



NATIONAL IMPLEMENTATION PLAN

Of the Council Recommendation on VET and the Osnabrück Declaration. May 2022.

NATIONAL IMPLEMENTATION PLAN

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1. Brief information on the national context and baseline

i. Strategic and legal frameworks

The VET Modernisation Plan, the Recovery, Transformation and Resilience Plan and also Annual Employment Policy Plans make up the normative triad at the time of submission of the NIP that will guide the implementation of the planned measures for VET.

VET Modernisation Plan

1. Description.

The Plan for the Modernisation of Vocational Training, which was presented on 22 July 2020 by the President of the Government, is a plan, which, through a public-private partnership, aims to guarantee VET, and qualifications that will facilitate the incorporation and permanence of the population in the labour market, thus covering the needs of the productive sector.

This VET Modernisation Plan aims to respond to the growing supply of jobs that require intermediate qualifications and is based on a single system of vocational training that integrates the VET of the educational system and VET for employment.

The driving force behind this VET Modernisation Plan is the 1st Strategic Plan for VET, which contains nine axes, which are in turn structured into 16 strategic objectives, and aims to create an ecosystem for economic recovery based on a commitment to human capital and talent.

2. Rationale/background/relevant evidence.

The new demands of the productive sectors require the revision of current degrees and the design of new ones that respond to emerging skills, for which companies detect difficulties of coverage. In this Plan there will be 12 strategic sectors.

The need for this reform is based on the joint work of the administration with companies and social partners, identifying the needs to be reformed.

There is absolute agreement on the need to promote economic and social growth in a climate of public-private collaboration. The Vocational Training, as an economic and social driving force in the wake of the crisis, requires a major reform that takes into account the areas identified in the I Strategic Plan for Vocational Training, approved in the Agreement of the Council of Ministers on 22 December 2019.

3. Beneficiaries/Target groups.

The benefit of this action is both individual and collective by being able to maintain a catalogue of training offers adapted to the needs of the productive sectors, improving the employability of people and the competitiveness of companies: Students, Teachers, VET centres, Companies, Administrations, Social partners, Productive sectors, Active population (unemployed and employed).

4. Responsible Ministries/Bodies.

Ministry of Education and VET. Autonomous Regions.

5. Stakeholders involved.

Productive Sectors. Local authorities. Others with interest, if case.

Recovery, Transformation and Resilience Plan

1. Description.

The Spanish Recovery, Transformation and Resilience Plan is part of the national plans drawn up by the 27 EU Member States to join the NextGenerationEU Recovery Plan for Europe. The Plan is articulated in a coherent set of investments to be carried out almost entirely between 2021 and 2023 and in an ambitious programme of structural and legislative reforms aimed at addressing the main challenges facing our country.

The component 20 entirely, and some actions and investments of the component 19, are directly linked to VET and included in the policy lever VII: Education and knowledge, lifelong learning and skills development.

- Component 20: Strategic plan for the promotion of VET

Mission: the development, reform and modernisation of VET, with the aim of broadening the skills of the population and increasing their employability, adapting them to the reality of the labour market and to the new professions of the future, and promoting professional retraining and the optimisation of performance (reskilling and upskilling).

- Component 19: National Digital Skills Plan

Mission: ensuring the training and digital inclusion of citizens and workers, leaving no one behind in the digital transformation of society and the economy.

2. Rationale/background/relevant evidence.

Spain has worked intensively on a plan to increase productivity and potential growth, moving towards a green, digital, inclusive Spain, with greater social and territorial cohesion and without gender gaps.

3. Beneficiaries/Target groups.

The benefit is for the society as a whole, the productive system and the economy, by repairing the damage caused by the COVID-19 crisis.

4. Responsible Ministries/Bodies.
Ministry of Education and VET. Autonomous Regions.
5. Stakeholders involved.
Local authorities. Productive Sectors.

Employment policies are set out annually in the so-called PAPE - Annual Employment Policy Plan.

1. Description.

The Annual Employment Policy Plan 2022 is one of the coordination instruments of the National Employment System. It is divided into a series of sections, including the analysis of the current situation of the labour market, the strategic framework, the structure and objectives of the Plan, the criteria for its preparation, the services and policy programmes for employment activation, its financing and evaluation. It is also integrated with component 23 of the Recovery, Transformation and Resilience Plan on "New public policies for a dynamic, resilient and inclusive labour market", which includes, among other things, the Youth Guarantee Plus Plan 2021-2027.

The 2022 Plan specifies the objectives to be achieved in this year in Spain as a whole and in each of the different Autonomous Communities.

2. Rationale/background/relevant evidence.

This Annual Employment Plan 2022 was drawn up in collaboration with the Autonomous Communities, following a report by the Sectoral Conference on Employment and Labour Affairs and a report by the General Council of the National Employment System, prior to its approval by the Government by means of an Agreement of the Council of Ministers.

On the other hand, the results of the second evaluation carried out by the European Public Employment Services Network have been taken into account in the preparation of this Employment Plan. During the month of November 2022, a quantitative assessment will be made of the degree of fulfilment of its objectives.

3. Beneficiaries/Target groups.

Companies, Administrations, Social partners, Productive sectors, Active population (unemployed and employed).

4. Responsible Ministries/Bodies.

Ministry of Labour and Social Economy. Autonomous Regions.

5. Stakeholders involved.

Local authorities. Productive Sectors. Employers and Trade Unions.

Sources

- VET Modernisation Plan. Ministry of Education and VET.
<https://www.todofp.es/dam/jcr:5d43ab06-7cdf-4db6-a95c-b97b4a0e1b74/220720-plan-modernizacion-fp.pdf>
- Recovery, Transformation and Resilience Plan. Spanish Government.
https://www.lamoncloa.gob.es/temas/fondos-recuperacion/Documents/160621-Plan_Recuperacion_Transformacion_Resiliencia.pdf
- Employment policy. Resolution of 26 April 2022, of the Secretary of State for Employment and Social Economy, publishing the Agreement of the Council of Ministers of 19 April 2022, approving the Annual Employment Policy Plan for 2022, as established in article 11.2 of the revised text of the Employment Act, approved by Royal Legislative Decree 3/2015, of 23 October. [https://www.boe.es/eli/es/res/2022/04/26/\(2\)](https://www.boe.es/eli/es/res/2022/04/26/(2))

i. Main policy initiatives and reforms

The newly approved Organic Law on the Organisation and Integration of Vocational Training establishes and organises a single, integrated VET system which, while serving to strengthen the competitiveness and sustainability of the Spanish economy.

1. Description.

Approved on 23 March 2022 by the Spanish Parliament, and published on 1 April 2022, it represents a major leap forward with respect to the previous regulation. This new system will be capable of responding flexibly to the interests, expectations and aspirations of people throughout their lives for professional qualification and to the skills demanded by the new productive and sectoral needs, both to increase productivity and to generate employment.

2. Rationale/background/relevant evidence.

Our country's current socio-economic structure demands:

- A professional support and career guidance system within the Vocational Education and Training system to help workers make training decisions (skilling and reskilling) before completing compulsory schooling and throughout their working life.
- A robust and ambitious Vocational Education and Training system reshaping the required profiles to meet employment needs: in the field of Educational system -making Vocational Education and Training a successful choice that provides middle management and qualified technicians- and in the area of workforce-related training system -overcoming the low participation of employed and unemployed workers in training activities-.

Three challenges are highlighted:

- Enabling the active population to achieve the appropriate level of qualification to meet labour market needs.
- Increasing the number of young people who choose vocational education and training in the educational system.
- Boosting the labour force training for employed workers to ensure lifelong reskilling.

3. Beneficiaries/Target groups.

The benefit of this action is both individual and collective, for the society as a whole.

4. Responsible Ministries/Bodies.

Ministry of Education and VET.

5. Stakeholders involved.

The text is the result of an intense process of participation that began at the end of 2020. It has received contributions from the business sector, the autonomous communities, other ministerial departments, social partners, numerous associations and entities, and from citizens. It has also received favourable reports from the State School Council, the Economic and Social Council, the General Council of Vocational Training, Sectoral Conferences and the Council of State.

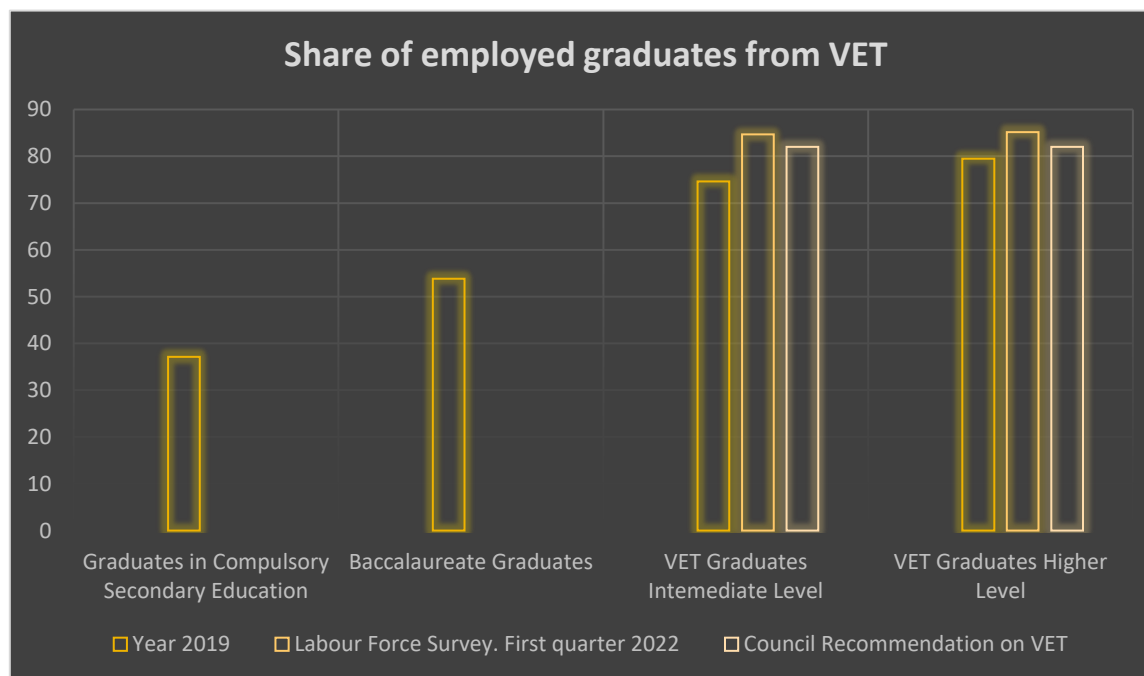
Source

- Organic Law 3/2022, of 31 March, on the organisation and integration of Vocational Training.
<https://www.boe.es/eli/es/lo/2022/03/31/3/con>

iii. Relevant (statistical) evidence.

