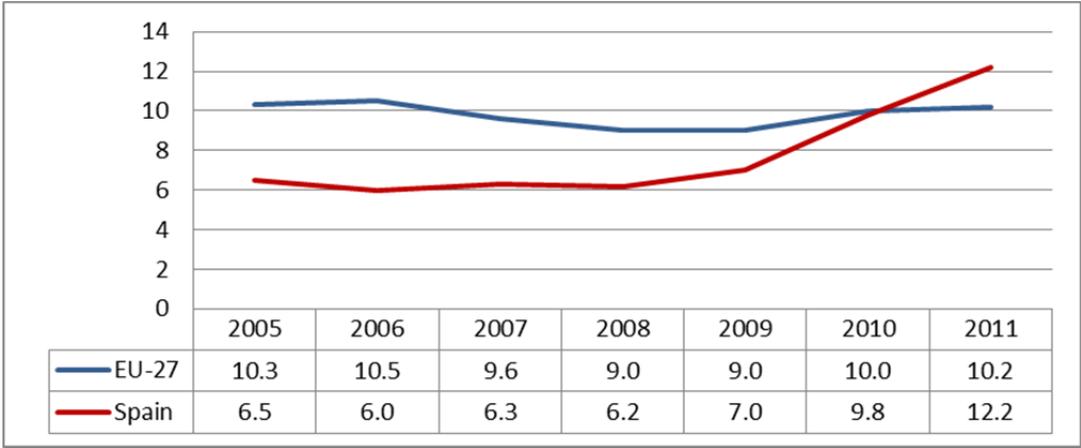
Figure 7 **Employment by occupation (ISCO) 2008-12 (thousands)**



Source: Eurostat (lfsa_egais). Last update 30.08.2013; extracted on 02.09.2013.

The economic crisis and unemployment have resulted in a worsened social situation and, consequently, an increase of households at risk of poverty due to unemployment problems and low income. Since 2010 these problems have become more severe in Spain compared to the overall situation in the EU. The 2013 National Reform Plan and the Active Labour Market Policies Annual Plans have introduced initiatives for youngsters, low skilled workers and long-term unemployed, to mitigate the effects that the crisis has had on these groups.

Figure 8 **People living in households with low employment activity (aged 0 to 59; % of total population)**



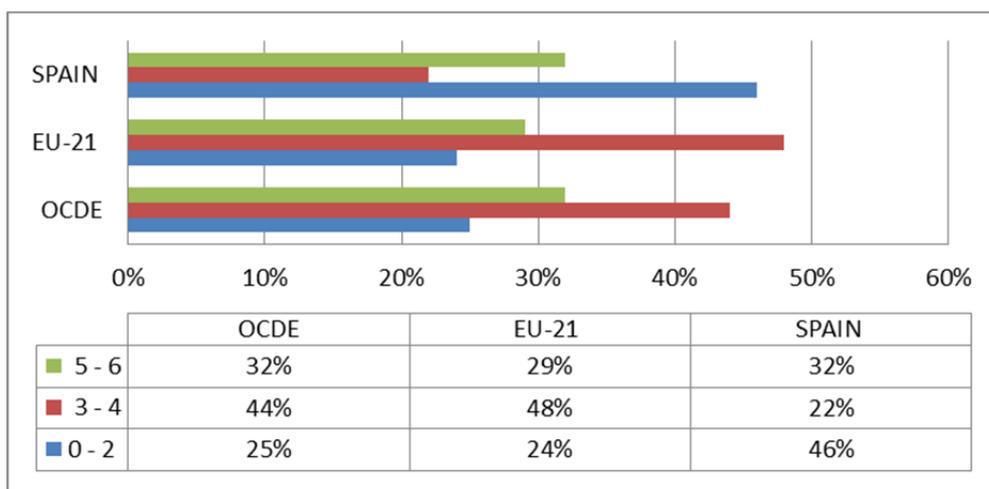
Source: Eurostat (ilc_lvhl11), last update 17.09.2013. Retrieved: 19.09.2013.

A programme called PREPARA, in place since 2011, specifically addresses registered jobseekers at least 12 out of the last 18 months, with family responsibilities and a monthly income below 75% of the minimum wage. Participants are entitled to career guidance services, opportunities to access retraining programmes to improve their professional skills and they were entitled to a grant of €450 per person/month in 2013.

1.3. Qualifications and the labour market

The share of people with no or low qualifications (ISCED 0-2) is much higher than the EU average, almost double. In contrast, at 32%, the percentage of the population with higher education (ISCED 5-6) is above of the EU average. In fact in 2010 Spain already complied with the EU benchmark for tertiary attainment for 2020 (40.6% of the 30-34 year-old population should have higher education qualifications), although the national target is more ambitious: 44% by 2020. Also the percentage of 25 to 34 year-old in training is higher than in other EU countries.

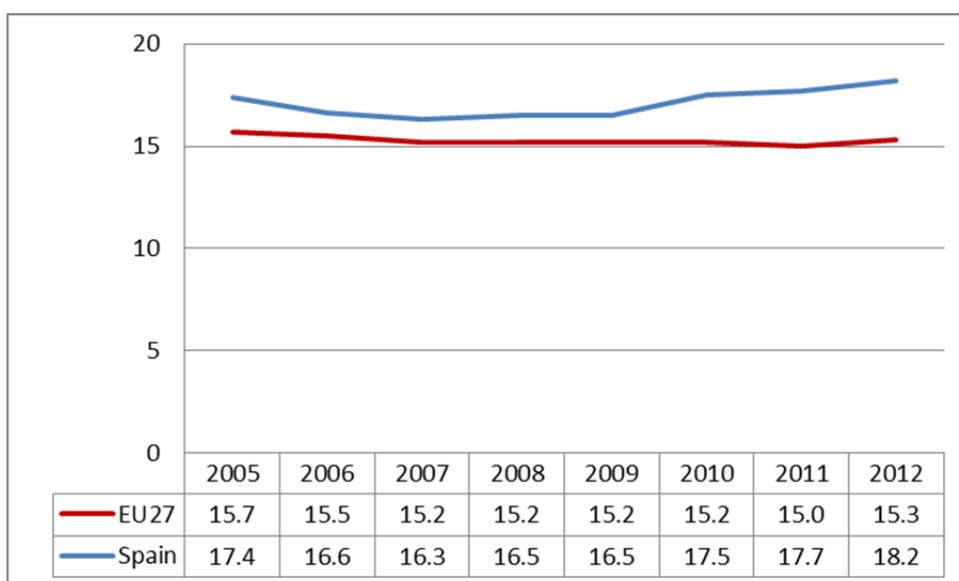
Figure 9 **Population aged 25-64 by qualification level (ISCED 1997), 2011**



Source: Prepared by the authors with data from Education at a Glance. OECD Indicators 2013 (Panorama de la Educación). Indicadores de la OCDE 2013). National Institute for Educational Evaluation 2013.

The share of people with intermediate level qualifications [ISCED⁽⁵⁾ 3-4] in the Spanish population is low compared to other countries in the EU and the Organisation for Economic Co-operation and Development (OECD).

Figure 10 **Participants enrolled in training (25-34 year-olds; % total)**



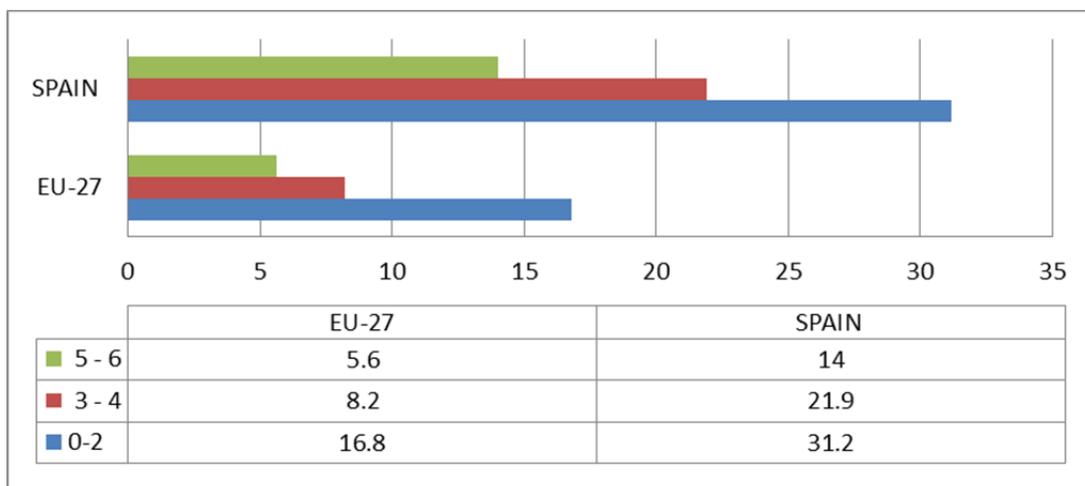
Source: Eurostat Retrieved 15.10.2013, last update: 09.09.2013

The educational level determines both the chances of being employed as well as the salary level. People with tertiary education earn 40% more than those who have completed

⁽⁵⁾ International Standard Classification of Education

the second stage of secondary education and 60% more than those who have completed the first stage of secondary education or lower.

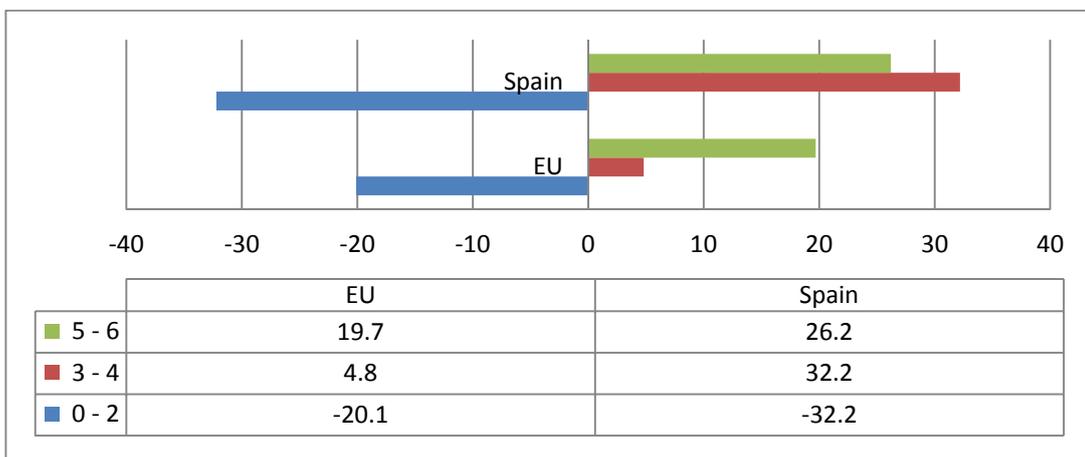
Figure 11 **Unemployment rate by education level of 25-64 year-olds, 2012**



Source: Eurostat; Retrieved 02.09.2013, last update: 30.08.2013

A Cedefop report estimating future skill needs in terms of qualifications levels needed for the Spanish labour market in 2020⁽⁶⁾ points to an increasing demand for intermediate and advanced level qualifications, higher than the EU average.

Figure 12 **Estimate of change in employment needs by qualification level, 2010-20 (%)**



Source: Cedefop, 2012 Supply and demand in Europe.

