



Mutual Learning Programme

DG Employment, Social Affairs and Inclusion

Peer Country Comments Paper - Spain

**“All-in-one” to recognize competences
and achieve qualified people**

**Peer Review on “Competence Assessment System:
MyCompetence”**

Sofia (Bulgaria), 28-29 November 2019



EUROPEAN COMMISSION

Directorate-General for Employment, Social Affairs and Inclusion

Unit A1

Contact: Kim Henriksson

E-mail: EMPL-A1-UNIT@ec.europa.eu

Web site: <http://ec.europa.eu/social/mlp>

European Commission

B-1049 Brussels

Mutual Learning Programme

DG Employment, Social Affairs and Inclusion

Directorate-General for Employment, Social Affairs and Inclusion
Peer Review on "Competence Assessment System: MyCompetence"
Sofia (Bulgaria), 28-29 November 2019

**Europe Direct is a service to help you find answers
to your questions about the European Union.**

Freephone number (*):

00 800 6 7 8 9 10 11

(*) The information given is free, as are most calls (though some operators, phone boxes or hotels may charge you).

LEGAL NOTICE

The information contained in this publication does not necessarily reflect the official position of the European Commission

This document has received financial support from the European Union Programme for Employment and Social Innovation "EaSI" (2014-2020). For further information please consult: <http://ec.europa.eu/social/easi>

© European Union, **2020**

Reproduction is authorised provided the source is acknowledged.

List of Abbreviations

CEOE	Confederation of Employers and Industries of Spain
CEPYME	Confederation of Small to Medium Enterprise in Spain
CNCP	National Catalogue of Professional Qualifications
Fundae	State Foundation for Training in Employment
INCUAL	National Institute of Qualifications
MEC	Ministry of Education and Science
MEFP	Ministry of Education and Vocational Training
MLMSS	Ministry of Labour, Migrations & Social Security
RD	Royal Decree
SEPE	State Public Employment Service of Spain
SME	Small to Medium Enterprise
SNCFP	Spanish National System for Qualifications and Vocational Education and Training
VET	Vocational Education and Training

Table of Contents

1	Introduction	1
2	Situation in the peer country	1
2.1	Labour market trends	1
2.2	Monitoring of skills demands.....	2
2.3	Validation of non-formal and informal learning	2
3	National policies and measures	3
3.1	Description of the policies/measures	3
3.2	Analysis of the policies/measures	4
4	Assessment of success factors and transferability	6
5	Questions	7
6	List of references	8
	Annex 1 Summary table	10
	Annex 2 Example of relevant practice.....	11
	Annex 3 Tables and figures	12

1 Introduction

This paper has been prepared for the Peer Review on "Competence Assessment System: MyCompetence" within the framework of the Mutual Learning Programme. It provides a comparative assessment of the policy example of the host country and the situation in Spain. For information on the host country policy example, please refer to the Host Country Discussion Paper¹.

Over the last 10 years, Bulgaria has seen more positive trends of employment data than Spain (see Annex 3, Figure 2). Unemployment rates in Spain continues in high scores (see Annex 3, Figure 1) mainly regarding young people without qualification and low-skilled individuals over 45 years of age. Compared to the situation in Bulgaria, the Spanish labour market is very different regarding of supply and demand. In all comparative studies of European employment, Bulgaria presents better numbers than Spain in terms of qualifications and rates of employment (see Eurostat).

The national strategy of employment 2017-2020 considers promoting the competence assessment as a way of better supporting job search, employment and training of workers. The Spanish practice in the field of recognition and assessment of competences acquired by experience is in a maturing process (Cedefop, European Commission, ICF. 2017). During the last 10 years a significant number of low skilled persons (near 200 000) have been beneficiaries of this recognition, but this is not sufficient considering millions of underqualified workers (INE, 2019)². In 2018, 42.8% of males and 37.0% of females of the active adult population (from 25 to 64 years) had an educational level of ISCED 0-2.

The Spanish National System for Qualifications and Vocational Education and Training, known in Spanish as SNCFP, was established by the Organic Act 5/2002 of 19 June 2002³. It consists of instruments and actions which are necessary to promote and develop the integration of Vocational Education and Training, as well as to assess and accredit professional competencies.

The National Institute of Qualifications (INCUAL⁴ hereinafter), founded in 1999, is the main official body for establishing professional qualifications in Spain. This organization has the responsibilities to elaborate and update the National Catalogue of Qualifications, and their coordination with the main stakeholders of productive sectors (SMEs), trade unions and public sector (national and regional administration)⁵.

2 Situation in the peer country

2.1 Labour market trends

The country's unemployment rate is still high above the EU average and employment declined during the period of 2011-2016. The labour market continues to pose a number of challenges for the education and training system; VET policy measures have been taken to improve employability (and self-employment in particular) of young people and the long-term-unemployed by improving their skills and qualifications. Almost half of total job openings (including replacements for vacated jobs) till 2030 will require a high qualification level. Spain still offers a lot of job opportunities for people with low

¹ Loukanova, P. (2019) Workforce Competence Assessment -in retrospect and in perspective, Host Country Discussion Paper – Bulgaria. Peer Review on "Competence Assessment System; MyCompetence", Sofia (Bulgaria), 28-29 November 2019. European Commission, DG Employment, Social Affairs and Inclusion.

² Educational level of the adult population in Spain. ISCED-2014. Available at <<https://www.ine.es/jaxiT3/Datos.htm?t=12727>> [Accessed 30 October 2019].

