

Report of national policy and good practices



1. NATIONAL QUALIFICATIONS SYSTEM

1a. What are the main characteristics of the national qualifications system?

(Describe levels, types of official qualifications, system, organization, structure of the qualifications)

The National Catalogue of Professional Qualifications (CNCP) is the instrument of the National Qualifications and Vocational Training (SNCFP) ordering the professional qualifications and accreditation liable for recognition, identified in the production system based on appropriate competencies for professional practice .

Understand the most significant professional qualifications Spanish production system, organized in professional families and levels. It forms the basis for the training offered titles and certificates of proficiency.

The CNCP includes training content associated with each qualification, according to an articulated structure of training modules.

The National Institute of Qualifications is responsible for defining, developing and updating the CNCP and the corresponding Modular Catalogue of Vocational Training.

Professional qualifications that make up the National Catalogue of Professional Qualifications professional families are sorted by skill levels and taking into account EU standards.

The 26 occupational groups in which they structure the National Catalogue of Professional Qualifications affinity meet criteria of professional competence.

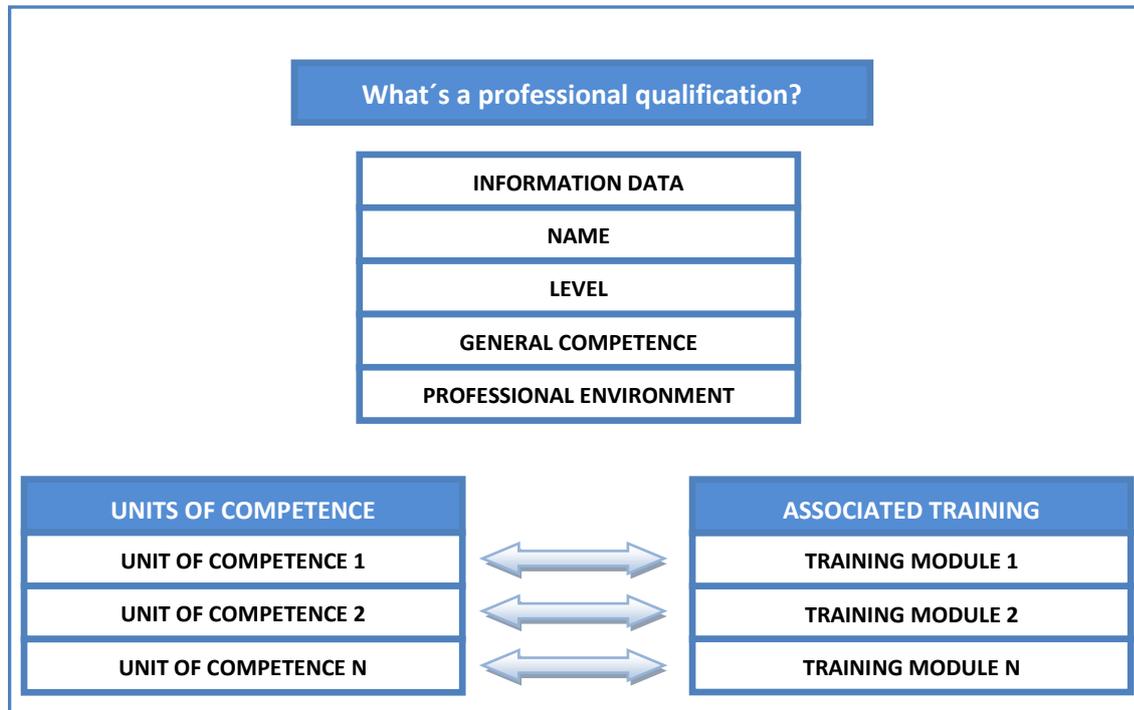
The 5 levels of professional qualifications established serving the professional competence required for productive activities according to criteria of knowledge, initiative, autonomy, responsibility and complexity, among others, of the activity.

QUALIFICATIONS:

- Agricultural
- Maritime and Fishing
- Food Industries
- Chemistry
- Personal Image
- Health
- Safety and Environment
- Mechanical Manufacturing
- Electricity and Electronics
- Energy and Water
- Installation and Maintenance
- Extractive Industries
- Transportation and Vehicle Maintenance
- Building and Civil Works
- Glass and Ceramics
- Wood, Furniture and Cork
- Textile, Clothing and Leather
- Graphic Arts
- Image and Sound
- Information and Communications
- Administration and Management
- Trade and Marketing
- Socio-Cultural Services and the Community
- Hospitality and Tourism
- Physical and Sports Activities
- Arts & Crafts

LEVEL 1	<p>Competition in a small set of simple activities into standardized processes.</p> <p>Limited knowledge and skills.</p>
LEVEL 2	<p>Competition in certain activities that can be run independently.</p> <p>Ability to use own tools and techniques.</p> <p>Knowledge of technical and scientific basis of the activity of the process.</p>
LEVEL 3	<p>Competition in activities that require a mastery of techniques and run independently.</p> <p>Oversight responsibility for technical and specialized work.</p> <p>Understanding the technical and scientific activities and the process.</p>
LEVEL 4	<p>Competence in a wide range of complex activities.</p> <p>Diversity of contexts in scientific technical variables, economic or organizational.</p> <p>Oversight responsibility of work and resource allocation.</p> <p>Innovation capacity to plan actions, develop projects, processes, products or services.</p>
LEVEL 5	<p>Competition in a large complex set of activities executed with great autonomy.</p> <p>Diversity of contexts that are often unpredictable.</p> <p>Action planning and design of products, processes or services.</p> <p>Responsibility and management.</p>

STRUCTURE:



1b. Do you have a National Qualifications Framework, in which the recognition of non-formal and informal learning is integrated?

