

III General Plan for VET in Catalonia

2013-2016

III Pla general de formació professional a Catalunya 2013-2016

Aquest III Pla conté objectius i actuacions encaminades, d'una banda, a promoure l'aprenentatge de les competències i l'obtenció de les qualificacions professionals i, de l'altra, a adaptar la formació professional al context productiu actual, per facilitar l'adequació permanent dels coneixements i habilitats professionals de les persones, en el marc de la formació al llarg de la vida.

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III Plan general de formación profesional en Cataluña 2013-2016

Este III Plan contiene objetivos y actuaciones encaminadas, por un lado, a promover el aprendizaje de las competencias y la obtención de las cualificaciones profesionales y, por otro, adaptar la formación profesional al contexto productivo actual, para facilitar la adecuación permanente de los conocimientos y habilidades profesionales de las personas, en el marco de la formación a lo largo de la vida.

Se puede obtener la versión en castellano en la web <http://consellfp.gencat.cat>

III Plan général de la formation professionnelle en Catalogne 2013-2016

Ce III Plan contient les objectifs et les actions visant, d'une part, à promouvoir l'apprentissage des compétences et l'acquisition des qualifications professionnelles et, d'autre part, à adapter la formation professionnelle au contexte productif actuel, pour faciliter l'adéquation permanente des connaissances et compétences professionnelles des personnes, dans le cadre de la formation tout au long de la vie.

La version en français est disponible sur le lien <http://consellfp.gencat.cat>

III General Plan for VET in Catalonia 2013-2016

This III Plan formulates objectives and an action framework aimed at promoting the acquisition of competencies and professional skills in both trained and untrained people. Those are also aimed at adapting the VET system to the new productive context, facilitating the ongoing adaptation of people's knowledge and professional skills throughout life.

You can get the full version in English at <http://consellfp.gencat.cat>

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Introduction

Vocational Training has traditionally been managed and deployed based on the criterion of the segmentation of the recipients' profiles (initial basic education, training for job seekers and training for persons in employment).

This has generated that conceptually differentiated frameworks with specific competencies become historically consolidated, each with particular dynamics and procedures.

However, all the guidelines and recommendations of various international organizations in recent years, particularly the EU have highlighted the need for training people in a linear and continuous way throughout life, albeit with the necessary adaptations to the life circumstances of each moment. This has put into question the traditional model.

It is currently undisputed that Vocational Education and Training, the one that provides the skills and qualifications required for access to the labour market and to career progression in the workplace, has become a body of training offer, and a vital resource throughout the active life of people.

The same principle and aspiration, generated in recent years, to achieve a "System of Vocational Education and Training", has caused the different types of vocational training available to be relegated to the category of "subsystems": The Initial Vocational Education and Training and the Vocational Training for Employment (Occupational destined for job seekers and Continuous for employed people).

The linkage and coordination of resources, or the setting up of an "integrated system" between initial and continuous training – both the one aimed at employed and the one aimed at unemployed people – becomes then an essential requirement to ensure the achievement of their objectives, and in particular to facilitate the ongoing adaptation of the professional skills of individuals to changes in the labour market.

This paper formulates an action framework aimed at building an interrelated system, coherent and efficient, out of the current vocational education systems existing in Catalonia.

The framework presented here aims to allow, in the period 2013-2016, the application of specific measures for the adjustment and orientation of the vocational training to be deployed in Catalonia towards setting up an Integrated, efficient and sustainable System.

Xavier Casares i Martínez
President of the Catalan Council for VET
March 2013

Assessment of the II General plan for VET 2007/2010

The Second General Plan for VET 2007/2010 approved in the governmental session of Nov. 27 2007 incorporated in its text an assessment procedure including among other aspects the elaboration of a final report by an external entity. The aim was to measure its degree of compliance, making explicit not just the accomplished goals but also those that had not been carried out.

It was considered appropriate not just to assess the compliance with the actions included in the Plan, but also to implement a methodological evaluation of the Plan as a working tool that would yield practical hints about the elaboration of the Third Plan.

The elaboration of the final report for the Second Plan has thus widened the range of tools and resources available for the elaboration of this new one.

In this sense, we will highlight some of the key questions of that final report that can be now useful for the elaboration of this Third General Plan for VET in Catalonia:

- a) In the first place, it is necessary to mention the socio-economic situation existing during the elaboration of the Second Plan: 2007 was a year of very positive economic indicators, and the radical change that would come in the next few months was not foreseen. It became necessary to reassess some of the priorities set in the plan, and the members of the Catalan Council for VET had to re-elaborate some of the objectives and results that were initially agreed.

So we learned that an accurate diagnosis of the labour market situation, even though important for the elaboration of strategic plans, is just a context for short- and mid-term objectives, and that it is necessary to include readjustment mechanisms as much for objectives as for actions.

- b) It is also worth mentioning that the assessment of the Second Plan brought into light that having a strategic planning, such as this General Plan for VET, does not make it action-oriented.

This matter is especially significant, and has helped in the design of a Plan including innovative but concrete and practical action that will be useful to solve current and close needs of companies and people in the labour market, be it young or more experienced, employed or unemployed.

- c) It has been seen under a positive light that the participation of the different actors was not reduced to the follow up; instead, it was started at the very beginning of the strategic planning

This Plan was elaborated with the valuable participation of all members represented at the Catalan Council for VET, which were involved in the proposals, debates and consensus. The final product and the actual possibilities for it to be carried out were thus strengthened.

- d) A final question having an influence in the development of the actions included in the Second Plan concerns the working methodology, with the two involved Departments of Government operating in parallel. The outcomes of the Plan were the sum of the results attained by each Department working according to its competences, but a joint strategic view, as well as political will and determination to put it into practice was lacking.

The final report of the Second General Plan for VET in Catalonia 2007/2010 is clear in its recommendation that “a determined support is needed for the implementation of policies and the integration of the day to day activity, allowing progress towards a joint direction for vocational education”.

The Government Agreement of 8 March 2011 laid out the basis for the definition and implementation of a new guidance and VET model offering a faster and better response to the challenges of the future, as well as improving the employability of people and the competitiveness of companies. It meant an improvement in the leadership and governance of an integrated VET.