³ Ley Orgánica 5/2002, de 19 de junio, de las Cualificaciones y de la Formación Profesional [Organic Act of Qualifications and Vocational Training] (Boletín Oficial del Estado, núm. 147, de 20 de junio de 2002). Available at: <<https://www.boe.es/eli/es/lo/2002/06/19/5>> [Accessed 30 October 2019].

⁴ <http://incual.mecd.es> [Accessed 30 October 2019].

⁵ The National Council of VET is the main supervisor of VET policy in Spain.

qualifications; however, these will shrink substantially in forthcoming years⁶. In 2017, the top three sectors of employed population were sales workers, personal service workers and cleaners and helpers (Skills panorama, 2017).

The demand for highly- and medium- qualified workers is expected to exceed their supply, while low-qualified workers will be in surplus, a situation which could give rise to significant skills mismatches. The number of jobs requiring a high-level qualification is expected to increase for occupations requiring traditionally high-skills such as business and administration associate professionals, but also within occupations such as customer service clerks which traditionally required medium-skills. (Cedefop, 2019).

The profile of the qualified professional has changed. Professional will add value to the extent that s/he knows how to adapt to different changing situations in her/his sector. For this reason, the Ministry of Education promotes VET as 'the best way of training fitted to the real needs of all sectors'⁷.

2.2 Monitoring of skills demands

The Spanish Observatory of Occupations⁸, belonging to State Public Employment Service of Spain (SEPE hereinafter), is the main infrastructure to follow the evolution of labour market and the forecast of employment. The Observatory drives reports about the changes that occur in the labour market by the incorporation of innovations, both technological and organizational, necessary to advance in competitiveness and modernization, which modify the contents of the occupations. It has also analysed the training needs of the workers and the professional requirements demanded by the companies, with the purpose of contributing to the professional orientation and the adaptation of the training offer. The Observatory develops studies to follow the tendency in the sectors of activity, in the Spanish regions and in the groups that face challenges to enter the labour market and enhance their chances: young people, over 45 years old, women, people with disabilities, migrants.

A considerable amount of reports of employment and labour market, organized by sectors, regions and municipalities, and level of qualifications and mobility of workers are available in the web, downloadable by months or years. The technical unit of the Observatory publishes detailed profiles of every sector, and occupation. Each file contains a short description, the competences and training required, work environment, numbers of employees and unemployed people with annual variations, and demands and forecasting in the sector⁹.

The Ministry of Education & Vocational Training, and the Ministry of Labor, Migrations & Social Security (MLMSS) are working together through the National Council of VET which is responsible to analyse trends and monitor policies in this field. In this council are represented the 17 regional administrations (as policy makers), the business organizations and the trade unions (as stakeholders) and promotes the strategies for improving the training and qualification of citizenship.

2.3 Validation of non-formal and informal learning

Validation of non-formal and informal learning as part of the regular system in Spain was introduced in 2009 through the Royal Decree 1224/2009 on the recognition of professional competences acquired through work experience (RD 1224/2009 hereinafter)¹⁰. Since then, more than 300 initiatives were developed and organized by

⁶ <https://skillspanorama.cedefop.europa.eu/en/countries/spain> [Accessed 30 October 2019].

⁷ Trends of labor market in Spain. Available at: < <http://www.todofp.es/orientacion-profesional/busca-empleo-entrenate/mercado-laboral/oportunidades-de-empleo.html> > [Accessed 30 October 2019].

⁸ <http://www.sepe.es/HomeSepe/que-es-el-sepe/observatorio.html> [Accessed 30 October 2019].

⁹ Everything is published in PDF format, free downloadable. All files are oriented to professionals of labour market and employment advisors, and researchers of this field.

¹⁰ Real Decreto 1224/2009, de 17 de julio, de reconocimiento de las competencias profesionales adquiridas por experiencia laboral (Boletín Oficial del Estado, núm. 205 de 25 de agosto de 2009). Available at: <<https://www.boe.es/eli/es/rd/2009/07/17/1224>> [Accessed 30 October 2019].

the Autonomous Communities in several professional sectors, and over 200.000 people have benefited from these processes¹¹. The awareness of validation has been increased in all society sectors and the stakeholders are more sensitive towards validation as a way of recognition of learning outcomes acquired in non-formal and informal contexts, and throughout the labour experience. The concept of lifelong learning is more accepted and demanded by citizenship.

The process of validation of competences and learning outcomes acquired by non-formal and informal learning and work experience is a responsibility of the regional administration of labor and education. According to the Regional Councils of VET, every year the number of candidates to be assessed are agreed, depending of the budget approved by the administration. But until now, the lack of awareness and insufficient funding don't facilitate a generalized process of accreditation to increase the level of qualifications of manpower. The business organizations and trade unions need to find pathways to develop a common strategy to foster a joint process of competencies assessment and regional or national agreement with the policy makers.

3 National policies and measures

According to the Spanish law of employment (2015), the certificate of professionalism is the main instrument for accreditation of the competences acquired in work contexts after a process of competence assessment. The initiatives and actions of vocational training for employment will be aimed at the acquisition, improvement and permanent updating of professional competences and qualifications, favouring lifelong learning of the active population, and combining the needs of people, companies, territories and productive sectors.

As part of public employment policies, the Ministry of Labour, Migrations and Social Security mainly deals with VET programmes in the national employment system and in training for employment. Active employment policies are part of the annual employment plans¹² that include actions and measures in the field of vocational guidance, vocational training in the workplace, incentives for hiring, promotion of equal opportunities in access to employment and support for entrepreneurship. The development and execution of active employment policies corresponds to the Autonomous Communities and the State Public Employment Service (SEPE), in their respective fields of competence.