- Share of employed graduates from VET.

The Spanish figures are relatively close to the minimum quantitative target of 82% of VET graduates in employment, according to the Council Recommendation on VET.



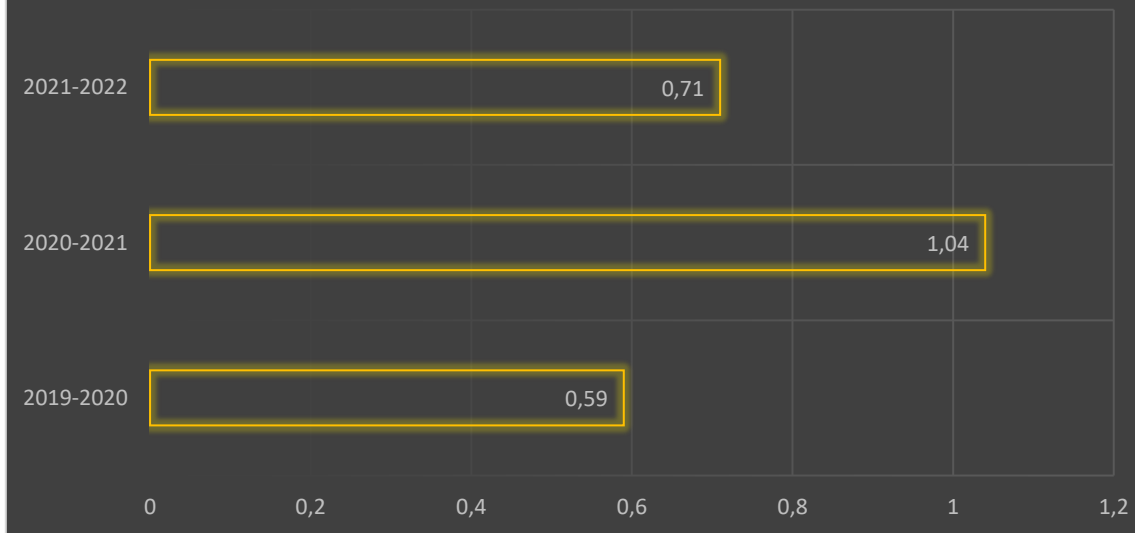
Source: [Survey on educational-training transition and labour market insertion. Year 2019](#)

[National Institute of Statistics. Labour Force Survey. First quarter 2022.](#)

The data on the number of persons employed in tertiary VET is an estimate based on data from the Labour Force Survey and Education statistics from the National Statistical Institute.

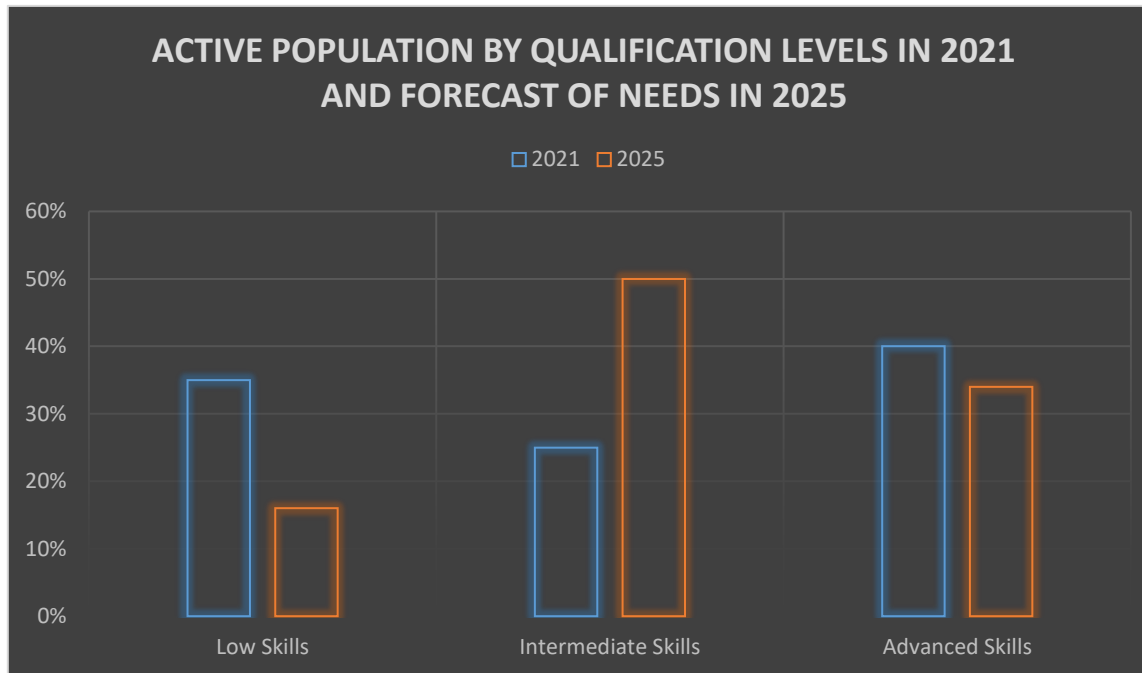
- In Spain, a 100% of VET graduates have completed at least 20% of their training in workplaces. That is to say, at least the equivalent of 3 months of full-time work. Recent graduates from VET benefit from exposure to work-based learning during their vocational education and training. This means that Spain is meeting its target of 60% of recent graduates from VET benefit from exposure to work-based learning during their VET.
- In our country, the learning mobility abroad figures for VET students are very low, compared to the total number of students, but it is worth noting that they have increased significantly in recent years: 2,035 (academic year 2019-20), 3,547 (2020-21) and 3,947 (2021-22). The target we will set for ourselves will be below the 8% set out in the Council Recommendation on VET.

Share of VET students benefit from a learning mobility abroad



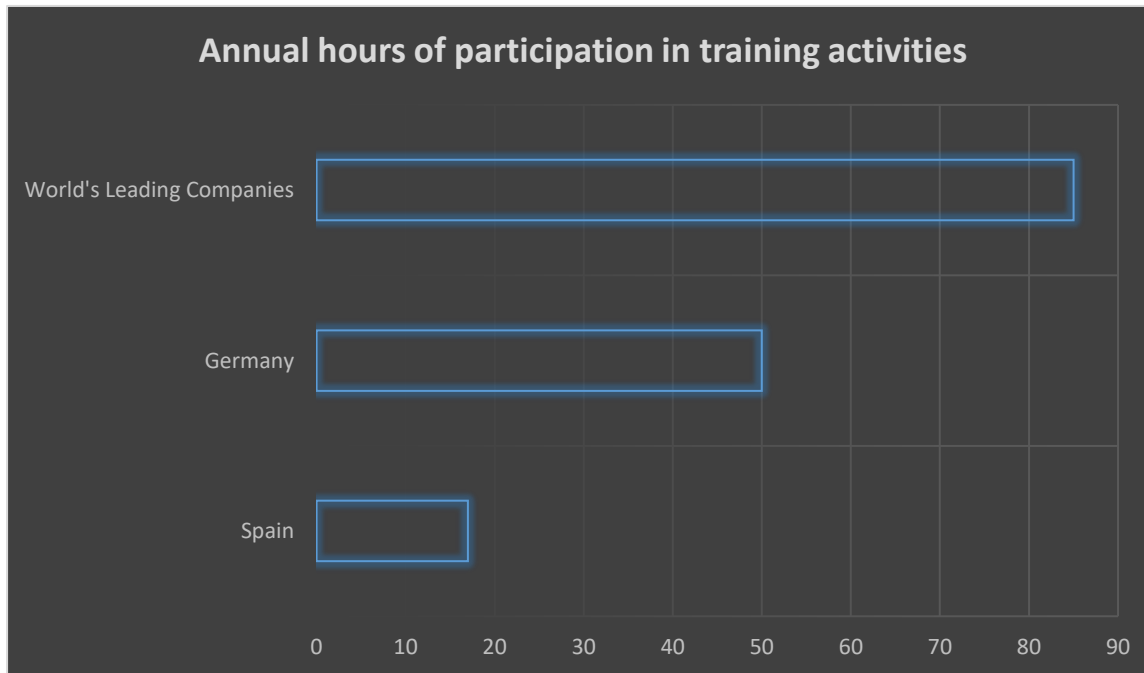
Source: SEPIE. Spanish Service for the Internationalisation of Education

- Active population by qualification levels in 2021 and forecast of needs in 2025. 50% of job opportunities in the second half of this decade will be restricted to people with intermediate qualifications (technicians and advanced technicians with vocational training), and only 16% of the jobs will require low-level skills.