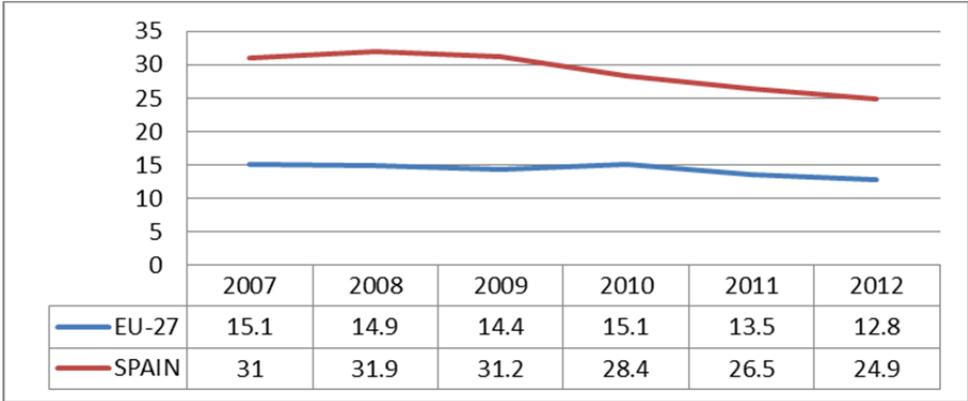
In this context, drop-out from education⁽⁷⁾ among the 18-24 age group without at least an upper secondary education qualification is a concern for education and labour

⁽⁶⁾ Cedefop, 2012 Supply and demand in Europe.

⁽⁷⁾ VET is not included. More information in ReferNet's article on [Early school leaving in Spain](#).

administrations and the government. The Education Reform Law⁽⁸⁾ seeks to improve quality and offer more alternatives to young people in vocational training and job search assistance.

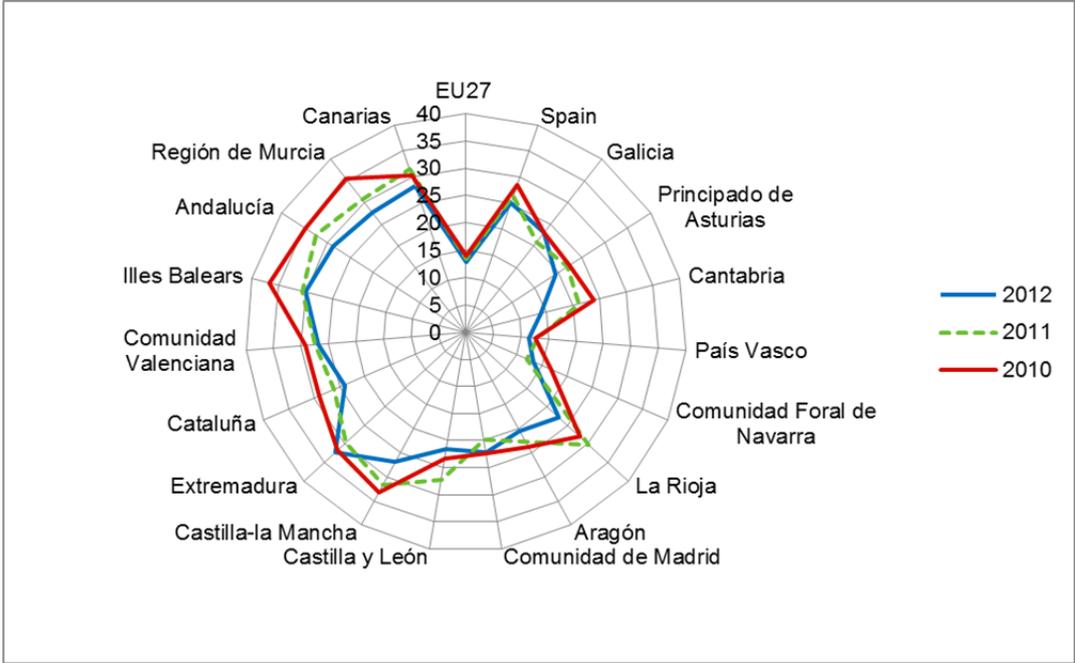
Figure 13 Early leavers from education and training (%), 2007-12



Source: Eurostat (tsdsc410); Retrieved: 03.09.2013; last update 16.07.2013.

In 2012 the ESL rate reached 24.9%, an improvement compared to 2011, but still far removed from the 2020 national target of 15%. ESL is higher among males (%) than among females (%). The dropout rate varies significantly between regions (see Figure 14).

Figure 14 Early leavers rate by autonomous community diagram, 2010-12



Source: Eurostat (edat_lfse_16). Retrieved 24.07.2013, last update 26.06.2013.

⁽⁸⁾ Ley Orgánica para la Mejora de la Calidad Educativa (LOMCE) approved by the Parliament on the 9th December 2013.

In March 2013 the [Strategy for Entrepreneurship and Youth Employment](#) 2013-16⁽⁹⁾ was approved, which includes 100 measures to tackle youth unemployment and the impact of the economic crisis. It targets young people under the age of 30, and especially those who are unemployed. Several initiatives are aimed to keep young people without completed compulsory secondary education in school. Other measures aim at re-entering or integrating youth who left school early without a formal qualification recognised by the labour market or a secondary education diploma.

The Spanish employment strategy 2012-14 suggests different strategic objectives in line with the Europe 2020 strategy and the available resources during the period. 33% of the resources are allocated to training and re-qualification⁽¹⁰⁾. The Strategy provides a framework for the coordination and implementation of Active Employment Policies in Autonomous Communities. The framework helps promote employment and increase participation in a labour market with improved productivity and working conditions, on the basis of the principles of equality of opportunity and social and territorial cohesion.

In line with these employment objectives, the Annual Plans of Active Labour Market Policies 2012 and 2013⁽¹¹⁾ consider several lines of action for vocational training and re-qualification as well as for generating employment opportunities and promoting recruitment. The 2013 Plan sets several objectives related to increasing the training efforts, promoting a better fit of the training to labour market needs, promoting formal training, advancing and consolidating the assessment and recognition of skills, promoting training opportunities aimed at groups with greater difficulties in accessing the labour market, and improving the monitoring and evaluation of the quality of training.

In 2012 and 2013 there were two national calls⁽¹²⁾ to improve employability, qualifications and professional skills of low-qualified unemployed youngsters. The training for employment subsystem has developed a training itinerary that is work-oriented and flexible (comprising three levels of Professional Certificates ranging from ISCED 2 to 4). In offering such vocational training programmes, the state public employment service (SEPE) has defined vocational training priorities in each public call. These priority training areas aim to cater to the needs of emerging sectors and are based on intelligence from the most innovative sectors and studies and trends of the labour market developed by the

⁽⁹⁾ For more information visit the webpage of [EEEJ 2013-2016](#) and Chapter 4 of this report.

⁽¹⁰⁾ Royal Decree 1542/2011, 31st October, approving the Spanish Employment Strategy 2012-14.

⁽¹¹⁾ Resolution of August 28th, 2013, by the Secretary State for Employment, which published the Council of Ministers Agreement, approving the Employment Policy Annual Plan 2013

⁽¹²⁾ Resolutions of 16 and 17 July 2013 with national public calls for training for increasing employability of youngster and workers (One call for each group).

Occupational Monitoring Centre at SEPE⁽¹³⁾. The same applies to the calls of the training subsystem for employment, to be carried out at regional level by the public employment services of the autonomous communities which need to specify the training actions that have priority among the professional certificates offer of all sectors (familias profesionales).

⁽¹³⁾ For more information visit the webpage of [Occupational Monitoring Centre](#).

CHAPTER 2.

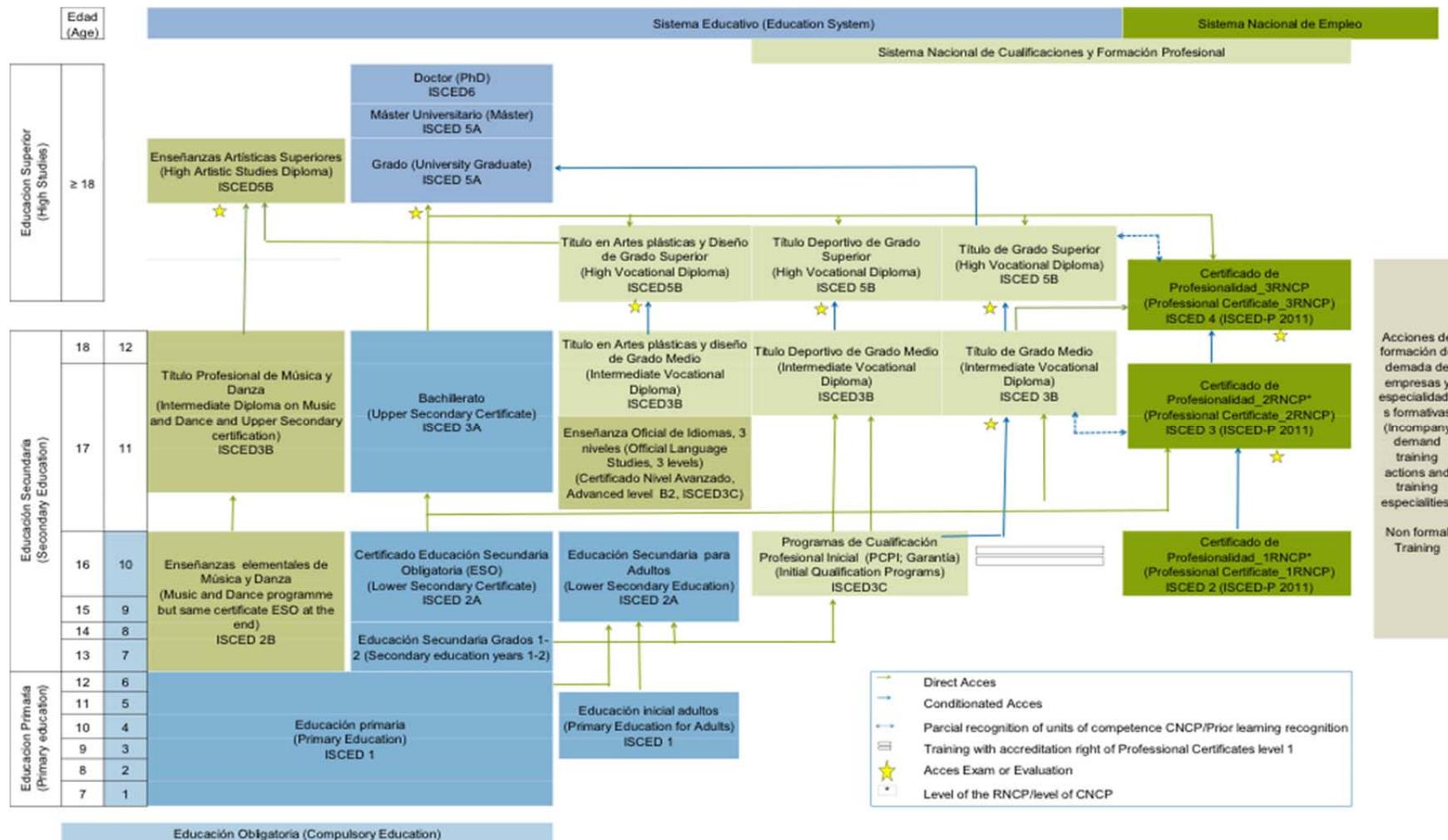
VET in the context of lifelong learning

The Ministry of Education, Culture and Sport (hereinafter Ministry of Education or MECD) is responsible for developing and implementing government policy in VET programmes in the education system whereas the Ministry of Employment and Social Security (hereinafter Ministry of Employment or MEYSS) is mainly concerned with VET programmes in the National Employment System and continuous vocational education and training (CVET). The autonomous communities have responsibilities for VET, consisting of developing and applying basic regulations and in regulating non-essential aspects of the VET system. Likewise they have executive and administrative powers to manage the education system in their own territory.

The government's advisory body on VET is the General Council of Vocational Training (*Consejo General de la Formación Profesional, CGFP*). Education and labour administrations responsible for VET, at national and regional level, work together in this body with social partners from companies and unions as well as VET provider associations. The presidency of the CGFP alternates every two years between the MECD and MEYSS. In turn, within the National Employment System, in the State Commission of Training for Employment, national and regional authorities participate together regarding employment and training issues along with state-wide social partners and the representative of the MECD on VET issues. The national system for qualifications and vocational education and training (*Sistema Nacional de Cualificaciones y Formación Profesional, SNCFP*) forms the umbrella for VET programmes leading to formal qualifications awarded by education or employment authorities depending on the types of VET qualifications.