3.1 Description of the policies/measures

The RD 1224/2009 establishes the object, concept and purpose of the procedure, pointing out the phases that it includes, as well as its structure and organization, the nature and characteristics of the validation process, as well as the benchmark for evaluation and certification, access requirements and guarantees that candidates must have if they want to have their professional competences evaluated. At the start in 2009, it was expected that many low skilled workers would benefit from gaining a qualification through recognition of their work experience, and many companies and trade unions considered this the starting point to increase qualification levels. Year by year every autonomous region has implemented the process of competence assessment with significant differences between them. Thus, the Government of Aragon and the Xunta of Galicia both are good practice examples for the rest of the country.

The process of competence assessment lasts around three to five months. This is a long period from the beginning to the registry of results. Some people showed their

¹¹ <http://incual.meecd.es/convocatorias> [Accessed 30 October 2019].

¹² Resolución de 12 de marzo de 2019, de la Secretaría de Estado de Empleo, por la que se publica el Acuerdo del Consejo de Ministros de 8 de marzo de 2019, por el que se aprueba el Plan Anual de Política de Empleo para 2019, según lo establecido en el artículo 11.2 del texto refundido de la Ley de Empleo, aprobado por el Real Decreto Legislativo 3/2015, de 23 de octubre (Boletín Oficial del Estado, núm. 64, de 15 de marzo de 2019). Available at: < <https://www.boe.es/eli/es/res/2019/03/12/1>> [Accessed 30 October 2019]

disagreement with this long period of time, in view of the urgency to obtain a qualification to avoid being fired for being low-skilled workers (INCUAL, 2018).

In Spain, the validation is mainly led by public administration, but trade unions and business organisations can promote official announcements (calls for application) for the sector to evaluate competencies acquired by experience and non-formal and informal learning. By the article 10.5 of the RD 1224/2009, a private organization can promote an initiative of validation process to respond to the needs of specific sectors, groups of people, or emerging new skills and qualifications (Carro, 2016).

The official process of competence assessment is managed by regional administrations. Labour and education administrations must work together to recognize the learning outcomes in terms of qualifications. Figure 3 (in Annex 3) shows the three phases of the competence assessment and the documents generated during the process.

The Sectoral Conference of Education, as the highest body of education in Spain, is responsible to agree the criteria of funding distribution for the competence assessment. According to this, the Spanish government calculate and approve the budget and their distribution following the agreed criteria: a) coefficient by number of persons seeking employment without professionalizing studies; b) coefficient for people 30 to 64 years in job search; c) dispersion coefficient by active population, and d) territorial dispersion coefficient of public administration¹³.

The legal framework to develop the accreditation of competences is managed by each of 17 Autonomous Communities, following the RD 1224/2009. Each regional administration has their own regulations and establishes the numbers of attendees to be assessed, the period and pre-requirements to be part of the process. Due to the decentralized administration in Spain, each administration can decide the sector and beneficiaries following the opinions of trade unions, chambers of commerce, business organizations and the reports published by the Public Employment Services. There have been some private initiatives which were proposed by sectors who needed qualified people among their manpower (see below).

During the last 10 years, only two national reports have been published by INCUAL (INCUAL, 2018; Martín Seco, 2013). In both documents the recommendations pointed out that it is necessary to facilitate the process of entrance and advising due to the wide variance of documents gathered by the beneficiary without common criteria and the different points of view in the assessment by the commission. Despite the general framework of qualifications, there is disparity between autonomous communities when criteria are applied to assessment. Despite the general instruments and guides of assessment, there are disparities between autonomous communities when criteria are applied to assessment. There are some differences depending on regions and sectors (Martín Seco, 2013). The regional agency of qualifications of Aragon suggested in the last report (INCUAL, 2018) the use of a common framework and criteria to evaluate the candidates' dossier of competences using an electronic platform to avoid disparities of assessment criteria between advisers.

3.2 Analysis of the policies/measures

The concept of using standards in the validation process is developed using the National Catalogue of Professional Qualifications (CNCP)¹⁴. The Ministry of Education established this Catalogue in 2003, and can be considered a key strategy for validation. The catalogue consists of 26 professional groups¹⁵ that cover all the economic sectors. In

¹³<https://www.lamoncloa.gob.es/consejodeministros/referencias/paginas/2014/refc20141107.aspx> [Accessed 30 October 2019].

¹⁴ Real Decreto 1128/2003, de 5 de septiembre, por el que se regula el Catálogo Nacional de Cualificaciones Profesionales (Boletín Oficial del Estado núm. 223, de 17 de septiembre de 2003). Available at: <<https://www.boe.es/eli/es/rd/2003/09/05/1128>> [Accessed 30 October 2019].

¹⁵ National Catalogue of Occupational Standards. Available at: <<https://incual.mecd.es/bdc>> [Accessed 30 October 2019]. The 26 professional groups are: Agriculture (AGA), Maritime and Fishing Industry (MAP), Food Industry (INA), Chemistry (QUI), Personal Image (IMP), Health (SAN), Security and Environment (SEA), Metal

the national Catalogue, there are a list of competence units in each qualification; and according this, the evidence guides for validating competences were created. These evidence guides were standardised as tools or references for all assessors and evaluators, according of RD 1224/2009. The competence units are the reference milestones for validation and are used for both VET diplomas and certificates of occupational standards (Carro, 2016). For the purposes of the recognition of these competencies, the evaluation looks at the professional performance, performance criteria, and the professional context outlined in each of them (Alonso, 2010).