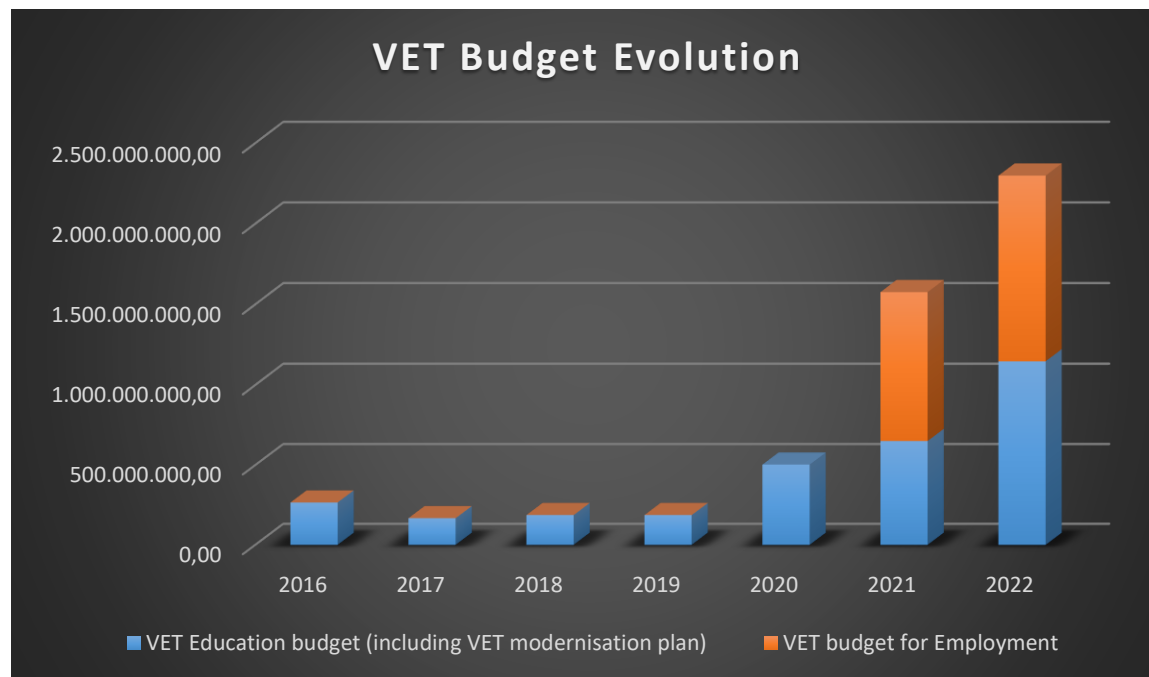
Source: Labor Force Statistics (1Q2021) and Cedefop.

- Lifelong reskilling for employed workers (annual hours). The graph shows the challenge facing our country in terms of participation in employee training activities, both in comparison with Germany and even more so with the most innovative companies in the world.



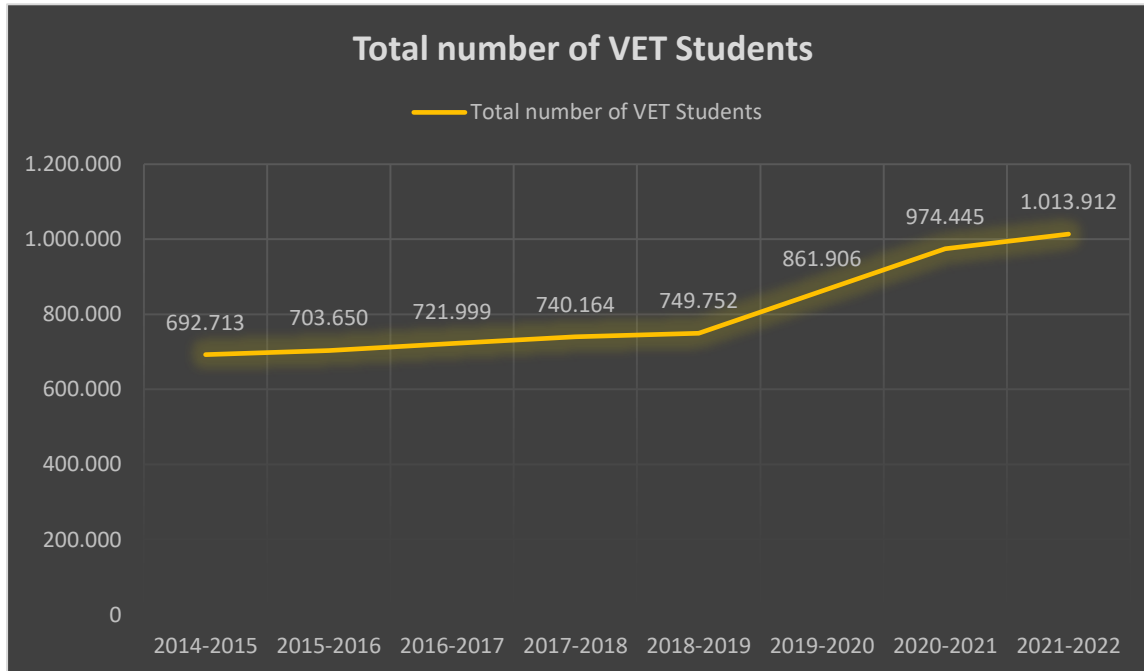
Source: Wold Economic Forum.

- Investment in VET. Budgetary evolution. The figures show the exponential increase in investment in this area and the government's commitment to promoting a new, unified VET system.



Source: General state budgets. Ministry of Education and VET.

- Increase in VET students. The commitment of the Spanish authorities to resizing the supply of VET is also apparent: the supply of places is still lower than the existing social and labour need, but a start has been made to balance supply and demand.



Sources: VET Modernisation Plan. Note: Non-university Education Statistics. Advance data 2020-2021-2022. Ministry of Education and VET.

2. Challenges and general objectives of the plan

Challenge 1	General Objectives
43, 47 % of the working population, 10,111,500 million people in employment, do not have a vocational qualification and do not have their professional skills formally accredited.	<ul style="list-style-type: none">• Upskilling and reskilling the active population to meet the productive sectors' needs.• Developing a lifelong VET System that is flexible, accessible, cumulative, accreditable and capitalizable
Osnabück Declaration Objectives	
<ol style="list-style-type: none">1. Resilience and excellence through quality, inclusive and flexible VET.2. Establishing a new lifelong learning culture – relevance of CVET and digitalisation.3. Sustainability – a green link in VET.4. European Education and Training Area and international VET.	
Main Sources of Funding	
General State Budget Vocational Training for Employment Funds.	

Recovery and Resilience Facility Funds.

European Social Fund.

European Regional Development Fund.

Other funds (tbd).

These funds do not represent a deviation from the path envisaged in the Vocational Education and Training Modernization Plan, or from the expected provision of funds from the training quota established by the Ministry of Education and Vocational Training for Employment under the MEFP competences.

Challenge 2

50% of job opportunities in the second half of this decade will be reserved for people with intermediate skills (technicians and technicians with higher vocational training), and only 16% of jobs will require low skills. In 2021, Spain's figures are 25% of medium-skilled and 35% of people with low qualifications: 20 points off the forecast.

General Objectives

- Developing a lifelong VET System that is flexible, accessible, cumulative, accreditable and capitalisable
- Increasing the percentage of young people who choose Vocational Education and Training
- Increasing the number of VET places available and adapting the supply to labour market demands
- Developing a Dual Vocational Training framework and expanding the business sectors' involvement in training

Osnabück Declaration Objectives

- 1. Resilience and excellence through quality, inclusive and flexible VET.**
- 2. Establishing a new lifelong learning culture – relevance of CVET and digitalisation.**
3. Sustainability – a green link in VET.
4. European Education and Training Area and international VET.

Main Sources of Funding

General State Budget

Vocational Training for Employment Funds.

Recovery and Resilience Facility Funds.

European Social Fund.

European Regional Development Fund.

Other funds (tbd).

These funds do not represent a deviation from the path envisaged in the Vocational Education and Training Modernization Plan, or from the expected provision of funds from the training quota established by the Ministry of Education and Vocational Training for Employment under the MEFP competences.

Timeline

By 2030, achieving a balance between the skills levels needed, directly related to the labour market's need for graduates, optimising the investment and training efforts made by the administrations. This ecosystem, moreover, not only aims to achieve a balance in terms of number of people per level of qualification, but also aims to ensure that these qualifications are related to existing

professional profiles, and those expected to emerge in the future, with special attention to digitalisation and environmental sustainability:

- Low skills: 15% maximum
- Intermediate skills: 50% minimum
- Advanced skills: 35% minimum

Challenge 3

The rate of young people enrolled in vocational training compared to other countries is 12% compared to 25% in the OECD and 29% in the EU

General Objectives

- Increasing the percentage of young people who choose Vocational Education and Training
- Increasing the number of VET places available and adapting the supply to labour market demands
- Developing a Dual Vocational Training framework and expanding the business sectors' involvement in training
- Incorporating internationalization, innovation, entrepreneurship, digitalisation, and sustainability into updated, attractive and flexible training pathways that meet the citizens and companies' training needs
- Setting up a career guidance system to help citizens make training decisions

Osnabück Declaration Objectives

- 1. Resilience and excellence through quality, inclusive and flexible VET.**
- 2. Establishing a new lifelong learning culture – relevance of CVET and digitalisation.**
- 3. Sustainability – a green link in VET.**
- 4. European Education and Training Area and international VET.**

Main Sources of Funding

General State Budget

Vocational Training for Employment Funds.