If yes, describe the NQF and the reasons for establishing an NQF. If not, what actions are undertaken towards establishing a national qualifications framework?

Focus on actions like:

- *Reasons for shifting to national standard*
- *reasons accepting a focus on learning outcomes*
- *Coordination and governance issues*
- *Quality assurance issues*
- *Transferability, progression, access and permeability*

There are advantages for those countries that are able to improve the quantity, quality, equitable and effective dissemination of learning throughout life. Many of these benefits derive from improved economic performance, led by improved volume and quality of supply of skills in the labour market, with consequent improvements in innovation, product development speed and efficiency of work practices. They also get basic social benefits produced by the greater sense of citizenship and increased community participation. Citizens can take advantage of the best educational services, to lead a healthier life and achieve a sense of creativity, adaptation, self-esteem and personal fulfillment. Overall, the economic and social benefits can contribute to cultural development of a country and reduce the costs of services to sectors of the population excluded by economic or social reasons.

The main question that interests us is to define how you can use systems to improve learning skills throughout life.

In July 2009 the Council of Ministers approved a Royal Decree establishing the procedure and requirements for evaluation and accreditation of skills acquired through work experience or non-formal training. It was a decision under the roadmap for the modernization of vocational training that drive together the Ministries of Education and Labour and Immigration.

This Royal Decree (RD 1224/2009) involved in carrying calls to certify the professional competence of candidates wishing to see it recognized. An interministerial committee was created by the Ministry of Education and Labour has all the information on the procedures performed in each Autonomous Community for this and ensure that in all cases the principles laid down are met.

People who participate will see accredited competency units that are part of a vocational qualification or a Certificate of Competence. Following the procedure, the relevant assessment committee will indicate the additional training they have to take the title to obtain vocational training or professional certificates.

Organic Law 5 / 2002 of June 19 of the Qualifications and Training Professional created the National System of Qualifications and Vocational Training to promote training, raising the level and quality of life of people and help economic and social cohesion and the promotion of employment. In Article 3.5 stresses that one of the purposes of this system is formally assess and accredit qualification anyone who had been the way of acquisition. And in Article 4.1.b) states that one of its instruments is the procedure of recognition, evaluation, accreditation and registration of qualifications.

In the same vein, Article 8, specifically dedicated to the recognition, evaluation, accreditation and registration of professional qualifications, character and reflects the validity of professional qualifications and professional certificates, and establishes that the evaluation and accreditation of skills acquired through work experience or non-formal training shall reference the National Catalogue of Professional Qualifications and will be developed to ensure the reliability, objectivity and technical rigor of the evaluation.

In the event that assessed professional skills, do not complete the qualifications laid down in a vocational diploma or professional certificate shall be recognized through a cumulative partial accreditation, in order to complete the training leading to qualifications. A once the legislation has established the general organization of vocational education system, the regulation of professional certificates, and the procedure to evaluate and accredit the training acquired and professional qualifications that make up the various offers regulated, it must now establish the procedure and requirements for evaluation and accreditation of skills acquired through work experience or non-formal training.

Basis of the Procedure

The Royal Decree (RD) 1224/2009 of 17 July, which develops various aspects of the Organic Law (LO) 5 / 2002 of June 19, and RD1128/2003 of September 5, RD1416 / 2005, dated November 25, among other legislative documents.

The National System of Qualifications and Vocational Training (SNCFP) integrates training, qualifications and accreditation in one system that meets the demands of society and guide the various training activities in coordination with active employment policies and promotion of free movement of working people. In this context, has its origin and development assessment procedures and accreditation of skills acquired through work experience and non-formal training.

The creation of the National Vocational Qualifications and has among its objectives, the possible accreditation of skills, qualifications included in the National Catalogue of Professional Qualifications, regardless of the manner in which the person have been acquired.

The Act 5 / 2002 of June 19 of the Qualifications and Vocational Training, is evident not only through training activities can acquire professional skills, but experience in the workplace is a way that will to acquire any such jurisdiction and that the system will allow to be credited.

To achieve its goals, the National System of Qualifications and Vocational Training, consists of a set of tools and actions that Act 5 / 2002 states in various articles:

- a) The National Catalogue of Professional Qualifications. (Art 7).*
- b) A procedure for recognition, evaluation, accreditation and registration of qualifications. (Art.8).*
- c) Information and guidance on training and employment. (Title 3).*
- d) Assessing and improving the quality of the National System of Qualifications and Vocational Training. (Title IV).ç*

The National Catalogue of Professional Qualifications, explicit orders and professional skills required in the various productive sectors, grouped according to their significance for use in professional qualifications. This catalog of professional qualifications can tailor different offers training to labor market needs and makes clear his credentials to the business.