There are sectoral committees with responsibilities of monitoring and evaluation to propose changes or new qualifications when these are not adjusted to the evolution of market and to the new ways of production. According to the aims of the National Catalogue, any qualification needs to be updated every 5 years (at minimum). However, the use of periodical reviews of qualifications and curricula are not sufficiently implemented in the Spanish system due to the traditional model of teaching. A formula to develop the updated and permanent training of workers has been the development of short courses adapted to the guidelines of the modular catalogue of vocational training (Sancha & Gutiérrez, 2018, 2019).

Due to Spanish legislation, every initiative aiming to establish new qualifications and training must follow the legal requirements. The process is fixed by the Organic Act 5/2002 on qualifications, and the Royal Decree 817/2014¹⁶. This process requires a long period of implementation and it is considered too slow to keep up with market requirements.

Nowadays the quick pace of changes in society and labour market are challenging the efficacy of the national catalogue due to the slow updating process. Currently, job requirements are changing quickly and frequently; and training opportunities don't follow at the same pace. In this sense, the new arising jobs are bringing up the necessity to look for strategies to facilitate the creation of "competence units" of the national catalogue of competences. The operational programme also mentions the necessity of updating employment, training and education (specific aim 10.4.2: "Updating the national catalogue of qualifications and develop and implement official curriculum to ensure an adequate transition from education to employment according to labour market needs and upgrading the education system")¹⁷.

The INCUAL is the responsible state unit to coordinate the catalogue of qualifications. In this sense, INCUAL is responsible to create working groups to analyse the conditions of new qualifications and review the existing ones. The process of developing and updating is managed according the phases shown in Figure 4 (in Annex 3).

Business organizations conduct market research and analyse training needs in the sector¹⁸. A good example of effective collaboration between education and training and labour market stakeholders is developed by the construction sector. The Fundación Laboral de la Construcción¹⁹ (Labour Construction Foundation) is an important cluster of institutions as it unites the Spanish Confederation of Construction and the two main

Working (FME), Installation and Maintenance (IMA), Electricity and Electronics (ELE), Energy and Water (ENA), Transport and Vehicles Maintenance (TMV), Construction and Civil Work (EOC), Wood, Furniture and Cork (MAM), Textile, Clothing Industry and Leather (TCP), 18. Graphic Arts (ARG), Information and Communications Technology (IFC), Administration and Management (ADG), Trade and Marketing (COM), Sociocultural and Community Services (SSC), Hospitality and Tourism (HOT), Physical and Sports Activities (AFD), Arts and Crafts (ART).

¹⁶ Real Decreto 817/2014, de 26 de septiembre, por el que se establecen los aspectos puntuales de las cualificaciones profesionales para cuya modificación, procedimiento de aprobación y efectos es de aplicación el artículo 7.3 de la Ley Orgánica 5/2002, de 19 de junio, de las Cualificaciones y de la Formación Profesional (Boletín Oficial del Estado, núm. 257, de 23 de octubre de 2014). Available at: <https://www.boe.es/eli/es/rd/2014/09/26/817> [Accessed 30 October 2019].

¹⁷ See the thematic Operational Program on Employment, Training and Education of Spanish Government. Available at <<https://bit.ly/338z9XS>> [Accessed 30 October 2019].

¹⁸ CEOE and CEPYME are the bigger organizations of business in Spain.

¹⁹ <https://www.fundacionlaboral.org/> [Accessed 30 October 2019].

trade unions of Spain. They collaborate to develop and update the occupations in this sector according to the international standards. Another good practice example of collaboration is accomplished by the Chambers of Commerce and national and regional administrations to analyse and review the labour market conditions and their adjustment to the international evolution of productivity rules and new technologies.

A recent example of collaboration is the experience of Correos²⁰ (Spanish Postal Service). Correos has been the first company to sign an agreement for the definition and update of professional competences with the Ministry of Education and FP, in this case on logistics and trade²¹. The agreement includes the analysis of new professions and occupations within the production sector, the exchange of technological or training experts and the creation of working groups for the updating and detection of the training needs required by the new professional profiles, especially in logistics and commerce, emerging sectors of great importance for the economic and commercial activity of the country.

4 Assessment of success factors and transferability

The Bulgarian model of competence assessment MyCompetence (MC) represents an interesting example to follow. The integrated model uses a single platform that allows citizens to find all the information in one place, making the structure of a professional qualification understandable. The use of a comprehensive platform to know the characteristics of an occupation, the technical requirements for professional practice, the necessary personal skills that have been identified with a common language, and the professional training associated with that occupation, have made MC a case of success.

Another interesting point is how MC has implemented the use of ESCO. The database of professional standards includes the skills terms in each occupation following the definitions of European catalogue, not only in technical sense but also including the transversal skills. The reference to the American O*Net²² platform is welcome in this project.

It would be an important achievement to present the MC model to the education and labour administrations in Spain to share knowledge on how to integrate and coordinate two large areas in a single platform. The TodoFP²³ system in Spain is a clear example of the attempt to present unified information to the citizen. The ACREDITA system is an e-guidance tool to help a person to decide what to do related to skills assessment. Another resource for citizens who are interested in competence assessment is the SEPE web portal named RECEX²⁴, which is an interactive webpage to introduce the process of assessment. Although finally there are many entry points of information that can confuse the user.

In Spain there is an increasing awareness that high-quality VET leads to future-proof skills. However, the majority of vocational training does not yet lead to qualifications that are important in workforce, and often produces low skilled workers. The dynamic of the labour market with low hiring and underemployment make it difficult to establish higher level qualifications and better-quality training on a broad scale. Many people invest energy and personal efforts to get a higher education title, only to find themselves still working in a low-skilled position, with the subsequent frustration.