Recovery and Resilience Facility Funds.

European Social Fund.

European Regional Development Fund.

Other funds (tbd).

These funds do not represent a deviation from the path envisaged in the Vocational Education and Training Modernization Plan, or from the expected provision of funds from the training quota established by the Ministry of Education and Vocational Training for Employment under the MEFP competences.

Challenge 4	General Objectives
<p>The rate of early school leavers is 16%, which requires specific actions.</p>	<ul style="list-style-type: none"> • Developing a lifelong Vocational Education and Training System that is flexible, accessible, cumulative, accreditable and capitalizable. • Setting up a career guidance system to help citizens make training decisions.
<p>Osnabück Declaration Objectives</p>	
<ol style="list-style-type: none"> 1. Resilience and excellence through quality, inclusive and flexible VET. 2. Establishing a new lifelong learning culture – relevance of CVET and digitalisation. 3. Sustainability – a green link in VET. 4. European Education and Training Area and international VET. 	
<p>Main Sources of Funding</p>	
<p>General State Budget</p> <p>Vocational Training for Employment Funds.</p> <p>Recovery and Resilience Facility Funds.</p> <p>European Social Fund.</p>	

European Regional Development Fund.

Other funds (tbd).

These funds do not represent a deviation from the path envisaged in the Vocational Education and Training Modernization Plan, or from the expected provision of funds from the training quota established by the Ministry of Education and Vocational Training for Employment under the MEFP competences.

Challenge 5

General Objectives

In the area of training of the labour force, the World Economic Forum ranks our country in 61st place. Spain has a training volume of 17 hours per worker per year, while Germany, for example, invests 50 hours, and the world's leading companies spend between 80 and 85 hours per employee.

- Upskilling and reskilling the active population to meet the productive sectors' needs.
- Incorporate VET as a standard component of any worker's professional performance.
- Increase the number of the working population participating in VET initiatives linked to the national catalogue of professional qualifications.

Osnabück Declaration Objectives

1. Resilience and excellence through quality, inclusive and flexible VET.

2. Establishing a new lifelong learning culture – relevance of CVET and digitalisation.

3. Sustainability – a green link in VET.

4. European Education and Training Area and international VET.

Main Sources of Funding

General State Budget

Vocational Training for Employment Funds.

Recovery and Resilience Facility Funds.

European Social Fund.

European Regional Development Fund.

Other funds (tbd).

These funds do not represent a deviation from the path envisaged in the Vocational Education and Training Modernization Plan, or from the expected provision of funds from the training quota established by the Ministry of Education and Vocational Training for Employment under the MEFP competences.

Main Sources of Funding

Expected budgetary impact over four years: 5,474.78 ME (until 2025)

FINANCED FROM:

General State Budget; Vocational Training for Employment Funds; Recovery and Resilience Facility Funds; European Regional Development Fund; Other funds (tbd);

Component 20 Strategic plan for the promotion of VET European Social Fund.

Investment

Component Investment			2,075.965 (million €)
(million €) UNDER THE RECOVERY AND RESILIENCE MECHANISM			
Timeframe	2021	2022	2023
	529.419	775.415	771.131

These funds do not represent a deviation from the path envisaged in the Vocational Education and Training Modernization Plan, or from the expected provision of funds from the training quota established by the Ministry of Education and Vocational Training for Employment under the MEFP competences.

3. Detailed description of main measures and/or their packages

3. Detailed description of main measures and/or their packages
Title
Reskilling and Upskilling of the labour force linked to professional qualifications.
Rationale/background, challenges addressed
<p>Rationale/background:</p> <ul style="list-style-type: none">- According to data from the Labour Force Survey for the first quarter of 2022, 10,111,500 people, or 43.47% of the labour force, have no professional or vocational qualification. This does not mean that people are not capable of carrying out the tasks of the professional profile pertaining to the job in which they find themselves, but that there is no formal accreditation, which causes negative effects that are difficult for the government to assume.- With regard to the modular offer for employed persons, the Pandemic COVID-19 has highlighted the extraordinary value that digital competence has both in optimising production processes and in adopting urgent and resilient measures in the face of unexpected changes in the working situation and conditions. This completely new action aims to lessen the impact that the digital divide has had on people in employment.- With regard to the start-up of new Mentor Classrooms, it is worth noting that Spain has 8,131 municipalities of which 6,829 (83.98%) have less than 5,000 residents, and 5,000 (61.49%) have less than 1,000 population. For the inhabitants of these municipalities it is extraordinarily difficult to access training, as it requires long journeys to larger urban areas, and in many cases, these journeys are incompatible with work or family obligations.- With regard to modular training for reskilling and upskilling, it should be pointed out that it will also give priority attention to the most vulnerable groups, especially those who are with other special needs. <p>Challenges addressed:</p>

Challenge 1: 43,47 % of the working population, 10,111,500 million people in employment, do not have a vocational qualification and do not have their professional skills formally accredited.

Challenge 4: The rate of early school leavers is 16%.

Challenge 5: In the area of training of the labour force, the World Economic Forum ranks our country in 61st place. Spain has a training volume of 17 hours per worker per year.

Specific objectives of the measure/package and their relation to the general objectives of the plan

- Accrediting professional and basic skills for the majority of the unskilled labour force under 55 years of age.
- Opening permanent procedures for accrediting any professional skill.
- Incorporating the accreditation of basic competences to the procedures of accreditation of professional competences.
- Implementing skills accreditation schemes by sector and company, with the collaboration of trade unions and employers' organisations in each sector.
- Increasing the training hours of workers and job seekers to reach the levels in most advanced countries.
- Approaching VET to areas with fewer training possibilities (rural areas and specifically women).
- Facilitating a second training opportunity in VET for people who dropped out of the education system.
- Promoting a national training plan agreed with all stakeholders.

Description of main actions and activities comprising the measure/package, including implementation milestones and indicative timeline

1. Assessment and accreditation of professional skills, acquired through work experience and non-formal training pathways for people without professional qualifications.

An official accreditation is awarded to a candidate after evaluation of his/her professional competences acquired through work experience by means of this process. Data from the 2020 Labour Force Survey for the first quarter show that 48.02% of the active population lacks a degree or professional qualification.

Provisional final implementation data for funds transferred in 2020, with implementation due by 31 December 2021, and justification due by 31 March 2022:

- Accreditation of competences: 441,707 units of competence planned. Executed 63,378 (14.34%)

2. Modular training for the reskilling and upskilling of employed and unemployed people.

It focuses on training in emerging, rapidly evolving and job-creating skill and with a view to generating employment. It also training in those sectors which, as a consequence of the foreseeable evolution of economic and social conditions, will generate jobs in the future. These include training in personal care, in aspects related to the green transition, as well as in the strategic sectors included in the Modernisation Plan.

People from 2020 to 2024, in collaboration with the regional education and labour regional education and labour administrations, Chambers of Commerce, business and trade union organisations. An action is planned that will train 125,000 people annually for 4 years, through a 30-hour module on digitisation applied to their occupation.

3. Digital modular offer for the working population. Employed workers acquire the digitisation training that is essential to maintain their individual competitiveness as professionals and to enable them in the process of acquiring more advanced ones.

4. Creation of "Mentor Classrooms". Creation of "Mentor Classrooms", which will be prioritised in municipalities with less access to Vocational Training, opening a window of opportunity for citizens who will be able to be trained and accredited in professional fields in their immediate area, helping to fix the population and improve the local economy. In these actions, priority will also be given to rural women and the most vulnerable groups.

EU policy priorities addressed

Council Recommendation on VET

- A. VET is agile in adapting to labour market challenges.
- B. Flexibility and progression opportunities are at the core of VET.

Osnabrück Declaration

- 1. Resilience and excellence through quality, inclusive and flexible VET.

<input checked="" type="checkbox"/> C. VET is a driver for innovation and growth and prepares for digital and green transitions and occupations in high demand. <input type="checkbox"/> D. VET is an attractive choice based on modern and digitalised provision of training/skills. <input checked="" type="checkbox"/> E. VET promotes equality of opportunities. <input type="checkbox"/> F. VET is underpinned by a culture of quality assurance.	<input checked="" type="checkbox"/> 2. Establishing a new lifelong learning culture – relevance of CVET and digitalisation. <input type="checkbox"/> 3. Sustainability – a green link in VET. <input type="checkbox"/> 4. European Education and Training Area and international VET.
VET subsystem (IVET, CVET, or both)	
<input type="checkbox"/> initial VET (IVET) <input checked="" type="checkbox"/> continuing VET (CVET)	
Scope (national, regional, local)	
<input checked="" type="checkbox"/> national <input checked="" type="checkbox"/> regional <input checked="" type="checkbox"/> local	
Beneficiaries/target groups	
<input type="checkbox"/> (List to be provided) <ul style="list-style-type: none"> - Active population and all those who have work experience and/or training but who do not have an official accreditation. - Active population in need of training in strategic and emerging sectors. - Adults in general, giving priority to people living in depopulated areas, women and vulnerable groups. 	

