VOCATIONAL EDUCATION AND TRAINING IN EUROPE

SPAIN

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This VET in Europe report is part of a series prepared by Cedefop’s ReferNet network.
VET in Europe reports provide an overview of national vocational education and training (VET) systems of the EU Member States, Iceland and Norway. The reports help to understand VET’s main features and role within countries’ overall education and training systems from a lifelong learning perspective, and VET’s relevance to and interaction with the labour market.


The opinions expressed here do not necessarily reflect those of Cedefop.

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ReferNet is a network of institutions across Europe representing the 28 Member States, plus Iceland and Norway. The network provides Cedefop with information and analysis on national vocational education and training. ReferNet also disseminates information on European VET and Cedefop’s work to stakeholders in the EU Member States, Iceland and Norway.

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Challenges in the labour market and education and training in relation to social inclusion and poverty reduction remained present during the period covered in the present report.

The most recent education reform (LOMCE Act, 2013) aims to improve education quality. Adapting VET offer to the labour market needs and involving the business world in the training process are key aspects of the reform, to be achieved by implementation of dual VET, provision of vocational guidance tools and ensuring better transparency of qualifications.

As part of employment policies, several measures have been taken in 2015 to tackle high unemployment due to economic crisis; the effectiveness of these measures is part of the political debate. New legislation (Act 30/2015) sets a new scenario for developing VET in the employment system.
CHAPTER 1.
External factors influencing VET

The 1978 Spanish constitution sets the statutory rights for education and vocational training, including the right to basic education (1) for the foreign population.

The territory is organised into municipalities, provinces and regions (autonomous communities Comunidades Autónomas – CC.AA.). The decentralisation of the State involves the adoption of a model of administration that divides powers between the state administration and the 17 regions plus two autonomous cities (Ceuta and Melilla).

The Ministry of Education, Culture and Sport (hereinafter education ministry) is in charge of proposing and setting up national VET policy. VET in the education system aims to:

i) qualify students in a professional field;
ii) make their adaptation to changes in the labour market easier;
iii) foster their personal development and prepare them to exercise their rights and duties in life as citizens; and
iv) allow their progression in the education system and learning throughout life.

It is the responsibility of the education ministry to establish core legislation on initial VET (IVET), ensuring equality and equity throughout the state, setting up officially recognised qualifications and their basic curriculum, as well as recognition, validation and approval of foreign studies.

Regions have also responsibilities for IVET and are in charge of the legislative development and management of education in their jurisdiction. They have executive and administrative powers to manage the education system in their own territory.

The Ministry of Employment and Social Security (hereinafter employment ministry) is in charge of proposing and carrying out government policy on employment, social security and developing government policy on foreigners, immigration and emigration. As part of public employment policies, the employment ministry is mainly concerned with VET programmes in the national employment system and continuous vocational education and training (CVET). Active employment policies (AEP) are part of the annual employment policy plans which contain actions and measures for career guidance, VET in the employment

(1) Basic education in Spain covers primary and lower secondary compulsory education
system, incentives for hiring, promoting equal opportunities in access to employment and measures to support entrepreneurship. The development and execution of active employment policies remains with the regions and the National Public Employment Service (SEPE), in its area of competence (at national level).

1.1. Demographics

The Spanish population is 46,438,422 (2016). It is 0.02% less than in 2015 (Table 1) due to negative natural increase and net migration. Immigration (114,207 foreigners obtained Spanish passports in 2015) mitigated the population decline.

Table 1. Population of Spain (2011-16)

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>46,667,175</td>
<td>46,818,216</td>
<td>46,727,890</td>
<td>46,512,199</td>
<td>46,449,565</td>
<td>46,438,422</td>
</tr>
<tr>
<td>Spaniards</td>
<td>41,354,734</td>
<td>41,582,186</td>
<td>41,655,210</td>
<td>41,835,140</td>
<td>41,995,211</td>
<td>42,019,525</td>
</tr>
<tr>
<td>Foreigners</td>
<td>5,312,441</td>
<td>5,236,030</td>
<td>5,072,680</td>
<td>4,677,059</td>
<td>4,454,353</td>
<td>4,418,898</td>
</tr>
</tbody>
</table>

(*) Provisional Data

The distribution of the population in the 17 regions and two autonomous cities of Ceuta and Melilla depends on size, geographical, historical, economic and cultural factors. Madrid and the Mediterranean coastal areas concentrate most of the population.
In 2015, the population declined in the age groups 0-10, 20-39 and 65-69. The share of people aged 65 and older is around 20% of the total population, of which approximately 32% are over 80 (Figure 1).

If current demographic trends continue (2), Spain could lose one million inhabitants in the next 15 years and 5.6 million in the next 50 years. The highest population decrease will be in the age group 30-49.

Foreigners are 9.5% of the total population and 12% of the school age group (0-24 years). Most foreigners are from South America and the EU, though considering single nationalities, Romanians and Moroccans represent 31.2% of total foreigners.

1.2. Economy and labour market trends

By 2015, the Spanish economy had regained growth rates of activity and job creation at pre-crisis levels. Increasing domestic demand supports the recovery. GDP increased by 3.2% in 2015, compared to 1.4% in 2014 (European average 1.8%, Annex T.1).

Different factors (3) explain the dynamism of domestic final demand in 2015: improved financial conditions and credit availability; the increasing confidence of

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foreign investors in the Spanish economy due to monetary policy measures taken by the European Central Bank and the growing of employment; the decrease of oil price and interest rates; and the depreciation of the euro.

Despite the economic recovery, Spanish economy suffers from imbalances (high public and private debts, unemployment rate and the level of national debt) and weaknesses (small size of industry and insufficient/inefficient investment in research, development and innovation) (4).

After almost six years of job decrease, employment growth turned positive in 2014. The activity rate (of people aged between 20 and 64) stabilised in 2014 after growing throughout the crisis, mainly due to increased participation of women (more than compensating the decrease in employment among men) and the reduction of the overall working age population, resulting both from net migration (-225 000 in 2013) and from the ageing of the population.

Job creation was strong during 2015. However, unemployment remains very high, in particular for young people. Long-term unemployment is also very high and risks becoming deep-rooted, leading to an increase in poverty and/or social exclusion. Similarly, temporary contracts remains high too, negatively affecting working conditions and social cohesion.

According to the national labour force survey, the active population decreased by 0.1% in 2015 and was 22.9 million people, 59.5% of the population aged 16 and more (5).

Figure 2. Employees by economic activity in 2015

<table>
<thead>
<tr>
<th>Employed</th>
<th>Thousands</th>
<th>%</th>
<th>Annual change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>17 866.0</td>
<td>100</td>
<td>3</td>
</tr>
<tr>
<td>Agriculture</td>
<td>736.8</td>
<td>4.1</td>
<td>0.1</td>
</tr>
<tr>
<td>Industry</td>
<td>2 482.3</td>
<td>13.9</td>
<td>4.3</td>
</tr>
<tr>
<td>Construction</td>
<td>1 073.7</td>
<td>6</td>
<td>8.1</td>
</tr>
<tr>
<td>Services</td>
<td>13 573.3</td>
<td>76</td>
<td>2.6</td>
</tr>
</tbody>
</table>

In 2015, the share of employees increased by 3.0% compared to 2014. Construction is the highest growing economic sector (8.1% more employees), followed by industry (4.3%) (Figure 2).

However, in terms of occupational profiles (Figure 3), in 2015 the share of employees grew mainly for service and sales occupations and among professionals in general (23% and 17% respectively of total employment). On the other hand, the evolution of employment, from 2010 to 2015, shows a decline for managers (48%), technicians and associate professionals, and plant and machine operators (over 17%).
The social impact of the economic downturn resulted in a rise of households at risk of poverty due to unemployment and low income (Figure 4). Specific measures are being carried out to improve employability and mitigate the effects of the crisis.

During the economic crisis, inequality grew especially in Spain, which was partially alleviated by an increase in social benefits, preventing further growth in income differences. In fact, although the impact of social transfers in reducing poverty is lower in Spain than in the EU on average, the risk of poverty would have reached 47.5% of the population in the case of not having them (considering all benefits) (6).

Figure 4. People living in households with very low work intensity, % of total population


NB. People aged 0-59 living in households where the adults work less than 20% of their total work potential during the previous year of the year of reference

Unemployed, foreigners, households with dependent children (especially single parents) and people with low education are at the highest risk of social exclusion.

Table 2. Rates of employment and unemployment by sex in Spain and the EU, 2015

<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td><strong>Employment rate, 15-64 years</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Women EU-28</td>
<td>60.4</td>
<td>0.8</td>
<td>1.6</td>
<td>2.3</td>
</tr>
<tr>
<td>Women ES</td>
<td>52.7</td>
<td>1.5</td>
<td>2.4</td>
<td>-2.6</td>
</tr>
<tr>
<td>Men EU-28</td>
<td>70.9</td>
<td>0.8</td>
<td>1.5</td>
<td>-1.5</td>
</tr>
<tr>
<td>Men ES</td>
<td>62.9</td>
<td>2.2</td>
<td>3.7</td>
<td>-13.2</td>
</tr>
</tbody>
</table>

| **Unemployment rate, 15-64 years** |
| Women EU-28             | 9.5  | -0.8    | -1.4    | 1.6     |
| Women ES                | 23.6 | -1.8    | -3.1    | 12.9    |
| Men EU-28               | 9.3  | -0.8    | -1.5    | 2.7     |
| Men ES                  | 20.8 | -2.8    | -4.8    | 14.4    |

Source: Prepared by the authors with data from Eurostat, Employment and activity by sex and age - annual data [lfsi_emp_a] and Unemployment by sex and age - annual average [une_rt_a]. Last update 14.07.16. Extracted on 19.07.16.

The greatest impact of the crisis on the Spanish employment was for males, whose employment rate in 2015 was 13.2 percentage points lower than in 2007, while for females the rate was 2.6 percentage points less (in the EU -1.2 and +2.3 percentage points accordingly). (Table 2).

In the case of young people (Table 3), the increase in the employment rate in Spain was higher than in the EU-28 on average (1.2 versus 0.6 points) in 2015, and the drop in the unemployment rate was much more pronounced (-4.9 versus -1.9 points). In 2013-2015, the employment rate of those under 25 years
of age increased by 1.1 percentage points in Spain and 1.0 percentage points in
the EU-28, and the unemployment rate has decreased, respectively by 7.2 and
3.4 percentage points.

Table 3. Rates of employment and unemployment of young people in Spain and
the EU, 2007-15

<table>
<thead>
<tr>
<th>Rates</th>
<th>2007</th>
<th>2013</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employment rate, 15-24 years</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EU-28</td>
<td>37.2</td>
<td>32.1</td>
<td>33.1</td>
</tr>
<tr>
<td>ES</td>
<td>39.2</td>
<td>16.8</td>
<td>17.9</td>
</tr>
<tr>
<td>Unemployment rate, 15-24 years</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EU-28</td>
<td>15.9</td>
<td>23.7</td>
<td>20.3</td>
</tr>
<tr>
<td>ES</td>
<td>18.1</td>
<td>55.5</td>
<td>48.3</td>
</tr>
<tr>
<td>Employment rate, 15-64 years</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EU-28</td>
<td>65.2</td>
<td>64.1</td>
<td>65.6</td>
</tr>
<tr>
<td>ES</td>
<td>65.8</td>
<td>54.8</td>
<td>57.8</td>
</tr>
<tr>
<td>Unemployment rate, 15-64 years</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EU-28</td>
<td>7.2</td>
<td>10.9</td>
<td>9.4</td>
</tr>
<tr>
<td>ES</td>
<td>8.2</td>
<td>26.1</td>
<td>22.1</td>
</tr>
</tbody>
</table>

Source: Prepared by the authors with data from Eurostat, Employment and activity by sex and age - annual data [lfsi_emp_a] and Unemployment by sex and age - annual average [une_rt_a]. Last update 29.07.16. Extracted on 24.08.16

It is still an unsatisfactory improvement since, during the economic
downturn, there was a high decrease in youth employment rate and an equally
high increase in their unemployment rate. Unemployment rate of young people
was 27.5 points higher than in 2007, and was the second highest in the EU,
along with Greece (both over 45%, when the total EU-28 was 20.3%).

1.3. Active employment policies

In the field of employment policy in Spain, 2015 was a year of continuity in the
implementation of a new model of active employment policies.

This new approach, embodied in the Spanish Strategy for Employment
Activation 2014-16 (EEAE), is taken into consideration in each Annual Plan for
Employment Policy (PAPE), which includes measures to be developed both by
state and regional employment services.