This is, without any doubt, a major guiding principle in the elaboration of this Third Plan.

Diagnosis of the current situation of the VET system

The Map of the current state of VET in Catalonia 2010-2011 yields some very valuable data concerning the global training offer in the VET system. On the other hand, other reports – such as the Assessment of Initial VET in Catalonia 2001-2008, promoted by the Higher Council for the Assessment of the Educational System in 2010; the report on employability of young people, carried out by the Council for Labour, Economy and Social Affairs of Catalonia in 2011; the Map of Continuous VET and the Activity Report, both from 2010, elaborated by the Consortium for Continuous Learning in Catalonia, and the Diagnosis of the Catalan Labour Market 2011, which served to elaborate the Catalan Strategy for Occupation (2012-2020) – also provide information and data that help reflect on the characteristics of the system in order to select the main priorities of the Third General Plan for VET.

MAIN CHARACTERISTICS OF THE VET AND QUALIFICATIONS SYSTEMS IN CATALUNYA¹

As can be seen in the graph, the VET and Qualification system in Catalonia has achieved an important development with one million users and a budget of around €700 million. However, this amount of trained people is not enough to cover the needs of the productive system, and it is far from the qualification levels of the European population.

Budget data in € millions

YEAR 2010		Users	Groups	Hours of training	Budget
Initial VET		109,097	4,585	832-1,000 h	395.3
	Unemployed	219,529	12,220	45-323 h	140.1
Continuous training	Employed ¹	223,924	9,569	29-48 h	106.5
	Employed ²	515,171	Not available	24 h	85.0
Totals 2010		1,067,721	26,374	–	726.9

1. Data collected from the “Map of the current situation of VET in Catalonia”. Elaborated by the Catalan Council for VET. Oct. 2011.

YEAR 2011		Users	Groups	Hours of training	Budget
Initial VET		118,165	4,190	832-1,000 h	436.8
	Unemployed	146,148	8,459	31-268 h	113.7
Continuous training	Employed ¹	209,118	8,775	29-48 h	99.2
	Employed ²	515,000	Not available	24 h	85.0
Totals 2010		988,431	21,424	-	734.7

In red data estimated at the Catalan Council for VET

1. Consortium for Continuous Training in Catalonia

2. Tripartite Foundation for Training in Employment

It is worth mentioning the important number of users of the Continuous Training, even though the global number of hours of training for this target group is less significant with respect to the whole system. This is due to the very nature of this type of training – addressed mainly to the updating of professional skills rather than to a basic training – and to the status of employed workers of most of the users. Nevertheless, and due to the consistent increase in the unemployment rate during the last years, the percentage of unemployed people participating in these actions is close to the 40 % maximum established by the current legislation. It is worth mentioning also that the number of IVET users has doubled between the academic year 2000-2001 and 2011-2012 (from 59.068 to 120.620)

The Catalan VET system relies on an important network of training centres and beneficiary bodies, both in the private and public sector and in the different subsystems.

TRAINING CENTRES IN CATALONIA	TOTAL
Initial VET ¹	383
Vocational Training for unemployed	635

BENEFICIARY BODIES IN CATALONIA	TOTAL
Vocational training for unemployed	Sectoral 108
	Intersectoral 9

1. Public or private subsidized training centres delivering Initial VET, either at secondary or tertiary² levels (Specialized Studies and Professional Qualification Programmes for Early School Leavers are not included).

As far as the professional sectors with training offer are concerned, five of them concentrate two thirds of the system users.

2. Translator's note: VET at secondary level refers to EQF level 4 (intermediate level VET courses); VET at tertiary level refers to EQF level 5 (advanced level VET courses).

PROPORTION OF USERS TRAINED AT 12 OF THE MOST USUAL PROFESSIONAL SECTORS IN CATALONIA (2010)	TOTAL	
	Usuaris	%
Administration and management	231,502	24.9 %
Safety and environment	106,799	11.5 %
ICT	95,975	10.3 %
Trade and marketing	93,139	10.0 %
Complementary training (foreign languages)	83,883	9.0 %
Socio-cultural and community services	58,722	6.3 %
Health	46,211	5.0 %
Food industry	40,685	4.4 %
Transport and vehicle maintenance	28,010	3.0 %
Electricity and electronics	20,170	2.2 %
Hospitality and tourism	19,404	2.1 %
Mechanical manufacturing	16,197	1.7 %

Critical elements that can be considered **strengths or weaknesses of the VET and Qualification System** are listed below organized around four main areas:

A) Planning and adaptation of the training offer to the needs of the labour market

1. There is already in place an implementation of the training offer by territory, with the collaboration of municipalities and other entities.
2. The main characteristic of the training system for employment is the high involvement of the social agents with a significant role in the detection of training needs, the management and the provision of the offer of Vocational Training for Employment.
3. A wide network of companies is collaborating as hosting entities for the compulsory work placement existing in IVET curricula and in the Certificates of Professional Standards. There are also companies involved with the non-working placements in Vocational Training for Employment, addressed mainly to unemployed people.
4. There are some instances of experimentation with the apprenticeship system in the frame of the initial training, channelled through collaboration agreements with companies.
5. The last assessments carried out show the important added value of IVET for the employability of young people, and that the Training for Employment of employed people has a positive impact in the professional pathway of the working population³.