- Young people (15-29 years old)
- Young people not in employment, education or training (NEETs)
- Older workers and employees (55 – 64 years old)
- Unemployed and jobseekers
- Persons in employment, including those at risk of unemployment
- Low-skilled/qualified persons
- Learners from other groups at risk of exclusion (minorities, people with fewer opportunities due to geographical location or social-economic disadvantaged position)
- Trainers
- Companies
- Small and medium-sized enterprises (SMEs)
- VET providers (all kinds)
- Social partners (employer organisations and trade unions)

Responsible ministries/bodies

- Ministry of Education and VET
- Autonomous Regions
- Local Authorities
- Social Partners

By means of a Multiple Correspondence Analysis, credits will be distributed for the actions derived from the procedure and the Ministry of Education and Vocational Training will execute it in the territory of management MEFP-SGFP, Autonomous Regions and Local Authorities, by means of a call for proposals for direct management by the MEFP. The collaboration of the Social Partners is also required.

Source of funding (National, EU funds, sectoral):

NATIONAL

EU FUNDS

Recovery and Resilience Mechanism, REACT-EU and European Social Fund (ESF)

Timetable for implementation of the investment: 1 September 2020 - 2024

Total investment: 1,220,267,000 euros, with the following breakdown:

- Recognition and accreditation of professional competences: 724,608,000 euros.
- Modular offer to employed workers: 91,875,000 euros.
- Mentor Classrooms: 9,000,000 euros.
- Modular training in reskilling and upskilling for employed and unemployed workers: 394,784,000 euros.

3. Detailed description of main measures and/or their packages ⁽¹⁾

Title

Digital and green transformation of VET.

Rationale/background, challenges addressed

Rationale/background:

Digitization was already necessary for any company, but the arrival of the Covid-19 has revealed it as essential. This crisis has shown a hyperconnected and globalized world, where new technologies play a role fundamental in everyday life, but above all in the dynamism of the corporate processes. This investment is aimed at the transformation and modernisation of the VET to citizens by including, among others, the necessary elements to bring digitisation applied to each production sector, in such a way that it is included as a transversal

¹ A package (of measures) is a coherent set of measures that address a particular challenge, one or several priorities and principles of the VET recommendation and/or objectives of the Osnabrück Declaration.

element in all of them, and with the dimension and scope that corresponds to them. Likewise, another priority element is environmental sustainability as part of a key competence from a structural point of view in today's society and in a global labour market.

1. Teacher training is a basic pillar of the educational process. The emergence of digitalisation and sustainability and ecological transition in the economy makes it necessary to train teachers in these subjects, and how they modify each of the strategic sectors for which they train future professionals or update the competences of current ones.
2. Regarding to the creation of classrooms for applied technology, it must be borne in mind that innovation and research in the field of applied research must be key elements in the new training model of VET in Spain. It is necessary to transform training classrooms into spaces that simulate work environments using technological resources. The implementation of a digitalisation module in all VET cycles, as well as the incentive of digitalisation processes in a transversal manner in all productive sectors, makes it necessary for educational centres to have technology classrooms that allow for the simulation, or real exercise, of the processes associated with the different professional profiles included in each training.
3. Digital entrepreneurship and the launching of start-ups can be encouraged by the VET system. To this end, it is necessary to promote entrepreneurship classrooms in VET centres. Entrepreneurship is considered as one of the fundamental elements of resilience in crises. Spain is a country with a low level of entrepreneurship among its young people, although these figures have been improving. We are one of the few countries whose VET system includes a compulsory module on business and entrepreneurship.
4. Finally, a network of centres of excellence is created because the aim of this network is to have a group of driving force centres, with the best technical equipment and infrastructures, which will serve to design, experiment and test not only programmes, but also knowledge transfer actions in the field of VET.

Challenges addressed:

Challenge 2: 50% of job opportunities in the second half of this decade will be reserved for people with intermediate skills (technicians and technicians with higher vocational training), and only 16% of jobs will require low skills. In 2021, Spain's figures are 25% of medium-skilled and 35% of people with low qualifications: 20 points off the forecast.

Challenge 3: The rate of young people enrolled in vocational training compared to other countries is 12% compared to 25% in the OECD and 29% in the EU.

<p>Specific objectives of the measure/package and their relation to the general objectives of the plan</p>
<ul style="list-style-type: none"> • Incorporating digitalisation and sustainability in all areas of VET: catalogue of degrees, training programmes, educational centres, etc. • Adapting VET offer for digital and green transitions and labour market demands. • Incorporating digitization and sustainability into an up-to-date, attractive and flexible training offer that responds to the training needs of citizens and companies.
<p>Description of main actions and activities comprising the measure/package, including implementation milestones and indicative timeline</p>
<p>1. Digital and green training applied to the productive sectors for VET teachers, so that they, in their professional activity, can serve as a lever for the digital and sustainable take-off of our productive force. The promotion of digitisation for economic and social growth is a strategic line of VET in which includes training in digitisation for VET teachers. It also incorporates training linked to the ecological transition in the productive sectors. The maintenance of the technical-professional and pedagogical skills of teachers is the basis of the quality of an education and training system.</p> <p>The objective is to train 25,281 teachers in one year.</p> <p>2. The conversion of classrooms into spaces of applied technology that allow, from the educational centres, bringing near the technology that will be found in companies to the people who are being trained in them.</p> <p>Provisional final implementation data for funds transferred in 2020, with implementation due by 31 December 2021, and justification due by 31 March 2022: 211 classrooms planned. Executed 210 (99.52%).</p> <p>3. The creation of entrepreneurship classrooms in public VET centres, understanding that entrepreneurship is an indispensable and indissoluble part of professional skills and that it guarantees the individual progression of citizens.</p> <p>Provisional final execution data for the funds transferred in 2020, with a deadline for execution on 31 December 2021 and justification on 31 March 2022: 496 classrooms planned. Executed 465 (93.75%).</p>

<p>4. The creation of a network of 50 centres of excellence, which stimulate research and constant improvement of the curricula and methodology.</p> <p>5. Plan for the Digitalisation and Digital Competences of the Education System: it includes the provision of portable devices to reduce the digital access gap for students from vulnerable groups, and the installation and maintenance of interactive digital systems in educational centres.</p> <p>6. Digital VET Plan: focusing on the development of training spaces in digital skills demanded by the productive sectors and on the accreditation of digital skills acquired through work experience.</p>	
<p>EU policy priorities addressed</p>	
<p>Council Recommendation on VET</p>	<p>Osnabrück Declaration</p>
<p><input type="checkbox"/> A. VET is agile in adapting to labour market challenges.</p> <p><input type="checkbox"/> B. Flexibility and progression opportunities are at the core of VET.</p> <p><input checked="" type="checkbox"/> C. VET is a driver for innovation and growth and prepares for digital and green transitions and occupations in high demand.</p> <p><input type="checkbox"/> D. VET is an attractive choice based on modern and digitalised provision of training/skills.</p> <p><input type="checkbox"/> E. VET promotes equality of opportunities.</p> <p><input type="checkbox"/> F. VET is underpinned by a culture of quality assurance.</p>	<p><input type="checkbox"/> 1. Resilience and excellence through quality, inclusive and flexible VET.</p> <p><input checked="" type="checkbox"/> 2. Establishing a new lifelong learning culture – relevance of CVET and digitalisation.</p> <p><input checked="" type="checkbox"/> 3. Sustainability – a green link in VET.</p> <p><input type="checkbox"/> 4. European Education and Training Area and international VET.</p>
<p>VET subsystem (IVET, CVET, or both)</p>	
<p><input checked="" type="checkbox"/> initial VET (IVET)</p>	

<input checked="" type="checkbox"/> continuing VET (CVET)
Scope (national, regional, local)
<input checked="" type="checkbox"/> national <input checked="" type="checkbox"/> regional <input type="checkbox"/> local
Beneficiaries/target groups
<input type="checkbox"/> (List to be provided) VET teachers. VET students in public schools. VET graduates. VET centres. Learners in upper secondary, including apprentices VET providers (all kinds) Teachers Trainers
Responsible ministries/bodies
General State Administration in collaboration with the Autonomous Communities. Ministry of Education and VET.

Source of funding (National, EU funds, sectoral)

NATIONAL

EU FUNDS

Recovery and Resilience Mechanism, REACT-EU and European Social Fund (ESF)

Timetable for implementation of the investment: 1 September 2020 – 2024

For investments in digital and green training for teachers, the conversion of classrooms into technology spaces and the creation of entrepreneurship classrooms, the Ministry of Education and VET will transfer funds to the Autonomous Communities by agreement of the Council of Ministers. The distribution and applicable modules of which have been agreed with the Autonomous Communities.

Likewise, the creation of a network of centres of excellence, will be carried out through direct management by the Ministry of Education and VET to the Autonomous Communities through competitive calls for applications.

Total investment: 1,220,267,000 euros, with the following breakdown:

- Digital and green training: €2,500,000
- Conversion of classrooms into applied technology spaces: €35,100,000
- Creation of entrepreneurship classrooms: €18,500,000.
- Network of centres of excellence: €200,000,000.