The financial allocation of PAPE 2015 was EUR 4.79 billion, 17.6% more
than in 2014. Of the total, EUR 1.543 billion were distributed among the regions
for their direct management and, of these, EUR 129 million were dedicated to
The 2015 PAPE introduced a set of services (7) (common employment services portfolio) under the national employment system to guarantee equal access to free public employment services throughout the state. Other regulations were also passed in 2015 which are shaping active employment policies. The latest development was the publication in September 2015 of Act 30/2015 (8) regulating vocational training for employment which sets a new model, yet to be further developed through other provisions.

This regulation attempts to face the changes needed to modernise the production model and place Spain on a sustainable path of growth thus generating stable and quality employment for all (9).

The Act foresees an efficient system for monitoring and prospecting the labour market, based on the coordination of all actors: administrations, social agents, experts, etc. It also stresses the need to assess the impact of training on accessing and maintaining employment; enhancing competitiveness of enterprises; improving workers' skills; meeting labour market needs; and ensuring efficiency of resources.

National System of Youth Guarantee (SNGJ) was launched in 2014. It intended, among other objectives, to have a register of young people not in employment, education or training so that they could receive within four months a job proposal, continuing education or training. Nevertheless, the programme has not had the expected results so far given the high volume of youth unemployment.

On the other hand, dual training was also reinforced with a new regulation (10) on certain aspects of the training and apprenticeship contract. Despite the


(10) MEYSS (2015a). Orden ESS/41/2015, de 12 de enero, por la que se modifica la Orden ESS/2518/2013, de 26 de diciembre, por la que se regulan los aspectos formativos del contrato para la formación y el aprendizaje [Order ESS/41/2015 of 12 January, amending Order ESS / 2518/2013 of 26 December, by which the training aspects of the training and
low number of this type of contracts, not more than 1%, there has been a
significant increase of 25% since 2014, coinciding with the new regulatory
development.

Resources for employment policies in Spain during 2015 declined (6.1%)
with respect to the resources used in 2014 (\(^1\)), being closer to the expenditure
experienced before the crisis. Spain, in comparison with the European Union, as
a percentage of GDP, has one of the highest expenditure in labour market
policies (LMP) of all Member States in recent years (\(^2\)), reflecting a major effort
in terms of spending on employment policies (Annex T.2).

1.4. Educational attainment

The share of people with no or low qualifications (ISCED 0-2) in Spain, is still
much higher than the EU average, almost double (Figure 5). In contrast, at
34.7%, the percentage of population with higher education (ISCED 5-6) is above
the EU average. In fact, in 2010 Spain already complied with the 2020 EU
benchmark for tertiary attainment (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.

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

\(^{1}\) CES (2016). Memoria sobre la situación socioeconómica y laboral de España 2015

\(^{2}\) Eurostat. LMP expenditure (source: DG EMPL)
http://ec.europa.eu/eurostat/web/products-datasets/-/lmp_ind_exp
The OECD’s Survey of Adult Skills —part of the Programme for the International Assessment of Adult Competencies (PIAAC) — also reveals that about one in four adults in Spain scores at the lowest levels in literacy and almost one in three in numeracy \(^{(13)}\). However, Spain’s 16-24 year-olds are more proficient than the overall adult population in all domains assessed, and are notably more proficient than the country’s 55-65 year-olds. Nevertheless, results till 2015 from the Programme for International Student Assessment (PISA) showed that students’ performance in the skills assessed is still below OECD and EU averages.

Educational level is a proxy measure for both the chances of being employed as well as salary level. People with tertiary education earned in 2015 31% more than those who have completed upper secondary education and 81% more than those who have completed lower secondary education or less (Figure 6).

Figure 6. Mean income by educational attainment level, Spain 2015 and EU28 and Spain in 2014


Besides, the correlation between unemployment rate and educational level reflects the vulnerability of low qualified people (Figure 7).

Figure 7. Unemployment rate by education level of 25-64 year-olds (ISCED 2011), 2013

Source: EUROSTAT (tps00066); extracted: 24-06-2016; last update 22-06-2016.

Cedefop’s skills forecast for the Spanish labour market points out to an increasing demand (higher than the EU average) for intermediate and higher
level qualifications and a diminishing demand on low level qualifications (14).
Distribution and transport sector, and business and other services will see future employment growth up to 2025 according to this forecast. However, this growth is offset by job losses in manufacturing and non-marketed (mainly public sector) services.

Figure 8. Early leavers from education and training (%), 2010-15

<table>
<thead>
<tr>
<th></th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>EU-28</td>
<td>13.9</td>
<td>13.4</td>
<td>12.7</td>
<td>12</td>
<td>11.2</td>
<td>11.0</td>
</tr>
<tr>
<td>SPAIN</td>
<td>28.2</td>
<td>26.3</td>
<td>24.7</td>
<td>23.6</td>
<td>21.9</td>
<td>20.0</td>
</tr>
</tbody>
</table>

Source: EUROSTAT (tsdsc410); extracted: 06-07-2016; last update 21-07-2016.

In this context, drop-out from education (15) among the 18-24 age group without at least a medium qualification (upper secondary) is a major concern for education and labour authorities. In 2015 the early school leaving (ESL) rate reached 19.97%, an improvement compared to previous years (Figure 8), but still far apart from the 2020 national target of 15%. ESL varies significantly between regions; it is higher among males (24%) than among females (15.8%) and also in the population with foreign nationality, (41.6%), which doubles the rate of ESL of young people of Spanish nationality.

Different strategies are being developed and carried out to tackle some of the issues related to early school leaving and low levels of qualification and


competences, like for example the new education Act in 2013 (16), and the lifelong learning (17), or entrepreneurship and youth employment 2013-16 (18) strategies.

Specifically, to help prevent early school leaving at compulsory secondary education, basic VET programmes have been designed as an alternative route to stay in or return to education and training (FP Básica, see also Chapter 2). On the other hand, new vocational training diplomas have been developed and old ones updated to make them more attractive and linked to the labour market. Information and career guidance has also been improved (see Chapter 4).

The Spanish national youth guarantee implementation plan (YGP), proposed in December 2013, takes into account the Strategy for Entrepreneurship and Youth Employment (2013-16) and the country specific recommendations made by the European Commission focusing on young people who are not in employment, education or training (19).

Moreover, several lines of action for vocational training and re-qualification as well as for generating employment opportunities and promoting recruitment are proposed within the Annual Plan for Employment Policies (Plan Anual de Política de Empleo - PAPE) at national and regional level (20).


CHAPTER 2.
Providing VET in a lifelong learning perspective

VET is mainly responsibility of education and labour authorities who award formal qualifications of VET programmes under the umbrella of the national system for qualifications and vocational training.

Improving education and training and supporting lifelong learning is a shared concern by the education and labour authorities. A society that allows lifelong learning of all citizens, regardless of their starting level, condition or age, which views their development as an investment for the future, is a society that promotes sustainable development, economic growth and social cohesion. Spanish VET aims to qualify people for work and to contribute to the country’s economic development. It also strives to promote social inclusion and cohesion and learning throughout life and contributes to democratic citizenship. In order to achieve these goals, VET programmes provide students with professional, personal and social skills linking theoretical and practical knowledge.

Initial VET mainly enrols young people although it is also open to adults wishing to acquire a (first) qualification. VET is an attractive, accessible and high quality option that provides innovative and flexible training very close to social and business reality. Vocational training for employment is offered for both unemployed and employees.

Spanish education system
Education in Spain (Figure 9) is regulated by the 2006 Education Act (LOE) and the 2013 education reform Act (LOMCE) which aims to improve student performance and curb early school leaving. LOMCE implementation started in 2014/15 and is expected to be fully implemented by 2017.

Education offered from early childhood (not compulsory education, offered in two cycles, for children aged <3 and 3-6, the latter free of charge) till the end of primary schooling (compulsory education, 6 years, learners aged 6 to 12) does not include vocational training programmes.

Figure 9. Diagramme of the national education and training system

NB: ISCED-P 2011
Source: Cedefop and ReferNet Spain.
Lower secondary education (ESO in Spanish), is the second and last stage of compulsory education comprising four academic years (from 12 to 16 years). After graduation, learners receive the lower secondary education certificate (ESO diploma, ISCED 2) which gives access to high school (Bachillerato), intermediate VET (FP de grado medio) or the labour market. Students who do not obtain the ESO diploma receive an official certificate of compulsory education which details the years studied and grades obtained.

The 2013 education reform has introduced an alternative vocational path (Basic VET or FP Básica in Spanish) open to ESO students aged 15 years, who meet certain age and academic requirements. Students passing this basic vocational training are awarded a certificate with academic and professional validity. Basic VET cycles run in a 2-year programme of 2,000 hours of theoretical and practical training, of which 240 hours are completed in workplaces. It gives direct access to Intermediate VET cycles and the possibility of sitting the exam to obtain the ESO diploma, opening up access to upper secondary general education programmes. Royal decree 1058/2015 foresees that in 2015/16 and 2016/17 students who finish basic VET will obtain the ESO diploma directly if the teaching staff considers they have achieved the objectives and necessary skills of ESO level. The measure is expected to be made permanent, but relevant legislation has not been prepared at the moment of drafting this report.

Upper secondary education comprises high school (the general academic route, called bachillerato in Spanish) and intermediate VET. Neither of them is compulsory.

High school (Bachillerato) consists of two academic courses that are taken between 16 and 18 years old. There is a core curriculum with compulsory subjects and a specialised part with a few preselected options students can choose from. After successful completion, students obtain the end of upper secondary education diploma (título de Bachillerato, ISCED 3) which gives direct access to higher VET programmes (ISCED 5) and, via a university entrance exam, to university studies (ISCED 6).


\(^{(23)}\) Requirements for Basic VET are: (•) be between 15 and 17 years old by the end of the year they start these studies; (••) have finished the first cycle of secondary compulsory education (that is, three years) or exceptionally, have finished the second course of secondary compulsory education and (•) be recommended by teaching staff and have parents (or own if he/she is emancipated) consent. Education authorities, apart from compulsory education, can also offer basic VET to people who are over 17 and do not have a VET or a secondary qualification.
Intermediate VET programmes (ISCED 3) consist of 2 000 hours of training divided into two academic years. Students successfully completing these studies are awarded a Technician diploma in the relevant speciality. Since the academic year 2016/17, this qualification gives students direct access to higher level VET in the same professional branch.

Tertiary education includes vocational (ISCED 5) and academic programmes (ISCED 6-8). Higher VET programmes’ (ISCED 5) duration is 2 000 hours in two academic years. These studies lead to a Higher Technician diploma giving access to related university studies (ISCED 6-8). University studies (ISCED 6-8) include bachelor, master and PhD programmes.

The flexibility of the system not only affects the vertical progression in VET, but also the horizontal flow between different educational programmes: students awarded a basic VET diploma may obtain the ESO diploma. Equally, students awarded Intermediate VET Diplomas may obtain the Bachillerato Diploma by passing the relevant core subjects of Bachillerato.

In addition to these, the education system provides certificates or diplomas for:
(a) languages, issued by official language schools for students over 16, on three levels: elementary, intermediate and upper intermediate (ISCED 353) based on levels A2, B1 and B2 of the European Framework for learning, teaching and assessment of languages;
(b) artistic education programmes, which include education in music and dance specific curricula at different levels: elementary (ISCED 100) and intermediate (ISCED 353) and higher level (ISCED 665). Besides, there are vocational education diploma programmes for arts and design at an intermediate (ISCED P 354) and higher level (ISCED P 554), which are optional at the end of secondary education. These programmes are offered in schools that are specialised according to the type and level of education in artistic fields.

2.1. VET programmes in the education system

The number of students enrolled in non-university education in 2015/16 was 8 108 884, similar to the previous year (0.1% increase) but different by level (Table 4), influenced by the fluctuations in birth rates.

The number of IVET students has increased by 54.86% since 2007/08 (24) (Figure 10). Participation in the intermediate cycles has decreased by 2.5%,

(24) Students enrolled in a new VET cycle (FP Básica) must be added to these figures, starting in 2014/2015.
which has partially been compensated by the increase in distance learning (+16.7%). Participation increased by 55.6% since 2014 in the recently introduced VET training cycle (basic VET) at lower secondary level, which is in 2015/16 school year in full implementation of its second year.