3. Assessment of IVET in Catalonia 2001-2008. Executive summary.

6. There has been a growing interest for VET during the last years, as the consistent increase of demand for enrolment in VET courses has shown.
7. There is a training offer within the system for youngsters without qualification at risk of exclusion, both through the IVET Professional Qualification Programmes for Early School Leavers (PQPI) and through the SUMA'T programme.
8. In spite of the significant number of users, the Catalan system still lags behind those in our international context, both in IVET and in Training for the Employment.
9. Due to the large rate of drop outs in VET, there is a big shortage of qualified people in the labour market⁴.
10. In the field of Training for Employment, the existing mechanism of subsidies for the different operators through official calls drains important human and administrative resources from the different public and beneficiary managing bodies. A certain dependence of the training centres towards these calls becomes also evident.
11. According to the opinion of some productive sectors, it is convenient to intensify the adaptation and specialization of curricular contents for students coming from IVET, as well as to increase the practical development of the professional competences required by the labour market.
12. Generally speaking, the planning of the training offer (initial and for employment) is made more with a territorial than sectoral balance mindset.
13. Low level of development and specialization of the training offer in emerging sectors and occupations as well as in those being job creators and/or strategic for the future of the Catalan economy.
14. Small impact of VET in SMEs.
15. Not enough relevance is given to training on entrepreneurship in the whole VET system, and programme contents are dispersed.
16. There is an excess of bodies with competencies on regulation, planning, consultancy and participation; duplicated, overlapping and scattered competencies in different sections of both Departments of Government.⁴
17. The regulation on VET has got a systemic view and an inclination towards the integration and combination of all elements, in tune with the orientations stemming

4. Department of Education, Results indicators April 2010.

from the relevant European and international bodies; this said, there is still work to be done towards integration at the operational and managerial level of the different VET subsystems.⁵

B) Implementation of an integrated mechanism for the recognition and accreditation of professional competences

18. There is a large number of workers with a long professional experience or with non-formal education who have no accreditation for their professional competences. Even though there are some procedures in place for the accreditation of work experience, they are scattered and with different regulations and methodology. This situation generates confusion both for companies and for end users.
19. The reference document for the professional competences for VET qualifications and certifications is the Catalogue of Qualifications. It can also be used as a referent for professional classification and identification of competences on-the-job. There is as well a state-level procedure for accreditation of professional competences acquired through work experience or through non-formal learning, which needs to be adapted to the Catalan context in order to provide a permanent answer to the demand of companies and people in particular, and of social and economic agents in general.
20. IVET qualifications are acknowledged by the labour market, and those at tertiary level are particularly appreciated by the productive sector. Certificates of Professional Standards have not achieved yet the necessary prestige in the labour market: the training offer and the value of the Certificates of Professional Standards are not well known yet on the part neither of the productive system, nor of the working population.
21. There is not enough prevalence of sector and company agreements in the collective bargaining for the promotion and recognition of the VET and Qualification system.

C) Regulation of the integrated VET centres

22. A large network of public and private VET centres (initial training and CIFOs⁶) and collaborating entities in training for employment.
23. The fact that the same educational institutions deliver Compulsory Secondary Education (ESO), Baccalaureate and VET courses has made possible the implementation of the secondary education throughout the territory, but hinders at the same time

5. "Analysis of competence areas in bodies involved in the management of VET" Dec. 2005. Catalan Council for VET.

6. CIFO: Centre d'Innovació i Formació Ocupacional / Centre for Innovation and Training for Employment.

the development of VET from a perspective of lifelong learning and of integration in the economic and professional environment of the training centre.

24. The autonomy of public VET centres is not sufficient in several respects such as planning and management of the activities, recruitment of experts, financial management (they are not able to issue invoices for services delivered), establishment of collaboration agreements with the productive infrastructure in their vicinity, etc. This makes the integration with their environment more difficult, and is a barrier to the responsiveness to the needs of the companies and the population.
25. There exists a scattered overregulation for the approval of training centres, not in line with criteria of efficiency and simplification.

D) Development of an integrated system of professional information and guidance

26. There are systems of information and guidance for training in place in each of the subsystems, but the coordination among the different services should be improved, beyond the experience of the FP.Cat programme, which didn't evolve into a "permanent system".
27. ICTs are not sufficiently used in the processes of information and guidance.

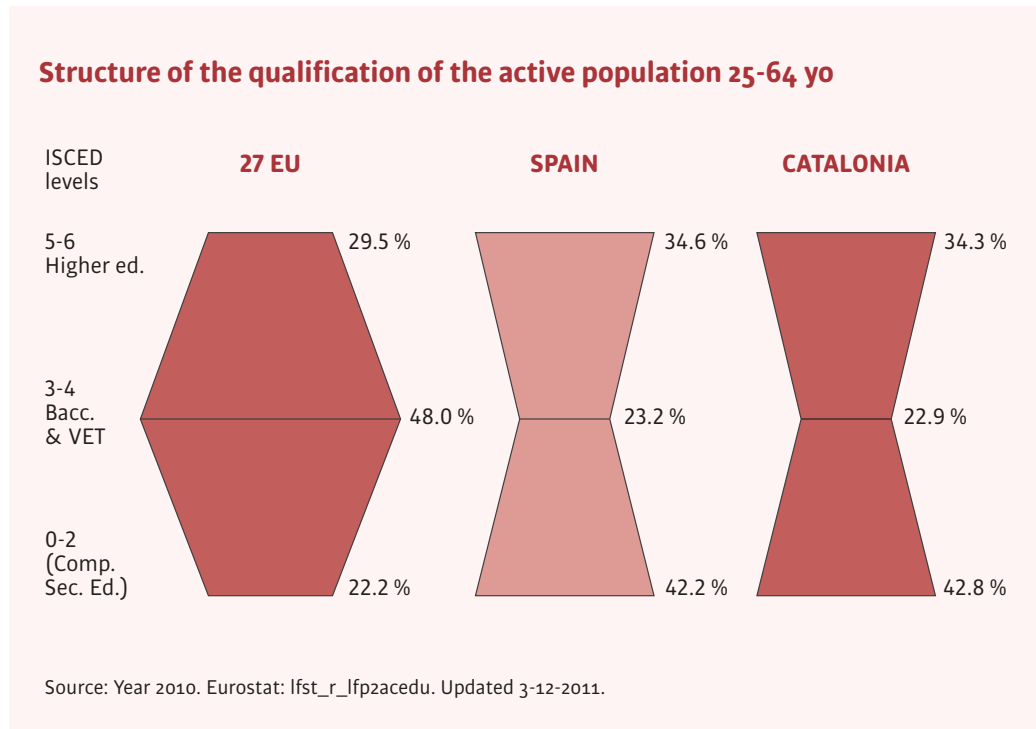
CHALLENGES FOR THE FUTURE

Pinpointing the key aspects of the Catalan VET system will help finding the main challenges that will have to be faced during the allocation of priorities to the measures contained in the III General Plan for VET.