Professional qualifications in Law 5 / 2002 becomes the reference for the accreditation of professional competences included in professional qualifications and professional certificates and for the design of courses that lead to them. In the system coexist different training activities, ranging from the teachings own initial training, to facilitating the integration and reintegration, oriented to the continuous training in the workplace, and offers training referred to profesional4 National Catalogue of Professional Qualifications are leading to professional qualifications and professional certificates.

The procedure of recognition, evaluation, accreditation and registration of qualifications, is large and has two components: training titles and certificates of accredited professional skills relevant professional qualifications included in the Catalogue. Assessment procedures, issue and registration of these securities and certificates are governed by specific regulations Ministry. The evaluation and accreditation of skills acquired through work experience or non-formal training is done through the procedure set out in RD 1224/2009 of 17 July. Official certification of skills thus determined is through a combined partial accreditation (Unit of competence) that will, if necessary, obtaining professional certificates, and following the procedure appropriate professional qualifications.

The information and guidance on training and employment makes this system an indispensable role integral to the achievement of its objectives, given the diversity of training offerings and lines for the accreditation of professional skills in the context of learning throughout life.

Assessing and improving the quality of the National Vocational Qualifications and is the basic purpose of ensuring the effectiveness of ongoing actions and their adequacy to labor market needs. It is up to government development and coordination.

It is important to note, therefore, that professional qualifications are not an offer training, but to describe and collect significant professional skills for employment.

Made of great importance for the design of professional qualifications and professional certificates, as well as for the accreditation of professional competences.

Importantly, coordination and regulation of SNCFP corresponds to the General State Administration, without prejudice to the powers of regional administrations and the participation of social partners. The professional qualifications and professional certificates are training offerings referred to the National Catalogue of Professionals Qualifications.

1c. Does the qualification system in your country include assessing learning outcomes from the education sector, the labour market and the voluntary sector (non-profit organizations, sports associations, associations for voluntary social work etc., ICT courses, creative courses, liberal adult education for personal development etc.)?

If possible, can you describe examples?

The education and the voluntary sectors:

In these sectors, we still haven't included any assessing learning outcomes.

By the other hand, our qualification system takes in account the market sector situation. The SNC studies the needs of the market to begin assessing learning outcomes in the sectors affected by the economy world situation. This point contributes to the transparency and workers mobility, because from our country we believe that the qualifications recognition allows the workers mobility in Spain and also in other European countries.

"Example: Care professionals dependents"

This job is more applied for at this moment, so the SNC has established guidelines to get assessing learning outcomes.

First of all, the workers have to show their professional experience and their courses of formal and no formal education. To show the professional experience, they make an exam (practical theoretical) individualized.

And finally if not is possible to have an accreditation because they haven't the necessary formation, they have to make other courses to complete their formation and to get the certification.

1d. What impact does the implementation and use of EQF have on your field of work:

Does it influence (and in what respect) your policy of collective bargaining?

Influences so that in the last "Agreement for the employment and collective bargaining" set minimum standards in this area:

"Development of competences and professional qualifications"

Does is influence the legal position of the employee?

Yes, because:

They officially recognize the skills acquired through work experience.

It raises your level of qualification.

Are recognizable and visible their skills in the labor market.

You can get vocational training certificates or Certificates of Competence Regulated valid throughout the country.

Materials can be validated if wishing to study higher level.

How do you value the problem of data protection vs. transparency?

To our knowledge, there is no direct relationship between protection and transparency. Data protection is a tool to ensure the proper use for the treatment of these data, so in this sense, this would show transparency.

"DECISION No 2241/2004/EC OF THE EUROPEAN PARLIAMENT AND THE COUNCIL of 15 December 2004 on a Community framework for the transparency of qualifications and competences (Europass)

Greater transparency of qualifications and competences will facilitate mobility throughout Europe for lifelong learning purposes, and thus contribute to the development of quality education and training and facilitate mobility for occupational purposes,

Ensure full respect of Community and national rules on the processing of personal data and privacy protection in all activities related to the implementation of this Decision.

Access to documents, including personal data, will be restricted only to the person concerned, in accordance with the relevant Community and national provisions concerning the processing of personal data and privacy protection. "

1e. What kind of offers are in your country with regard to guidance and individual career development and the assessment of competences? Please name organisations and conditions (fees, costs...)!

Since the Government of Spain:

<http://ficus.pntic.mec.es/dprm0001/F.Profesional/orienta.htm>

<https://www.redtrabaja.es/es/redtrabaja/portal/index.jsp>

From Valencia:

<http://www.quieroser.net/principal.php>

Since the UGT-PV is committed to the T-Orient @ UGT as an effective tool that offers personalized support and the necessary support, information and advice on the tools and resources to keep updated skills and assisting in the preparation of the itinerary contributing to the project training personal and professional workers Valencia.

<http://www.ugt-t-orienta.org/que-es-ugt-t-orienta/ugt-t-orienta>

2. LIFELONG LEARNING POLICY AND LEGISLATION.

2a. What is the nature of lifelong learning policy in your country? What are the goals? Which problems is it expected to solve?