3. Detailed description of main measures and/or their packages ⁽²⁾
Title
Innovation and internationalisation of VET.
Rationale/background, challenges addressed
<p>Rationale/background</p> <ol style="list-style-type: none"> 1. Regarding the resizing of VET provision, the Vocational Education and Training in Spain is lagging behind the rest of the European countries. The social consideration of this type of education as a second-class training for those who are not able to follow an academic pathway has seriously affected the perception of students, families and even among those involved in the education system itself (schools, teachers, administrations, etc.). The efforts made in the last period, in collaboration with companies and the third sector, are beginning to slightly transformation of this perception. The media are beginning to take an interest in the data that indicate the difference in employability between university graduates and higher technicians and technicians. However, in the 2019-2020 academic year, more than 50% of the students who applied for a place in VET did not get a place. 2. With regard to innovation and knowledge transfer projects, it should be noted that innovation, applied research and knowledge transfer must be seen as key elements in the new model of vocational training in Spain. Economic revival and reindustrialisation by increasing the productivity of enterprises requires the promotion of innovation. Partnerships will be promoted between companies, vocational and any other training and innovation institution in different territorial environments with a planned annual line of 15,000,000 euros per year. 3. Thirdly, with regard to the bilingual offer in VET, It is clear that communication in a foreign language is nowadays a key competence for any professional performance. Encouraging bilingualism in the field of VET is a strategic objective as a contribution to a common

² A package (of measures) is a coherent set of measures that address a particular challenge, one or several priorities and principles of the VET recommendation and/or objectives of the Osnabrück Declaration.

European area. The implementation of bilingualism has two components: teacher and student training. Both are addressed by this investment.

Challenges addressed:

Challenge 2: 50% of job opportunities in the second half of this decade will be reserved for people with intermediate skills (technicians and technicians with higher vocational training), and only 16% of jobs will require low skills. In 2021, Spain's figures are 25% of medium-skilled and 35% of people with low qualifications: 20 points off the forecast.

Challenge 3: The rate of young people enrolled in vocational training compared to other countries is 12% compared to 25% in the OECD and 29% in the EU.

Specific objectives of the measure/package and their relation to the general objectives of the plan

- Resizing the supply of VET places available.
- Updating the training offer to labour market demands.
- Boosting innovation and bilingual provision in VET through the inclusion of subjects in English and the joint participation of schools and companies in projects.
- Expanding blended and distance learning provision until it is in balance with the face-to-face offer, making access to training compatible with the personal, family or work circumstances of each person.
- Incorporating innovation, entrepreneurship, digitalisation and sustainability into an up-to-date, attractive and flexible training offer that responds to the training needs of citizens and companies.
- Facilitate the transnational mobility of workers and learners and contribute to meet the needs of supply and demand in the European labour market.

Description of main actions and activities comprising the measure/package, including implementation milestones and indicative timeline

1. **Creation of 200,000 new VET places.**
2. **Development of innovation and knowledge transfer projects between VET centres and companies.**

<p>3. Transformation of intermediate and higher vocational training cycles into bilingual offer.</p> <p>4. Ongoing review of Vocational Training qualifications. A novel review mechanism will be implemented, assigning this task to the network of centres of excellence in innovation and the network of national centres of excellence in innovation and the network of national reference centres, coordinated by the Ministry of Education and VET.</p> <ul style="list-style-type: none"> - Design of new VET qualifications, in any productive sector. - Preferential attention to prioritised sectors, in which the VET human capital will be intensified. <p>The aim is to promote innovation and quality, in order to improve the position of Spanish companies in global value chains, achieve green development and promote talent, specifically in the sectors selected for their relevance in the growth of the Spanish economy. The eleven emerging sectors are: New advanced information technology, Automated machine tools and robotics, Aeronautical equipment, Modern railway transport equipment, Energy-based vehicles and new equipment, Agricultural machinery, New materials, Biopharmaceuticals and advanced medical products, Consumer chain: Manufacturers and distributors, Hospitality and tourism, Personal care services.</p>	
<p>5. VET online offer. Guarantee access to the entire modular offer through the Integrated Centre for Regulated Distance Learning (Centro Integrado de Enseñanzas Regladas a Distancia) dependent on the Ministry of Education and VET.</p> <p>6. Modular offer of VET.</p> <p>7. Marco de Cualificaciones español referenciado al EQF.</p>	
<p>EU policy priorities addressed</p>	
<p>Council Recommendation on VET</p> <p><input checked="" type="checkbox"/> A. VET is agile in adapting to labour market challenges.</p> <p><input type="checkbox"/> B. Flexibility and progression opportunities are at the core of VET.</p> <p><input checked="" type="checkbox"/> C. VET is a driver for innovation and growth and prepares for digital and green transitions and occupations in high demand.</p>	<p>Osnabrück Declaration</p> <p><input checked="" type="checkbox"/> 1. Resilience and excellence through quality, inclusive and flexible VET.</p> <p><input checked="" type="checkbox"/> 2. Establishing a new lifelong learning culture – relevance of CVET and digitalisation.</p>

<input checked="" type="checkbox"/> D. VET is an attractive choice based on modern and digitalised provision of training/skills. <input checked="" type="checkbox"/> E. VET promotes equality of opportunities. <input type="checkbox"/> F. VET is underpinned by a culture of quality assurance.	<input type="checkbox"/> 3. Sustainability – a green link in VET. <input checked="" type="checkbox"/> 4. European Education and Training Area and international VET.
VET subsystem (IVET, CVET, or both)	
<input checked="" type="checkbox"/> initial VET (IVET) <input checked="" type="checkbox"/> continuing VET (CVET)	
Scope (national, regional, local)	
<input checked="" type="checkbox"/> national <input checked="" type="checkbox"/> regional <input type="checkbox"/> local	
Beneficiaries/target groups	
<input type="checkbox"/> (List to be provided) Learners in upper secondary, including apprentices Teachers Trainers Companies Small and medium-sized enterprises (SMEs) VET providers (all kinds) Social partners (employer organisations and trade unions)	
Responsible ministries/bodies	

Ministry of Education and VET, regional authorities
Source of funding (National, EU funds, sectoral)
<p>NATIONAL</p> <p>EU FUNDS</p> <p>Recovery and Resilience Mechanism, REACT-EU and European Social Fund (ESF)</p> <p>Timetable for implementation of the investment: 1 September 2020 – 2024</p> <p>Total investment: 598,998,000 euros, with the following breakdown:</p> <ul style="list-style-type: none"> - Innovation and knowledge transfer projects: €45,000,000 - Resizing the supply of Vocational Education and Training: €253,998,000 - Bilingual transformation of medium and higher level training cycles: €300,000,000.

3. Detailed description of main measures and/or their packages
Title
Strengthening dual VET.
Rationale/background, challenges addressed
<p>Rationale/background</p> <p>The number of students studying in this type of vocational training is still low, reaching a total of 20,719 in the 2017-2018 academic year, compared to a total 810,621 enrolled in the different VET offers.</p>

The percentage of dual VET in Spain is around 3% of the total offer of this type of training. This figure, a priori so limited, has to be modulated taking into account that all the VET offer in our country includes a Workplace Training module, which accounts for 20% of the total duration of the training. This means that there is no VET graduate who has not received part of his or her training (at least 20%) in the workplace. We are therefore talking about extending this period but without starting from scratch.

Challenges addressed

Challenge 2: 50% of job opportunities in the second half of this decade will be reserved for people with intermediate skills (technicians and technicians with higher vocational training), and only 16% of jobs will require low skills. In 2021, Spain's figures are 25% of medium-skilled and 35% of people with low qualifications: 20 points off the forecast.

Challenge 3: The rate of young people enrolled in vocational training compared to other countries is 12% compared to 25% in the OECD and 29% in the EU.

Specific objectives of the measure/package and their relation to the general objectives of the plan

- Developing a Dual VET framework and expanding the business sectors' involvement in training.
- Making companies an integral part of VET, promoting public-private collaboration in the system, especially in the dual nature of VET.

Description of main actions and activities comprising the measure/package, including implementation milestones and indicative timeline

1. Incorporate companies in each sector, including SMEs and micro-SMEs, into the VET ecosystem.
2. Extend the duration of the Workplace Training module in VET courses.
3. Create a specific type of contract to qualify young people aged 16 to 20 who drop out early, linking entry into the labour market with an intermediate VET qualification.
4. Creation of the Alliance for VET: It is an initiative promoted by the Ministry of Education and VET that aims to consolidate the process of modernisation of VET and to promote the collaboration of the companies and entities involved in this modernisation. Among his activities, we highlight the following:

- Creation of a quality seal

For member entities of the Alliance that develop actions considered to be of excellence, within the framework of the Alliance, for the promotion and encouragement of Vocational Training.

- Call for innovation projects

Aimed at Vocational Training centres that develop applied research and knowledge transfer in collaboration with companies and other entities to promote Vocational Training.

- Communication campaigns

To promote Vocational Training. These campaigns aim to raise awareness of the leverage that vocational training can have in the current challenges of economic growth, social cohesion and the double ecological and digital transition.

- Creation of the FPconecta platform

To enable the relationship and exchange between vocational training centres, companies, social partners and administrations, in order to mobilise the vocational training ecosystem without territorial limitations.

This platform will also be the space where any initiative of the Alliance can be made visible. As of the date the NIP was sent to the European Commission, 102 leading companies and organisations have joined the Alliance.

EU policy priorities addressed

Council Recommendation on VET

- A. VET is agile in adapting to labour market challenges.
- B. Flexibility and progression opportunities are at the core of VET.
- C. VET is a driver for innovation and growth and prepares for digital and green transitions and occupations in high demand.
- D. VET is an attractive choice based on modern and digitalised provision of training/skills.
- E. VET promotes equality of opportunities.
- F. VET is underpinned by a culture of quality assurance.

Osnabrück Declaration

- 1. Resilience and excellence through quality, inclusive and flexible VET.
- 2. Establishing a new lifelong learning culture – relevance of CVET and digitalisation.
- 3. Sustainability – a green link in VET.
- 4. European Education and Training Area and international VET.