²⁰ <https://www.correos.es> [Accessed 30 October 2019].

²¹ To know more details of this agreement, visit <https://bit.ly/2C50FtF> [Accessed 30 October 2019].

²² <https://www.onetonline.org/>

²³ <http://todofp.es> [Accessed 30 October 2019].

²⁴ <https://sede.sepe.gob.es/portalSedeEstaticos/flows/gestorContenidos?page=recexIndex> [Accessed 30 October 2019].

Finally, the MC is a good practice of transparency giving information about the teams of people of each sector who are involved in the qualification processes.

5 Questions

- Is this system recognized by formal education authorities?
- What kind of mechanisms of accessibility to the MC platform have been established?
- How did the sectors support the initiative to create this platform? Did they receive funding? Did the teams working on the initiative receive money or a salary to be part of this plan?
- Who are the main beneficiaries of the MC platform? Does it aim to reach out to a diverse target group (Low-skilled people, migrants, women, long-term unemployed... and/or high skilled people, managers, advisers....)?

6 List of references

Alonso, N. 2010. European Inventory on Validation of Non-formal and Informal Learning: Spain. Available at: <<http://libserver.cedefop.europa.eu/vetelib/2011/77452.pdf>> [Accessed 30 October 2019].

Alvarez Bermudez, N. 2014. European Inventory on Validation of Non-formal and Informal Learning 2014. Spain - Country Report. Available at: <http://libserver.cedefop.europa.eu/vetelib/2014/87056_ES.pdf> [Accessed 30 October 2019].

Carro, L. 2016. 2016 update to the European inventory on validation of non-formal and informal learning. Country report: Spain. Brussels: CEDEFOP. Available at: <https://cumulus.cedefop.europa.eu/files/vetelib/2016/2016_validate_ES.pdf> [Accessed 30 October 2019].

Cedefop, European Commission, ICF. 2017. European inventory on validation of non-formal and informal learning – 2016 update. Synthesis report. Luxembourg: Publications Office. Available at: <https://www.cedefop.europa.eu/files/4153_en.pdf> [Accessed 30 October 2019].

Cedefop. 2019. *Spain - 2018 Skills forecast*. Available at: <https://www.cedefop.europa.eu/files/cedefop_skills_forecast_2018_-_spain.pdf> [Accessed 30 October 2019].

Ley Orgánica 5/2002, de 19 de junio, de las Cualificaciones y de la Formación Profesional [Organic Law of Qualifications and Vocational Training] (Boletín Oficial del Estado, núm. 147, de 20 de junio de 2002). Available at: <<https://www.boe.es/eli/es/lo/2002/06/19/5>> [Accessed 30 October 2019].

Martín Seco, P. (coord.). 2013. Datos recogidos sobre el procedimiento de reconocimiento de competencias adquiridas por la experiencia laboral. Agosto 2013. Madrid: Instituto Nacional de las Cualificaciones, Dirección General de Formación Profesional, Ministerio de Educación, Cultura y Deporte. Available at: <https://sede.educacion.gob.es/publiventa/descarga.action?f_codigo_agc=17563> [Accessed 30 October 2019].

Instituto Nacional de Estadística (INE). 2019. Economically Active Population Survey (EAPS) in Spain. Available at: <<https://www.ine.es>> [Accessed 30 October 2019].

Instituto Nacional de las Cualificaciones (INCUAL). 2018. Datos sobre el procedimiento de acreditación de competencias profesionales adquiridas por experiencia laboral. Convocatorias 2009-2013. Madrid: Dirección General de Formación Profesional, Ministerio de Educación, Cultura y Deporte. Available at: <https://sede.educacion.gob.es/publiventa/descarga.action?f_codigo_agc=19100> [Accessed 30 October 2019].

Real Decreto 1224/2009, de 17 de julio, de reconocimiento de las competencias profesionales adquiridas por experiencia laboral [Royal Decree on recognition of professional competences acquired by labor experience] (Boletín Oficial del Estado, núm. 205 de 25 de agosto de 2009). Available at: <<https://www.boe.es/eli/es/rd/2009/07/17/1224>> [Accessed 30 October 2019].

Real Decreto 1128/2003, de 5 de septiembre, por el que se regula el Catálogo Nacional de Cualificaciones Profesionales [Royal Decree for regulation the National Catalogue of Professional Qualifications] (Boletín Oficial del Estado núm. 223, de 17 de septiembre de 2003). Available at: <<https://www.boe.es/eli/es/rd/2003/09/05/1128>> [Accessed 30 October 2019].

Real Decreto 817/2014, de 26 de septiembre, por el que se establecen los aspectos puntuales de las cualificaciones profesionales para cuya modificación, procedimiento de aprobación y efectos es de aplicación el artículo 7.3 de la Ley Orgánica 5/2002, de 19 de junio, de las Cualificaciones y de la Formación Profesional (Boletín Oficial del Estado,

núm. 257, de 23 de octubre de 2014). Available at: <<https://www.boe.es/eli/es/rd/2014/09/26/817>> [Accessed 30 October 2019].

Real Decreto 1032/2017, de 15 de diciembre, por el que se aprueba la Estrategia Española de Activación para el Empleo 2017-2020 [Royal Decree 1032/2017, of December 15, which approves the Spanish Employment Activation Strategy 2017-2020] (Boletín Oficial del Estado, núm. 305, de 16 de diciembre de 2017). Available at: <<https://www.boe.es/eli/es/rd/2017/12/15/1032>> [Accessed 30 October 2019].