Focus on responsible actors/stakeholders, who takes initiatives, what are the reasons for these actors to act?

NATURE POLITICS:

One of the missions of the 2015 Strategy led by the Ministry of Education Lifelong Learning is precisely along life that must be an integral part of education. The actions of the Ministry of Education in educational policy are aimed at promoting greater involvement of the university education system with the social and economic changes of our society. This implies a social pact between universities, administrations, social and economic actors and society in general, to successfully face the challenges of globalization in the field of Horizon 2015 and the modernization of higher education.

OBJECTIVES:

As an important part of education throughout life, the specifics of Lifelong Learning facilitators who can help:

- *Raising the levels of relative competitiveness of the Spanish economy.*
- *To promote stability in employment, equal opportunities (grants and aid policies), and social cohesion.*
- *Contribute to improving education in all ages*
- *Educate and train cadres and workers in general so that they can lead the resolution of the challenges of a complex and dynamic future*

In addition, lifelong learning has two basic objectives are considered equally important: social cohesion (citizenship, personal fulfillment and social integration) and employability. Thus, one can speak of a social aspect and a professional aspect of lifelong learning.

2b. Is there a policy on recognition of non-formal and informal learning practiced as an element in the lifelong learning policy?

For instance as a means for motivating adults for lifelong learning?

If autonomy, flexibility and accessibility are three basic characteristics for any system of lifelong learning, recognition and certification of non-formal and informal constitute the fourth pillar of the system. The adult learning that takes over your life, including professional, mostly are made informally through the experience or participation in a multitude of activities (example, attending conferences, forming part of a working group, etc.) with educational value, although non-formal.

A lifelong learning system has to assess these formal and informal learning and give them importance by incorporating a pattern of qualifications, together with formal learning, to provide individuals defining their own training strategy.

2c. Are all education sectors cooperating in creating lifelong learning programmes?

Yes.

2d. Is there national legislation for lifelong learning? Or is lifelong learning regulated on a sectoral level?

It's regulated on a national level with the Act 5/2002.

2e. On the national level: What are your experiences with regard to the recognition of non-formal and informal learning?

The Organic Law 5 / 2002, the Qualifications and Training states that one purpose of the National Vocational Qualifications and is formally assess and accredit qualification anyone who had been the way of acquisition.

Given the existence of two subsystems of Vocational Training, Education System and the Vocational Training for Employment, the only way to ensure the integration of both, as reflected in the Act is to establish a single procedure. This has been understood by the education and employment, and social partners, within the General Council of Vocational Training have been involved in the long process of drafting the rules governing the procedure.

In the case of Valencia in 2011 was introduced the evaluation and accreditation of skills acquired through work experience or non-formal training:

- Transportation to medical and healthcare multiple victims and disasters (Title in health emergencies).
- Geriatric care for dependents in social institutions.

Who can start?

Stakeholders / Applicants: People who meet the following requirements:

Requirements

1. Possess Spanish nationality, having obtained the certificate of registration of community citizenship or family card EU citizen or hold a residence permit or a residence and work in Spain in force in the terms established in the Spanish legislation on immigration and immigration
2. Having 20 years of age at the time in the case of units of competence at 2 and 18 for level 1.
3. Having work experience and / or training related to professional skills who want to prove:
 - a) In the case of work experience, proof of at least 3 years, with a minimum of 2000 hours worked in total in the last 10 years before making the call. For units of competence of level 1, require 2 years of work experience with a minimum of 1200 hours worked in total.
 - b) In the case of training: Justify, at least 300 hours in the last 10 years before making the call. For units of competence of level 1, will require at least 200 hours. In cases where the training modules associated with the unit of competition is to demonstrate contemplate a shorter duration, it must certify the hours stated in these modules.

Candidates over 25 years of qualifying work experience or training listed in the previous section and cannot be justified by the documents mentioned in the seventh base, may apply for provisional registration in the procedure.

They presented with any evidence of justification offered by the law of your work experience or formal learning.

**2f. On the companies/trade unions/training organisations level: Are there any examples for good practice?
Please describe!**

COMPANIES	TRADE UNIONS	TRAINING ORGANISATIONS
<i>Encourage workers to continue with training related to the sector of activity of the company, activities taking place in this sector ...</i>	<i>Provide ongoing training to both active workers and the unemployed.</i>	<i>Taught continuing education students taking into account the needs of the market today.</i>
	<i>UGT-PV has created a tool for competence assessment. These self-assessment questionnaires let you know the starting point of interest in relation to their ability to prove certain units of competency necessary training for those units of competence that accreditation would not be subject to current training or experience.</i>	

3. ROLES IN THE LEARNING - PROCESS

3a. Which kind of lifelong learning-practices are functioning in your country? Do they include summative (aiming at qualification/certification) and/or formative (aiming at career-perspectives) approaches?

The definition of vocational training that is connected but not education to employment, referred to in art. 2.1 RD 395/2007 of 23 March, this time setting up a real subsystem that requires the coordination of agencies and individuals for the development of the training referred to LOCFP, and integrates those used in the field of sub-occupational and continuing training, may be defined as "a set of instruments and actions that aim to promote and extend between the companies and the employed and unemployed training that meets their needs and contribute to the development of a knowledge-based economy".