Table 4. Students enrolled in non-university education

<table>
<thead>
<tr>
<th></th>
<th>2015-16</th>
<th>2014-15</th>
<th>Change</th>
<th>Absolute</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTAL</td>
<td>8 108 884</td>
<td>8 101 473</td>
<td>7 411</td>
<td>0.10%</td>
<td></td>
</tr>
<tr>
<td>Infant Ed. 1st cycle</td>
<td>444 492</td>
<td>444 252</td>
<td>240</td>
<td>0.10%</td>
<td></td>
</tr>
<tr>
<td>Infant Ed. 2nd cycle</td>
<td>1 362 128</td>
<td>1 395 756</td>
<td>-33 628</td>
<td>-2.40%</td>
<td></td>
</tr>
<tr>
<td>Primary ed.</td>
<td>2 924 463</td>
<td>2 908 538</td>
<td>15 925</td>
<td>0.50%</td>
<td></td>
</tr>
<tr>
<td>Special ed.</td>
<td>34 988</td>
<td>34 349</td>
<td>639</td>
<td>1.90%</td>
<td></td>
</tr>
<tr>
<td>Lower secondary education</td>
<td>1 868 584</td>
<td>1 840 748</td>
<td>27 836</td>
<td>1.50%</td>
<td></td>
</tr>
<tr>
<td>High School (classroom learning)</td>
<td>643 163</td>
<td>638 515</td>
<td>4 648</td>
<td>0.70%</td>
<td></td>
</tr>
<tr>
<td>High School (distance learning)</td>
<td>51 061</td>
<td>52 223</td>
<td>-1 162</td>
<td>-2.20%</td>
<td></td>
</tr>
<tr>
<td>Basic VET (FP Básica)</td>
<td>62 025</td>
<td>39 867</td>
<td>22 158</td>
<td>55.60%</td>
<td></td>
</tr>
<tr>
<td>Intermediate VET (classroom learning)</td>
<td>325 047</td>
<td>333 541</td>
<td>-8 494</td>
<td>-2.50%</td>
<td></td>
</tr>
<tr>
<td>Intermediate VET (distance learning)</td>
<td>25 179</td>
<td>21 579</td>
<td>3 600</td>
<td>16.70%</td>
<td></td>
</tr>
<tr>
<td>Higher VET (classroom learning)</td>
<td>309 528</td>
<td>319 305</td>
<td>-9 777</td>
<td>-3.10%</td>
<td></td>
</tr>
<tr>
<td>Higher VET (distance learning)</td>
<td>45 749</td>
<td>37 215</td>
<td>8 534</td>
<td>22.90%</td>
<td></td>
</tr>
<tr>
<td>Other training programmes</td>
<td>12 272</td>
<td>10 164</td>
<td>2 108</td>
<td>20.70%</td>
<td></td>
</tr>
</tbody>
</table>


Within the scope of non-university higher education, the number of VET students at the higher level is similar to the intermediate level, with a decrease of 3.1%, but compensated by an increase in enrolment in distance learning (22.9%).
Despite the growth in enrolment, there are still more students who opt for high school than for VET path, 65.89% in high school compared to 34.11% in intermediate VET cycle.

Generally, intermediate VET cycles are predominantly chosen by males over females (Annex T.3). However, there are significant differences among professional branches, while in Construction and civil engineering and Transport and vehicle maintenance, there are more male students; in other branches (i.e. Health and Administration and management, Personal image and Sociocultural and community services), there is a clear predominance of female students. Around 45% of intermediate VET cycles students are enrolled in the professional branches of Health, Administration and management and Electricity and electronics. Regarding age, 51% of students are older than the theoretical school age, between 17 and 18 years, while for women the figure raises to 60.8%.

In higher VET, Sociocultural and community services, Administration and management and Health professional branches are chosen by 42% of the students. Female participation, at this level, nearly equals male one (48.1% female rate), and again, there are significant differences among the professional branches, as Maritime and fishing industry, Electricity and electronics, Metal working, Transport and vehicle maintenance and Energy and water branches have less than 10% female students each. As in the previous level, there is a large share of students (59.8%) older than the theoretical school age for the higher level (19-20 years), and for women the share is very similar at 59.4%. These data reflect the positive impact of policies put in place to promote VET, support employability, facilitate access to education of those who left education.
early, and offer quality VET programmes matching (changing) labour market needs.

2.1.1. **Features of IVET programmes**

The Spanish initial vocational education and training system, IVET, is organised at ‘basic’ (lower secondary), ‘intermediate’ (upper secondary) and ‘higher’ (tertiary) levels.

VET is based on learning outcomes with a strong focus on work-based learning, following ECVET guidelines. The fact that they are taught in schools does not imply the loss of their practical nature, since the setup of VET programmes involves compliance with the required equipment and facilities that make workshops, classrooms and laboratories resemble real workplaces, and in some cases, teachers and students simulate real working environments.

The arrangements for the different VET levels are very similar in many aspects, all last 2 000 hours in two academic years and often take place in the same institutions.

Similarly, all VET studies include a compulsory work placement module (*formación en centros de trabajo – FCT*) that takes place in a company (students with previous work experience may be exempt). The duration of this module is set in the official curriculum of each training cycle, and varies from 240 hours in basic VET to 400h in the two other VET programmes.

VET diploma programmes can be taken full-time or on a part time modular basis; the latter option allows adult learners to manage their family and professional lives more easily. A modular structure enables adding training progressively instead of complete 2-year programmes. Also, to promote 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 face to face training also offer VET studies as distance learning. This kind of learning has grown considerably in the past years, so much so that the number of students in 2015/16 academic year is more than five times larger than in 2007/08 (see Table 4). The courses have tutors – the same teachers as in the traditional face to face education - set for this type of learning regime and students are assessed using the same criteria as their peers in the traditional classroom regime. Diplomas obtained are the same and valid in all of the country.

2.1.1.1. **Dual VET or apprenticeship**

In recent years, a great effort has been made to introduce and develop alternance training models, dual VET, to promote youth employment and
acquisition of a vocational qualification. Various regulations (25) have been passed aiming to strengthen the links between companies and VET providers, to bring them to work together and to encourage greater involvement of students in the labour market during their training period. In Spain, dual VET is shaped into two forms: (a) training and apprenticeship contracts, which can be delivered by the education and employment systems (26); and (b) dual VET projects offered within the education system and implemented by the regions.

Due to the improvement and increase of dual projects in intermediate and higher VET programmes the number of students, training centres and companies involved in this kind of VET provision has been growing since 2012/13 (Figure 11), though they still are a minority.

As result of active employment policies (see 1.1), the number of training and apprenticeship contracts offered by the employment authorities increased by 25% with respect to 2014.

Within the education authority dual VET, a training and apprenticeship contract is not compulsory. Regional education authorities can choose instead to use learning agreements to ensure joint participation of educational institutions and companies. Participating institutions must be authorised by the competent regional education authorities. The learning agreement must comply with the prescribed working and training conditions. Some of its main features are:


- the company will participate in a minimum of 33% of the training hours fixed in the qualification. The maximum share is 85%;
- the duration of the learning programme can be extended from the usual two years to three;
- before starting at the company, students have to attend training in a training centre;
- student assessment is the responsibility of the teachers at school or VET institution, considering the opinion of in-company tutors & trainers and work performance.

As of January 2016 all training associated with a training and apprenticeship contract must be linked to a VET qualification programme (VET diploma or occupational certificate), which will have an impact on the number of contracts concluded after that date. Previously, in the absence of a relevant occupational certificate training programme it was possible to conclude training and apprenticeship contracts associated with non-regulated training programmes.

Figure 11. **Dual VET in the education system, 2012-14**

<table>
<thead>
<tr>
<th></th>
<th>2012-13</th>
<th>2013-14</th>
<th>2014-15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of schools participating</td>
<td>173</td>
<td>381</td>
<td>720</td>
</tr>
<tr>
<td>Number of companies involved</td>
<td>513</td>
<td>1,570</td>
<td>4,878</td>
</tr>
<tr>
<td>Number of students enrolled</td>
<td>4,292</td>
<td>9,801</td>
<td>16,199</td>
</tr>
</tbody>
</table>

Source: SGOFP (MECD). This data has been provided by the Autonomous Communities, 2012-2015.

2.1.1.2. **Adult education**

The aim of adult education is to offer people over 18 (in some cases over 16) the possibility to acquire, update, complete or expand their knowledge and skills for their personal and professional development. To achieve this goal, the education authorities collaborate with other public authorities with responsibilities for adult learning and particularly with the labour authorities, as well as with local government and social partners (employers and trade union organisations; and specifically in dual VET chambers of commerce are also involved)
Education authorities provide basic education for adults who for different reasons (including drop-outs, early school leavers, etc.) do not possess the end of compulsory education qualification. It comprises primary education, lower secondary education, basic vocational training and language education. Post-compulsory studies, that is, high school and vocational training for adults, are also provided. Programmes for adults may be offered on a full time, part-time or modular basis.

There are also opportunities for adults to sit entrance examinations to have access to studies leading to an official qualification, such as entrance examinations for intermediate and higher vocational training programmes, higher artistic education and university education. A number of places are reserved each year for adults who access education through this system, which can vary from 10-30% according to different pathways and each territorial context.

Finally, examinations for adults to obtain an official qualification without having to complete the corresponding studies are also periodically organised by the education authorities. These examinations correspond to compulsory lower secondary education, upper secondary (Bachillerato) and vocational training offered in basic, intermediate and higher VET programmes. Partial exemption of modules of a VET Diploma is also possible (see chapter 3.5, Validation of informal and non-formal learning). In addition, the education authorities, through official language schools, regularly organise tests for adults who wish to obtain a language certificate without completing the corresponding course.

Education authorities also offer other training options for adults which do not lead directly to a formal qualification (see section 2.3.2.).

Similarly, labour authorities organise a wide range of training schemes to improve employability or ease integration into the labour market. These training schemes fall within the system of vocational training for employment (see section 2.2.).

2.1.2. VET governance, administration and finance

Educational competences are distributed between the central government (education ministry) and the regions (education departments). The Ministry together with the regional education authorities implement the national standards, whereas regions have executive and administrative powers in their territory. Vocational qualifications (VET diplomas) are established and regulated by royal decrees laying down education policy guidelines and the programme basic features, whereas the regional education authorities may complement the basic curriculum of the VET diploma programmes according to their needs.

The government’s main advisory body is the National Education Council (Consejo Escolar del Estado). All stakeholders within the education sector are represented in this council: teachers, students, families, administrative staff, social partners, central government administration and regional education
councils, private schools, local entities and as well as experts from the education sector and other related areas such as gender equality. The Council publishes an annual report on the state of the (VET) education system, which includes proposals for improvements supported by the council members (27).

Another relevant advisory body on VET is the General Council on Vocational Training (Consejo General de la Formación Profesional, CGFP). Education and labour authorities responsible for VET, at national and regional level, work together in this body with social partners, that is, trade unions and employers’ associations. The presidency of the CGFP alternates every two years between the Education (MECD) and Employment (MEYSS) ministry.

In addition, at the Sectoral Education Conference (28), the education ministry and the 17 regional authorities coordinate education policies to set up a coherent and inclusive education system.

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. To ensure basic general training and validity of diplomas, education authorities lay down basic pedagogical aspects, objectives, core competencies, learning outcomes, content and assessment criteria of education in their territories. State schools have the autonomy to complete the curricula for different programmes offered, 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.

As to vocational education providers, we can distinguish the following type of establishments:

a. state and private institutions approved by the competent educational authority;

b. national reference centres, which are public institutions specialised in the different professional branches, in charge of carrying out innovation and experimentation initiatives in the area of vocational training;

c. integrated training centres which provide both initial vocational training within the education system, and vocational training for employment.

On average, 75% of IVET pupils study in state education institutions.

The basic rules governing the requirements of teaching staff are the same for all non-university education and are specified at the 2006 Education Act and


(28) taking place several times a year according to the needs
the 2013 LOMCE Act which modifies it. They are also the same throughout the entire State, which, in general, for IVET teachers are: (a) a university degree (ISCED 6); (b) a master degree (university master degree in teacher training). A period of internship training at an education centre is also compulsory (29).

Public funds for the financing of education are provided mainly by the education ministry and regional education authorities. The quantity for each region is fixed through a multilateral agreement which guarantees solidarity between territories.

Figure 12. Distribution of Public Expenditure on education by activity 2014 (*)

![Distribution of Public Expenditure on education by activity 2014 (*)](image)

     **: For the calculation of this distribution, adjustment and undistributed by activity items have been excluded.

Source: MECD Statistical Office

For 2014, the results show that public spending on education (30) for the whole of the state, including state universities (Figure 12), was of € 44 846.4 million, representing a slight decrease compared to the year 2013 (-0.3%). This decline appears both in non-university, (-0.4%) and university education (-3.1%). In terms of share of GDP in 2014, according to its latest update, it stood at 4.31% (Annex T.4).