VET subsystem (IVET, CVET, or both)

- initial VET (IVET)

<input type="checkbox"/> continuing VET (CVET)
Scope (national, regional, local)
<input checked="" type="checkbox"/> national <input checked="" type="checkbox"/> regional <input type="checkbox"/> local
Beneficiaries/target groups
<input type="checkbox"/> (List to be provided) Young people (15-29 years old) Young people not in employment, education or training (NEETs) Learners in upper secondary, including apprentices Companies Small and medium-sized enterprises (SMEs) VET providers (all kinds) Social partners (employer organisations and trade unions) Teachers Trainers
Responsible ministries/bodies
Ministry of Education and VET Regional Authorities Employers

Source of funding (National, EU funds, sectoral)
<p>NATIONAL</p> <p>Creation of the FPconecta platform</p> <p>Timetable for implementation of the investment: from 15 July 2022 to 31 May 2024</p> <p>Total investment: €997,000,000</p> <p>EU FUNDS</p> <p>Timetable for implementation of the investment:</p> <p>Total investment:</p>

3. Detailed description of main measures and/or their packages ⁽³⁾
Title
Career Guidance
Rationale/background, challenges addressed
<p>Rationale/background</p> <p>Challenges addressed</p>

³ A package (of measures) is a coherent set of measures that address a particular challenge, one or several priorities and principles of the VET recommendation and/or objectives of the Osnabrück Declaration.

<p>Challenge 3. The rate of young people enrolled in vocational training compared to other countries is 12% compared to 25% in the OECD and 29% in the EU.</p> <p>Challenge 4: The rate of early school leavers is 16%.</p>	
<p>Specific objectives of the measure/package and their relation to the general objectives of the plan</p>	
<ul style="list-style-type: none"> - Establish a public vocational guidance service in the network of VET centres to accompany the design of new training and professional itineraries for each person. - Establish an accessible VET system, especially for the most vulnerable groups. - Expand the career guidance tools on the existing TODOFP (ALL VET) platform. - Offer a training module on vocational guidance for guidance counsellors in the educational system. 	
<p>Description of main actions and activities comprising the measure/package, including implementation milestones and indicative timeline</p>	
<p>EU policy priorities addressed</p>	
<p>Council Recommendation on VET</p> <ul style="list-style-type: none"> <input type="checkbox"/> A. VET is agile in adapting to labour market challenges. <input type="checkbox"/> B. Flexibility and progression opportunities are at the core of VET. <input type="checkbox"/> C. VET is a driver for innovation and growth and prepares for digital and green transitions and occupations in high demand. <input checked="" type="checkbox"/> D. VET is an attractive choice based on modern and digitalised provision of training/skills. <input checked="" type="checkbox"/> E. VET promotes equality of opportunities. <input type="checkbox"/> F. VET is underpinned by a culture of quality assurance. 	<p>Osnabrück Declaration</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> 1. Resilience and excellence through quality, inclusive and flexible VET. <input checked="" type="checkbox"/> 2. Establishing a new lifelong learning culture – relevance of CVET and digitalisation. <input type="checkbox"/> 3. Sustainability – a green link in VET. <input type="checkbox"/> 4. European Education and Training Area and international VET.

VET subsystem (IVET, CVET, or both)	
<input checked="" type="checkbox"/> initial VET (IVET) <input checked="" type="checkbox"/> continuing VET (CVET)	
Scope (national, regional, local)	
<input checked="" type="checkbox"/> national <input checked="" type="checkbox"/> regional <input type="checkbox"/> local	
Beneficiaries/target groups	
<input type="checkbox"/> (List to be provided) Young people (15-29 years old) Young people not in employment, education or training (NEETs) Learners in upper secondary, including apprentices Learners with migrant background, including refugees Learners are risk of early leaving or/and early leavers Learners with disabilities Older workers and employees (55 – 64 years old) Unemployed and jobseekers Persons in employment, including those at risk of unemployment Low-skilled/qualified persons	

<p>Learners from other groups at risk of exclusion (minorities, people with fewer opportunities due to geographical location or social-economic disadvantaged position)</p> <p>Guidance practitioners</p> <p>Adult educators</p>
<p>Responsible ministries/bodies</p>
<p>Ministry of Education and VET</p> <p>Regional Authorities</p>
<p>Source of funding (National, EU funds, sectoral)</p>
<p>List all sources of funding and estimated amounts, if available.</p>

4. Governance of the implementation of the plan

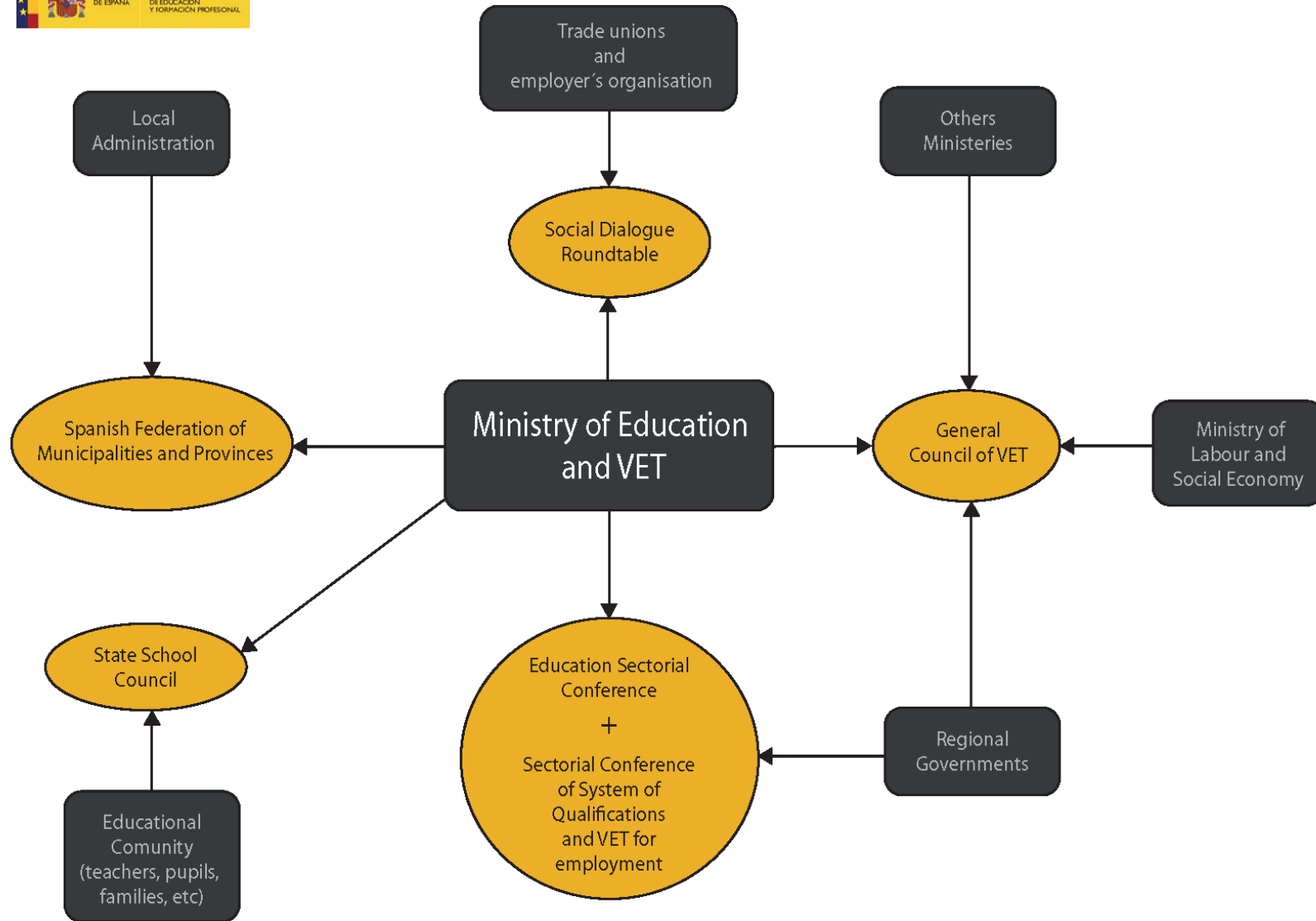
4. Governance of the implementation of the plan

The implementation of the NIP will be carried out with the involvement of national and regional authorities in coordination with other stakeholders, thus ensuring quality monitoring and successful implementation of the plan.

Firstly, a diagram is shown as a synthesis:

In grey colour, we can see the bodies and stakeholders involved, and in yellow, the participation bodies through which this coordination is materialised.

Secondly, the competences of the two ministries mainly involved in governance and the competences in the implementation of the NIP of each of the participatory bodies are detailed.



Sources

- Report 2021 on the state of the education system Course 2019-2020. State School Council. Ministry of Education and VET.
<https://www.educacionyfp.gob.es/dam/jcr:ed023a15-1f33-4220-a51e-91f1ae37d5d2/i21cee04-b-organizacion-politicas.pdf>
- Organic Law 3/2022, of 31 March, on the organisation and integration of Vocational Training.
<https://www.boe.es/eli/es/lo/2022/03/31/3/con>

Ministry of Education and VET

The Ministry of Education and Vocational Training is responsible, without prejudice to the exercise of the competences in matters of labour legislation that correspond to the Ministry of Labour and Social Economy:

- a) To draw up with the corresponding productive sectors and, in view, of the initiatives formulated by the Autonomous Communities, after consulting the General Council for Vocational Training and with the participation of the most representative business and trade union organisations, the projects for the establishment and organisation of the Vocational Training System.
- b) To coordinate with the appropriate Ministries for the identification of the needs of professional profiles and the dimensioning of the same in relation to strategic projects of the Government that may arise.
- c) It shall ensure the necessary coherence of action and coordination in this area through the sectoral conferences provided for in Law 12/1983, of 14 October, on the Autonomous Process and Law 40/2015, of 1 October, on the Legal Regime of the Public Sector.
- d) It shall promote the equal participation of the most representative business and trade union organisations in the processes of defining the training needs of the active population, the design of training actions and programmes, accreditation of competences or guidance, as well as in the evaluation of the functioning of the Vocational Training System.

e) The Ministries of Education and Vocational Training and of Labour and the Social Economy shall maintain the necessary coordination to ensure the complementarity, on the one hand, of the Vocational Training System and, on the other, of vocational education and training linked to active employment policies and on-the-job training.