Vocational training is a shared interest in businesses and workers.

The Agreement on Vocational Training for Employment, reached by the Government and social partners, contributes to the advancement of learning and training throughout life in our country.

The rules developed by this Agreement (RD 395/2007) integrate the subsystems of vocational training and further training in a single model aimed at the employed and unemployed.

The system is financed by contributions from companies and workers in their professional training fees, through the budget of the Public Employment Service and the European Social Fund co-financing.

The Agreement for Employment Training enhances the skills of the autonomous communities in the management of training plans and their cooperation with the General State Administration.

Agreement Aims to Promote the formation throughout the life of workers, improving their professional skills and personal development to contribute to improving productivity and improve competitiveness of the employability of workers, especially those who are more labor market difficulties promoting the accreditation of professional competences acquired through both learning processes and work experience.

3b. What is the responsibility of the adult learner in designing his/her learning process?

The Job Training is the set of instruments and actions aimed at promoting and extending between the companies and the employed and unemployed training that meets their needs and contribute to the development of a knowledge-based economy. Along with the initial formation, comprising the middle and upper courses of the Education System FP, as the system of TRAINING in Spain, that is, the set of training activities that enable qualified to perform the various professions, access to employment and active participation in social, cultural and economic. Training for Employment Professionals is divided into Families, Areas and Specialties.

Training for Employment is aimed at workers, both employed and unemployed who wish to qualify or requalification, to improve their opportunities to access or remain in the labor market. In this sense, the training must be assumed as the duty of the workers.

3c. What is the role of social partners (employers and trade unions) in the learning process to build up competencies sustainably?

It should be noted as one of the most important features the role of social partners, which have been the facilitators of training practices in companies in collective bargaining and for the whole population. In the regional business organizations and unions representing joint committees have been constituted today are present in many sectors of economic activity and almost all the territories. His performance has focused, among other things, identify the training needs identified as priorities in their areas, both in terms of content and in regard to groups of companies and workers to form.

3d. What are your strategies concerning Life long learning with regard to target groups (young, old, low-qualified, men and women...)?

State legislation identifies a number of reference groups that are priorities for action to maintain employment, giving priority to access the training: workers in small and medium enterprises, women, affected and victims of terrorism and violence gender, aged 45 years, low-skilled workers and people with disabilities.

3e. What runs good or not?

The adoption of legislation that serves to articulate the SNCFP, has influenced the change in labor law on which is projected, so no negotiating dynamics have changed to facilitate the approach of training clauses to the new framework create.

Professional families who have organized the qualifications do not correspond with reality negotiating specific productive sectors, and there are two lines of identification of different productive sectors: first, that created the design around the CNCP professional families, and secondly, the real sector collective bargaining.

This leads to dysfunction and challenges, both in the possibility of incorporating in collective agreements negotiated clauses linking specific measures or actions designed training with the CNCP, as in the orientation of the clauses for the acquisition of skills that enable individuals qualified in accordance with the structure created in the CNCP. This requires redesigning the negotiating framework, to fit as possible to the CNCP, favouring the inclusion of training clauses in collective agreements they got the goals of improving the skills of workers and increase productivity and business competitiveness.

In the framework of vocational training for employment, it is essential that actions are coordinated, so that the formation of supply and demand, allowing the acquisition or improvement of skills of workers.

4. NON-FORMAL AND FORMAL EDUCATION AND TRAINING

4a. In how far are people supported in non-formal learning? What are the instruments and kinds of support?

Informal: *Since a person acquires skills through means other than mere participation in training initiatives or actions, it is possible that a person get a professional certificate when they have received a positive assessment processes are carried out to prove that have the skills required, and has acquired through his own work experience or non-formal training.*

Cumulative. *The unit of competency is the smallest unit of certification. Furthermore, as a qualification is divided into units of competence, and people can if any acquired through different procedures may be accumulating partial accreditation of units of competence that has been subdivided in the certificate of proficiency.*

4b. Is there a praxis in your country to assign EC VET credit points?

National Qualifications Framework in Spain

The National Framework of Qualifications in Spain is set by the Spanish Qualifications Framework for Higher Education (MECES) and the National System of Qualifications and Vocational Training (SNCFP). Full integration and reference to the EQF be completed by 2011.

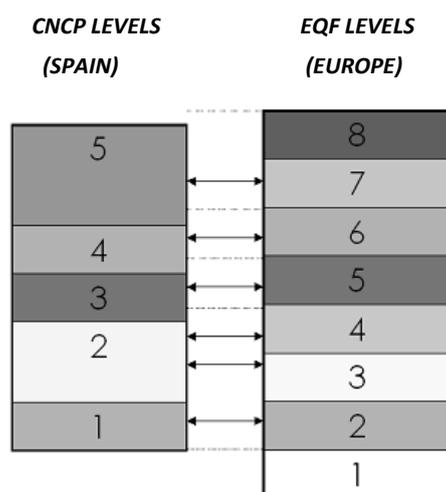
National Qualifications and Vocational Training (SNCFP). The year 2002 was founded in Spain the National System of Qualifications and Vocational Training, which involved the management of a comprehensive system of vocational training, qualifications and accreditation, responding to social and economic demands through various training modalities.