2.2. CVET programmes in the employment system

Vocational training for employment falls under the remit of the Employment Ministry and the regions. It comprises vocational training for both employed and unemployed people. It is regulated by the Act 30/2015 reforming vocational training for employment. The act still needs further legislative developments and until these are approved, some of the rules included in the previous legislation (31) still apply.

Vocational training for employment aims to promote, extend and adapt the training offer to the needs of the labour market and help develop a knowledge-based economy.

It includes training programmes for professional retraining or for people that left education with no or low qualifications to improve their level of qualification. It is based on cooperation between labour authorities and social partners (employers and trade union organisations) at national and regional level, mediation and collective sector negotiation at national level, thus constituting a single framework based on the agreements reached between the social partners and the government.

The recent Act 30/2015 does not make significant changes to the aims of the system: to support personal development, the upskilling and employability of the workforce, in particular of workers at risk, including supporting accreditation of skills acquired through training and work experience; and to contribute to increased productivity and competitiveness of companies. The key point is the change in governance. The new model leaves the system basically in hands of the government, thus substantially reducing the influence of social partners — both trade unions and employers’ associations. The now called State Foundation for Training in Employment (32) (previous Tripartite Foundation for Training in Employment) has changed its name and the composition of the board: the government now holds the majority, rather than having an equal representation with workers’ and employers’ representatives as previously. It is still responsible for technically helping the public employment service to design and implement the training for the employment system.

Other changes introduced by the reform in 2015 are linked to the last 2012 labour market reform (Law 6/2012) to boost lifelong learning programmes.

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(32) Fundación Tripartita de Formación para el Empleo
targeted at employed workers, such as the right to a 20-hour period of training leave for all workers with at least one year of seniority, and the option of introducing an individual training account for workers. Also in most schemes only training providers are allowed to receive funds for training versus the previous situation in which employers’ organizations, trade unions and other organizations could also participate.

The Act includes different funding schemes for training programmes available to workers, free of charge:

a) training organized by companies for their employees (formación programada por la empresa), financed through discounts on what companies have to pay to Social Security;

b) training schemes through open calls for proposals, such as sectoral and cross-sectoral training programmes for the employed and self-employed, including those working in the social economy (cooperatives) (known as planes de formación intersectoriales, sectoriales, autónomos, y economía social);

c) programmes for the unemployed, including ‘training plans’ (planes de formación) aimed at meeting needs identified by the public employment services and specific training programmes. They are funded through open tendered calls for proposals;

d) other training initiatives, such as individual training leaves (permisos individuales de formación, see 4.1), alternance training (formación en alternancia), civil servants’ training, training in prisons, among others.

The way in which these initiatives are financed is varied (see also 2.2.3.). Employment authorities decide each year the initiatives to be financed depending on different circumstances. From 2011 to 2015, for example, specific training programmes addressing youth unemployment have been put in place, with or without hiring commitments (33), some of them under the Youth Guarantee scope.

There are two main types of VET programmes, targeting people who do not hold any qualification (partial or full) or need to upskill so as to improve their employability:

− programmes linked to the national catalogue of occupational standards (CNCP) which provide training to obtain an occupational certificate (Certificados de Profesionalidad in Spanish - CdP) (2.2.1.); and

− programmes not linked to the National Catalogue of Occupational Standards (2.2.2.).

(33) In some training programmes the training institution or beneficiary has a contractual obligation to provide an employment offer to a certain (%) number of trainees.
2.2.1. Training programmes linked to the national catalogue of occupational standards

Most training included in the different initiatives for unemployed workers is directly linked to obtaining a full or partial occupational certificate (certificado de profesionalidad - CdP), as it will improve their qualification and increase their chances of finding a job.

An occupational certificate is the official certification of a professional qualification (see Chapter 3) granted by the employment authorities. It sets up a professional profile, a set of identifiable professional skills in the production system, recognised and valued in the labour market.

Training to obtain an occupational certificate is usually delivered face to face. Since 2015, a 2013 regulation (34) on the quality of training provision for occupational certificates, opened up access to many training programmes through virtual learning environments (e-learning platforms). This constitutes an opportunity for all to access vocational training without restrictions of age, social or labour status or family situation. The labour authorities have established evaluation and assessment procedures to ensure that e-learning training programmes meet the quality criteria set for traditional school-based VET programmes. The above regulation specifies which CdP programmes can be delivered online, how many hours have to be face to face, and establishes requirements for the accreditation of e-learning platforms.

For a person to obtain an occupational certificate, s/he must successfully complete all the training modules corresponding to the competence units of that certificate. Besides this training path, all or several of the competence units included in each certificate can be assessed and certified (accumulated) by taking part in one of the national or regional calls for validation and accreditation of non-formal learning (see more in Chapter 3).

The national public employment service (SEPE) and regional employment services are responsible for issuing the occupational certificates and the partial certifications (competence units). These certificates are official and valid throughout the country.

Strategy for Entrepreneurship and Youth Employment (2013-16) considers, among other measures, funding of training programmes aimed at obtaining

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occupational certificates, in order to improve skills and employability of young people, as well as other kind of training actions with an impact on youth employment (basic skills for early school leavers, foreign languages or ICT).

There are other funding schemes to provide training linked or not linked to occupational certificates, involving hiring commitments (35), specifically targeting young people enrolled in the youth guarantee system. Young people who do not meet entry requirements for these certificates may first receive training on key competences.

Occupational certificates programmes are offered by public training centres; private training centres accredited by SEPE or by the regional labour authorities (36) and also by accredited foundations and intermediate structures created by social partners and NGOs.

CdP training providers must comply with certain requirements on trainers’ recruitment, qualifications and professional experience; facilities and technological equipment; and entry criteria for trainees.

2.2.2. Training programmes not linked to the national catalogue of occupational standards

VET in the employment system also includes general or specialised training that does not lead to a formal qualification.

Training organised by companies for their employees (see Section 4.2) falls under this category as it normally does not lead to an occupational standards certificate or other official certification. This training can be partly or fully financed by public funds managed through the State Foundation for Training in Employment.

Companies carrying out training activities for their staff can hire external training providers. Union representatives in companies have to be informed about the training to be carried out.

The number of companies offering training to their employees within the scope of the State Foundation for Training in Employment increased (see 2.2.3.) until 2013 but in the two following years, 2014 and 2015, there has been a slight decline. In 2015, the 439,188 companies which offered training to their employees represented 27.4% of total private companies. The financial

(35) See footnote 33
(36) SEPE has a search engine to look for training centres which provide occupational certificates. SEPE. Búsqueda de Centros Entidades de formación. Especialidades Formativas [Search Training Center. Training courses].
https://sede.sepe.gob.es/especialidadesformativas/RXBuscadorEFRED/InicioBusquedaTipoCentro.do
resources available for this initiative have steadily increased, as have the participants in training (Figure 13).

Figure 13. **Company training initiative**

![Graph showing number of trainees and companies](image)


Publicly funded (see 2.2.3.) training initiatives (classroom-based or online programmes) aimed at employees but not initiated by their company are normally organised around cross-sectoral (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 those working in the social economy and the self-employed. They are all carried out in the context of agreements signed by businesses and trade unions at national or regional level, and can be programmed annually. Most of the training carried out in these programmes is not directly linked to obtaining an occupational certificate (acquiring all the ‘competence units’ composing a CdP) as CdPs are usually too long to be taken by workers in employment. However, competence units acquired through these training programmes or through validation of non-formal learning may be individually assessed, certified and accumulated towards a full qualification (see 3.1. and 3.3.)

### 2.2.3. Governance and administration of VET programmes

Vocational training for employment falls under the remit of the Employment Ministry and of the regions.

Regarding the governance of the system, apart from the already mentioned general council on vocational training (CGFP), the following bodies are involved:

- General council of the national employment system (*Consejo General del Sistema Nacional de Empleo*) is the main consultative and participatory body
for public authorities and social partners. In particular for VET issues, it carries out its functions through the Training for employment state commission (Comisión estatal de formación para el empleo)

- Sectoral conference on labour affairs (Conferencia Sectorial de Empleo y Asuntos Laborales) is the general instrument for coordination and cooperation between the central government and the 17 autonomous regions and cities of Ceuta and Melilla in employment policy. One of its functions is to distribute the available funds between the regions.

- State foundation for training in employment (38) is a public body comprising the state general administration, the regions and the most representative business and trade union organisations. It is a collaborating body, which provides technical support to the national public employment service (SEPE), and to the Employment Ministry in the strategic development of the system of vocational training for employment in the work sphere.

- Joint sectoral structures (39), made up of the representative business and union organisations in each relevant sector. They were redefined by Act 30/2015 in replacement of the Joint sectoral commissions in place since 1993. Their main task will be to anticipate training needs, and propose sectoral training based on their knowledge of the real productive environment, however until Act 30/2015 is fully developed and provisions specifying their duties and ways of operating are defined, the Joint sectoral commissions are still functioning).

Training schemes for employed workers are managed by the State Foundation for Training in Employment together with SEPE if they are state wide or by the regional labour authorities if they are limited to that region.

In general, training for the unemployed is developed at regional level and so managed by the regional labour authorities.

Training for civil servants is managed by the National Institute of Public Administration (INAP) and training for prisoners is the responsibility of the Ministry of the Interior and carried out through the General Secretariat of Penitentiary Institutions (as all of prison policy).

The funds to finance these training schemes come mainly from the state budget, through the training levy all private companies must pay as part of the

(37) http://prensa.empleo.gob.es/WebPrensa/noticias/laboral/detalle/2872
(38) http://www.fundae.es/Pages/default.aspx
(39) https://www.fundae.es/Observatorio/Pages/Queson.aspx
Social Security contribution (40). There are also funds from the European Social Fund - ESF and funds from the national employment service.

Every year, allocation and distribution of resources among the various management levels and training initiatives is set in the general state budget (Table 5).

Table 5.  **Evolution of training for employment budget (in million €)**

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Civil servants’ training</td>
<td>127.696</td>
<td>60.693</td>
<td>53.757</td>
<td>51.377</td>
<td>53.421</td>
<td>55.042</td>
</tr>
<tr>
<td>Training organised by companies</td>
<td>518.508</td>
<td>560.000</td>
<td>575.000</td>
<td>580.000</td>
<td>605.000</td>
<td>610.000</td>
</tr>
<tr>
<td>Training mainly for employed workers. State level (**)</td>
<td>391.296</td>
<td>184.281</td>
<td>181.351</td>
<td>181.351</td>
<td>188.569</td>
<td>202.016</td>
</tr>
<tr>
<td>Training for employed workers and complementary training measures. Regional level (***)</td>
<td>353.767</td>
<td>113.897</td>
<td>112.097</td>
<td>107.171</td>
<td>111.401</td>
<td>114.787</td>
</tr>
<tr>
<td>Training for unemployed workers. State level</td>
<td>94.719</td>
<td>39.719</td>
<td>39.089</td>
<td>34.444</td>
<td>35.814</td>
<td>44.618</td>
</tr>
<tr>
<td>Training for unemployed workers. Regional level</td>
<td>854.917</td>
<td>635.715</td>
<td>622.501</td>
<td>579.257</td>
<td>602.311</td>
<td>620.621</td>
</tr>
<tr>
<td>Specific programmes for young unemployed under the Youth Guarantee system</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>80.000</td>
<td>120.000</td>
</tr>
</tbody>
</table>

Source: Prepared by the authors from the state yearly budget. 2011-2016

NB: (*) Called Tripartite Foundation for Training in Employment before Act 30/2015
(**) Since the year 2011 the line of training for employed workers at state level has included a specific programme for young workers.
(***) The amounts for training in Ceuta and Melilla have been included in the line of training for employed workers at regional level

(40) The vocational training levy 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%, by the worker.
2.3. **Other VET options**

2.3.1. **Training for sector regulated professions**
In some sectors/regulated professions, specific requirements apply to carry out a given profession (specific qualification/training, relevant professional experience and/or accreditation processes/aptitude tests). These requirements can fall under competent authorities other than the education or employment ones. For example, in the maritime and aviation sectors, as well as in the security forces, qualifications with no academic value are regulated and certified by the ministry in charge or an independent body designated by them. A list of all professions which are regulated in Spain can be found on the ‘Regulated Occupations Database’ (41).

For some jobs, the condition is to hold a certificate of professional competence (CAP, certificado de aptitud profesional), for example, for electrical and gas technicians. These certificates can be obtained by accrediting a full vocational qualification, an occupational standards certificate (CdP) or certain units of competence (UC), issued by the education and labour authorities. Lacking any of these, in some cases it is also possible to receive specific training and take a test. This training and the centres that deliver it, have to be recognised or certified by the authority in charge.