The catalogue of VET diplomas, produced by the MECD as well as the national repertoire of professional certificates produced by the MEYSS, are the two VET options associated with the National Catalogue of Professional Qualifications (*Catálogo Nacional de Cualificaciones Profesionales, CNCP*) of the aforementioned SNCFP. It should be noted that it is not an official list of formal qualifications or diplomas but a reference tool that can be used to develop formal qualifications that award and certify a qualification level given by the education and employment administrations (see Chapter 3).

2.1. Diagram of the education and vocational training system



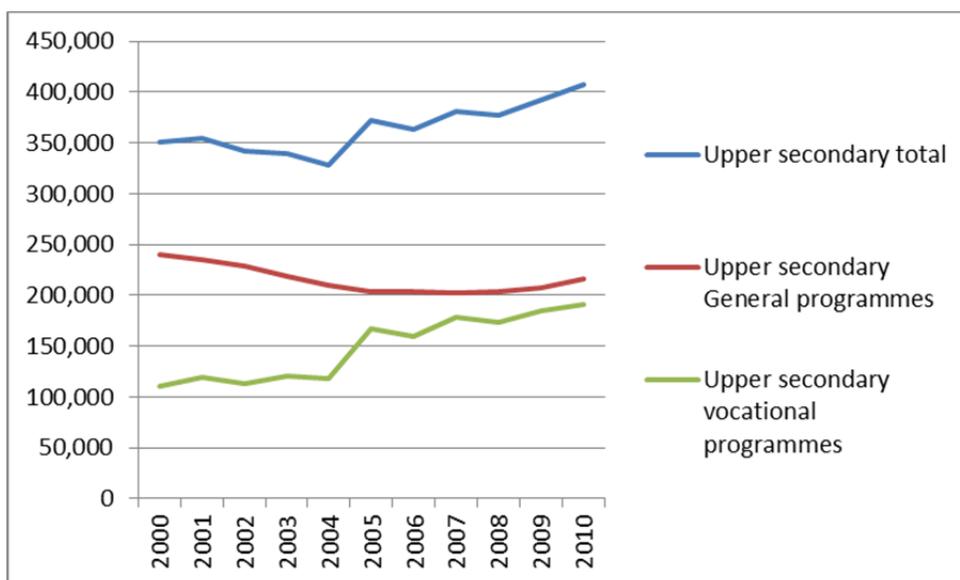
Note: This diagram was designed by the ReferNet team in Spain following Cedefop guidelines and includes opportunities that lead directly to qualifications officially recognised by the education and labour administrations. ISCED 1997 is currently being updated to the ISCED 2011 criteria and methodology.

2.2. State regulated VET programmes

2.2.1. VET programmes in the education system

Vocational training that is offered in the education system is mainly IVET for young people. The image of VET has improved and it has been an increasingly popular option after completing compulsory secondary education (at the age of 16) in recent years.

Figure 15 **ISCED 3 qualification graduates from the education system, 2000-10**



Source: [National Indicators Education System 2012, Ministry of Education.](#)

Education typically begins at pre-school and continues through to primary education (first stage of compulsory education) lasting six years, from 6 to 12 years old. Secondary education (last stage of compulsory education) lasts 4 years, until the age of 16. After completing secondary compulsory education, students obtain the lower compulsory secondary education certificate (*Certificado de Educacion Secundaria Obligatoria* - ESO, ISCED 2A) which is a requirement to access upper secondary education (post obligatory), both the general (*Bachillerato* ISCED 3A), and the vocational option (Intermediate VET diploma programmes ISCED 3B).

Entry opportunities have been opened to those students who left the education system without an essential basic qualification. There are entry tests to upper secondary education,

based on certain age requirements, for both *Bachillerato* and VET Diploma programmes⁽¹⁴⁾. The *Bachillerato* gives direct access to higher VET diploma programmes (ISCED 5B). Besides, with grades above a threshold and a university entrance examination, this qualification can also give access to university studies (ISCED 5A), depending also on demand and available slots.

Both types of qualifications and doctoral studies (ISCED 6) are included in the Spanish Framework in Higher Education⁽¹⁵⁾ (*Marco Español de Cualificaciones para la Educación Superior*, MECES) created in 2011.

VET offered within the educational system (so-called *Ciclos Formativos* and included in the Catalogue of VET Diploma programmes) at intermediate and higher levels has a minimum of 2,000 teaching hours split into two academic years according to the different sectors or fields grouped into professional branches (see Annex 6).

Students who are not able to pass ESO (lower secondary education) exams and at risk of dropping out of school can follow initial vocational qualification programmes (Programas de cualificación profesional inicial, PCPI), previously called social guarantee programmes. These programmes aim at training them in skills that lead to professional qualifications that are recognised and required in the labour market and that are equal to the initial CNCP level. After successfully completing this training programme, students may apply to programmes offered by labour authorities to attain a level 1 professional certificate qualification corresponding to the training they received. If students complete the PCPI mandatory training cycles they also receive the ESO (ISCED 2A) certificate, as purpose of the cycles is to expand their basic skill-set to subsequently progress to Intermediate level vocational training, as well as to facilitate the successful integration of youths into social and professional environments. For adults who lack the basic secondary education qualification, there are specifically designed "Adult Education" programmes that lead to a primary and lower and upper secondary education certification. They are also offered the opportunity to take part in vocational training diploma and secondary education evaluation exams if they want to continue their training.

In 2007, the education administration began to update and review the VET diplomas programmes curricula at intermediate and higher level according to the competence units (*unidades de competencia* - UC) from CNCP qualifications and in line with societal needs. These VET diplomas programmes can be taken full-time or as modules, the latter for adults

⁽¹⁴⁾ Royal Decree 1147/2011 of July 29th that establishes the general legislation for the vocational training of the education system: VET Legislation.

⁽¹⁵⁾ Royal Decree 1027/2011 of July 15th, establishing the Spanish Qualifications Framework for Higher Education.

to more easily manage their family and professional lives: a shorter modular training enables adding training progressively instead of complete 2-year programmes. Also, to facilitate learning for students over 18 (and, in exceptional cases, workers over 16 unable to attend a regular school regime or elite athletes) the centres that provide traditional on-site training also offer some VET courses as distance learning. Classes have tutors set for this type of learning regime and students are assessed using the same criteria as their peers in the traditional learning regime.

In addition to these, the education system provides training certificates for:

- (a) languages, issued by official language schools for students over 16, on three levels: elementary, intermediate and upper intermediate (ISCED 3C) based on levels A2, B1 and B2 of the European Framework for learning, teaching and assessment of languages;
- (b) artistic education programmes, which include elementary education on music and dance specific curricula at lower (ISCED 2B) and upper secondary (ISCED3B) level. Moreover there are vocational education diploma programmes for arts and design at an intermediate (ISCED3B) and higher level (ISCED5B), which are optional at the end of secondary education. These programmes are taught in schools that are specialised according to the type and level of education in artistic fields.

As far as the administration and management of the education system is concerned, the significant decentralisation that distributes powers between the Ministry of Education and the autonomous communities (Regional Authorities of Education) must be emphasised. The central education administration through the *sector conference on education*, using territorial cooperation programmes as tools, developed cooperation systems for autonomous communities' educational policies. The Ministry of Education creates government guidelines on education policy and regulates basic elements and features of the education system, but it is the Autonomous education administration authorities who implement the national standards; they have the executive and administrative powers to manage the education system in their territory.

Likewise, the pedagogic, organisational and administrative autonomy of education providers (schools) must be stressed. This autonomy is accompanied by the participation of the educational community in the organisation, governance, management and evaluation of schools. Although the purpose is to ensure basic general training and validity of diplomas, education authorities establish basic pedagogical aspects, objectives, core competencies, learning outcomes, content and assessment criteria of education in their territories. Public schools have the autonomy to complete the curricula for different stages, so that at the

beginning of each school year, they must produce an annual programme that includes all aspects related to the organisation and operation of the school. In the case of VET diploma programmes, both intermediate and higher, the educational authorities of the Autonomous Communities should complement the basic curriculum according to their needs⁽¹⁶⁾.

The vocational education system pursues to qualify people to work and to contribute to the country's economic development. It also facilitates people's professional and personal changes that may occur during life and contributes to democratic citizenship, promoting social inclusion and cohesion and learning throughout life. To achieve these goals the curricula of VET diploma programmes in the education system aim to equip students with professional personal and social skills linking theoretical and practical knowledge as well as achieving other objectives:

- (a) exercise the professional activity defined in the general competence of the curricula;
- (b) understand the organisation and characteristics of the corresponding productive sector, career orientation and career management, labour legislation and the rights and obligations arising from labour relations;
- (c) encourage habits of discipline, individual and team work and self-learning capabilities and critical skills;
- (d) establish personal and social relationships in the work and personal context, based on effective conflict resolution, respect for others and the rejection of violence and prejudice of any kind or sexist behaviour;
- (e) prevent occupational and environmental risks and take steps in encouraging safety and health at the workplace;
- (f) develop a professional identity that encourages future learning and adaptation to a changing economic and social environment;
- (g) promote creativity, innovation and entrepreneurship;
- (h) use information technology and communication, as well as foreign languages at work;
- (i) communicate effectively in the development of professional and personal activities;
- (j) manage the career, analyzing the most suitable learning paths to enhance employability;
- (k) promote effective equal opportunities for all, with special attention to equality between men and women;
- (l) provide appropriate care, in terms of universal access and resources necessary to support people with disabilities; and

⁽¹⁶⁾ For more information on the Spanish organisation of secondary and post-secondary schools see [Eurypedia](#).

- (m) open up lifelong learning opportunities, promoting the inclusion of people with different training needs and ensure that learning is compatible with other responsibilities in life.

2.2.2. VET programmes in the employment subsystem

The training programmes of the employment subsystem are an alternative route to the formal certification of professional skills for those people who require professional retraining or who have left school early and have not had the opportunity to obtain a recognised qualification. It is based on cooperation between the various labour administration authorities and social partners at national and regional level, combined with mediation and collective sector negotiation at a national level, thus constituting a single framework based on agreements between the social partners and the government. The objectives of the national subsystem of vocational training for employment (*formación profesional para el empleo - FPE*) are:

- (a) promote lifelong learning among workers with and without employment, and improve their professional skills and personal development;
- (b) provide workers with the knowledge and experience required by the labour market and companies;
- (c) contribute to the productivity and competitiveness of companies;
- (d) improve the employability of workers, particularly those who have problems finding or keeping jobs;
- (e) promote the accreditation of skills acquired by workers, both through training processes and through work experience.

This subsystem has two main types of VET programmes:

- (a) programmes linked to the National Catalogue of Professional Qualifications;
- (b) programmes not linked to the National Catalogue of Professional Qualifications

Professional Certificates (CdP) programmes are formal education programmes from the labour administration linked to the CNCP's professional qualifications (see Chapter 3). Their access' criteria depend on the level of each CdP and are legally established⁽¹⁷⁾. Requirements for curricula, training hours, trainers and equipment and resources necessary are established for each programme. Each CdP corresponds to an occupational profile: a set of identifiable occupational skills in the productive system, recognised and valued in the labour market. They are included in the National Occupation Classifications and each of

⁽¹⁷⁾ Royal Decree 34/2008 of 8 January, establishing the Professional Certificates.

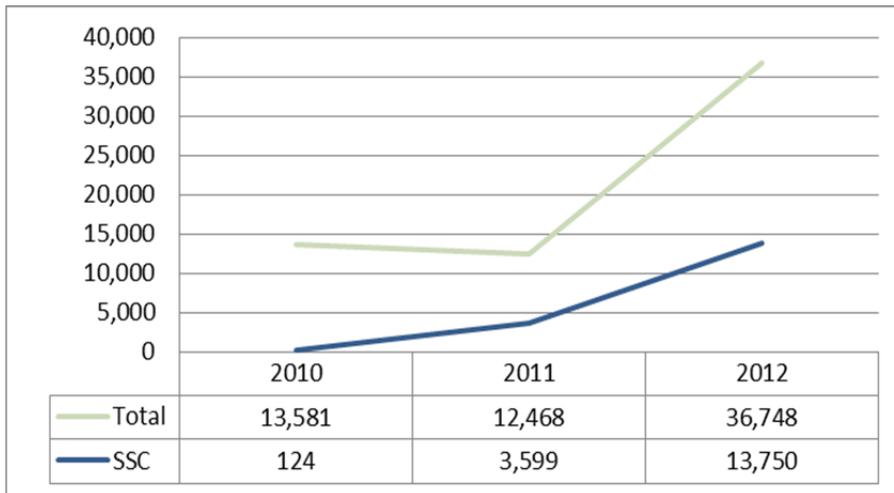
them is legally established by a Royal Decree together with the learning outcomes and learning provision required by the Ministry of Employment⁽¹⁸⁾. They are not considered as regulated occupations. The qualification may be obtained through formal learning processes, recognition of prior learning through work experience or even non-formal training or in a dual training programme.