The SNCFP is a key reference for developing the National Qualifications Framework because of the importance of the National Catalogue of reference for the VET qualifications (education system) and professional certificates (System of Vocational Training for Employment) and for evaluation, accreditation and recognition of qualifications in the country.

The CNCP is the main instrument of the National Qualifications System to achieve the above objectives. This tool serves to organize the professional qualifications that are susceptible to recognition and accreditation as identified in the production system based on appropriate competencies for professional practice. Understand the most significant professional qualifications of the Spanish production system.

The CNCP is the basis for developing the training offered titles and certificates of proficiency. It also includes training content associated with each qualification in accordance with an articulated structure of training modules. The National Institute of Qualifications (INCUAL) is the technical instrument responsible for defining, developing and updating the CNCP and the corresponding Modular Catalogue of Vocational Training.

The CNCP is organized into 26 families, professionals and 5 skill levels, according to the degree of knowledge, initiative, autonomy and accountability necessary to perform such work activities.



4c. In how far does EC VET increase flexibility of training programs?

The key is to improve the transparency of qualifications, for establishing a framework that serves as a point of comparison between the qualifications that are recognized by the various states and whose skills have been acquired by the participation of subjects in educational procedures, training or experience.

4d. How do you identify (what methods do you use?) skill profiles due to future skill needs?

The state Public Employment Service has an Observatory of Occupations as a technical unit that analyzes the status and trends of the labor market, occupations, groups of interest for employment and the changes that occur in it, for anticipate the challenges and requirements that the labor market raises for decision-making.

The National Institute of Occupational Training Observatory has an area within the structure of the National Institute of Qualifications (INCUAL) that provides information on the evolution of demand and supply of professions, occupations and profiles in the labor market.

In addition, the Professional Centre, as part of INCUAL, participates in the identification, development and current maintenance of the National Catalogue of Professional Qualifications (CNCP).

The main objective of the Observatory is the observation skills and their evolution. The Royal Decree 375/1999 of 5 March, creating the INCUAL states that within the structure will be located an observatory with a database that actively promote the cooperation of other sectoral and territorial observatories can exist and to be able to achieve the following purposes:

- Establish procedures and agreements necessary to ensure cooperation and reciprocal flow of information between different professional observatories.
- Provide information on the evolution of demand and supply of professions, occupations and profiles in the labor market, taking into account, among others, job classification systems arising from collective bargaining.

4e. In how far does this influence the formulation of curricula?

Providing information on the evolution of demand and supply of professions, occupations and profiles in the labor market, taking into account, among others, job classification systems arising from collective bargaining.

4f. What are your quality assurance standards within education and training (EQARF)?

The Evaluation Institute is responsible for assessing the educational system in the Ministry of Education.

In the case of Vocational Training for Employment that is built around the axes and marked by the RD 395/2007, of March 23 and is connected with the Order TAS 2307/2007 of 27 June.

5. METHODOLOGICAL ASPECTS

5a. What are the tools/instruments/methods used for the identification (e.g. portfolio, interview, demonstration, self-assessment) of competences? What kinds of proof can be submitted?

To justify the work experience within the professional sector to establish the call: For workers / employees as / as: original or certified copy of the General Treasury of Social Security or the fund you're a member, stating the company, the professional category (group contribution) and the contract period as well as the original or certified copy of the contract or certificate of the company where you purchased the experience, specifically stating the duration of periods of supply contracts, the activity and the interval time that such activity has been carried out.

For workers / as autonomous / or self as: certification of the General Treasury of Social Security in times of increased Social Security in the special scheme concerned and description of the activity and time that has been done.

For unemployed: stamped copy of the job seeker card.

For volunteers / interns and as / as: certificate of the organization where the work has been paid.

To justify the training related to the professional sector to establish the call:

Document certifying the contents and hours of training related to professional skills who want to prove.

Any documentation that may contribute to complete and justify the professional knowledge

5b. How is informal learning measured and validated? To what extent can validation use the same standards and references as formal education and training? If not, what other standards are used ?

The Evaluation Commission is to study the consultant's report / a, professional information and / or evidence has been provided, to contrast and decide:

What skills are sufficiently justified.

If you need to provide information and /or documentation.

Which skills, if any, are needed to obtain new evidence of competence, because they are not sufficiently substantiated.

The evaluator / a uses the most appropriate methods to test skills such as:

- Professional interview.

- Evidence of professional competence.
- Simulation of professional situations.
- Observation in the workplace.
- Further evidence of a different nature at the discretion of the evaluator.

The Evaluation Committee, once rated the results of the evaluation process, will report on:

- Units of competence that have been sufficiently substantiated.
- Units of competency that have not been sufficiently demonstrated.
- Opportunities to complete training and obtain full accreditation of vocational training certificates or Certificates of Competence

5c. What kind of advice/feedback may be made by assessors or mentors, counsellors, peers examiners?