In other cases, the certificate of professional competence (CAP) requires specific training. An example is the one for bus, coach and lorry drivers. New drivers obtain their Driver CAP by passing a series of initial tests, followed by 35 hours of training every 5 years to keep the certificate.

Regional authorities are responsible for issuing certificates of professional competence (CAP) so there may be slight differences in the process between the regions.

2.3.2. **Non-formal education and training programmes**
Non-formal learning in VET is essentially any training programme which does not directly lead to official qualifications. It includes

- non-regulated programmes from the education system, such as elementary music and dance programmes, Spanish language courses for immigrants, preparatory programmes;
- preparatory courses to take official exams, for example to acquire the ESO diploma, or to enter VET studies (see 2.1.1 adult education); and

• other training courses and CVET programmes not linked to the national
catalogue of occupational standards (see section 2.2.2.).

These programmes can also include a wide range of social and cultural
activities and encompass training for recreational programmes, Spanish courses
for foreigners, etc. This training may be developed by the regions, city councils,
NGOs and other social organisations as well as private training and education
centres.

The duration of each training action or module depends on many factors,
such as the purpose, the target group, the delivery mode, the number of students
and other criteria. When the training is financed through public funds, free for
participants, it has to meet the requirements set in the legislation. Participants
completing this type of training actions may be awarded a certificate of
attendance and those being positively evaluated receive a diploma, though it is
not a formally recognised certification. Skills acquired through this training can in
some cases be partially recognised and accumulated towards an occupational
qualification (Section 3.1.). There are different procedures and requirements (call
for proposals, published annually) for the assessment and certification of skills
acquired through work experience or non-formal training (see Section 3.5).

ULA MENTOR (42), for example, is an open and flexible training system
through internet promoted by the education ministry. It is made up of more than
170 courses in different areas. The skills these courses cover are varied: basic
skills, skills which will help to enter other VET programmes or skills to enter the
labour market. Organised through collaboration agreements, (43) there is a large
number of public institutions involved, mostly education authorities at regional
level and municipalities at local level. Similarly, there are agreements with NGOs,
the Cervantes Institute and Prisons. There are also agreements with private
institutions who share their training materials and in some cases issue the
certificate at the end of the training. At international level, they have an
agreement with the OEI (Organization of Ibero-American States for Education,
Science and Culture) so this training is also available in several countries in
South America.

Aula Mentor aims to provide alternative training to the adult population that
cannot attend face to face training and whose pace of learning and/or dedication
needs a great deal of flexibility subject neither to schedules or timetables. It is not
a free training system, but its low cost (students´ fees cover the cost of tutors, the

(42) For more information see MECD. Aula Mentor
http://www.aulamentor.es/es/conocenos

(43) Agreements are made between the MoE and the institution issuing the relevant
certificate and lending the training material
rest is covered by the education ministry) makes it accessible to most of the population. Training includes a variety of skills (basic skills allowing to enter other VET programmes or easing access to the labour market). For quality assurance purposes, students must carry out all activities and pass the tests at the different classrooms Aula Mentor disposes of. Upon successful completion, they obtain an achievement certificate issued by the education ministry which has no academic value, but may be valued in the labour market.
CHAPTER 3.
Shaping VET qualifications

3.1. Designing the national catalogue of occupational standards

A major milestone in the shaping of vocational education and training the way it is conceived today, is Act 5/2002 on qualifications and vocational education and training (Ley Orgánica de las Cualificaciones y la Formación Profesional - LOCFP). Its main objective is the organisation of a comprehensive system of vocational training, qualifications and validation, meeting social and economic demands by different types of provision.

LOCFP lays down the necessary instruments and actions to promote and develop vocational education and training, as well as to assess and validate professional competences acquired by non-formal and informal means.

VET is defined in Act 5/2002 as the set of training activities that prepare people for qualified performance in diverse occupations, access to employment and active participation in social, cultural and economic life. It covers training programmes included in IVET and CVET, to enable the acquisition and continuous updating of vocational competences.

The backbone of VET is the National catalogue of occupational standards (Catálogo Nacional de Cualificaciones Profesionales –CNCP), which comprises the most important occupations of the Spanish sector. The catalogue is arranged in 26 professional branches (see Annex 1).

Occupational standards, (called Cualificación Profesional in the national context), consist of a set of competence units (UCs) which lay down the expected behaviour of a job holder in the respective occupation. A UC is defined as ‘the minimum set of professional skills that can be partially recognised and certified’. Each UC is associated to a learning module, which describes the necessary learning (knowledge, skills and competences) to acquire that unit (Figure 14).

VET qualifications issued by the education and employment authorities (respectively, VET diplomas and occupational certificates) are composed of a (different) set of occupational standards (*Cualificaciones Profesionales*).

The UCs structure not only serves as a reference to the training programmes certification, but also helps to assess and validate work experience and non-formal or informal learning. Competence units acquired either in the VET system or through validation of non-formal learning are individually assessed and certified and may be accumulated towards a full qualification in IVET and CVET.

The National Institute of Qualifications (*Instituto Nacional de Cualificaciones - INCUAL*), is responsible for defining, drawing up and updating the National Catalogue of Occupational Standards - CNCP and the corresponding competence units and learning modules, in active cooperation with VET stakeholders (45). In the development of some professional branches, the regions had an active role according to their productive context, for example, Galicia in Maritime and fishing industry (MAP) or País Vasco in Metal working (FME).

In 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. Experts organised in the 26 professional branches from both the productive as well as the training sector, were invited and worked together to define the occupational units of competence and the standards of the reference profiles in the production system. The competences were defined in terms of the outcomes or results of the activities performed by skilled workers.

In 2013, the general council on vocational training approved a procedure to update and review all vocational qualifications starting with qualifications at that time older than 5 years. This ongoing process involves again the participation of

\(45\) organisations in the General council of vocational training
all parties including experts selected from companies and VET institutions, as well as an external validation of the revised qualifications.

The review is based on analysis of current labour market needs in terms of skills supply and demand in all sectors and professional branches. INCUAL collects information using qualitative and quantitative approaches, through various channels such as meetings and interviews with institutions, companies and experts from all productive sectors. VET qualifications are being updated accordingly and new occupational standards are created based on identified emerging professional profiles.

3.2. VET diplomas

Vocational qualifications (VET Diplomas) in the education system have an academic and professional value and attest both an educational level and the professional qualification obtained. These qualifications can be obtained through programmes at three education levels: basic (new diploma available since 2014), intermediate and higher VET, according to the level descriptors provided for these educational levels.

VET diploma programmes are approved by Royal Decrees with a 55-65% national curricula and a 45-35% of the curricula contents settled at the regions, according to the socioeconomic characteristics of the immediate environment. In addition, regulation establishing VET Diploma programmes (royal decrees) specify facilities and equipment requirements for VET providers, as well as teachers’ requirements.

A working group of educational and technological experts coming from the related productive sector, and different regions, work together in the design and drawing up of each diploma programme. Educational experts are usually teachers or trainers in the same professional field.

Designing VET diploma programmes

The first step in the designing process of the curriculum of each diploma is to determine the job-profile, taking into account society and personal development needs. Usually this profile takes as reference the occupational standards set up in the National Catalogue of Occupational Standards (CNCP). Other emerging professional skills, which are not embraced in these standards, may also be included in the diploma. In the case of regulated professional activities, the rules governing the professional activity are also taken as a benchmark.

In the second step, the necessary training to match the established professional profile, the corresponding educational level and the competences needs of personal, social and transversal skills are defined. The training, organised by modules, is valid across the country, thus ensuring student mobility
between regions. Successful completion of all modules associated to each programme leads to acquisition of the qualification (VET Diploma).

The curriculum of all VET Diploma programmes contains a workplace module, making up a 20% of the total qualification’s training length. It is a stage of in-company learning which, as a rule, should be taken once passed all the rest of the training modules and it is mandatory to obtain the qualification.

Besides the specific skills (organised in training modules) for an occupation, VET programmes cover other types of skills (such as learning and employment opportunities, entrepreneurship, work organisation, basic health and safety as well as employment regulation, equal opportunities and non-discrimination of people with disabilities and the rights and duties that derive from industrial relations), to ease access to employment or reemployment. Some of these topics are arranged into specific modules (for example, a training and employment guidance module—FOL) apart from their cross-approach along the curriculum.

Personal and social skills are also covered transversely in all the modules making up the curriculum of VET in the education system. Each vocational module includes: learning outcomes, assessment criteria, the minimum content and educational guidance for teachers.

Once the diploma design is completed, and before Government’s approval, it undergoes several consultation rounds. It is uploaded in the website of the Education Ministry (46), so that all interested groups and institutions can express their considerations. The consultation process also includes the sectoral education conference, the general council on vocational training (CGFP), and the national education council. When other authorities have responsibilities in the occupation or professional fields to which the curriculum of the diploma programmes refers to, their favourable report is a prerequisite to approve and publish them in the official gazette (BOE).

VET Diploma programmes include learning standards and the mandatory contents in all regions. In this way the validity and the consistency of the qualification are guaranteed nationally. VET diplomas can also be obtained by passing exams (47) or by accumulation of partial certifications (competence units, see also section 2.2.1.) plus some other additional training or exam. (48)

(47) open to people over 18, or over 20 in the case of higher VET diploma programmes
(48) VET diplomas programmes consist of different modules; some are directly linked to the occupational standards (the occupations covered by the Diploma) plus other modules like the Business and Entrepreneurship one, or the Training and career guidance module. Entry requirements for VET diploma programmes (intermediate or
In 2015, almost all VET diploma programmes were updated and adapted to the requirements of the productive sectors and include and reinforce the eight key competences in a cross curricular way. Additionally, some new diploma programmes were developed. Thus, the current catalogue of education authority VET qualifications (VET diplomas) includes more than 170 different Diplomas (49):

- 27 Basic VET Diploma programmes (ISCED 353)
- 61 Intermediate VET Diploma programmes (ISCED 354)
- 91 Higher VET Diploma programmes (ISCED 554)

3.3. **Occupational Standards Certificates (CdPs)**

The national public employment service (SEPE), with the cooperation of the national reference centres (see also section 2.1.2.), develops and updates occupational certificates (*Certificados de Profesionalidad – CdPs*), based on occupational standards, produces the teaching and assessment guides, and pilots them with the conditions and specified requisites and resources. Occupational certificates are valid nationally; a common curriculum is set for each of them regardless of the region and irrespectively of the type of training programme (full-time, e-learning).

They are developed and updated based on the standards set in the CNCP; thus, whenever an occupational standard or competence unit change or are updated, the relevant CdP is also reviewed and changed accordingly.

Finally, before their publication in the official gazette, all CdPs undergo a consulting process with VET and employment bodies: the general council on vocational training (CGFP, see 2.1.2.), the training for employment state commission and the sectoral conference on labour affairs (see 2.2.3).

CdPs have a double effect: they frame training programmes and they award vocational qualifications. As the competence unit (UC) is the minimum unit to be certified, it is possible to gain partial credits for a professional certificate (CdP).

There are two ways of obtaining a CdP: through successfully undergoing a training programme (50) or by a validation procedure for the recognition of work experience and non-formal learning. The possession of a CdP signals the ability

更高) can be checked at: https://www.mecd.gob.es/alv/ensenanzas/formacion-profesional/cfgm-presencial.html


(49) For further info on VET Diplomas, see the Ministry of Education official website on Guidance and VET, MEC. TodoFP.es: títulos LOE [National Website on vocational training: diplomas]. http://www.todofp.es/todofp/que-como-y-donde-estudiar/que-estudiar/familias/titulos-loe.html

(50) which can also be delivered as part of a training and apprenticeship contract
to work in a particular field, in line with the classification of occupations and guarantees the necessary vocational training although it does not regulate the professional activities (this is done by the relevant body in that profession (see 2.3.1.).

CdP programmes are organised in three levels, being level 1 the most basic and level 3 the most complex. They have a modular structure with learning outcomes, assessment criteria and contents and guidelines for providers which are fully employment-oriented. Besides, each occupational certificate (CdP) includes a compulsory on-the-job training module (módulo de practicas no laborales - MPnL) whose learning outcomes must be assessed in the workplace. The total duration of the CdP programmes (51) varies, according to the structure of competences and learning outcomes to be acquired, between 200 and 1,110 hours without reference to a specific academic year. The duration of the on-the-job training module depends on the profile and occupations included in the curriculum of each diploma, and it varies between 5% and 52% of the total workload of the training programme (Figure 15).