The national repertoire of professional certificates⁽¹⁹⁾ (*Repertorio Nacional de Certificados de Profesionalidad*, RNCP) encompasses the first three qualification levels (see Annex 4 for the definition of CNCP levels) and covers all production sectors (grouped into 26 sectoral branches of the CNCP) and 102 professional areas (see Annex 3). Up until September 2013, 92.070 people have been registered in the general register of professional certificates graduates. Of the total awarded CdP, 31% belong to the field of social community services (SSC) branch. 67% of the CdP are at level 2 and 3 (post compulsory secondary education ISCED level 3-4).

⁽¹⁸⁾ For more information on each CdP by sectoral branch (familia profesional) see [Formación para el empleo](#) at SEPE website.

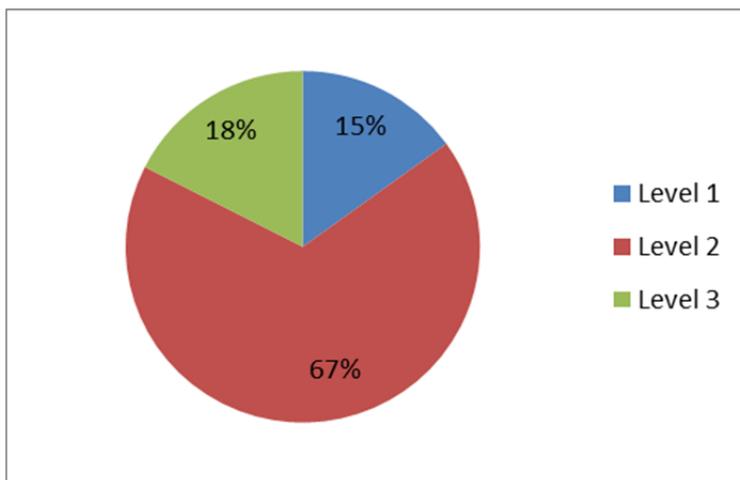
⁽¹⁹⁾ See the [Spanish VET in Europe - Country report 2012](#).

Figure 16 **Graduates in professional certificates, 2010-12**



Source: Registro Estatal de Certificados de Profesionalidad SEPE. Information extracted August 2013.

Figure 17 **Graduates in professional certificates by RNCP levels, 2010-13**



Source: General Register of Professional Certificates, SEPE 2013.

Professional certificate programmes are one of the tools used within active labour market policies to tackle low qualification and promote continuing vocational training and lifelong learning perspective. The training for employment subsystem is made up of the following training initiatives:

- (a) training initiatives by companies and personal training leaves financed in whole or in part, by public funds, to meet the specific training needs of companies and their employees, which may or may not be affiliated to CdP (referred as training on-demand);
- (b) training initiatives, for people with and without jobs, that includes a wide range of continuing training programmes available in a modular regime and which lead to

Professional Certificates through cumulative partial certifications, as well as other types of training not affiliated to a particular CNCP qualification (referred as training on-supply). In this area there are several types of subsidised training:

- training plans primarily oriented to the unemployed;
 - training plans primarily oriented to workers;
 - training initiatives for people with special education needs and for people having difficulty finding employment;
 - training initiatives aimed at unemployed people that include a commitment to hire after training;
- (c) training initiatives that combine practical on-the-job experience with workplace training and dual VET training initiatives, mainly through a training and apprenticeship contract.

In terms of administration and management of FPE Subsystem training providers, the centres are accredited by SEPE at national level or by the regional administrations. There are procedures that must be applied when offering vocational training. These regulate the recruitment of teachers and trainers and the application of access criteria for students in each subsystem. For CdP programmes the minimum space needed and the technological equipments, together with trainers' professional experience and qualification requirements are established by regulations. Each Royal Decree that establishes a training programme ensures its quality. Additionally, the Organic Law 4/2011 of 11th March⁽²⁰⁾ on qualifications and vocational training, establishes a network of vocational training centres to harmonise the provision of VET programmes and improve their quality. The network includes:

- (a) integrated vocational training centres, public and private schools (publicly funded);
- (b) state and private schools (publicly funded) offering VET diploma programmes;
- (c) national reference centres;
- (d) national employment system centres, belonging to the Autonomous Communities' public employment services; and
- (e) private centres accredited by the National Employment Subsystem that offer vocational training in the employment subsystem.

⁽²⁰⁾ This Law complements the Sustainable Economy Law which amends Organic Law 5/2002, of June 19th.

2.2.3. SNCFP flexibility, openness and transferability to higher education

State regulations on the integrated national system (SNCFP) allows people with a CNCP's qualification to obtain prior learning recognition and partial validation or even exemption for VET Diplomas and Professional certificates through the units of competence of the CNCP if the training has been offered by an accredited training provider (public or private).

The initial proposal for the creation of a National Qualifications Framework (NQF)⁽²¹⁾ is to create eight levels corresponding to the EQF⁽²²⁾ levels and criteria, which is still being negotiated between the national authorities and interested parties. Conversely, the Spanish Qualifications Framework in Higher Education (*Marco Español de Cualificaciones para la Educación Superior*, MECES) aims at improving the attractiveness of VET system by recognising Advanced VET Diplomas as tertiary education and promoting accessibility to university studies (e.g. transferring and recognising the ECTS⁽²³⁾ obtained in these programmes into the higher education programmes). Conditions for recognition depend on the VET diploma programme and each diploma gives access to different university degrees regulated by the education authorities. This will give people the possibility to continue studying and have their efforts recognised⁽²⁴⁾.

2.3. Other vocational training provision

2.3.1. Training for sector regulated qualifications

It should be noted that training programmes and qualifications in specific sectors, such as the maritime, aviation and industrial sectors, as well as in the military and security are regulated by other State administration bodies and not the education and employment administrations. Some of these regulatory organisms recognise specific VET Diplomas and Professional Certificates to qualify their holders to carry out the profession although in several cases they have independent certification.

Examples of these qualifications are in the security sector, at both national and regional levels: The National Police, Catalan Police (*Mossos d'Esquadra*), Basque Regional Police (*Ertzaintza*), Local Police from the Autonomous Community of the Basque Country

⁽²¹⁾ Spanish Qualifications Framework, Marco Nacional de Cualificaciones, MECU

⁽²²⁾ European Qualification Framework

⁽²³⁾ European credit transfer and accumulation system

⁽²⁴⁾ Royal Decree 1618/2011, of November 14th, on the recognition of studies in the field of higher education.

and the Civil Guard (*Guardia Civil*). They all recognise various qualifications at different levels: basic level security professionals, commissioned officers, officers and/or police inspectors). Likewise, in the maritime, air or industrial facilities sectors, VET Diplomas and Professional Certificates issued by the education and in certain cases labour administration are recognised. Examples are water-transport professionals (e.g. port skipper, maritime transport skipper), mechanical marine merchant, electrical and gas technicians among others. In relation to the recognition of European qualification from other member states, the national transposition of the Qualifications Directive 2005/36 into Spanish law specified the professions and activities which require a certain level of training defined according to the 5 levels of the aforementioned European directive⁽²⁵⁾.

2.3.2. Non-formal education

Non-formal learning in VET is essentially any training programme not directly affiliated to official formal qualifications [exams to enter university or VET Diplomas at all levels, to acquire an education certificate (ESO (lower secondary education) and Bachillerato (Upper secondary education))] or a non-regulated programme (such as elementary music and dance programmes, Spanish language courses for immigrants, preparatory programmes).

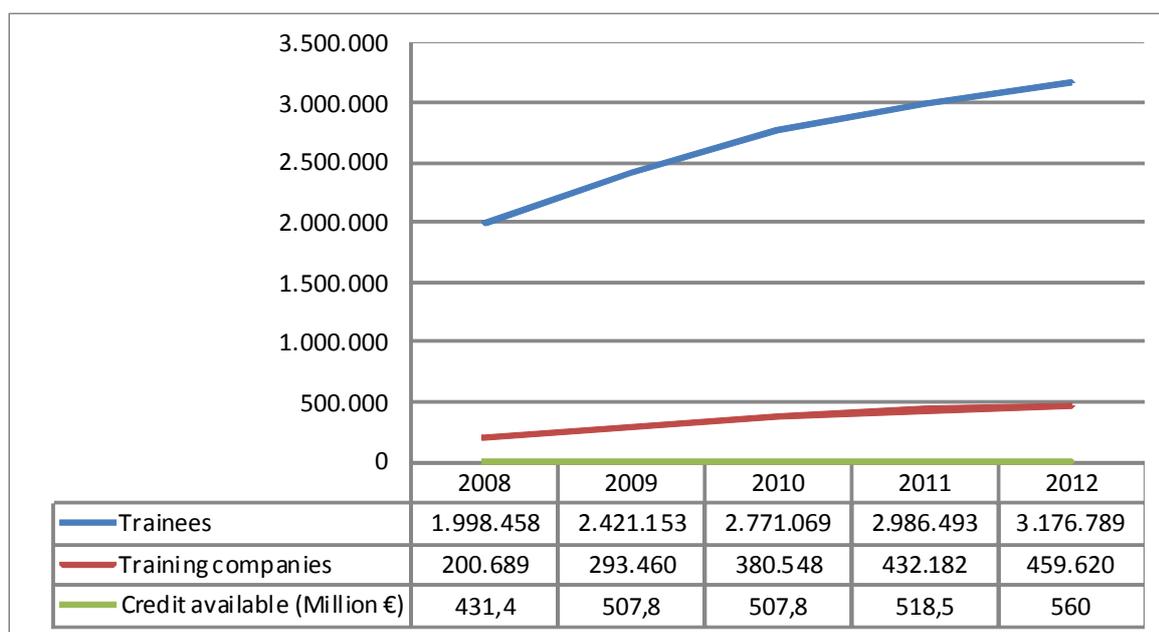
Both traditional schools and other centres can offer non-formal education that complements formal education with other training options. These programmes include a wide range of social and cultural activities and encompass training for recreational programmes, Spanish courses for foreigners, etc. This training is developed by the autonomous communities, as well as city councils, NGOs and other social organisations.

On-demand training initiatives of the VET for employment subsystem (see Section 2.2.2) include training initiatives in companies and individual training leave (*permisos individuales de formación*, PIF) where the company authorises an employee to attend official training, that is, formal training (for more information on the financing of these initiatives, see Chapter 4). Training initiatives by companies are organised and managed by the company by contracting a training provider centre or specialised institution or collaborating with other companies to make a joint training programme that can be formal or non-formal depending on their need.

The number of companies that offer training to their employees has increased significantly in recent years. While financial resources available to companies have remained constant, the number of participants has grown considerably in the last five years.

⁽²⁵⁾ More information in the [Data base European internal market qualifications](#).