Once the candidate registers, starts the procedure itself, developed in three phases:

- Advice. At this stage a consultant / to accompany and advise the candidate to prepare the necessary documentation.
- Evaluation process. This phase is to demonstrate the skills for which accreditation is sought. It used evaluation methods better suited to the characteristics of the candidate and depending on the unit of competency to be evaluated.
- Proof of professional competence. In this phase, an accreditation issued by each of the competency units have been overcome.

6. SWOT.

6a. Which strengths are facing your country's learning system when it comes to implementing the EQF?

Focus on sustainability issues, cost-benefit issues, ethical issues, transferability between sectors and EQF-related aspects.

Focusing on issues of sustainability, cost-benefit issues, ethical issues, transferability between sectors and issues related to the NQS.

A high commitment of the governments and social partners to promote the professional training, using the Social Dialogue, amount of training and credits made available to citizens and businesses/enterprises in order to have an effect immediately on the skills of the workforce. Moreover, this commitment would be expanded to promote improved access to training areas over qualification problems within companies. Among the priority groups should be also include the immigrant population.

The new model FPE's main positive elements of assessment:

- a) Values the social partnership in VET.
- b) Bankruptcy of traditional boundaries.
- c) Relationship to National Vocational Qualifications.
- d) Linking Training Centers to quality.
- e) Validity and legal and social recognition of VET

6b. Which weaknesses are facing your country's learning system when it comes to implementing the EQF?

Focus on sustainability issues, cost-benefit issues, ethical issues, transferability between sectors and EQF-related aspects.

Focusing on issues of sustainability, cost-benefit issues, ethical issues, transferability between sectors and aspects of the MEC. The renewal of the training system requires clear and measurable commitments on the skill levels of the adult population, with improved equity in access to training from the areas and groups with lower system development training.

To reach the goals they set, it will be necessary to modify the entire system to facilitate access and movement within the system, including subsystems and levels. The use of fiscal policy could be an instrument to facilitate and encourage investment forming part of the population.

The population's access to training would be easier if the training centers were more open to their environment, with strong guidance devices for the population young and old, and territory offers coordinated and integrated among the different subsystems. These centers would have to have some updated equipment and specialized in the various occupational groups, with a modular offering that recognizes skills acquired in other ways.

A lack of definition of measurable objectives and operational performance to guide the different actors, both state and regional and local involved in the system.

Urgent, therefore, the adoption of a consistent agreement that promotes a new stage of evolution training system to meet the challenges of education in society knowledge, as the current model has already given all he could give. This agreement improvements should address both system organization and its ability to provide skilled labor and generate higher demand and attractive skills by the workforce, both private and public.

The involvement of the four major players in the Spanish system (trade unions, business organizations, state governments and administrations regional) is a necessary condition to ensure its effective impact.

6c. Which opportunities are facing your country's learning system when it comes to implementing the EQF?

Focus on sustainability issues, cost-benefit issues, ethical issues, transferability between sectors and EQF-related aspects.

Focusing on sustainability issues, cost-benefit issues, ethical issues, transferability between sectors and issues related to the CNS. The promotion of alternating between school and work and training strategy facilitate the relationship between training and employment.

Zoom in and open more centers to companies is a prerequisite for which is should provide greater autonomy to identity and vocational training centers.

For its part, the ultimate development of a system of recognition of experience professional would be an incentive to facilitate access to training for all groups who have not followed a formal training process, thus completing their qualification.

6d. Which threats are facing your country's learning system when it comes to implementing the EQF?

Focus on sustainability issues, cost-benefit issues, ethical issues, transferability between sectors and EQF-related aspects

Focus on sustainability issues, issues of cost-benefit, ethical issues, transferability between sectors and aspects of the MEC.

The budget and finance and a lack of development of complementary roles important system needed to address future challenges, such as functions of orientation, innovation, quality, evaluation and observation.

7. THEMATIC OUTLINE.

7a. On page 1 there are 10 issues (themes) formulated: Are these addressed issues relevant or not relevant for you?

According to the participants opinion:

Adressed issues	Relevant 3	Less relevant 2	Not relevant 1
Collective bargaining	X		
Impact of the learning outcome-approach for initial and further training	X		
Assessment and validation of non-formal and informal learning	X		
Data protection vs. transparency		X	
Increase flexibility in training programmes (e.g. EC VET)	X		
Permeability between general, vocational and tertiary education and training	X		
Quality assurance within vocational education and training (EQARF)	X		
Guidance and individual career development	X		
Standards for developing new skill profiles due to future skill needs	X		
Mismatching (low and over qualification)	X		

7b. On page 1 there are 10 issues (themes) formulated: From your national point of view what else issues are relevant for you in the process of implementation and use of EQF? Please give us a detailed description. Do you have any approaches (strategies or experiences) to solve these challenges?

The renewal of the training system requires clear and measurable commitments on levels of qualification of the population, with improved equity in access to training from the areas and groups with lower qualifications.

To reach the goals they set, it will be necessary to modify the entire system to facilitate access and movement within the system, and systems levels. The use of fiscal policy could be an instrument to facilitate and encourage investment in training by the population.

Maximising the use of new information technologies and communication and the development of e-learning can help implement the new concepts of training.

It is necessary to adopt a consistent agreement that promotes the training system to meet the challenges of training in the knowledge society. This agreement should address the improvement of both the organization of the system and its ability to provide skilled labor and generate higher demand and attractive qualification by the workforce, both private and public.