Qualification of technicians and professionals to open the way to change in the productive model

The pattern of qualification in the active and employed population in Catalonia matches a productive model developed during the last decades and put now into question. There is a large consensus in Catalonia that the way out of the economic crisis is directly related to the ability to transform the productive model and to turn it into one more added-value oriented, more competitive in the international arena. To evolve towards this new model, qualified human resources are needed, but not available currently in this country.

It has to be said that increasing the qualifications entails a higher active human capital value in the country. This will contribute to the competitiveness of enterprises and the employability of people.



The graph shows clearly that the structure of the qualification in the active population in Catalonia and in Spain is exactly the opposite of the average in the 27 European member States. If the European model is considered to be more competitive than ours, it seems obvious that a deep change is needed in order to steer toward the European models. The competitiveness advantage of these countries relies on the higher relative proportion of people with an intermediate qualification and on the lower percentage of people with low levels of qualification, and not so much on the share of people with higher education. All in all, the percentage of those in the 18 to 24 bracket having achieved a secondary post-compulsory education diploma has gone from 66 % in 2003 to 74 % in 2011.

In order to evolve towards a more competitive qualification structure it is then necessary to increase the currently low level of training and qualification of the active population, and to boost the studies leading to a professional diploma, such as the secondary IVET courses. In this sense, the contribution of the IOC⁷ stands

7. IOC: Institut Obert de Catalunya – Catalan Open College.

out, with a high number of adults following IVET courses (as much as 10.281 in the academic year 2010-2011). The measures for flexibility in IVET also make training more available to non-qualified people.

In Catalonia, more than 45% of the active population does not have a certified training or a recognized accreditation for their professional skills; besides, there exists an important volume of unrecognized non-formal learning, especially among workers with low level of competence. This leads to an even more difficult transition within the labour market for some citizens, with an added risk of social exclusion.

The recognition of work experience and non-formal learning is then a basic mechanism for qualification that should convey a message of optimism to society in general and to companies in particular. Qualified people are empowered with valuable resources to face the many challenges present in a knowledge-based society and economy. This just highlights the benefits of a more qualified society: prevention of unemployment and social exclusion among people with less competences; improvement of work opportunities and possibility to build up on gained competences significant for the labour market.

Improving the performance of the training programmes

The achievement of the qualification objectives for the active population depends also to a great extent on the reduction of early school leaving rates in compulsory studies, baccalaureate, VET courses at any level, or university degrees.

The recent study *Ofensiva de país a favor de l'èxit escolar: Pla per a la reducció del fracàs escolar a Catalunya*⁸ shows that “the rate of graduates in Compulsory Secondary Education has clearly risen during the last years. Whereas during the academic year of 2001-2002 the percentage of graduates was 72'8%, ten years later, during the academic year of 2011-2012, it was already 82'3%, slightly higher than the average in Spain”.

In this sense, and although not completely attained, some objectives to which we are already closer are the improvement of the performance in Compulsory Secondary Education and the quality of learning at this level, the improvement of the professional and educational guidance, and moving forward towards a learning model combining more widely school and work. A strengthened network of training centres delivering exclusively VET courses, closer to companies, with more specialized training staff and with an increased permanent contact with companies will most likely have a positive impact on this matter as well.

8. Country's offensive for school success: plan for the reduction of early school leaving in Catalonia.

As for the education for employment, it would be necessary to highlight how important it is to raise the effectiveness and impact of the training programmes in order to improve the competitiveness of companies and the employability of workers.

Improving the governance of the system

In order to be able to face the above-mentioned challenges, develop the proposed work areas, and progress in these fields, it is necessary to improve the instruments and mechanisms of governance for the system as a whole. There is also a need to attain a more effective coordination among the multiple existing bodies and a more efficient management of the available resources. To move towards a more integrated system is not an end in itself but a strategy for a better operation and outcomes.

We can find several executive, participative and coordination instances, the dispersion of which complicates significantly the decision-making, the coordination and the evolution towards the new model of guidance and training urged by the Government of Catalonia in its Government Agreement of 8 March 2011. There is no link, pre-eminence or hierarchy among all those instances, which hints at the need of an overall coordinating body able to issue executive decisions, without prejudice of the competencies of the two Departments of Government involved. In this respect, it is useful to recall the document issued jointly by the social agents in 2008, advocating for the creation of a single body of governance for the VET system.

The current economical and social tensions require a training system at a level of excellence and demand according to the challenges ahead. The Catalan training system needs to move in the right direction, and needs to be boosted to gain effectiveness and make it become one of the engines of the economical revival.

Promoting the attractiveness of VET

A line of work to improve the attractiveness of VET should be placed within the strategy to raise the level of qualification of the active population and significantly increase the percentage of trained people, in tune with the European Union directives in the frame of the European Strategy 2020.

An effective way to reach this goal is to strengthen the relationship between VET and employability, mainly in a context of weak labour markets. The proposal to implement a work-based/dual system half way between training centre and enterprise is likely a good way to make VET more attractive, especially for secondary level courses.

This proposal, to be carried out in strong, integrated VET centres, well established in their productive environment and specialised in specific professional sectors, would boost VET as a success possibility for the employability of youngsters and as a reference for the updating of professional competences for the adult population as a whole.

Mission and general objective of the III General Plan for VET

The diagnosis of the current situation of the Catalan VET system revealed some of the main challenges ahead of the contribution to the double goal of having a qualified population and collaborating in the improvement of the competitiveness of the country's productive frame.

From the highlighted challenges arise the mission and the general objective of the III General Plan for VET in Catalonia. It is noteworthy that both the Department of Education and the Department of Enterprise and Employment will implement the actions specified in this Plan in the frame of their respective competencies and bearing always in mind the coordination and common synergies in order to promote the VET system as a whole.

In accordance to the Government Agreement of 8 March 2011, which encourages the definition and implementation of a new VET and guidance system, it is established as the **MISSION** for the III General Plan for VET in Catalonia:

The contribution to the implementation of a VET, professional qualification and guidance model in Catalonia that fosters the competitiveness of companies, and improves the professional competence of people as well as their employability.