Figure 18 **Company on-demand training initiatives (millions)**

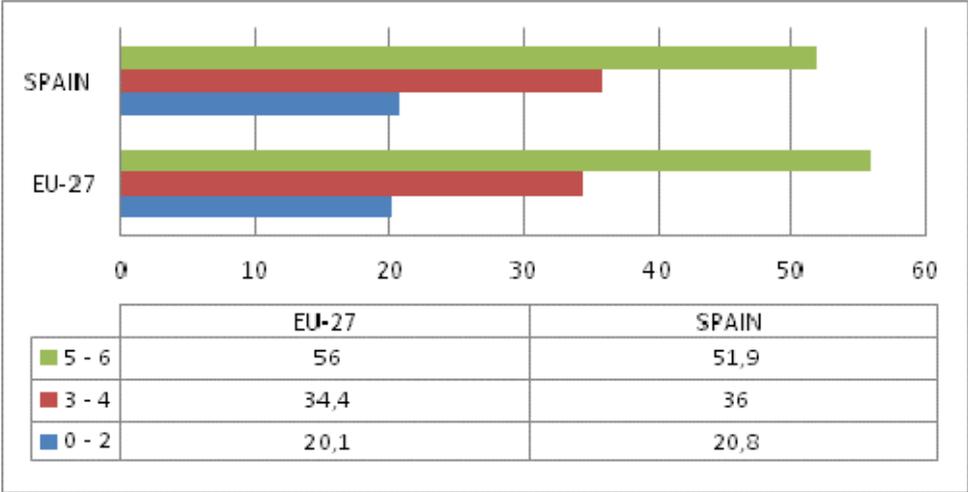


Source: Training for Employment Observatory. Balance of results 2012. FTFE. Updated April 2013.

The level of adult participation in non-formal initiatives and programmes in 2011 was 36%, 2% points more than the EU average for adults with intermediate qualifications (ISCED 3-4) and showing the clear interest of adults workers in training at that intermediate level. This relation is the opposite if we compare the participation of those with higher education qualifications (ISCED 5-6). In that case the difference with the EU partners is of -4%points less. Financing for company's on-demand training initiatives comes from direct contribution of workers and companies to vocational training in their social security costs. The FTFE is the organism responsible for the management of this training provision⁽²⁶⁾.

⁽²⁶⁾ More information on the Results balance and activity of the FTFE in 2012 in [Balance de Resultados 2012](#).

Figure 19 **Participation in non-formal education and training initiatives by educational attainment (%), 2011**



Source: Eurostat (AES); retrieved 03.09.2013; last update: 16.07.2013.

Training initiatives aimed at employees are organised around intersectoral training plans (training in skills that are common to various economic sectors); sectoral training plans (aimed at workers in a given sector of the economy) as well as training plans for social economy and self-employed workers. They are all carried out in the context of agreements signed by business and trade unions at national or regional level, and can be programmed annually. Although these measures are aimed primarily at employed and self-employed, between 20% and 40% of the people enrolled in these plans must be unemployed.

CHAPTER 3.

Shaping VET qualifications

As mentioned before and to improve the attractiveness of VET in society, particularly among students and companies, the education and labour administrations have worked together on the design of the SNCFP under the umbrella of the CGFP where state and regional administrations responsible for VET issues as well as other VET stakeholders are represented.

There is an ongoing review of VET Diploma and Professional Certificates programmes aimed at adapting curricula to the new requirements of the labour market and providing employment careers guidance based on employment standards defined in the CNCP Professional Qualifications.

3.1. Designing the national catalogue of professional qualifications

The CNCP is one of the pillars that the integrated systems rests on and is made up of 667 professional qualifications grouped into 26 professional branches. Professional qualifications consist of encoded competence units (UCs), which establish the expected behaviour of a job holder in the respective occupation. The UC is defined as "the minimum set of professional skills that can be partially recognised and certified". Each competence unit is associated with a learning module and to capacities, knowledge, skills and understanding, which describes the necessary learning to acquire that competence unit. The competence structure not only serves as a reference to the training programmes certification, but also facilitates the evaluation and validation of work experience and non-formal or informal learning.

In February 2013, the procedure to update and review professional qualifications was approved by the CGFP and the update work started with qualifications older than 5 years. The process involves the participation of all parties including experts as well as an external validation of the revised qualifications.

The review process is based on the supply and demand of professions, occupations and labour market profiles, using information on sectors and professional branches. For the design of the professional qualifications both experts from the productive sector as well as the training sector, proposed by CGFP, were invited to participate. They worked together using a common methodology, coordinated and managed from INCUAL (National Institute of Qualifications), to define the occupational units of competence and standards of the

reference profiles in the production system. The competences are defined in terms of the outcomes or results of the activities performed by skilled workers. Some expert working groups from professional branches were established and coordinated from the autonomous communities' competent authorities, depending on the importance of the productive sectors (professional branches see Annex 3) in their territory as for instance Maritime and fishing industry in *Galicia* and Metal Working in the *Pais Vasco*.

3.2. VET diplomas

Vocational Diplomas in the educational system have an academic and professional value and attest both an educational level and the professional qualification obtained. These qualifications or diplomas can be obtained through programmes at two educational levels: Intermediate and High VET Diplomas Programmes, according to the level descriptors provided for these educational levels. These qualifications are delivered in 2,000 hours – i.e. in two years full time or its part-time equivalent.

VET Diploma programmes are approved by the Government through Royal Decrees with a 45-55% national curricula and a 55-45% of the Curricula contents settled at the Autonomous Communities. To design and draw up the curriculum of each diploma programme, a working group is constituted. They consist of educational and technological experts (6 to 11) from the related productive sector, coming from the different Autonomous Communities. Educational experts are usually teachers or trainers in the same professional field.

The first step in the design and drawing up of the curriculum of each diploma of is to determine the job-profile. Usually this profile takes as a reference the occupational standards established in the CNCP, developed by technological experts in the field, and describes what professionals do in the different occupations. Other emerging professional skills, which are not included in these standards, may also be included in the qualification. In the case of regulated professional activities, the rules governing the professional activity are also taken as a benchmark. In the second step, the training necessary to match the established professional profile, the corresponding educational level and the competences needs of personal, social and cross-cutting character are defined. The training is organised by professional modules. The set of all professional modules makes the training unit that after successful completion will lead to the qualification.

The curriculum of all VET Diploma programmes contains an on-the-job module, making up a 20% of the total qualification's training length. Through this module the student acquires the skills that cannot be learnt in the educational centre: He or she comes into contact with the work reality, and becomes familiar with the business organisation. Moreover

they include a module on “Professional and guidance training” that deals with labour legislation and health and safety at work. A module on “Business and entrepreneurial initiative” deals with creativity and innovation and provides the students with the necessary skills to start a business.

Personal and social competences are treated transversely in all the modules making up the curriculum of VET in the education system. Each professional module includes: learning outcomes, evaluation criteria, the minimum content and educational guidance for teachers.

Once the qualification designed is completed, and before the Government’s approval, it undergoes several consultation rounds and is uploaded in the web-site of the Ministry of Education, so that all interested groups and institutions can make the contributions they consider. The consultation process also includes the Sector Conference or the General Council for Vocational Education and Training, where the educational and labour Administrations of both the Central Government and of the Autonomous Communities and the social partners are represented. The State School Council is also involved. The school community (parents, students and teachers), social partners and the educational administrations are represented in this council. Finally all administrations concerned are consulted. When other administrations have responsibilities in the professions or professional fields to which the curriculum of the diploma programmes refer, their favourable report is essential in order to approve and publish them.

VET Diploma programmes include learning standards and the obligatory contents in all Autonomous Communities. In this way the validity and the consistency of the qualification are guaranteed nationally. The established minimum contents account for the 55-65%, and the remaining contents are determined by the Autonomous Communities, adapted to the realities of their social and productive sectors.

3.3. Professional certificates

The National Repertoire of Professional Certificates contains all formal certifications of the CNCP’s professional qualifications by the labour administration (see Chapter 2). The training programmes are linked to the UCs which comprise the qualifications and are defined in terms of learning outcomes and criteria or critical evaluation points to ensure that learners are competent in the referred activities after training. Each professional certificate is valid nationally and sets common curricula regardless of the region or the modality for its delivery. Before their publication in the Official gazette, all professional certificates undergo a consulting process with all VET and employment institutions: CGFP, State Commission

Employment and Sectorial Council for Employment with social partners and Regional authority's representatives

Professional certificates have a double effect: they frame training programmes and they award professional qualifications. As the UC is the minimum unit to be certified, it is possible to gain partial credits for a professional certificate.

Professional certificates can be obtained either through successfully undergoing a training programme, by completing the procedure for the recognition of work experience and non-formal learning or through dual learning within a training and apprenticeship contract. The possession of a CdP signals the ability to work in a particular field, in line with the national classification of occupations and guarantees the necessary vocational training while it does not regulate work activities (this is done by a competent body). In case it is necessary to have licenses or professional qualifications by competent bodies to carry out the activity associated to the CdP or when there is a specific connection with professional qualifications after successfully passing the training course established in the certificate, this information would be included therein.

CdP programmes have a modular structure with learning outcomes, assessment criteria and contents and guidelines for providers that are 100% employment oriented. Moreover, each professional certificate includes a compulsory work based learning module and the learning outcomes must be assessed in the workplace. The total duration the CdP programmes vary according to the structure of the competences and learning outcomes to be acquired: between 200 and 1 110 hours without reference to a specific academic year. Training time in the company depends on the profile and occupations included and varies between 5% and 52% of the total workload of the training programme.

Figure 20 **Features of the national repertoire of professional certificates**

Professional Certificates (CdP) by level of the RNCP	Total number of certificates	Duration (range of hours by CdP)
CdP Level 1	71	200-510 hours
CdP Level 2	213	220-920 hours
CdP Level 3	212	350-1110 hours

Source: Prepared by the authors from the reference regulation. See Annex VII.

To adapt training programmes to the target audience, employed or unemployed, the workload of the training modules lasting 90 hours or more is split into training units. These training units are to have sufficient internal coherence and articulation for the student to be able to acquire certain learning outcomes with a minimum of 30 hours. The criteria that split

the professional certificate training modules into training units are based on an analysis of the competencies that they are associated to and the competency standards of the initiatives defined therein.

Professional certificate curricula can be delivered through different learning modes: in-person training, e-learning or dual training. The training centres can be public or private. In the case of e-learning, SEPE specifies the duration of instruction to be provided in person due to the nature of the content or the necessity to use equipment or machinery: learning that cannot take place via simulation must be completed in traditional learning settings.

3.4. Evaluation and quality of VET

Both the education and labour administrations have evaluation systems and institutions for the evaluation and control of VET Programmes. Currently, the SNCFP assessment is underway and a committee has been established to define the evaluation methodology and criteria led by the Ministry of Education.

The Evaluation Institute of the Ministry of Education ([CNIIE](#)) has established procedures and statistical indicators, in collaboration with the Autonomous Regions that will enable annual assessments which serve as a basis for policy decision-making and for improving the quality of the Spanish education system, including vocational training, in line with different recommendations and EU directives.

With the cooperation of the Autonomous Communities Employment Services and the Tripartite Foundation for Training for employment (FTFE), SEPE, as coordinator of the National Employment System, annually evaluates training initiatives. Part of the annual assessment of the entire training for employment subsystem⁽²⁷⁾, evaluation is based on a system of indicators and focuses on quality, impact, effectiveness and efficiency. Some of the evaluation indicators are referenced to the European Quality Assurance in Vocational Education and Training (EQAVET) Reference Framework guidelines. The evaluation report is produced by external contractors.

In addition, within the establishment of a new framework for the evaluation of active labour market policies in 2013⁽²⁸⁾ different indicators have been established to evaluate initiatives and measures developed by SEPE and the Autonomous Communities. One of the strategic objectives resulting from the annual assessment of employment policies

⁽²⁷⁾ For more information, visit <http://www.sistemanacionalempleo.es/pdf/resumen.pdf> [accessed 14.11.2014]

⁽²⁸⁾ Resolution of August 28th, 2013, by the Secretary State for Employment, which published the Council of Ministers Agreement, approving the Employment Policy Annual Plan 2013.

assessment in 2013 is to improve the quality of training for employment. The objective also refers to improving people's transition to the labour market through training, and special attention is given to the new training and apprenticeship contract which will reinforce the Strategy for Entrepreneurship and Youth Employment for 2013-16 (see Chapter 1). It is accompanied by a monitoring the quality of dual vocational training. As part of the quality assessment process, it is considered important to include the completion rate of the training programmes as well as the promotion of formal qualifications that can be acquired through VET and as well as other indicators, such as the training centres with certified quality management systems such as EFQM or ISO.