Resolución de 12 de marzo de 2019, de la Secretaría de Estado de Empleo, por la que se publica el Acuerdo del Consejo de Ministros de 8 de marzo de 2019, por el que se aprueba el Plan Anual de Política de Empleo para 2019, según lo establecido en el artículo 11.2 del texto refundido de la Ley de Empleo, aprobado por el Real Decreto Legislativo 3/2015, de 23 de octubre (Boletín Oficial del Estado, núm. 64, de 15 de marzo de 2019). Available at: <[https://www.boe.es/eli/es/res/2019/03/12/\(1\)](https://www.boe.es/eli/es/res/2019/03/12/(1))> [Accessed 30 October 2019].

Sancha, I. and Gutiérrez, S. 2018. La Formación Profesional en España 2016. Madrid: Fundae. Available at: <https://www.refernet.es/docs/default-source/informesactividades/informe_nacional_2016_es.pdf> [Accessed 30 October 2019].

Sancha, I. and Gutiérrez, S. 2019. Vocational education and training in Europe: Spain. Cedefop ReferNet VET in Europe reports 2018. Available at: <http://libserver.cedefop.europa.eu/vetelib/2019/Vocational_Education_Training_Europe_Spain_2018_Cedefop_ReferNet.pdf> [Accessed 30 October 2019].

Skills Panorama. 2017. *Skills anticipation in Spain. Analytical highlights series*. Available at <https://skillspanorama.cedefop.europa.eu/en/analytical_highlights/skills-anticipation-spain> [Accessed 30 October 2019].

Annex 1 Summary table

The main points covered by the paper are summarised below.

Situation in the peer country

- There is a high rate of unemployment (13.92% in 10/2019), mainly with young people without qualification and over 45 years old low-skilled
- Near 50% of population has low skill level of competences.
- The Spanish Observatory of Occupations, belonging to State Public Employment Service of Spain, is the main tool to follow the evolution of labour market.
- The validation process in Spain begun in 2009 as a regular system for competence assessment as product of the Organic Law of qualifications and vocational training (2002).

Assessment of the policy measure

- The active employment policies are part of the annual employment plans and including the competences assessment.
- The process of competence assessment takes around three-five months.
- Establishing new qualifications requires a long period of implementation and it is a bit slow to fit it with market requirements.
- There are some private initiatives and agreements with business organizations to foster the competences assessment and updating the qualifications.

Assessment of success factors and transferability

- MyCompetence (MC) represents an interesting example to follow in terms of quality and complete information of competences.
- MC is a comprehensive platform to know the characteristics of an occupation and a good case of success.
- MC is a well-organized platform of competences and a clear example of labour market information system.
- MC platform is a good practice of transparency for citizens.

Questions

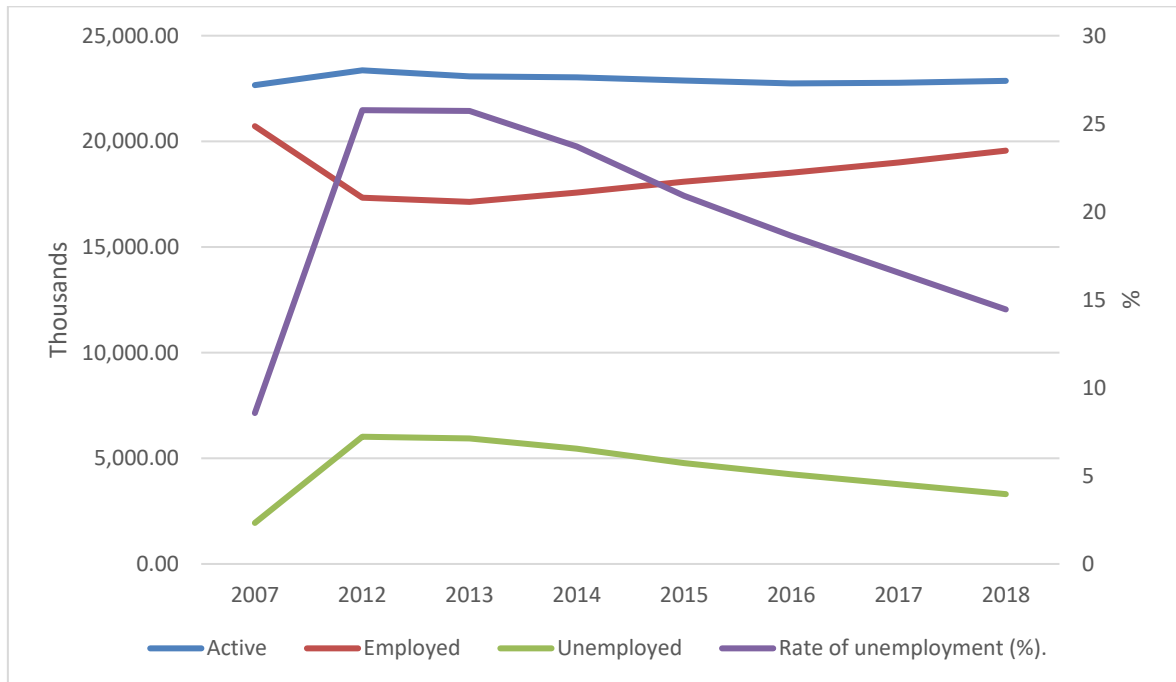
- Is this system recognized by formal education authorities?
- What kind of mechanisms of accessibility to the MC platform have been established?
- How did the sectors support the initiative to create this platform? Did they receive funding? Did the teams working on the initiative receive money or a salary to be part of this plan?
- Who are the main beneficiaries of the MC platform? Does it aim to reach out to a diverse target group (Low-skilled people, migrants, women, long-term unemployed... and/or high skilled people, managers, advisers....)?