To move forward in the accomplishment of this goal, the **GENERAL OBJECTIVE** of the III General Plan for VET in Catalonia will be:

To adapt the VET and qualification system to the priority needs of the Catalan economy and to the improvement of people's employability, making it more attractive and improving the quality and the performance of the training offer, and consolidating the integration of the system as a whole.⁹

9. "The priorities of the Catalan economy" take as a reference the strategic plans of the Government of Catalonia: "Plan for Industrial and Entrepreneurial Actions for the Period 2012-2014" and "General Plan for Employment – Catalan Strategy for Occupation".

The new VET model will be based on the following **GUIDING PRINCIPLES**:

- **Innovation**, to bring in new perspectives and mechanisms to face the future challenges and adapt permanently to the sectoral and territorial needs of the productive system.
- **Integration**, so that the whole training system shares the same strategy and common goals while optimizing the resources.
- **Quality**, a training system oriented to the needs of economic development and to the lifelong qualification of people.
- **Joint work**, to consolidate the coherence of the whole system bridging the areas of general education and employment.
- **Accessibility** for all to the VET system, which has to be a part of the European space for training and qualification.
- **Flexibility**, to adapt to the needs of companies and people throughout their lives.
- **Active participation of companies and social agents**, to answer to their needs and contribute to the competitiveness of the Catalan economy.
- **Co-responsibility** of the Departments of the Government of Catalonia, of local administrations, and social and economic agents.

Strategic areas and specific objectives

The general objective of the III Plan can be organized around four strategic areas defining the domains for priority action. For each of the areas, some specific objectives have been stated that will make up the necessary supporting structure for the Plan.

STRATEGIC AREA 1

Planning and adaptation of the integrated training offer to the needs of the labour market and the people

Specific objectives

- 1.a. To prepare a Catalan catalogue of professional qualifications to ensure the validity of qualifications, and an updated, integrated, modular catalogue for VET that ensures its adequacy to the qualification needs of people and companies.
- 1.b. To encourage the sectoral dimension of the training offer.
- 1.c. To design and contribute in the experimentation and implementation of new lifelong work-based and dual VET models.
- 1.d. To progress in the participation of companies, social agents and economic sectors in the formulation of the criteria for the elaboration of the training offer.

STRATEGIC AREA 2

Promotion of integrated VET providers

Specific objectives

- 2.a. To develop a specific regulation for Catalan integrated VET providers.
- 2.b. To structure and promote a quality and excellence network of Catalan integrated VET providers.
- 2.c. To incorporate the integrated VET providers in the productive infrastructure within their area of influence so that they can respond to the request of lifelong training of the active population.

STRATEGIC AREA 3

Organization of an integrated mechanism for the recognition and accreditation of professional competences

Specific objectives

- 3.a. To develop the legal framework and the mechanism for the recognition and accreditation of professional competences.
- 3.b. To promote the access of the population to the recognition and accreditation of professional competences.
- 3.c. To promote the social value of the recognition and accreditation of the acquired competences.

STRATEGIC AREA 4

Development of an integrated system of professional information and guidance.

Specific objectives

- 4.a. To promote a common protocol for professional information and guidance.
- 4.b. To coordinate the existing services of professional information and guidance.
- 4.c. To promote new resources and methodologies for the improvement of the professional information and guidance.

Measures of the III General Plan for VET

MEASURES

The contributions of all the members of the working group – social partners, municipalities and Council of Chambers – during the elaboration process of the measures to be included in each of the strategic areas in this III Plan were very diverse and enriching, both quantitatively and qualitatively.

It seems methodologically appropriate to assign a priority and to establish a realistic boundary to the number of measures so that the execution of the III Plan becomes possible. But it also seems convenient to take profit from the diversity of these contributions both from a conceptual point of view and from the perspective of their added value for some of the specific measures.

For this reason it has been decided that apart from the objectives and the corresponding measures – which make up the central pillar of this III General Plan for VET in Catalonia – many of these contributions would be added as **recommended actions**.

STRATEGIC AREA 1

Planning, adaptation and integration of the training offer to the needs of the labour market and the people

Objective A

To prepare a Catalan Catalogue of Professional Qualifications to ensure the validity of qualifications, and an updated, integrated, modular catalogue for VET that ensures its adequacy to the qualification needs of people and companies.

Measures

1. Updating the Catalan Catalogue of Professional Qualifications (CQPC) and the associated Modular, Integrated Catalogue of Training; identification and allocation of priorities to the professions and sectors with an economic and social strategic value for the Catalan economy; the updates of the National Catalogue of Professional Competences will be incorporated.
 2. Sharing the information and surveys about the competences needed by companies and the labour market for the elaboration of a report that can be used as basis for the planning of the training offer. This periodical and global planning for the whole VET and Qualification System will be made on the basis of criteria coherent with the conclusions of the report and with the rest of information concerning the needs of the system.
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Recommended actions

1. To progress and expand the use of the Catalan Catalogue of Professional Qualifications and the Modular, Integrated Catalogue of Training as instruments for the management of companies and people, and to foster, among others, their use in the definition and assessment of the work place in the companies.
2. To define new pathways for VET for the employment, adapted to the System of Professional Qualifications and incorporating sector-oriented complementary modules not associated to the catalogue of qualifications, but adjusted to the needs of the companies.
3. To promote the integration of VET qualifications within the European Qualification Framework through and within ECVET¹⁰.
4. To promote the collaboration between trainers and experts in the design of the training curricula with the support of the ICQP¹¹.
5. To encourage and establish the collaboration between companies and training centres, opening the way for the participation of the social partners with the aim of improving the professionalizing effectiveness and the employability of curricula.
6. To elaborate an annual report about the people's needs for qualification, taking into account also the needs of companies and the labour market.

10. ECVET – European Credit System for Vocational Education and Training.

11. ICQP: Institut Català de les Qualificacions Professionals – Catalan Institute for Professional Qualifications.

Objective B

To promote the sectoral dimension of the training offer.