The Ministry of Education provides grants for the development of innovative projects with the aim of promoting quality and excellence of VET in the education system, enhancing collaboration between VET centres and among centres and companies. These projects help to improve students' academic results and support the integration of VET students into the labour market⁽²⁹⁾.

⁽²⁹⁾ More information at [Eurypedia](#).

CHAPTER 4.

Promoting participation in VET

Measures to promote VET include both financial and regulatory incentives for individuals, companies and training centres. VET diplomas have traditionally been less attractive than general education options that lead to university, but in recent years, the number of students who opt for VET is increasing as a result of the focus on employment of VET programmes and the support they offer in the transition of students to the labour market (see Figure 15, Section 2.2.1).

The inclusion of a work-based learning module in VET programmes has enabled companies, teachers and tutors to work together sharing a common goal: training people to obtain an initial qualification or for the purpose of retraining. Regular communication between teachers and companies helps identify, at an early stage, changes in the production sectors. With the explicit goal of increasing youth access to VET as well as assisting them in their transition to the labour market, the Strategy for Entrepreneurship and Youth Employment (EEEJ 2013-15) proposes several initiatives such as promoting the training and apprenticeship contract⁽³⁰⁾ and other mixed systems that can be co-financed between administrations and companies, to allow students to work while they study and gain a formal accreditation either from the education or labour system. In this strategy 15 shock measures are outlined which should have short term impacts. They are expected to respond immediately to the labour market challenges facing young people. These emergency shock measures include initiatives aimed at improving the employability of young people through both university education and VET as well as providing a second chance to young people who left school early and can not find job opportunities because of their low education level. The aim is to provide them with an opportunity to attain the minimum secondary diploma (ESO). Another initiative is to extend the offer of professional certificates programmes and include a commitment to subsequently contract the student for at least 6 months to improve youth employability, qualifications and labour market integration. Investing more than EUR 1.75 billion, the new shock measures will have a short-term economic impact during the 4 years that it will take to develop the EEEJ.

⁽³⁰⁾ Royal Decree 1529/2012, of November 8th, develops the training and apprenticeship contract and establishes the basis of dual vocational training.

4.1. Incentives for people

Participation in education is encouraged through a system of scholarships, distributed through annual calls published by the Ministry of Education and the Autonomous Communities. In August 2012 amendments were made to the scholarship regime and study grants to students in non-university post-compulsory education, imposing the co-responsibility of whoever receives that aid to obtain adequate results. Students from disadvantaged economic backgrounds are granted with at least 50% of the costs of educational materials referred to in curriculum. Learners not able to prove the purchase of the materials are formally requested to return the amount received⁽³¹⁾.

Moreover, the 2012 labour reform continues encouraging vocational training in the workplace, allowing 20 hours of annual training related to the company's activity, that can be accumulated over a period of five years (before, the maximum period was only three years). The employee can participate in training programmes from the Training for employment subsystem at the request of the company or other training programmes according to agreements made in collective bargaining processes within the company, as well as in training activities that the company is obliged to provide under other labour rules. In addition, continuing VET regulated by the Ministry of Employment can be free for workers regardless of their employment status, employed or unemployed and its cost is supported by on demand and supply training initiatives. Employed workers are entitled also individual training leaves (PIFs) from their companies, to improve their skills at no cost to the company. These PIFs are intended to provide workers who want to improve their personal and professional skills, the opportunity to attend officially recognised or formal training courses. PIFs can be granted for:

- (a) programmes leading to official qualifications issued by official educational institutions;
- (b) programmes leading to official qualifications that appear in national regulations and that are issued by the competent authority;
- (c) professional certificate programmes;
- (d) training courses that are part of plans to support industries affected by the crisis.

The in-person training part of training conducted by distance learning or e-learning is admitted, but permissions to attend exams are excluded.

Permissions are also granted to workers to undergo recognition of prior learning acquired through work experience or non-formal education. Bodies authorised to schedule, manage and monitor this trainings are the Ministry of Education and the Ministry of

⁽³¹⁾ More information at [Eurypedia](#).

Employment, with assistance of the FTFE, together with regional labour and education authorities.

Unemployed workers may participate in training programmes offered by the Ministry of Employment and they may request, if necessary, reimbursement for travel, accommodation and meals expenses if the training is out of their region. They may also request for other assistance particularly in those cases where they have family responsibilities. Priority groups for these plans are women, people with disabilities, people over 45, people with low qualifications, people under 30 and long-term unemployed.

Resources allocated to finance the training for employment subsystem come from Social Security fees⁽³²⁾ in addition to the contribution of the ESF and the Public Employment Service. Every year, the Ministry of Employment allocates resources and determines the distribution of the budget among the various management and training initiative levels. The funding distribution of the training initiatives at a regional level is carried out by the Sector Commission for Labour Affairs, where the central and regional governments are represented. This distribution is published in the Official State Gazette.

The 2012 labour reform created incentives for people through policy instruments such as the training account, linked to workers' Social Security number, but it has not been implemented yet. Future progress is expected. Likewise, training and apprenticeship contracts for unemployed people over 16 and under 25 (up to 30 until the unemployment rate falls below 15%) who lack official qualifications (awarded by labour or educational authorities), have seen positive results in 2013. According to the Ministry of Employment, there has been an increase of 73% in these types of contracts compared to 2012. Learners can receive training leading to professional certificates and VET diplomas within the company itself - if that company complies with the requirements to be accredited as a training centre - which ensures the worker obtains recognition of their training, without having to attend additional training in accredited centres. Work experience contracts for university students or graduates are also being promoted among youths and companies even if they do not lead to a formal qualification like the training and apprenticeship contract.

4.2. Incentives for companies

Companies providing training for their workers can receive discounts on their social security contributions. The percentage deducted will be greater the smaller the size of the

⁽³²⁾ The vocational training fee is calculated by multiplying by 0,70% company contributions for common contingencies and worker contributions to Social Security; 0,60% is provided by the company and the remaining 0,10%, the worker.

company. Each year the training credit available for each company is calculated by applying a fixed percentage to the amount paid for training quota in the previous year, according to the number of employees. Companies which employ fewer than six employees have a credit of 420 Euros. Depending on the size of the company, a minimum percentage to co-finance the cost of training is required, ranging from 10% for companies which employ 10-49 employees, up to 40% for those with more than 249 workers. In recent years, there have been substantial efforts to increase the number of small businesses that benefit from these training measures. The amount available in 2012, for these discounts, is EUR 560 million, representing an 8% increase over the previous year. In 2012, the number of companies that provided training was more than 459 620 and over 3 million people participated (see Section 2.3.2). Finally, in some training programmes, companies that accepted students for in-house work experience received financial compensation for each student trained. This was also the case for VET diploma programmes in the education system, although the results depend on the VET policy criteria established by the Autonomous Community managers.

4.3. Incentives for training centres

In the education system there are three types of schools: state schools, private schools and publicly funded private schools (subsidised schools). As noted in Section 2.2.1 of this report, schools in the education system have the right to develop and complement the curricula for the different educational stages. At the beginning of each school year, they produce an annual programme that includes all aspects related to the organisation and management of 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 subsidies depending on the type of initiative) to carry out CVET actions. Funding is expressed in cost per participant/hour of training and varies from 5.5 € for traditional distance learning up to 13 € for the specialized classroom training.

4.4. Professional guidance and information services systems for learning opportunities

The public centres of the education system offer professional guidance services for pupils and parents with family and studies orientation services. In addition to the [TodoFP](#)

portal, hosted on the Ministry of Education website and the [Recex](#) portal⁽³³⁾ hosted on the SEPE website, guidance and advice on learning skills and opportunities will be offered.

In February 2013, the VET skills Olympics, Spainskills were held again. Attendees included those who represented Spain at Euroskills 2013. Various fairs to promote and encourage VET among youths in autonomous communities were useful tools in promoting VET and a way to encourage students, teachers and companies to take advantage of VET benefits and in providing political and administrative representatives with a platform for discussion on the changing demands of VET and the educational needs of professionals.

4.5. Procedures for recognition of work experience and prior non formal and informal learning

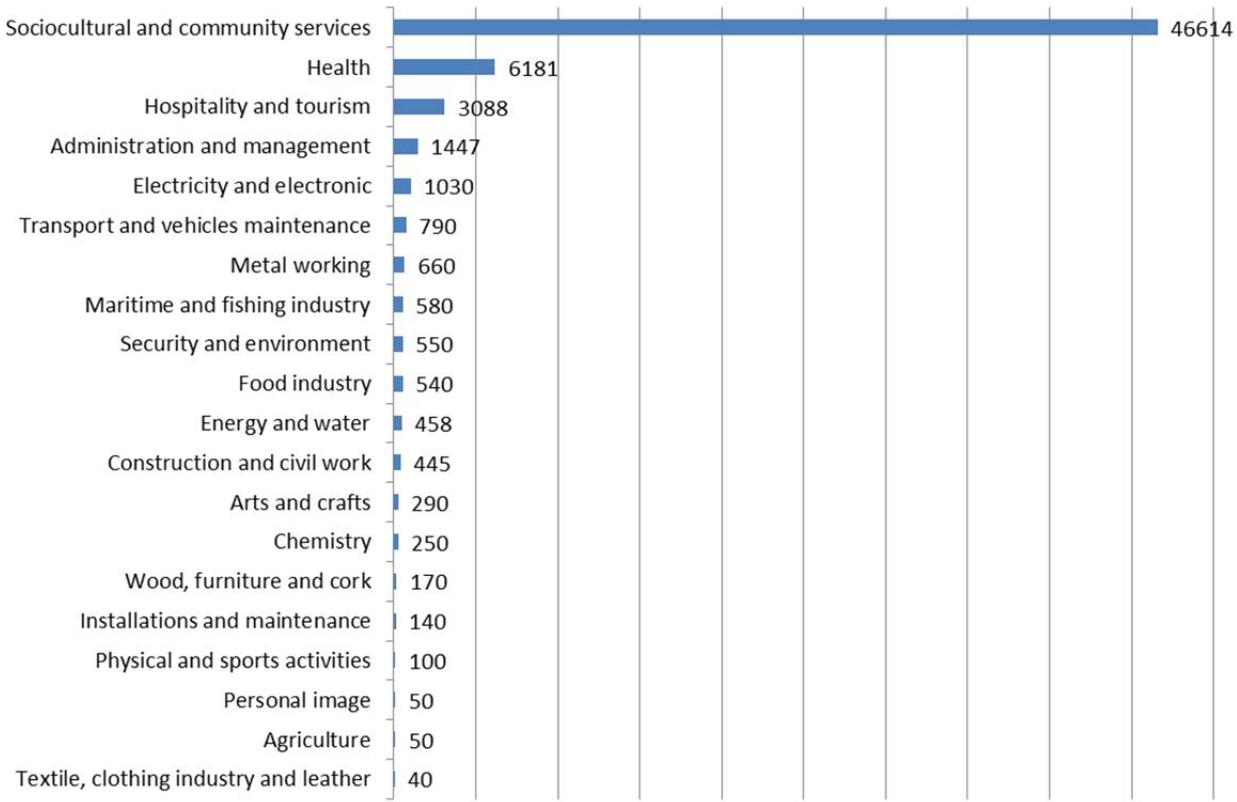
The education system has annual exams calls for adults to gain lower and upper secondary certificates and diplomas required to enrol in VET studies. Besides, there are different procedures for those with professional training needs.

Moreover, since a common procedure for the evaluation and certification of professional skills acquired through work experience or non-formal learning⁽³⁴⁾, was approved in 2009, there have been 59 public calls between 2010-13, in all regions (except Madrid, Ceuta and Melilla).

⁽³³⁾ Recognition of the skills acquired through work experience (RECEX).
<https://sede.sepe.gob.es/portalSedeEstaticos/flows/gestorContenidos?page=recexIndex> [accessed 14.11.2014]

⁽³⁴⁾ Royal Decree 1224/2009, of July 17th, for recognition of skills acquired through work experience and non-formal learning.