Figure 15. Features of the CdP learning programmes

<table>
<thead>
<tr>
<th>Occupational Standards Certificates (CdP) by level</th>
<th>Total number of certificates</th>
<th>Total duration (range of hours by CdP)</th>
<th>Range of hours for on-the-job training module (MPnL)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CdP Level 1</td>
<td>77</td>
<td>200-540 hours</td>
<td>30-160 hours</td>
</tr>
<tr>
<td>CdP Level 2</td>
<td>252</td>
<td>180-920 hours</td>
<td></td>
</tr>
<tr>
<td>CdP Level 3</td>
<td>254</td>
<td>350-1110 hours</td>
<td></td>
</tr>
</tbody>
</table>

Source: Prepared by the authors from the reference regulation (52) at 05.08.2016.

To adapt training programmes to the target audience, employed or unemployed workers, the workload of the training modules [Módulos formativos associated to competence units (UCs)] lasting 90 hours or more is split into shorter training units (unidad formativa - UF), with a minimum of 30 hours, based on an analysis of the competences that they are associated to.

CdP programmes can be delivered through different learning modes: face to face, 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 need to use certain equipment or machinery: learning that cannot take place via simulation must be completed in traditional learning settings, as well is the case of final assessments.

(51) In July 2014 the RNCP was finalised with 583 different programmes referred to the different CNCP’s qualifications.
(52) 583 Royal decrees issued for each of the available CdPs
3.4. **Evaluation and quality of VET**

According to Act 5/2002, the evaluation and quality of the VET system corresponds to the government, after consulting the General Council on Vocational Training, without hampering regions’ powers.

In the VET system, the main mechanisms of quality assurance are determined by different factors:

- it is a system in which responsibility for education and training is decentralised, the state dealing with macro-level policies and initiatives and regional governments with the development of these macro initiatives at local level but also developing their own ones;

- these policies and initiatives are framed, on the one hand, in the education system and, on the other, in the labour system, being both systems independent from each other, as are the mechanisms developed to improve their effectiveness and efficiency.

Both the education and labour authorities have evaluation systems and bodies which apply different procedures for the monitoring and evaluation of VET programmes.

In the education system, the evaluation institute of the education ministry (INEE), in collaboration with the regions, has been laying down since 2000 different procedures and statistical indicators which enable annual assessments and serve as a basis for policy decision-making and for improving the quality of the Spanish education system, including VET. These have been developed in line with different EU recommendations and directives and the Common Quality Assurance Framework CQAF- for VET in Europe.

The entire education system follows a quality assurance process that is guaranteed through the requirement conditions for schools and teachers; the curriculum design and development; the compulsory evaluation procedures; the supervision of centers and services by educational inspections; and the use of statewide educational indicators.

Creativity, innovation and entrepreneurship are among the principles and objectives of the Spanish VET education system. In this sense, education authorities, at different levels, may foster quality, research and innovation in VET through grants and prizes to training providers with projects promoting

\[53\] INEE. Instituto Nacional de Evaluación Educativa [Website of the National Institute of Educational Evaluation] [http://www.mecd.gob.es/inee](http://www.mecd.gob.es/inee)
improvement of technological, methodological and training processes and encouraging cooperation with the business world (54).

At regional level, various stakeholders foster quality through holding different kind of meetings (congress, conferences, etc.) related to VET to facilitate exchange of best practices and knowledge between schools in different regions, social partners, organizations and business associations, SMEs and of all parties involved (55).

On the other hand, as regards vocational education and training for employment, the National Public Employment Service (SEPE) as coordinator of the National Employment System, conducts annual assessments of the training schemes as part of the annual monitoring plan of the whole training for the employment subsystem (56). This monitoring is carried out with the cooperation of the regions’ employment services and the State Foundation for Training in Employment. It 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 (57), some of the recommendations have already been taken into account in the Act 30/2015 reforming employment authority VET.

In addition, within the establishment of a new framework for the evaluation of active labour market policies in 2013 (58) different indicators have been defined to


(57) Latest reports can be accessed at https://www.sistemanacionalempleo.es/ evaluacion_formacion.html

evaluate schemes and measures developed by SEPE and the regions. One of the strategic objectives resulting from the annual evaluation of employment policies in 2013 was 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 is to reinforce the Strategy for Entrepreneurship and Youth Employment for 2013-16 (see Chapter 1).

In this sense, the evaluation for year 2014 is taking place in 2016 and it will consider specific indicators addressing job placement.

In 2014, all main stakeholders, government, business organisations and trade unions, agreed on certain weaknesses in the training for employment system, such as poor coordination of the whole system; lack of strategic planning; the unavailability of an integrated information system; or the lack of impact evaluation.

The law (Act 30/2015) reforming vocational training for employment aims to establish a multiyear scenario that will serve as a framework for strategic planning and as reference for planning and evaluating employment authority VET programmes.

Its design is to be made with the participation of all major stakeholders. It also introduces a commitment to continuous assessment. The emphasis of the evaluation is on the quality and the real impact of training offer. Results will support decision making to match training to market needs and efficiency of resources. Implementing legislation is still to be developed.

3.5. Validation of informal and non-formal learning

In the past decade, more than 60% of Spain’s workforce did not have their professional qualifications recognised. In addition, there was a significant volume of non-formal learning whose lack of recognition, especially in groups such as women, immigrants or unemployed workers could lead to situations of poor transition into the labour market and risk of exclusion.

With the approval (Royal Decree 1224/2009) and implementation of the validation of informal and non-formal learning procedure (59), shared between the labour and educational authorities, workers can make their skills visible and

assess their working experience, easing their reintegration into the education and training processes. Besides, there are other possibilities for the recognition of prior learning by means of different exams (see 2.1.1. Adult education).

This procedure has as reference the National Catalogue of Occupational Standards (CNCP), using a set of quality criteria that guarantees the reliability, objectivity and technical rigor of the evaluation. It aims at facilitating entrance to the labour market, moving between workplaces, developing one’s career and increasing professional qualifications by offering people the opportunity to obtain partial, cumulative recognition of competence units (UCs), towards the acquisition of a full vocational diploma or certificate.

The regions implement the validation process through public calls published jointly by education and labour authorities at regional level. The call lays down which competence units (UC) are to be validated, vocational qualifications and sector branches involved, the corresponding competence units and it may also limit the maximum number of people to be assessed in each UC.

To acknowledge work experience, candidates must be able to prove at least three years of experience relevant to the skills being assessed, with a minimum of 2 000 working hours in the ten years previous to the call for applications.

In the case of non-formal training (60), they must prove they received at least three hundred hours of training not leading to official recognition in the past ten years before the call.

The process is divided into three phases: counselling, assessment and certification:

1. Counselling, either in person or online, is compulsory. The aim is to help candidates to assess their own skills, fill out their personal and training record or present the evidence backing up their application. Based on this documentation, the counsellor reports on whether the candidates may enter the next phase. If the report is negative, the counsellor will advise the candidates to undertake supplementary training, and where this training is provided.

2. Assessment aims to prove whether the candidates can demonstrate their skills in real or simulated work situations.

3. Certification: candidates receive certification for each of the units of competence they have successfully passed. The set of certified UCs may correspond to a complete or partial CdP certificate.

In the period 2010-15, these public calls offered a total of 122 728 places distributed into 24 professional branches. Andalusia has offered more than a

(60) Non-formal learning in VET is essentially any training programme which does not directly lead to official qualifications (see 2.3.2.)
quarter of the total places offered in the same period in all regions, followed by Galicia, with a 15%, and Cataluña (13%) (61). By economic activity, Sociocultural and community services (SSC) professional branch concentrated 56.2% of total vacancies, followed by Security and environment (SEA) with (11.6%) and Health (SAN) (7.8%) (62).

The requisite for social care services workers to be qualified for assisting people with social care needs, at home or in social institutions, is behind SSC branch predominance. In the case of SEA, the number is increasing in the field of management and handling of harmful organisms and pest control, related to European biocide regulation.

(61) Places offered by the regions depend on different factors, such as the population size, Andalucía, Cataluña and Galicia are three of the five more populated regions, or political decisions according to regional labour market structure and workforce.

(62) Source: INCUAL with data provided by the Regions.
CHAPTER 4.
Promoting participation in VET

The existing structures for promoting participation in VET in Spain include incentives for individuals, enterprises and providers. VET diploma programmes have traditionally been less attractive than general education programmes leading to university, but in recent years, the number of VET students 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 10, Section 2.1).

Among the different regulatory measures which are in place or being implemented to increase enrolment in VET, the following can be highlighted:

- Introduction of new basic vocational training programmes as an alternative option for students at risk to stay in education and training, so they complete their lower secondary studies and acquire a general (ESO) or vocational qualification (Basic VET) (see Chapter 2);
- free access exams for people without academic requirements and who, through passing the exam, can directly access VET studies in the education system;
- direct access from each level of education authority VET programmes (Basic, Intermediate and Higher VET) and from higher VET programmes to university studies (see Chapter 2); updating and creating of new VET programmes to better adapt young people’s skills to the needs of the productive sectors;
- recent implementation of dual VET projects which has meant a series of incentives for companies to increase their participation in the system;
- implementation of measures included in the Strategy for Entrepreneurship and Youth Employment, (2013-16) to support (self-)employment and entrepreneurship, including training actions within the National Youth Guarantee programme under the responsibility of the employment authorities;
- the Act 30/2015 which regulates training for employment also introduces a series of incentives to promote participation in VET, complementing the existing ones (see section 2.2).
4.1. Incentives for learners

Participation in education is encouraged through a system of scholarships and grants, distributed through annual calls published by the education ministry and the regions. During the economic downturn amendments were made to the scholarship regime and study grants for students in non-university post-compulsory education, imposing the co-responsibility of whoever receives that aid to obtain satisfactory results. The budget allocated to scholarships and grants has been increasing since 2013 to reach 1 416.5 million euros in 2016, the highest figure in the historical series (63).

Since 2014/15, students of the new basic VET programme (FP básica) are also entitled to apply for a scholarship or a study grant.

The education ministry is also promoting VET by channeling all information and guidance initiatives through its VET web portal (www.Todofp.es) operational since 2010. Over 3.26 million users have visited the site (5.6 million visits in 2015), showing its calling as a highly valued tool by the educational community. Content is continuously updated to improve quality and ensure that people have accurate and quality data for decision-making on education and future employment options and allow teachers and guidance professionals to assist their students.

In 2015, new services include sections for employers or teachers, Europass Supplements, on validation of informal and non-formal learning, and a user satisfaction questionnaire. Users can take advantage of different channels to request and receive information: email; instant communication, through social networks like Twitter and Facebook; or telephone inquiries. Besides, regional education authorities also have web sections for mobility programmes, directly linked to/from TODOFP. They also have an on-site customer service point. New developments are scheduled for 2016, such as the creation of a specific APP to ease access to information by mobile devices; the updating of teaching materials related to e-learning VET offer and organization of information forums (for career guidance and counselling, and entrepreneurship).

CVET training programmes free of charge are available: employees can take part in training programmes run by their company or participate in other training schemes (see section 2.2).

Employed workers can also apply for individual training leaves (*permisos individuales de formación - PIF*) from their companies, to improve their skills at no cost to the company. The worker has the right to 200 working hours for educational purposes, provided that the company authorises his/her training leave to attend the respective training programme. The company is reimbursed for the cost of salary of that worker by the State Foundation for Training in Employment and the worker receives his/her salary during the training leave. 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 (see figure 16). Workers can also take this type of leave to undergo the procedure for recognition of prior learning acquired through work experience or non-formal education (see section 3.5).

In 2015, 58% of PIF were used by workers to receive formal education and 34% to attend other training courses leading to other qualifications, mainly professional driving licences and other types of certificates of professional competence (see 2.3.1, *Certificado de aptitud profesional – CAP*). Only a minority (8.2%) carried out training to obtain an occupational qualification (CdP) through a PIF (Figure 16). Women enjoying a PIF account for 36.7%, three points more than in 2014. In terms of age, more than 50% of workers with a PIF are more than 36 years old. This profile, both in terms of gender and age, is very similar to the 2014 profile (64).

Figure 16. **Individual training leaves by type of education, 2015**

*Source: Fundae (2016). 2015 Key Findings*

(64) Fundae (2016). *2015 Key findings: training for employment.*

http://www.fundae.es/Observatorio/Documents/Estad%C3%ADstica/Balance%202015%20Key%20Findings.pdf
Unemployed workers may also take part in some of the different training schemes within the training for employment system. And they may request, if necessary, reimbursement for travel, accommodation and meal expenses during the training period. In some cases, they can apply also for financial aids for other issues, particularly in those cases where they have family responsibilities.