Measures

3. Canalization of a permanent interaction among sectors for an improved planning, organization, follow up and assessment of the VET offer and the whole Integrated System of Professional Training and Qualification through the creation of sectoral forums for the relationships and participation of companies, social agents and economic sectors.
 4. Elaboration of sectoral plans of integrated vocational training having into account the criteria of periodic planning of the Professional Training and Qualification System as a whole.
-

Recommended actions

1. To optimize the offer of modular training addressed to workers and linked to the Catalogue of Professional Qualifications, and to promote the participation of workers having undergone the process of accreditation of competences.
2. To increase the training offer linked to the Catalogue of Professional Qualifications through new plans for Vocational Training for Employment addressed to unemployed people.
3. To promote high employability programmes of specialization and continuous improvement.
4. To promote training on entrepreneurship from a sectoral perspective.
5. To promote the participation of sectoral agents in the VET offer planning and in the development of professional qualifications in Catalonia.

Objective C

To design and contribute to the experimentation and implementation of new lifelong work-based and dual VET models.

Measures

5. Promotion of the work-based and dual VET through the implementation and assessment of plans defined by sectors and companies.
 6. Establishment of mechanisms for the experimentation of the dual VET model adapted to the needs of the companies; progress in the work-based training through the generalization and improvement of work placements.
 7. Definition of the profile and improvement of the competence of trainers, experts and tutors for the follow up of people in a practical training – including the experimentation of the dual and work-based training – and their relationship with the work place.
-

Recommended actions

1. To entrust the Catalan Council for VET with the proposal of criteria for the promotion of lifelong work-based and dual training to be developed during the period covered by the General Plan for VET.
2. To encourage the elaboration of a plan for the research and motivation of companies for their collaboration in the implementation of the lifelong work-based and dual systems (in a more limited way during the academic year 2012/2013 and with the will to generalize it during the following years). This plan should set up a strategy for the evolution of the in-company training module (FCT) towards the work-based and dual VET models.
3. To set up a plan for the training of teachers, trainers, experts and tutors, including the definition of the profile requested by in-company tutors within the work-based and dual systems. The plan should be adapted to the demands of the work and educational environment, and updated and guided by the Catalan Council for VET from September 2012 to January 2013; it should be implemented during the academic year 2013/2014.
4. To promote and enlarge the VET quality programmes; to promote the coordination of the existing ones and move forward in the implementation of assessment mechanisms for the performance of the training programmes.

5. To facilitate an effective participation of SMEs in the processes of work-based and dual training through dissemination and information devices.
6. To disseminate among potential users the advantages of participating in a process of work-based or dual training; to facilitate to social agents the participation in their follow up.

Objective D

To move forward in the participation of companies, social agents and economic sectors in the formulation of the training offer programming criteria.

Measures

8. Proposal for the reorganization of the different institutional participation bodies in the specific area of VET in Catalonia through the modification of current regulatory frameworks and the definition of new functions and decision levels, without prejudice to other functions and competencies of the Catalan School Council and the Board of Directors of the SOC¹².
 9. Agreement with social agents for the promotion of vocational training and qualification and for a bigger incidence of training actions in companies.
-

Recommended actions

1. To design and implement a pilot programme in the frame of the Consortium for Continuous Training of Catalonia (Conforcat) in order to increase the participation of the active working population in VET and the demand in very small and small enterprises in Catalonia.
2. To increase the offer of initial qualification programmes facilitating the way to contractual relationship through the work-based system for youngsters under 16.
3. To promote a significant increase in the number of youngsters choosing VET at the end of their compulsory and post-compulsory education, to facilitate their incorporation.
4. To promote gender-balanced access to VET.

12. SOC: Servei d'Ocupació de Catalunya – Catalan Service of Employment.

STRATEGIC AREA 2

Promotion of integrated VET providers

Objective A

To develop a specific regulation for the integrated VET providers of Catalonia.

Measures

1. Elaboration of the regulatory decree for the integrated VET providers of Catalonia, having into account the existing experimentations – especially the FP.CAT network – and their assessment.
 2. Designation and authorization of a first group of integrated providers, both public and private.
-

Recommended actions

1. To ensure that the integrated VET providers have all services of the Professional Training and Qualification System on offer, and make them become centres of innovation and didactic and technological experimentation.
2. To pave the way for the integrated VET providers to become hubs for lifelong learning, VET, universities and businesses.
3. To develop the organizational, contractual and economical autonomous management of the integrated VET providers; to ensure the establishment and operation of the Social Councils at the integrated VET providers.
4. To include measures for the training of trainers in the regulation for the development of the integrated VET providers, in collaboration with companies.
5. The Catalan Council for VET will participate in the promotion of the integrated VET providers with the elaboration of a proposal for the coordination criteria for the actions to be developed for the implementation of this plan.

Objective B

To structure and promote a quality and excellence network of Catalan integrated VET providers.

Measures

3. Sectoral specialization of the integrated VET providers, with an integrated, lifelong learning-oriented training offer, that should provide an answer to the training needs of the productive sectors and to the individuals' professional promotion needs and expectations.
 4. Networking of the integrated VET providers, leading and sharing collaborative platforms and knowledge networks with other entities and training providers.
-

Recommended actions

1. To elaborate a protocol for the creation of operational projects – including the organizational model and the management procedures – in order to implement a common programme for quality and continuous improvement for integrated VET providers; special attention should be given to methodological innovation, which would allow for an assessment of the performance of each integrated VET provider in particular, and of the network as a whole.
2. To establish collaborations between the integrated VET providers and the national reference centres of the same professional sector in order to incorporate innovative methodologies and best practices, and to promote the collaboration of the integrated VET providers with other training providers, both from Spain and from Europe, to foster the exchange and placements of both students and trainers of the integrated VET providers.
3. To elaborate a communication plan and dissemination campaigns addressed to people and companies concerning the network of integrated VET providers and the services they provide; it should include information about available training and professional qualification pathways, explicitly stating the benefits of VET for very small and small businesses and for freelancers.
4. To promote transversal programmes among the different integrated VET providers in the network in order to foster entrepreneurship and self-employment, and to create a job centre common to the whole network.
5. To favour the networking at State and European levels of the schools in the Vocational Education and Qualification System, facilitating the mutual recognition (ECVET – European Credit system for VET), the mobility of students, and professional best practices.