Figure 21 Vacancies offered for prior learning recognition by branch, 2010-13



Source: Data from RECEX, SEPE database 2013

These calls offered a total of 63 473 places distributed into 20 professional branches of the 26 that make up the CNCP. At regional level, Andalusia has offered almost one third of the total evaluating places nationwide, this responds to the needs of both the people and the productive structure of the region. By economic activity, the professional branch of the SSC has absorbed 73% of total vacancies offered nationwide. There will be a need for people working in social services, assisting dependent people both at home and in social institutions, to have at least an specific formal qualification from 2015; this is why regional governments have begun to focus their efforts in recognition of prior learning and qualifications for people who do not have the formal qualification but do have demonstrable experience and knowledge. Anticipating qualification needs is complex; both production needs and the needs of the population must be considered requiring substantial planning efforts and a necessity to correctly predict what skills will be needed in the future.

The assessment and recognition of prior learning process consists of two parts: the first part is for information and guidance to the candidate, in which a skills dossier is prepared and an interview is conducted to assess the candidate’s professional experience and skills. The second part is the evaluation and demonstration of those skills. Professional

competence advisors and evaluators are used for each of these stages. At the end of the procedure the candidate is awarded with the accreditation of the skill or qualification of the CNCP.

According to INCUAL's report (2013), the number of candidates who gain a full qualification or who demonstrated competence in a competency unit between 2010-12 totalled approximately 63% of places offered and were covered by the candidates, at least with a partial certification, depending on the Community.

List of abbreviations

CGFP	<i>Consejo General de Formación Profesional</i> (General Vocational Training Council)
ISCED	International Standard Education Classification
CGFP	<i>Consejo General de la Formación Profesional</i> (General Council of Vocational Training)
CNCP	<i>Catálogo Nacional de Cualificaciones Profesionales</i> (National Catalogue of Professional Qualifications).
CdP	<i>Certificado de Profesionalidad</i> (Professional Certificates)
CVET	Continuous vocational education and training
EEEJ	Strategy for Entrepreneurship and Youth Employment
EQAVET	European Quality Assurance Framework in VET
EQF	European Qualification Framework
ESL	Early school leaving
ESO	<i>Graduado en Educación Secundaria Obligatoria</i> (Compulsory lower secondary education certificate)
FPE	<i>Formación profesional para el empleo</i> (National subsystem of vocational training for employment)
FTFE	<i>Fundación Tripartita de Formación para el Empleo</i> (Tripartite Foundation for Employment)
GDP	Gross domestic product
INCUAL	<i>Instituto Nacional de las Cualificaciones</i> (National Institute of Qualifications)
INE	<i>Instituto Nacional de Estadística</i> (National Statistics Institute)
ISCED	International Standard Classification of Education
MECD	Ministry of Education, Culture and Sport
MECES	<i>Marco Español de Cualificaciones de Educación Superior</i> (Higher Education Spanish Framework)

MECU	Marco Español de Cualificaciones (Spanish Qualifications Framework)
MEYSS	Ministry of Employment and Social Security
NACE	<i>Nomenclature statistique des activités économiques dans la Communauté européenne</i> (The Statistical classification of economic activities in the European Community)
OECD	Organisation for Economic Co-operation and Development
PCPI	<i>Programa de Cualificación Profesional Inicial</i> (Initial Vocational Qualification Programme)
PIF	<i>Permisos Individuales de Formación</i> (Individual Training Leaves)
RNCP	<i>Repertorio Nacional de Certificados de Profesionalidad</i> (National repertoire of professional certificates)
SEPE	<i>Servicio Público de Empleo Estatal</i> (National Public Employment Service)
SNCFP	<i>Sistema Nacional de Cualificaciones y Formación Profesional</i> (National system for qualifications and vocational education and training)
SSC	Social community services
VET	Vocational education and training
UC	<i>Unidad de competencia</i> (Unit of competence in the CNCP)
RNCP	<i>Repertorio nacional de certificados de profesionalidad</i> (National Repertoire of professional certificates)

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Instituto Nacional de las Cualificaciones (Incial)	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/contenidos/que_es_el_sepe/publicaciones/mercado_de_trabajo/observatorio_ocupaciones.html
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Castilla-León	www.educa.jcyl.es www.jcyl.es
Cataluña	http://web.gencat.cat/en/temes/educacio/index.html 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.larioja.org
Madrid	www.madrid.org

Navarra	www.educacion.navarra.es www.navarra.es
País Vasco	www.hezkuntza.ejgv.euskadi.net www.lanbide.net
Región De Murcia	www.educarm.es www.sefcarm.es
Ceuta (Ciudad Autónoma)	www.ceuta.es
Melilla (Ciudad Autónoma)	www.melilla.es

Annex 1. Professional families (sector branches in the CNCP)

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

Source: INCUAL. http://www.educacion.gob.es/educa/incual/pdf/2/Web_Folleto_ingles.pdf [accessed 14.11.2014].

Annex 2. Level descriptors definitions of the CNCP

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. http://www.educacion.gob.es/educa/incual/pdf/2/Web_Folleto_ingles.pdf [accessed 14.11.2014].

Annex 3. Employment data for NACE sectors

	ES_2012	ES_2011	ES_2010	ES_2009	ES_2008
Total Actividades	17.123,7	17.953,3	18.304,1	18.736,0	20.102,8
Agriculture, forestry and fishing	739,6	747,5	777,3	768,0	798,9
Mining and quarrying	35,5	41,1	44,7	45,4	52,6
Manufacturing	2.164,7	2.295,2	2.360,8	2.506,1	2.936,4
Electricity, gas, steam and air conditioning supply	81,7	78,6	78,1	78,4	72,7
Water supply; sewerage, waste management and remediation activities	135,0	130,1	116,9	130,1	120,7
Construction	1.140,6	1.388,3	1.645,3	1.882,6	2.446,1
Wholesale and retail trade; repair of motor vehicles and motorcycles	2.796,2	2.900,9	2.886,3	2.948,0	3.172,6
Transportation and storage	820,7	876,2	903,6	907,5	962,6
Accommodation and food service activities	1.314,6	1.381,5	1.361,7	1.412,1	1.441,6
Information and communication	507,6	506,9	505,6	513,8	557,5
Financial and insurance activities	423,2	448,0	462,9	473,1	505,3
Real estate activities	94,6	93,1	81,2	89,0	115,7
Professional, scientific and technical activities	815,2	809,6	837,2	842,3	864,2
Administrative and support service activities	870,9	897,2	894,1	894,0	923,1
Public administration and defence; compulsory social security	1.298,3	1.400,4	1.391,3	1.356,8	1.269,5
Education	1.162,0	1.166,2	1.171,0	1.146,1	1.138,2
Human health and social work activities	1.359,3	1.411,2	1.350,4	1.312,1	1.250,9
Arts, entertainment and recreation	300,8	308,0	323,8	302,0	308,2

Other service activities	407,3	381,8	375,4	411,1	418,3
Activities of households as employers; undifferentiated goods- and services-producing activities of households for own use	650,6	687,1	733,6	715,6	745,4
Activities of extraterritorial organisations and bodies	5,2	4,6	2,7	2,1	2,3

Source: Eurostat, ifsa_egan2. Extracted on 30.08.13. Last update 26.08.2013.

Annex 4. Catalogue of VET diplomas in the education system

SECTOR BRANCHES (Familias profesionales)	VET DIPLOMAS OF THE EDUCATION SYSTEM	TÍTULOS DE FP DEL SISTEMA EDUCATIVO
ADG	Higher Technician in Administration and Finance	Técnico Superior en Administración y Finanzas
	Higher Technician in Office Director Assistance	Técnico Superior en Asistencia a la Dirección
	Technician in Administrative Management	Técnico en Gestión Administrativa
AFD	Technician in Natural Environment and Leisure Guide	Técnico en Guía en el Medio Natural y de Tiempo Libre
	<u>Higher Technician in Fitness Conditioning</u>	Técnico Superior en Acondicionamiento Físico
	<u>Higher Technician in Teaching, Sports and Social Recreation</u>	Técnico Superior en Enseñanza y Animación Sociodeportiva
	<u>Technician in Horse Riding Activities</u>	Técnico en Actividades Equestres
AGA	Higher Technician in Landscaping and Rural Environment	<u>Técnico Superior en Paisajismo y Medio Rural</u>
	<u>Higher Technician in Forest and Natural Environment Management</u>	Técnico Superior en Gestión Forestal y del Medio Natural
	<u>Higher Technician in Livestock Farming and Assistance in Animal Health</u>	Técnico Superior en Ganadería y Asistencia en Sanidad Animal
	<u>Technician in Gardening and Floristry</u>	Técnico en Jardinería Y Floristería
	Technician in Organic Production	Técnico en Producción Agroecológica
	<u>Technician in Livestock Farming Production</u>	Técnico en Producción Agropecuaria
	<u>Technician in Exploitation, Use and Conservation of the Natural Environment</u>	Técnico en Aprovechamiento y Conservación del Medio Natural
ARG	Higher Technician in Design and Management of Graphic Production	<u>Técnico Superior en Diseño y Gestión de la Producción Gráfica</u>
	<u>Technician in Postpress and Finishing Graphics</u>	Técnico en Postimpresión y Acabados Gráficos
	Technician in Digital Prepress	Técnico en Preimpresión Digital
	Technician in Graphic Printing	Técnico en Impresión Gráfica
ART	Higher Technician in Fallas Artist and Scenographies Building	<u>Técnico Superior Artista Fallero y Construcción de Escenografías</u>
	<u>Higher Technician in Design and Editing of Printed and Multimedia</u>	Técnico Superior en Diseño y Edición

SECTOR BRANCHES (Familias profesionales)	VET DIPLOMAS OF THE EDUCATION SYSTEM	TÍTULOS DE FP DEL SISTEMA EDUCATIVO
	<u>Publications</u>	de Publicaciones Impresas y Multimedia
COM	Higher Technician in International Business	<u>Técnico Superior en Comercio Internacional</u>
	<u>Higher Technician in Sales Management and Commercial Spaces</u>	Técnico Superior en Gestión de Ventas y Espacios Comerciales
	<u>Higher Technician in Marketing and Advertising</u>	Técnico Superior en Marketig y Publicidad
	<u>Higher Technician in Transports and Logistics</u>	Técnico Superior en Transporte y Logística
	Technician in Commercial Activities	Técnico en Actividades Comerciales
ELE	Higher Technician in Industrial Automation Robotics	<u>Técnico Superior en Automatización Robótica Industrial</u>
	<u>Higher Technician in Electrotechnical and Automated Systems</u>	Técnico Superior en Sistemas Electrotécnicos y Automatizados
	<u>Higher Technician in Automation and Factory Robotics</u>	Técnico Superior en Automatización y Robótica Industrial
	<u>Higher Technician in Electronic Maintenance</u>	Técnico Superior en Mantenimiento Electrónico
	<u>Technician in Electrical and Automatic Installations</u>	Técnico en Instalaciones Eléctricas y Automáticas
	Technician in Telecommunications Installations	Técnico en Instalaciones de Telecomunicaciones
	<u>Technician in Electrical and Automatic Installations</u>	Técnico en Instalaciones Eléctricas y Automáticas
	<u>Higher Technician in Power Plants</u>	Técnico Superior en Centrales Eléctricas
ENA	Higher Technician in Development of Projects on Thermal and Fluids Installations	<u>Técnico Superior de Proyectos de Instalaciones Térmicas y de Fluidos</u>
	<u>Higher Technician in Energy Efficiency and Solar Thermal Energy</u>	Técnico Superior de Eficiencia Energética y Energía Solar Térmica
	<u>Higher Technician in Renewable Energy Sources</u>	Técnico Superior en Energías Renovables
	<u>Higher Technician in Energy Efficiency and Solar Thermal Energy</u>	Técnico Superior en Eficiencia Energética y Energía Solar Térmica
	<u>Higher Technician in Energy Efficiency and Solar Thermal Energy</u>	Técnico Superior en Eficiencia Energética y Energía Solar Térmica