Annex 2 Example of relevant practice

Name of the practice:	Accreditation of competences acquired by labour experience
Year of implementation:	2009
Coordinating authority:	The 17 regional authorities with competences in VET matters (labour and educational administrations)
Objectives:	<ul style="list-style-type: none"> • To provide people with lifelong learning and increase their level of professional qualification. • To offer opportunities for obtaining a cumulative partial accreditation. • To complete the training leading to the corresponding professional training title or certificate of professionalism.
Main activities:	<p>A first phase of counselling in which the worker, with the support of a specialized advisor, prepares his/her curriculum and work history and organizes all the documentation available. An initial endorsement of his/her competences takes place, thus completing his/her dossier of competences.</p> <p>A second phase of evaluation in which specialized evaluators, working as a commission, assess through different tests the competence of the worker in a qualification or part of it, in order to determine whether it is demonstrated, according with the occupational standards.</p> <p>A third phase where the candidate obtains the accreditation of the demonstrated competences as well as information and guidance on the training that can be carried out to achieve the additional competences necessary to obtain the professional certificate or the Professional Training degree of the education system.</p>
Results so far:	About 200.000 workers have obtained the recognition of their professional competences acquired by labour experience, in terms of professional certificate or Vocational Training Degree, according the National Catalogue of Occupational Standards.

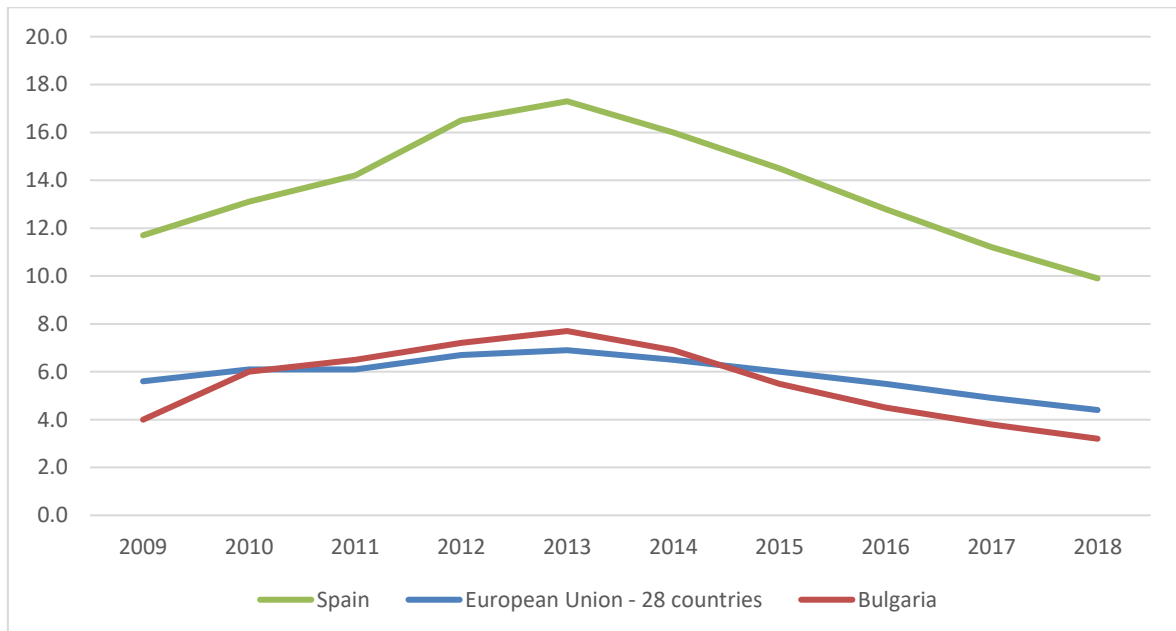
Annex 3 Tables and figures

Figure 1. Economically Active Population Survey (EAPS) in Spain



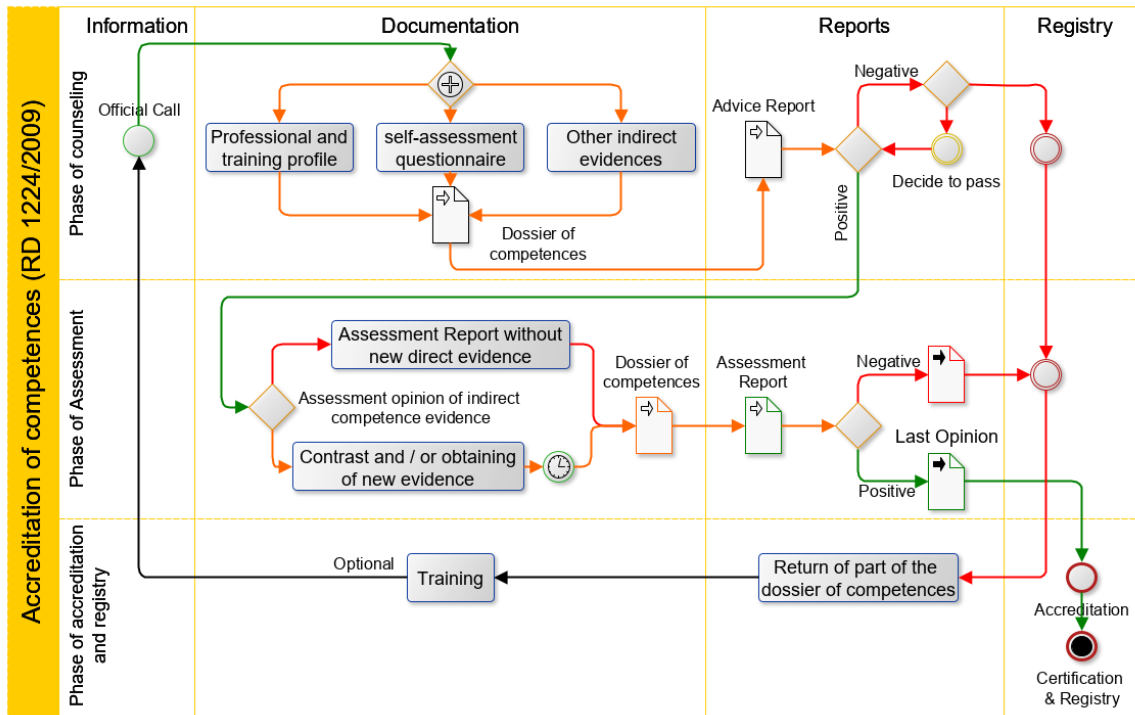
Source: INE (2018).