6. To enhance the collaboration of the integrated VET providers with experts from the productive sectors when teaching specific subjects.

Objective C

To incorporate the integrated VET providers in the productive infrastructure within their area of influence so that they can respond to the request of lifelong training of the active population.

Measures

5. Encouragement for the integrated VET providers to promote a network of collaborating companies within their territory of influence as a meeting point to promote their support to the training providers, and their collaboration in the detection of training needs, always with the participation of the social agents.
 6. Support to the participation of the integrated VET providers in the professional training and accreditation of workers, in the frame of the Catalogue of Professional Qualifications.
-

Recommended actions

1. To connect the integrated VET providers with the Observatory for Employment and other observatories so that they are in a position to transfer advanced useful information for the design of the training offer.
2. To create within the integrated VET providers, and with the help of social agents, sectoral meeting points for the participation, cooperation and knowledge transfer to be used by companies, organizations and other entities of the environment.
3. To facilitate from the integrated VET providers the elaboration of a portfolio of services to people, companies and other entities of their environment, such as VET, Professional Information and Guidance or Accreditation of Competences.
4. To promote the transfer of knowledge, technology and assessment of past experiences among the integrated VET providers (internal transfer), the established network of VET providers (external transfer), businesses and sectors.
5. To facilitate training placements for trainers in businesses placed in the integrated VET provider's environment, as well as the training at the VET provider for the work-based or dual training company tutors or mentors.
6. To promote at the integrated VET providers, together with companies from the environment, the development and experimentation of dual VET and work-based programmes by means of work placements, training of trainers and R+D projects.

STRATEGIC AREA 3

Organization of an integrated mechanism for the recognition and accreditation of professional competences

Objective A

To develop the regulatory framework for the recognition and accreditation of professional competences.

Measures

1. Elaboration of the decree for the recognition and accreditation of professional competences having into account the strategic planning, the traceability and quality of the accreditation processes and the evaluation.
 2. Promotion of the implementation of the design of simplified and flexible procedures that ensure an integrated mechanism for the recognition and accreditation of professional competences.
-

Recommended actions

1. To train the informers, counsellors, experts and evaluators to participate in the process of recognition and accreditation of competences, and to facilitate their participation in State-wide processes.
2. To promote the use of tools that simplify the different phases of the accreditation process, that allow to people both the identification of professional competences likely to be accredited, and the choice of training pathways; ICT should be used in all possible procedures.
3. To include sectoral experts as evaluators in order to reach more easily to companies through their representatives.
4. To recommend the participation of the most representative business organizations and trade unions in the organization and management of the procedure, especially during the phases of portfolio building, guidance and follow up of the results.
5. The Catalan Council for VET will be aware and assess the results of the integrated mechanism for recognition and accreditation of professional competences.

Objective B

To promote the access of end users to the recognition and accreditation of professional competences.

Measures

3. Implementation of the recognition and accreditation of professional competences systems according to established priorities among professional qualifications and sectors.
 4. Authorization to the corresponding public or private integrated VET providers and National Reference Centres for the different phases of the procedures.
-

Recommended actions

1. To facilitate to participants in the processes of accreditation of competences to move on to training actions covering competence units needed for the completion of a professionalizing pathway.
2. To disseminate among professional sectors the results of accreditation and qualification programmes, from the perspective of companies, people and most representative social agents in the sector.
3. To guarantee equal opportunities, non discrimination, voluntariness and confidentiality of results during the access, procedures and participation in the recognition and accreditation of competences processes.
4. To favour through collective bargaining (sectoral or company agreement) the access of workers to the processes of accreditation of professional competences gained through work experience or non formal training, as well as the use of individual training leaves to this end; information to legal representatives of workers should be guaranteed.
5. To study from an analysis of the current situation the different legal and economic possibilities of ensuring the access of workers to the accreditation of professional competences processes within the companies.

Objective C

To promote the social value of the recognition and accreditation of gained competences.

Measures

5. Promotion of the recognition and accreditation of professional competences through sectoral or company collective bargaining or through company agreements.
 6. Promotion of the evaluation and accreditation of work experience as mechanisms previous both to the design of training plans within the company and to personal pathways.
-

Recommended actions

1. To elaborate a communication plan for the dissemination of the accreditation of professional competences among people and enterprises, especially very small and small businesses in sectors with the highest employment rates. The plan should include success stories and communication campaigns tailored for the different profiles and user types as well as for the territories. The main message should be that the accreditation increases employability of workers. It is also advised to elaborate a guide for people and companies involved in the accreditation process.
2. To facilitate and include the recognition of professional competences accredited within the professional activity from a point of view of human resources management, of collective bargaining, of the working industrial relations and the sectoral agreements.
3. To promote the use of individual training leaves as a way to facilitate the access of workers to the accreditation process.
4. To involve the social agents, guilds and associations in the dissemination of the positive effects of the procedure; to raise awareness among them to facilitate the recognition of competences of their staff, affiliates, members or associates.

STRATEGIC AREA 4

Development of an integrated system of professional information and guidance

Objective A

To promote a common protocol for professional information and guidance.

Measures

1. Improvement of the existing information and guidance services by means of the elaboration and implementation of a common protocol for an integrated Professional Information and Guidance system that could be shared by all private and public operators.
 2. Maintenance of an open and permanent service, both face-to-face and online, providing professional information and guidance to all who might request it, especially those in a situation of less employability or at risk of becoming less employable.
-

Recommended actions

1. To elaborate a training plan and to train the professional information and guidance staff belonging to the Professional Information and Guidance Network (XIOP).
2. To make possible that the training of advisors and counsellors coming from the educational and employment areas is made jointly.
3. To design and implement follow up and assessment mechanisms for the professional information and guidance services.
4. To favour the professionalization of the information and guidance services by means of a specific qualification.
5. To integrate within the XIOP the experience and knowledge of the Department of Education gained through the training module Training and Guidance for Work.
6. It is recommended that the XIOP complies with the following criteria:
 - a. Stable and not subject to subsidies
 - b. Accessible to all people over 16 with no discrimination on the grounds of work or training status
 - c. Coordinated with the academic guidance services of the compulsory and post-compulsory Educational System

- d. General and specialized levels of attention should be available
- 7. To design the mechanisms to ensure that the necessary information concerning the labour market and the Integrated Professional and Qualification System is available to the XIOP.
- 8. To discuss within the Catalan Council for VET the actions to be implemented in the frame of the Integrated System of Professional Information and Guidance, and to entrust the Catalan Council for VET with the evaluation of the common protocol for professional information and guidance to be developed with the implementation of this III General Plan for VET.