Since the 2012 labour reform, workers have the right to 20 hours of annual training related to the company's activity. These hours can be accumulated over a period of five years. Nevertheless, this right has not been fully developed through other legal provisions yet.

The 2012 labour reform and the 2015 employment authority VET reform (Act 30/2015) laid down incentives for people such as the training account, linked to workers' Social Security number, and the ‘training voucher’ for workers to choose their training and provider though neither of them has been implemented yet.

The introduction of the education authority dual VET system in recent years (see section 2.1.1.) may be regarded as an incentive for young people to improve their chances of employment due to a closer contact with the labour market: the ratio of employability of dual VET students is usually higher than in traditional school based VET (65).

Training and apprenticeship contracts for unemployed people 16-25 (up to 30 until the unemployment rate falls below 15%) who lack formal qualifications, have seen positive results since 2012 labour reform. The hired apprentice benefits from a 100% reduction in social security contributions, total social protection, unemployment benefit and training (with a minimum of 25% of working hours of training the first year and 15% during the second and third year). The training may lead to a full qualification (CdP) or partial certification of a set of competence units towards a CdP or a VET diploma, or other non-formal training related to the company; in the latter case it must be authorised by the regional or state employment service.

4.2. Incentives for companies

Within the training for employment system, companies providing training for their workers can receive discounts on their social security contributions.

The yearly training credit (quantity they can discount) available for each company is calculated by applying a fixed percentage to the amount paid for training quota in the previous year, though companies which employ fewer than

(65) Based on first preliminary data (available from training centres or regional authorities).
six employees have a minimum credit (240€) to guarantee they can carry out some training.

This percentage, fixed in the General State Budget, is greater the smaller the size of the company. For 2016 this percentage is as follows:

- Companies from 6 to 9 employees 100%
- Companies from 10 to 49 employees 75%
- Companies from 50 to 249 employees 60%
- Companies of 250 and more employees 50%

Companies with more than 10 employees have the obligation of co-financing part of the cost of training. Depending on the size of the company, the percentage is different, ranging from 10% for companies which employ 10-49 employees, up to 40% for those with more than 249 workers.

The amount available in 2015, for these discounts, was EUR 605 million, representing a 4.3% increase over the previous year. In 2015, companies that provided training for their workers totalled 439,188. This represents 27.4% of all companies, a slightly lower percentage than in 2014, reflecting the regulatory changes produced in the vocational training for employment system, without a period for enterprises to adapt to the new regulations.

Around 30.3% of employees received training organized by companies, amounting to over 3.5 million of participants.

Finally, regulation for training and apprenticeship contracts sets different incentives for companies to hire trainees, in the form of reduction of employer social security contributions, or additional bonus to finance the costs of tutors in the company, as well as other incentives if apprentices become permanent staff.

For companies, participation in dual VET involves greater cooperation with the VET system to deliver better matched training to their productive and qualification needs. Large enterprises, business organizations and chambers of commerce are strongly committed to fostering this kind of VET provision (66).

4.3. Incentives for training centres

LOMCE Act promotes greater autonomy and specialisation in the education centres following recommendations from international studies to improve education quality. Each centre has the capacity to identify its strengths and local needs/skills by: carrying out pilot projects, developing new work plans or forms of organisation, increasing the time devoted to certain subjects, for example.

This autonomy entails accountability and that public resources are to be used efficiently and lead to a real improvement of results (67). The results obtained by these educational centres, considered in relation to the socio-economic and socio-cultural factors of their context, will be published.

Training providers in the vocational training under the employment authority can apply on a competitive basis for funding (with financial incentives or subsidies depending on the type of initiative) to carry out training actions in the regional or state calls for proposal which are yearly published. Since Act 30/2015, only training providers (68) are allowed to apply for these kinds of financial aids.

Training is funded based on cost per participant/hour of training and is different depending on the delivery mode (e-learning or face to face).

4.4. Information, advice and guidance services

Educational and vocational guidance are one of the most important areas for improvement in the Spanish VET system.

In the past years, different reforms (69) addressed the improvement of information and career guidance services; complementing dispositions from Act 5/2002 with on qualifications and vocational training. Among these measures, the following ones can be highlighted: the development of an integrated information and guidance system; the setting of a state-wide network to ensure access to information and career guidance to all citizens; coordination among all information and guidance services as well as with policies on education, employment and social inclusion; the provision of information and guidance to businesses and the self-employed; and developing an integrated computing platform for information and professional guidance, linked to the European network for the improvement of lifelong guidance policies.

Since then, various developments have taken place in this sense.

(67) at state level, an evaluation plan sets indicators for data collection but regions can refine this plan based on their own needs. Outcomes are assessed by the centres themselves, inspection services, regional education authorities and by the National Institute of educational evaluation (INEE).

(68) Before this reform, social partners were the only ones entitled to apply for these calls, whereas with Act 30/2015 a system of competitive competition between training centres has been put in place, excluding social partners as such. More information at http://prensa.empleo.gob.es/WebPrensa/downloadFile.do?tipo=documento&id=2.464&idContenido=1.732

The education reform (Act 8/2013, LOMCE), maintains, in general, educational and vocational guidance in the same terms as in the 2006 education Act (LOE). However, it includes new aspects related to compulsory secondary education:

- an ‘orientation and guidance’ report at the end of the general or vocational secondary education programme, to be delivered to the student’s parents,
- a report on the degree of achievement of learning outcomes and acquisition of relevant skills as well as a proposal for a career path; and
- the special focus on guidance in the new basic VET programmes.

Educational legislation assigns the immediate responsibility of educational and vocational guidance to teachers, to be performed as a part of the general education and training process of students. Besides, state education centres offer professional guidance services for students and parents.

To support and widen the information and guidance taking place in schools, regional education authorities have launched specific strategies and varied resources tailored to the concrete needs arising from their own labour market.

The education ministry, on its part, has been developing and broadening a series of actions on the matter, such as a new state wide organization of information and career guidance services; creation and maintenance of digital platforms for information and vocational guidance and other projects linked to the dissemination of vocational training and guidance (70).

The Service for Internationalisation of Education (SEPIE), as the Spanish Erasmus+ national agency for education and training, also facilitates information services to promote learning opportunities abroad.

On the other hand, improving vocational guidance was considered a vital instrument to achieve the goals set in the Strategy for Entrepreneurship and Youth Employment 2013/2016, which was launched by Employment Ministry in 2013, according to national reform programmes, and considering the services and actions of educational guidance developed by schools.

The common employment services portfolio offers a career guidance service to advise the unemployed and employed workers on training and employment opportunities, as well as on the recognition and validation of their skills (71).

---

(70) MECD. TodoFP.es: acreditación de competencias [National Website on vocational training: skills validation] http://www.todofp.es/acreditacion-de-competencias.html
MECD. Formación profesional a través de Internet [Vocational training through Internet]. http://www.mecd.gob.es/fponline.html

(71) Labour authorities have also available a web portal on validation of the skills acquired through work experience (RECEX). SEPE. Reconocimiento de las competencias profesionales adquiridas [Web portal on validation of the skills acquired through work experience]
Its aim is to define and set up individual professional paths to improve workers’ employability, to develop entrepreneurship and to support business and self-employment initiatives.

Information and career guidance is also taken into consideration in the employment authority VET reform (Act 30/2015), stressing the need for competent public authorities to develop an integrated and accessible system for all workers, with special regard to people with disabilities.

All IVET programmes include in their contents one or several vocational modules related to guidance, labour relations and developing of entrepreneurial culture although these issues are treated in a cross-curricular manner too.

Similarly, all VET students and trainees have to undertake an on-the-job training module that is carried out in a real productive setting. This module enables them to gain work experience and put their skills into practice, as well as learn about the organisation of the productive processes or services and labour relations, guided by the education and workplace tutors.
<table>
<thead>
<tr>
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<th>Full Form</th>
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<td>AEP</td>
<td>Active employment policies</td>
</tr>
<tr>
<td>BOE</td>
<td>Boletín Oficial del Estado [Official State Gazette]</td>
</tr>
<tr>
<td>CAP</td>
<td>Certificado de aptitud profesional [Certificate of professional competence]</td>
</tr>
<tr>
<td>CC.AA</td>
<td>Comunidades Autónomas [Autonomous Communities]</td>
</tr>
<tr>
<td>CES</td>
<td>Consejo Económico y Social [Spanish Economic and Social Council]</td>
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<tr>
<td>CGFP</td>
<td>Consejo General de Formación Profesional [General Council on Vocational Training]</td>
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<td>CNCP</td>
<td>Catálogo Nacional de Cualificaciones Profesionales [National Catalogue of Occupational Standards]</td>
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<td>CdP</td>
<td>Certificados de Profesionalidad [Occupational Standards Certificates]</td>
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<tr>
<td>CVET</td>
<td>Continuing vocational education and training</td>
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<td>ECVET</td>
<td>European credit system for vocational education and training</td>
</tr>
<tr>
<td>EEAE</td>
<td>Estrategia Española de Activación para el Empleo [Spanish Strategy for Employment Activation]</td>
</tr>
<tr>
<td>EQAVET</td>
<td>European Quality Assurance in Vocational Education and Training</td>
</tr>
<tr>
<td>ESF</td>
<td>European Social Fund</td>
</tr>
<tr>
<td>ESL</td>
<td>Early school leaving</td>
</tr>
<tr>
<td>ESO</td>
<td>Educación Secundaria Obligatoria [Lower secondary compulsory education]</td>
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<td>Fundae</td>
<td>Fundación Estatal para la Formación en el Empleo [State Foundation for Training in Employment]</td>
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<td>GDP</td>
<td>Gross domestic product</td>
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<tr>
<td>ICT</td>
<td>Information and communication technologies</td>
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<td>INCUAL</td>
<td>Instituto Nacional de las Cualificaciones [National Institute of Qualifications]</td>
</tr>
<tr>
<td>INE</td>
<td>Instituto Nacional de Estadística [National Statistics Institute]</td>
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<td>INEE</td>
<td>Instituto Nacional de Evaluación Educativa [Evaluation Institute of the Ministry of Education]</td>
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<tr>
<td>ISCED</td>
<td>International Standard Classification of Education</td>
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<td>Description</td>
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<td>IVET</td>
<td>Initial vocational education and training</td>
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<td>LMP</td>
<td>Labour market policies</td>
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<td>LOCFP</td>
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<td>LOE</td>
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<td>LOMCE</td>
<td>Ley Orgánica para la Mejora de la Calidad Educativa [Organic Act for the Improvement of Educational Quality]</td>
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</tr>
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<td>MEYSS</td>
<td>Ministerio de Empleo y Seguridad Social [Ministry of Employment and Social Security]</td>
</tr>
<tr>
<td>NGOs</td>
<td>Non-governmental organisations</td>
</tr>
<tr>
<td>OECD</td>
<td>Organisation for Economic Co-operation and Development</td>
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<tr>
<td>PAE</td>
<td>Programa de Activación de Empleo [Activation Plan for Employment]</td>
</tr>
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<td>PAPE</td>
<td>Plan Anual de Política de Empleo [Annual Plan for Employment Policy]</td>
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<td>PCPI</td>
<td>Programa de Cualificación Profesional Inicial [Initial Vocational Training Programme]</td>
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<td>PIF</td>
<td>Permisos Individuales de Formación [Individual Training Leaves]</td>
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<td>RNCP</td>
<td>Repertorio Nacional de Certificados de Profesionalidad [National Repertoire of Professional Certificates]</td>
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<td>PIAAC</td>
<td>Programme for the International Assessment of Adult Competencies</td>
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<td>PISA</td>
<td>Programme for International Student Assessment</td>
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<td>SEPE</td>
<td>Servicio Público de Empleo Estatal [National Public Employment Service]</td>
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<td>SMEs</td>
<td>Small and medium-sized enterprises</td>
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<td>SNGJ</td>
<td>Sistema Nacional de Garantía Juvenil [National System of Youth Guarantee]</td>
</tr>
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<td>SEPIE</td>
<td>Servicio Español para la Internacionalización de la Educación [Spanish Service for Internationalization of Education]</td>
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<td>UC</td>
<td>Unidad de competencia [Unit of competence in the CNCP]</td>
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<tr>
<td>VET</td>
<td>Vocational education and training</td>
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[URLS accessed 9.8.2016]


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MECD. *TodoFP.es: acreditación de competencias* [National Website on vocational training: skills accreditation]. http://www.todofp.es/acreditacion-de-competencias.html


MECD. *TodoFP.es: Premios a la calidad e innovación en orientación y formación profesional 2015* [National Website on vocational training: Awards for quality and innovation in vocational guidance and training 2015].