SECTOR BRANCHES (Familias profesionales)	VET DIPLOMAS OF THE EDUCATION SYSTEM	TÍTULOS DE FP DEL SISTEMA EDUCATIVO
EOC	Higher Technician in Building Projects	<u>Técnico Superior en Proyectos de Edificación</u>
	<u>Higher Technician in Civil Works Projects</u>	Técnico Superior en Proyectos de Obra Civil
	Technician in Construction	Técnico en Construcción
	<u>Technician in Interior Works, Decoration and Rehabilitation</u>	Técnico en Obras de Interior, Decoración y Rehabilitación
	<u>Higher Technician in Organization and Control of Work Constructions.</u>	Técnico Superior en Organización y Control de Obras de Construcción
FME	Higher Technician in Metallic Construction	<u>Técnico Superior de Construcciones Metálicas</u>
	<u>Higher Technician in Mechanical Manufacture Design</u>	Técnico Superior de Diseño en Fabricación Mecánica
	<u>Higher Technician in Mechanical Production Scheduling</u>	Técnico Superior de Programación de la Producción en Fabricación Mecánica
	<u>Higher Technician in Production Programming of Metal Mould</u>	Técnico Superior en Programación de la Producción en Moldeo de Metales y Polímeros
	<u>Higher Technician in Metal Constructions</u>	Técnico Superior en Construcciones Metálicas
	<u>Higher Technician in Production Programming for Mechanical Production</u>	Técnico Superior en Programación de la Producción en Fabricación Mecánica
	<u>Technician in Metal and Polymer Moulding Forming</u>	Técnico en Conformado por Moldeo de Metales y polímeros
	Technician in Machining	Técnico en Mecanizado
<u>Technician in Welding and Boilermaking</u>	Técnico en Soldadura y Calderería	
HOT	Higher Technician in Travel Agencies and Events Management	<u>Técnico Superior de Agencia de Viajes y Gestión de Eventos</u>
	<u>Higher Technician in Socio Cultural and Tourist Animation</u>	Técnico Superior en Animación Sociocultural y Turística
	<u>Higher Technician in Cooking Management</u>	Técnico Superior de Dirección de Cocina
	<u>Higher Technician in Catering Services Management</u>	Técnico Superior de Dirección de Servicios de Restauración
	<u>Higher Technician in Tourist Accommodation Management</u>	Técnico Superior en Gestión de Alojamientos Turísticos

SECTOR BRANCHES (Familias profesionales)	VET DIPLOMAS OF THE EDUCATION SYSTEM	TÍTULOS DE FP DEL SISTEMA EDUCATIVO
	<u>Higher Technician in Tourist Guide, Information and Assistance</u>	Técnico Superior en Guía, Información y Asistencias Turísticas
	<u>Technician in Cookery and Gastronomy</u>	Técnico en Cocina y Gastronomía
	Technician in Catering Services	Técnico en Servicio de restauración
IEX	Technician in Stonemasonry	Técnico en Piedra Natural
	<u>Technician in Excavation and Drilling</u>	Técnico en Excavaciones y Sondeos
IMP	Higher Technician in Personal and Corporate Image Consulting	<u>Técnico Superior en Asesoría de Imagen personal y Corporativa</u>
	<u>Higher Technician in Characterization and Professional Makeup</u>	Técnico Superior en Caracterización y Maquillaje Profesional
	<u>Higher Technician in Integral Aesthetics Wellness</u>	Técnico Superior en Estética Integral y Bienestar
	<u>Higher Technician in Styling and Hairdressing Management</u>	Técnico Superior en Estilismo y Dirección de Peluquería
	Technician in Beauty Therapy	Técnico en Estética y Belleza
	<u>Technician in Hairdressing and Hair Cosmetics</u>	Técnico en Peluquería y Cosmética Capilar
IMS	Higher Technician in Lighting, Capture and Processing of Images	<u>Técnico Superior en Iluminación y Captación y Tratamiento de Imagen</u>
	<u>Higher Technician in Production of Audiovisual Projects and Shows</u>	Técnico Superior en Realización de Proyectos Audiovisuales y Espectáculos
	<u>Higher Technician in Sound for Audiovisual Productions and Shows</u>	Técnico Superior en Sonido para Audiovisuales y Espectáculos
	<u>Technician in Video Disc Jockey and Sound</u>	Técnico en Vídeo, Disc-jockey y Sonido
INA	Higher Technician in Processes and Quality in Food Industry	<u>Técnico Superior en Procesos y Calidad en la Industria Alimentaria</u>
	Higher Technician in Vitiviniculture	Técnico Superior en Vitivinicultura
	<u>Technician in Olive Oil and Wines</u>	Técnico de Aceites de Oliva y Vino
	<u>Technician in Preparation of Foodstuff</u>	Técnico en la Elaboración de Productos Alimenticios
	<u>Technician in Bakery, Patisserie and Confectionery</u>	Técnico en Panadería, Repostería y Confitería
IFC	Technician in Microcomputer Systems and Networks	<u>Técnico en Sistemas Microinformáticos</u>

SECTOR BRANCHES (Familias profesionales)	VET DIPLOMAS OF THE EDUCATION SYSTEM	TÍTULOS DE FP DEL SISTEMA EDUCATIVO
		<u>y Redes</u>
	<u>Higher Technician in Computer Network Systems Management</u>	Técnico Superior en Administración de Sistemas Informáticos de Red
	<u>Higher Technician in 3D Animations, Games and Interactive Environments</u>	Técnico Superior en Animaciones 3D, Juegos y Entornos Interactivos
	<u>Higher Technician in Development of Web Applications</u>	Técnico Superior de Desarrollo de Aplicaciones Web
	<u>Higher Technician in Multi-platform Applications Development</u>	Técnico Superior de Desarrollo de Aplicaciones Multiplataforma
	<u>Higher Technician in Telecommunications and Computer Systems</u>	Técnico Superior en Sistemas de Telecomunicaciones e Informáticos
MAM	Higher Technician in Design and Furnishing	<u>Técnico Superior en Diseño y Amueblamiento</u>
	Technician in Joinery and Furniture Making	<u>Técnico en Carpintería y Mueble</u>
	Technician in Fitting and Furnishing	<u>Técnico en Instalación y Amueblamiento</u>
MAP	Higher Technician in Aquiculture	Técnico Superior en Acuicultura
	Higher Technician in Sea Transportation and Deep Sea Fishing	<u>Técnico Superior en Transporte Marítimo y Pesca de Altura</u>
	Higher Technician in Organization and Maintenance of Ships and Boats Machinery	<u>Técnico Superior en Organización del Mantenimiento de Maquinaria de Buques y Embarcaciones</u>
	Technician in Aquiculture	Técnico en Cultivos Acuícolas
QUI	Higher Technician in Quality Control and Analysis Laboratory	<u>Técnico Superior en Laboratorio de Análisis y Control de Calidad</u>
	Higher Technician in Industrial Chemistry	<u>Técnico Superior de Química Industrial</u>
	Technician in Laboratory Operations	<u>Técnico en Operaciones de Laboratorio</u>
	Technician in Chemical Plant	Técnico en Planta Química
	Higher Technician in Chemical, Biotechnological and other related Products.	<u>Técnico Superior en Fabricación de Productos Farmacéuticos, Biotecnológicos y Afines</u>
SAN	Higher Technician in Prosthetic Audiology	<u>Técnico Superior de Audiología Protésica</u>

SECTOR BRANCHES (Familias profesionales)	VET DIPLOMAS OF THE EDUCATION SYSTEM	TÍTULOS DE FP DEL SISTEMA EDUCATIVO
	<u>Higher Technician in Dental Prostheses</u>	Técnico Superior en Prótesis Dentales
	<u>Technician in Emergency Health Care</u>	Técnico en Emergencias Sanitarias
	<u>Technician in Pharmacy and Parapharmacy</u>	Técnico en Farmacia y Parafarmacia
	<u>Technician in Nursing Care Assistance</u>	Técnico en Cuidados Auxiliares de Enfermería
	<u>Higher Technician in Pathological Anatomy and Cytology Diagnosis</u>	Técnico Superior en Anatomía Patológica y Citodiagnóstico
	<u>Higher Technician in Healthcare Management</u>	Técnico Superior en Documentación y Administración Sanitarias
	<u>Higher Technician in Oral and Dental Hygiene</u>	Técnico Superior en Higiene Bucodental
	<u>Higher Technician in X-Ray Diagnosis and Nuclear Medicine</u>	Técnico Superior en Imagen para el Diagnóstico y Medicina Nuclear
	<u>Higher Technician in Clinical and Biomedical Laboratory</u>	Técnico Superior en Laboratorio Clínico y Biomédico
	<u>Higher Technician in Orthoprothesis and Support Products.</u>	Técnico Superior en Ortoprótisis y Productos de Apoyo
	<u>Higher Technician in Radiotherapy and Dosimeter.</u>	Técnico Superior en Radioterapia y Dosimetría
SEA	Higher Technician in Environmental Education	<u>Técnico Superior en Educación y Control Ambiental</u>
	Technician in Emergencies and Civil Protection	<u>Técnico en Emergencias y Protección Civil</u>
	Higher Technician in Emergencies Coordination and Civil Protection	<u>Técnico Superior en Coordinación de Emergencias y Protección Civil</u>
	Higher Technician in Occupational Risk Prevention	<u>Técnico Superior en Prevención de Riesgos Profesionales</u>
SSC	Higher Technician in Kindergarten	<u>Técnico Superior de Educación Infantil</u>
	Higher Technician in Social Integration	<u>Técnico Superior en Integración Social</u>
	Technician in Assistance to People in Need of Long Term Care	<u>Técnico en Atención a Personas en Situación de Dependencia</u>
	Higher Technician in Communication Skills in Mediation	<u>Técnico Superior en Mediación Comunicativa</u>
	Higher Technician in Promotion of Gender Equality.	<u>Técnico Superior en Promoción de Igualdad de Género</u>

SECTOR BRANCHES (Familias profesionales)	VET DIPLOMAS OF THE EDUCATION SYSTEM	TÍTULOS DE FP DEL SISTEMA EDUCATIVO
TCP	Higher Technician in Technical Design of Textile and Leather	<u>Técnico Superior en Diseño Técnico en Textil y Piel</u>
	Higher Technician in Design and Production of Footwear and Accessories	<u>Técnico Superior de Diseño y Producción de Calzado y Complementos</u>
	Higher Technician in Patternmaking and Fashion	<u>Técnico Superior en Patronaje y Moda</u>
	Higher Technician in Tailored Costumes and Costumes for Shows	<u>Técnico Superior en Vestuario a Medida y de Espectáculos</u>
	Technician in Footwear and Fashion Accessories	<u>Técnico en Calzado y Complementos de Moda</u>
	Technician in Dressmaking and Fashion	<u>Técnico en Confección y Moda</u>
	Technician in Textile Product Dyeing, Finishing and Printing	<u>Técnico en Fabricación y Ennoblecimiento de Productos Textiles</u>
TMV	Higher Technician in Motor Vehicles	Técnico Superior de Automoción
	Technician in Bodywork	Técnico en Carrocería
	Technician in Driving Road Transport Vehicles	<u>Técnico en Construcción de Vehículos de transporte por Carretera</u>
	Technician in Machine Electromechanics	<u>Técnico en Electromecánica de Maquinaria</u>
	Technician in Electromechanics for Motor Vehicles	<u>Técnico en Electromecánica de Vehículos Automóviles</u>
	Technician in Technician in Maintenance of Railway Rolling Stock	<u>Técnico en Mantenimiento de Material Rodante Ferroviario</u>
VIC	Higher Technician in Development and Manufacture of Ceramic Products	<u>Técnico Superior de Desarrollo y Fabricación de Productos Cerámicos</u>
	Technician in Manufacture of Ceramic Products	<u>Técnico en Fabricación de Productos Cerámicos</u>

Source: Subdirección General de Orientación y FP (Ministry of Education). In blue not published in October 2013.