Figure 2. Unemployment rates for the age group 15 - 64 years. Spain, Bulgaria and EU (28 countries)



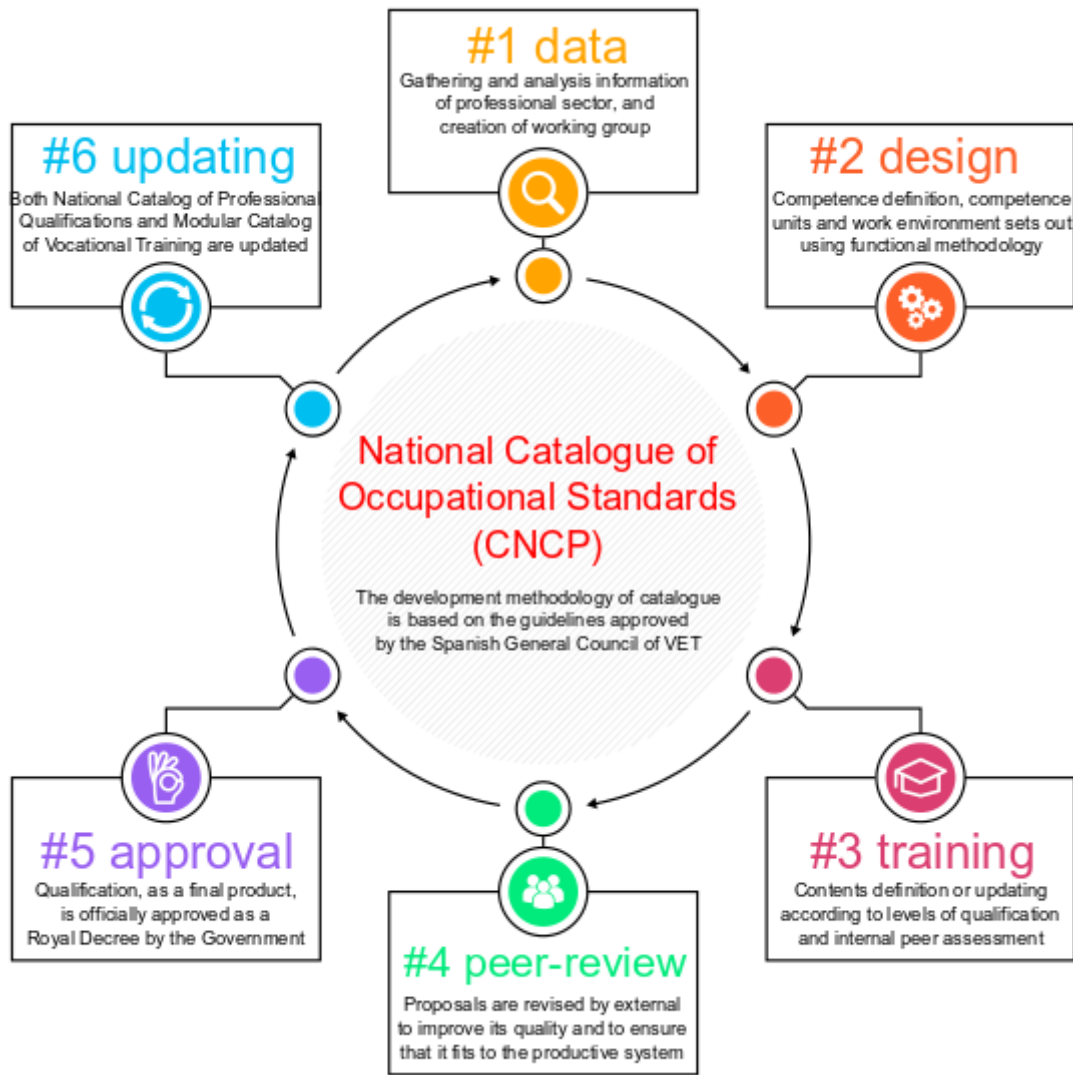
Source: Eurostat (2019). Updated 09.10.2019.

Figure 3. Phases of the competence assessment in Spain



Source: prepared by the author, based on RD 1224/2009.

Figure 4. The process of creating and updating of qualifications in Spain



Source: prepared by the author, based on web portal of INCUAL.