Monitoring of the NIP: Through the stakeholder coordinating bodies detailed in this section at least, once a year.

Ministry of Labour and Social Economy

The provisions of this section of the plan are without prejudice to the competences of the Ministry of Labour and Social Economy with regard to on-the-job training, employment guidance and the regulation of the vocational training quota and its allocation, which shall be regulated in accordance with its specific regulations.

Monitoring of the NIP: Through the stakeholder coordinating bodies detailed in this section at least, once a year.

Sectoral Conferences

There are two linked to VET:

1. Education Sectoral Conference.

Concept: The Education Conference is a meeting and deliberation body whose main purpose is to achieve maximum coherence and integration in the application of the decisions taken by the State Administration and the Autonomous Communities in the field of education policy.

Members: the Minister of Education and VET and the Councillors with competence in the field in each Autonomous Community.

Functions related to the NIP:

- Exchanging information and points of view and to articulate the position of the Autonomous Communities in the process of forming the criteria that define the Spanish position on educational matters within the European Union, coordinating their actions with those of the Conference for Matters Related to Education.

- Articulating the information of the Autonomous Communities in relation to the international agreements to which Spain is a party.
- Exchanging information and internal participation of the Autonomous Communities in international organisations specialising in educational matters.

Monitoring of the NIP: at least, once a year.

2. Sectoral Conference of the System of Qualifications and VET for Employment.

Concept: This Sectoral Conference is the body for cooperation between the General State Administration and the Autonomous Communities to coordinate and cooperate in the policies on VET for employment included on the National Catalogue of Professional Qualifications, and to achieve maximum coherence and integration in terms of the application of the decisions adopted in this area.

Members: Minister of Education and VET, the secretary general of VET, deputy directors general of VET and other representatives of the state public administration, as well as the councillors of each regional government competent in the matter and other representatives of the autonomous regional administrations.

Functions related to the NIP:

- Serving as a channel of information and participation in the processes of elaboration of the regulatory projects of the Government of the Nation related to the organisation and offer of VET for employment associated with the National Catalogue of Professional Qualifications.
- Exchanging information of actions and policies emanating from the institutions of the European Union, which affect to the subject matter of this Conference.
- Establishing specific plans, projects and programmes of cooperation between the Autonomous Communities and the General State Administration in the field of VET for employment associated with the National Catalogue of Professional Qualifications.

- Agreeing on the objective criteria that serve as a basis for the territorial distribution of the budget appropriation allocated to the Autonomous Communities, as well as to examine and deliberate on the programmes carried out in the Autonomous Communities with charge to these appropriations.

- Agreeing on the territorial distribution of budgetary appropriations at the beginning of the financial year.

Monitoring of the NIP: at least, once a year.

General Council of VET

Concept: The General Council of VET, attached to the Ministry of Education and VET, is the body for participation, assessment and evaluation of the VET System, without prejudice to the competences attributed to the State School Council.

Members:

- The Ministers of Education and VET and of Labour and Social Economy.

- Representatives of the Ministries of Education and VET and of Labour and Social Economy, Defence, Economy and Finance, Industry and Energy, Agriculture, Fisheries and Food, Public Administrations, Health and Consumer Affairs, and the Environment.

- Representatives of the regional governments.

- Representatives of the most important trade union and employers' organisations.

Functions related to the NIP:

- Drawing up and proposing to the Government, for its approval, the National VET Programme, within the framework of which the Autonomous Communities with powers to manage it may regulate its specific characteristics for their territory. To this end, an economic report is attached, specifying the origin and application of the financial resources.

- Evaluating and monitoring the implementation of the National Programme and propose its updating when necessary, without prejudice to the competences of the Autonomous Communities in this field.

- Evaluating and monitoring the actions developed in the field of vocational training.

Monitoring of the NIP: at least, once a year.

State School Council

Concept: The State School Council, attached to the Ministry of Education and VET, is the national collegiate body for the participation of the sectors affected in the general planning of education and for advising on draft laws or regulations to be proposed or issued by the Government.

Members:

Representatives of the entire educational community: teachers, school principals, pupils, families, administration and services staff, trade unions, employers, the State education administration, universities, local bodies, prestigious personalities in the field of education, the Ministry of Equality and the presidents of the regional school councils.

Functions related to the NIP:

- Drawing up, approving and making public a report on the state and situation of the education system, referring to the previous school year. It includes the most significant data and the evolution of the main indicators of the Spanish education system, the results of Spanish or international diagnostic assessments and the data relating to public expenditure on education.

- Participating in international organisations that have competencies that coincide with the advisory functions it exercises in the field of education.

Monitoring of the NIP: at least, once a year.

Social Dialogue Roundtable for VET in the framework of the National Qualification System.

Established in July 2020, it is the coordinating body of the Ministry of Education and VET with the highest representatives of employers and trade unions: CEOE, CEPYME, CCOO and UGT.

It promotes public-private collaboration in the field of Vocational Training, in line with the main European countries.

Functions:

- Executive and strategic governance of the VET System.
- Detection of the training needs of the active population
- Design of training actions and programmes related to accreditation of competences and vocational guidance.
- Evaluation of the national VET strategy.

Monitoring of the NIP: at least, once a year.

Sources

- Rules of Procedure of the Education Conference
<https://www.educacionyfp.gob.es/dam/jcr:04152b8a-0b38-414c-a46a-7bc685620dd3/reglamento-conferencia.pdf>
- Rules of Procedure of the Sectorial Conference of Qualifications and VET for Employment
https://www.mptfp.gob.es/dam/es/portal/politica-territorial/autonomica/coop_autonomica/Conf_Sectoriales/Conf_Sect_Regl/parrafo/R-CS-Sistema-Cualificaciones-y-FPE-30-nov-2020.pdf.pdf
- Royal Decree 1684/1997, of 7 November 1997, approving the Rules of Operation of the General Council for Vocational Training.
<https://www.boe.es/eli/es/rd/1997/11/07/1684>
- Order ESD/3669/2008, of 9 December, approving the operating regulations of the State School Council.
<https://www.boe.es/eli/es/o/2008/12/09/esd3669/con>
- Creation of the Social Dialogue Round Table for Vocational Training
<https://www.educacionyfp.gob.es/prensa/actualidad/2020/07/20200715-reunioninterlocutoresociales.html>

5. Expected effects of the plan

5. Expected effects of the plan

The following is a forecast of the expected impact of the implementation of the NIP in the short, medium and long term.

The proposed figures should be treated with caution: in the last two years, we have been affected by the health crisis resulting from COVID-19 and the ongoing conflict in Ukraine. Hence, the difficulty of forecasting concrete results in the long term.

It highlights the most significant indicators of achievement set for the evaluation of the general budgets of the Spanish State.

The above data are cumulative: i.e. the data for 2025 are the sum of the effect achieved in 2023 plus the expected impact in the following two years. The same is applicable to the projections to 2030.

The following clarifies some of the expected data:

- **Creation of new VET places:**

Expected Effects	Short-term: 2023 ⁴	Medium-term: 2025 ⁵	Long-term: 2030
Creation of new VET places	at least 60,000	200,000	331,000

⁴ Projections based on forecast funding to 2022 with an expected impact as of 31 December 2023.

⁵ Similar funding is foreseen in 2024 with an expected impact on 31 December 2025.

		(140,000 new places to be added to the 60,000 already created)	(131,000 new places to be added to the 60,000 already created)
Accreditation of skills acquired through work experience	at least 500,000 people	3,352,000 people	
Train active workers in digitalisation.	125,000 workers	500,000 workers (Training of at least 375,000 active workers in digitalisation)	
Open Mentor Classrooms in municipalities of less than 5,000 hbt.	750	3,000 (Opening of 2,250 Mentor Classrooms in municipalities with little or no VET offer)	
Finance innovation projects	at least 250	500 innovation projects financed (125 new projects per year)	

Open entrepreneurship classrooms in vocational training centres	500	1,850 entrepreneurship classrooms	
Publish new degrees and specialisation courses	20	56	
Maintain the updating of the national catalogue of Professional Qualifications.	minimum of 50%	minimum of 80%	
Adaptation of VET classrooms as applied digitalisation classrooms.	at least 200	840	

<p>Increase in the number of active people in education and training, especially in the higher age brackets.</p>		<p>Low skills: 16% of the labour force.</p> <p>Intermediate Skills: 34 % of the labour force.</p> <p>Advanced skills: 40 % of the labour force.</p> <p>Participation in modular training actions aimed at reskilling and upskilling of 718,000 employed and unemployed people.</p>	<p>Low skills: 15%</p> <p>Intermediate skills: 50%</p> <p>Advanced skills: 35%</p>
<p>Increase in the average number of training hours per worker per year</p>	<p>75% increase: from 17 to 30 hours.</p>	<p>35 hours</p>	<p>45 hours</p>
<p>Potential obstacles</p>	<p>Health, economic and social crises that may arise.</p>		