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SEPE. Búsqueda de Centros Entidades de formación. Especialidades Formativas [Search Training Center. Training courses].
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https://sede.sepe.gob.es/portalSedeEstaticos/flows/gestorContenidos?page=recexIndex

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[URLS accessed 9.8.2016]


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[URLs accessed 13.09.2016]

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http://www.mecd.gob.es/inee

Fundación Estatal para la Formación en el Empleo (Fundae)
http://www.fundae.es

Instituto Nacional de las Cualificaciones (INCUAL)
http://www.educacion.gob.es/educa/incual/ice_incual.html

Ministerio de Educación, Cultura y Deporte (MECD)
http://www.mecd.gob.es/portada-mecd/

Ministerio de Empleo y Seguridad Social (MEYSS)
http://www.empleo.gob.es

Observatorio de las Ocupaciones
http://www.sepe.es/contenidos/que_es_el_sepe/publicaciones/mercado_de_trabajo/observatorio_ocupaciones.html

Servicio Español para la Internacionalización de la Educación (SEPIE)
http://www.sepie.es

Servicio Público de Empleo Estatal (SEPE)
http://www.sepe.es

TodoFP.es. Portal de Orientación e Información sobre Formación Profesional
http://www.todofp.es

Websites of public administration at regions (autonomous communities)
[URLS accessed 16.06.2015]

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| Aragón               | http://www.educaaragon.org/  
                        http://www.aragonempleo.com/ |
| Asturias             | http://www.educastur.es/  
                        https://www.asturias.es/trabajastur |
| Islas Canarias       | http://www.gobcan.es/educacion  
                        http://www3.gobiernodecanarias.org/empleo/ |
| Cantabria            | http://www.educacantabria.es/  
                        http://www.empleacantabria.com |
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| Castilla La Mancha | [http://www.educa.jccm.es](http://www.educa.jccm.es)  
 [http://empleoyformacion.jccm.es/](http://empleoyformacion.jccm.es/) |
| Castilla-León | [http://www.educa.jcyi.es](http://www.educa.jcyi.es)  
 [http://treball.gencat.cat](http://treball.gencat.cat) |
 [http://www.extremaduratrabaja.es](http://www.extremaduratrabaja.es) |
| Galicia | [http://www.edu.xunta.es](http://www.edu.xunta.es)  
| La Rioja | [http://www.educarioja.org](http://www.educarioja.org)  
| Navarra | [http://www.educacion.navarra.es](http://www.educacion.navarra.es)  
| País Vasco | [http://www.hezkuntza.ejgv.euskadi.net](http://www.hezkuntza.ejgv.euskadi.net)  
 [http://www.lanbide.net](http://www.lanbide.net) |
| Región De Murcia | [http://www.educarm.es](http://www.educarm.es)  
| Ceuta (Ciudad Autónoma) | [http://www.ceuta.es/](http://www.ceuta.es/) |
| Melilla (Ciudad Autónoma) | [www.melilla.es](http://www.melilla.es) |
Annex 1
Sector branches in the CNCP
(Familias Profesionales)

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<th>Sector branch_ES</th>
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<td>Administration and management</td>
<td>Administración y gestión</td>
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<tr>
<td>AFD</td>
<td>Physical and sports activities</td>
<td>Actividades físicas y deportivas</td>
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<td>AGA</td>
<td>Agriculture</td>
<td>Agraria</td>
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<td>Graphic arts</td>
<td>Artes gráficas</td>
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<td>Arts and crafts</td>
<td>Artes y artesanías</td>
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<td>COM</td>
<td>Sales and marketing</td>
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<td>ELE</td>
<td>Electricity and electronics</td>
<td>Electricidad y electrónica</td>
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<td>ENA</td>
<td>Energy and water</td>
<td>Energía y agua</td>
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<td>EOC</td>
<td>Construction and civil engineering</td>
<td>Edificación y obra civil</td>
</tr>
<tr>
<td>FME</td>
<td>Metal working</td>
<td>Fabricación mecánica</td>
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<td>HOT</td>
<td>Hospitality and tourism</td>
<td>Hostelería y turismo</td>
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<td>IEX</td>
<td>Extraction industry</td>
<td>Industrias extractivas</td>
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<td>IFC</td>
<td>Information and communications technology</td>
<td>Informática y comunicaciones</td>
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<tr>
<td>IMA</td>
<td>Installation and maintenance</td>
<td>Instalación y mantenimiento</td>
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<td>IMP</td>
<td>Personal image</td>
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<td>IMS</td>
<td>Image and sound</td>
<td>Imagen y sonido</td>
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<tr>
<td>INA</td>
<td>Food industry</td>
<td>Industrias alimentarias</td>
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<td>MAM</td>
<td>Wood, furniture and cork</td>
<td>Madera, mueble y corcho</td>
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<td>Maritime and fishing industry</td>
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<td>Chemistry</td>
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<td>SAN</td>
<td>Health</td>
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<td>Security and environment</td>
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<td>Sociocultural and community services</td>
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<td>Textile, clothing industry and leather</td>
<td>Textil, confección y piel</td>
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<td>Transport and vehicles maintenance</td>
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<td>Glass and ceramics</td>
<td>Vidrio y cerámica</td>
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Source: INCUAL (n.d.). National System for Qualifications and VET
## Annex T.1
### Real GDP growth rate - volume

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<td>3.3</td>
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Source: Eurostat. Real GDP growth rate – volume: percentage change on previous year
Last update: 16.06.2016
Date of extraction: 21 Jun 2016
LMP expenditure (source: DG EMPL) [Imp_ind_exp]  
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<td>2.35</td>
<td>2.35</td>
<td>2.58</td>
<td>2.84</td>
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<td>2.14</td>
<td>1.63</td>
<td>1.33</td>
<td>1.73</td>
<td>1.83</td>
<td>1.73</td>
<td>1.87</td>
<td>1.99</td>
<td>1.91</td>
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<tr>
<td>United Kingdom</td>
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<td>0.49</td>
<td>0.46</td>
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<td>0.73</td>
<td>0.69</td>
<td>:</td>
<td>:</td>
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<td>Norway</td>
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<td>0.86</td>
<td>0.75</td>
<td>0.67</td>
<td>0.99</td>
<td>1.10</td>
<td>0.97</td>
<td>0.87</td>
<td>0.84</td>
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</table>

NB. : (c) not available  
Source: European Commission - Directorate general for employment, social affairs and inclusion (DG EMPL)  
Last update 29.08.16  
Extracted on 05.09.16
### Annex T.3

Students enrolled in VET training cycles (*) by professional branches, gender and way of access - School year 2013-2014

<table>
<thead>
<tr>
<th>Professional Branch</th>
<th>Intermediate Cycle</th>
<th></th>
<th>Advanced Cycle</th>
<th></th>
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<tbody>
<tr>
<td></td>
<td>Total</td>
<td>females %</td>
<td>% by exam</td>
<td>Total</td>
</tr>
<tr>
<td>TOTAL</td>
<td>350 250</td>
<td>43.2</td>
<td>13.7</td>
<td>348 444</td>
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<tr>
<td>Agriculture</td>
<td>55 085</td>
<td>63.4</td>
<td>11.6</td>
<td>53 032</td>
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<tr>
<td>Physical and sports activities</td>
<td>7 368</td>
<td>13.1</td>
<td>17.8</td>
<td>5 824</td>
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<tr>
<td>Maritime and fishing industry</td>
<td>0</td>
<td>-</td>
<td>-</td>
<td>111</td>
</tr>
<tr>
<td>Administration and management</td>
<td>3 123</td>
<td>56.1</td>
<td>15.3</td>
<td>7 031</td>
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<tr>
<td>Graphic arts</td>
<td>856</td>
<td>10.0</td>
<td>16</td>
<td>6 243</td>
</tr>
<tr>
<td>Sales and marketing</td>
<td>34 753</td>
<td>2.6</td>
<td>15.1</td>
<td>25 120</td>
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<tr>
<td>Image and sound</td>
<td>0</td>
<td>-</td>
<td>-</td>
<td>2 869</td>
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<tr>
<td>Construction and civil engineering</td>
<td>29</td>
<td>-</td>
<td>18.8</td>
<td>0</td>
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<tr>
<td>Electricity and electronics</td>
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<td>51.5</td>
<td>13.3</td>
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<tr>
<td>Metal working</td>
<td>36</td>
<td>8.3</td>
<td>-</td>
<td>17</td>
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<tr>
<td>Hospitality and tourism</td>
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<td>37.8</td>
<td>11.6</td>
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<tr>
<td>Personal image</td>
<td>66 253</td>
<td>73</td>
<td>13.5</td>
<td>39 736</td>
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<tr>
<td>Food industry</td>
<td>19 958</td>
<td>37.9</td>
<td>15</td>
<td>20 025</td>
</tr>
<tr>
<td>Information and communications technology</td>
<td>3 675</td>
<td>45.7</td>
<td>11.1</td>
<td>12 471</td>
</tr>
<tr>
<td>Wood, furniture and cork</td>
<td>28 780</td>
<td>10.2</td>
<td>14.2</td>
<td>38 573</td>
</tr>
<tr>
<td>Installation and maintenance</td>
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<td>1.6</td>
<td>13.9</td>
<td>12 843</td>
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<tr>
<td>Transport and vehicle maintenance</td>
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<td>5.6</td>
<td>16.2</td>
<td>1 725</td>
</tr>
<tr>
<td>Chemistry</td>
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<td>2.9</td>
<td>15.5</td>
<td>8 372</td>
</tr>
<tr>
<td>Health</td>
<td>20 825</td>
<td>93.9</td>
<td>11.4</td>
<td>6 340</td>
</tr>
<tr>
<td>Social, cultural and community services</td>
<td>7 574</td>
<td>19.4</td>
<td>14.7</td>
<td>16 773</td>
</tr>
<tr>
<td>Textile, clothing industry and leather</td>
<td>0</td>
<td>-</td>
<td>-</td>
<td>435</td>
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<tr>
<td>Glass and ceramics</td>
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<td>85.7</td>
<td>11.8</td>
<td>53 582</td>
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<tr>
<td>Arts and crafts</td>
<td>942</td>
<td>87.7</td>
<td>7</td>
<td>1 370</td>
</tr>
<tr>
<td>Energy and water</td>
<td>14 513</td>
<td>58.2</td>
<td>13.9</td>
<td>21 066</td>
</tr>
<tr>
<td>Security and environment</td>
<td>28 797</td>
<td>2</td>
<td>16.4</td>
<td>10 253</td>
</tr>
<tr>
<td>Undistributed</td>
<td>2 956</td>
<td>5.1</td>
<td>14.8</td>
<td>763</td>
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</tbody>
</table>

N.B.(*) Classroom and distance studies are included, except for admission data, which only refer to studies requiring classroom attendance.


### Annex T.4

**Public Expenditure on Education 2014**

#### Public Expenditure on Education 2014 (1) *(thousand EUR)*

<table>
<thead>
<tr>
<th></th>
<th>Public expenditure</th>
<th>% GDP</th>
<th>% Variation previous year</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Including financial chapters</td>
<td>Excluding financial chapters</td>
<td>Including financial chapters</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>44.846.415</td>
<td>44.518.186</td>
<td>4,31</td>
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<tr>
<td>Non-University Ed.</td>
<td>30.997.241</td>
<td>30.977.240</td>
<td>2,98</td>
</tr>
<tr>
<td>University Ed.</td>
<td>8.885.736</td>
<td>8.577.620</td>
<td>0,85</td>
</tr>
<tr>
<td>Training for Employment</td>
<td>682.099</td>
<td>681.987</td>
<td>0,07</td>
</tr>
<tr>
<td>Scholarships and grants</td>
<td>1.872.423</td>
<td>1.872.423</td>
<td>0,18</td>
</tr>
<tr>
<td>Undistributed Expenditure (2)</td>
<td>4.466.000</td>
<td>4.466.000</td>
<td>0,43</td>
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<tr>
<td>Adjustment item (3)</td>
<td>2.057.084</td>
<td>-2.057.084</td>
<td>-0,20</td>
</tr>
</tbody>
</table>

**N.B.**

(1) Provisional data.
(2) Imputed social contributions.
(3) Private financing included in university education, 1,745,904 thousand euros, and scholarships for waiver academic fees at public universities, 311,180 thousand euros.

**Source:** MECD (n.d.). *Nota: Estadística del Gasto público en educación. Resultados provisionales Año 2014*