Social dialogue, trust between the social partners, the willingness and ability to reach agreements is the basis for creating spaces for social participation and the work of the social partners is an effective tool.

8. INFORMATION AND SUPPORT BY PIN

8a. What information do you expect from PIN, from a trade union, in company and educational providers point of view?

The role that Europe is giving vocational training, has only come to our country in recent years and in a clearly improved. Those who rely on that training is becoming the new tool to improve the employability, improving competitiveness and the achievement of full employment in a safer and more profitably on the population on which are projected to see no satisfied their need to respond to requests for training on training issues.

8b. What support do you need?

For the new reality that is still drawing, even today, with ongoing changes, changes and improvements, among others, the CNCP and CMFP-materialize, you must perform the important task of training and awareness on issues relating to: the new vocational training, its connection to labor rights and the economy, the chances of access to it, the interconnection between work and training that is imparted through the education system, the form of certification, especially of professional experience - the negotiation process, the process of implementing strategies in business training, etc.

The considered "education training" has to be planned, strategic and targeted. To do this, it would be the creation of "counselor in training", whose mission is not simply getting the worker to improve the job search process, but to help in developing a training strategy for each person in their care personal or professional interests.

ANNEX I: PARTICIPANTS AND ORGANISATIONS

Monday, 19th September 2011

M ^a Carmen Jiménez Real	UGT T-Orient@
Isidoro García Morata	FPT – Fundación Pascual Tomás
José Albors Orengo	FEVECTA
Marisa Ramón Moreno	IFES – Instituto de Formación y Estudios Sociales
Lorena Hernández Valero	IFES – Instituto de Formación y Estudios Sociales
Javier González Suárez	IFES – Instituto de Formación y Estudios Sociales

Tuesday, 20th September 2011

Susana Bernades Castellanos	UGT T-Orient@
Pedro Monteagudo Menucci	FPT – Fundación Pascual Tomás
Raúl Linuesa Montero	Fundación C.V. Pacto por el Empleo
Rogelio Navarro Domenichelli	UGT – Unión General de Trabajadores – PV
Lorena Hernández Valero	IFES – Instituto de Formación y Estudios Sociales
Javier González Suárez	IFES – Instituto de Formación y Estudios Sociales



UGT-Unión General de Trabajadores – PV

UGT is one of the two main Trade Unions in Spain. UGT-PV is the branch of the Union in Valencia region. Being a fundamental Social Agent, UGT is involved and keeps very active in training policies at national, regional and local levels. UGT has cooperated with the public bodies in the development and evaluation of the National Qualification System.

<http://www.ugt-pv.es>

UGT T-Orient@

UGT-PV created UGT T-Orient@ as an effective guidance tool that offers personalized support and the necessary support, advising and providing relevant information about the tools and resources that allows you to keep your skills updated and helping to develop your training schedule contributing to your personal and professional career. This program offers a guidance, counseling and support service including different methods and activities. UGT T-Orient@ is aimed at workers from priority industrial sectors or economic activities with difficulties maintaining employment.

<http://www.ugt-t-orienta.org>

FEVECTA - Federación Valenciana de Empresas Cooperativas de Trabajo Asociado

FEVECTA is the representative organization of the worker cooperative movement in the Valencian Region. It is an independent and plural business organization that gathers a high percentage of Valencian worker co-operatives that have voluntarily joined it. The Federation's main objective is to lobby economic, social and political key actors on behalf of its co-operative members, as well as to encourage the development of new co-operative businesses.

<http://www.fevecta.coop>

FPT – Fundación Pascual Tomás

Fundacion Pascual Tomás is a non-profit educational private foundation. FPT focuses its activities on cultural and educational development of workers (both employed and unemployed) in order to enable them to adapt to an evolving work environment within an increasingly competitive society. FPT in its different training centers, distributed at various locations in the geography of Valencia Region, delivers vocational training courses for employed and unemployed workers from most industrial sectors, being one of the main training providers at regional level. To be remarked the commitment with research, publishing reports, teaching materials and support for the education, related to the socio-learning environment of workers.

<http://www.fundacionpascualtomas.org>

Fundación de la Comunidad Valenciana del Pacto para el Empleo

The Municipality of Valencia, along with social and economic agents of our city, established this Foundation in the city of Valencia for the promotion of employment and training. The Foundation is a nonprofit entity created in 2005 by the City Council in conjunction with the more representative trade unions and employers associations of our city. Its fundamental objective is to work with unemployed people and those with greater difficulties entering the labor market: young people, disabled people, women, immigrants, long-term unemployed, etc.

<http://www.fcvpe.es>

IFES – Instituto de Formación y Estudios Sociales

The Institute of Training and Research Studies (IFES), is a non-profit educational foundation of the General Trade Union of Workers which, being one of the main vocational training providers at national level. Since 1986, has been developing training activities offering solutions to the needs of workers as vocational training for unemployed and long life learning. IFES has cooperated with the National Institute for Qualification evaluating the National Qualification System. IFES has a vast experience in European, National, Regional and Local research projects related to training, qualification, guidance and counseling.

<http://www.ifes.es>