Objective B

To coordinate the existing services for professional information and guidance.

Measures

- 3. Creation of a space for cooperation, dialogue and common management with the different public and private actors through the networking of the existing professional information and guidance services.
-

Recommended actions

- 1. To define and disseminate the collaboration levels of the network members wishing to offer information and guidance services.
- 2. To facilitate, as one of the actions allocated to the network for professional information and guidance, the information about the conditions regulating the access to Qualifications and Certificates of Professional Standards and their contents, and about partial accreditation of competence units and their usefulness for qualification and employability.
- 3. To create a database, organized by territories, including the existing guidance points and integrated centres belonging to the network for professional information and guidance in order to promote the exchange of experiences and best practices.
- 4. To coordinate all services integrated within the network for professional information and guidance; to follow up the actions carried out by means of a methodology in which all involved actors participate in their assessment, in the adjustment of the assessment and in the proposal of correcting measures.

Objective C

To promote new resources and methodologies for the improvement of the professional information and guidance.

Measures

4. Design, implementation and promotion of a common platform/portal to gather the tools and instruments for professional information and guidance so that they are available to all actors and users of a Network for Professional Information and Guidance.
 5. Creation of instruments for the follow up and assessment of the efficacy and impact of the delivered information and guidance; also, to provide clear and transparent information, especially concerning the choice of professionalizing pathways, including the accreditation of competences.
-

Recommended actions

1. To gather the best working practices of the services of the professional information and guidance network carried out in the frame of the integration programme FP.CAT; to gather also all available best practices and disseminate them fostering the exchange of experiences and best practices with other networks for professional information and guidance both at State and European level.
2. To elaborate information from the labour market useful for the network for professional information and guidance, making use of the coordination of existing resources.
3. To include and link the network of integrated VET providers in the platform of the network for professional information and guidance.
4. To implement dissemination campaigns by means of specific communication plans in order to disseminate and promote this platform/portal for Professional Information and Guidance.
5. To involve the social agents in the dissemination campaigns for the promotion of the services offered by the platform/portal of the network for professional information and guidance.
6. To incorporate the network for professional information and guidance within the System for Quality Management.

INDICATORS

STRATEGIC AREA 1

Planning, adaptation and integration of the training offer to the needs of the labour market and the people

MEASURES	INDICATORS
1. Updating of the Catalan Catalogue of Professional Qualifications and its associated Integrated Modular Training Catalogue; sectors and jobs with a strategic economic and social value for the Catalan economy should be identified and given priority; the updating of the National Catalogue of Professional Qualifications should be included.	– Percentage of incorporated professional qualifications (corresponding to the jobs identified as priority because of their strategic value). <ul style="list-style-type: none">• 2013: 20 %• 2014: 40 %• 2015: 60 %• 2016: 85 %
2. To share the information and research about the needs of qualification in companies and in the labour market for the elaboration of the report that will set the bases for the planning of the training offer. This periodic and global planning for the whole VET and Qualification System will be made according to criteria coherent with the conclusions of the report and with other elements of information about the needs of the System.	– Annual report of the Integrated VET and Qualification System, resulting from a coordination mechanism for the information and research of the labour market and the training needs of the companies.
3. Creation of sectoral meeting points for the participation and relations of companies, social agents and economic sectors. Their goal would be to channel a permanent relationship among sectors for the improvement, organization, follow up and assessment of the VET offer and the whole Integrated VET and Qualification System.	– Number of sectoral meeting points. <ul style="list-style-type: none">• 2013: 2• 2014: 5• 2015: 8• 2016: 12
4. Elaboration of sectoral plans for integrated VET, taking into account the criteria of periodic planning of the VET and Qualification System as a whole.	– Number of sectoral plans for integrated VET, preferably inside the meeting points of Measure nr 3. <ul style="list-style-type: none">• 2013: 2• 2014: 5• 2015: 8• 2016: 12

MEASURES	INDICATORS
5. To support the implementation and assessment of plans defined by sectors and companies where work-based and dual training are given priority.	<ul style="list-style-type: none"> – Number of sectors (or sub-sectors) and companies analyzed and proposed as a priority for the implementation in Catalonia of the work-based and dual lifelong training model. <ul style="list-style-type: none"> • 2013: 2 • 2014: 4 • 2015: 7 • 2016: 10
6. Establishment of mechanisms for the experimentation of the dual VET model adapted to the needs of companies, and progress of the work-based training by means of the generalization and optimization of work placements.	<ul style="list-style-type: none"> – Number of work-based and dual lifelong training projects. <ul style="list-style-type: none"> • 2013: 3 • 2014: 5 • 2015: 8 • 2016: 12
7. Definition of the profile and improvement of the competence of trainers, experts and tutors for the follow up of people in practical training (including the experiences in work-based and dual training) and their relationship with the working place.	<ul style="list-style-type: none"> – Percentage of trained trainers, experts and tutors taking part in the work-based or dual lifelong VET projects. <ul style="list-style-type: none"> • 2013: 10 % • 2014: 25 % • 2015: 45 % • 2016: 75 %
8. Proposal for the reorganization of the different bodies with institutional participation in the Catalan VET domain by means of a modification of the current regulatory frameworks; definition of new functions and decision levels, without prejudice of other functions and competences of the Catalan School Council and the Governing Board of the Catalan Service for Employment.	<ul style="list-style-type: none"> – New regulatory framework for the reorganization of the different participation bodies.
9. Agreement with the social agents for the promotion of VET and professional qualification, and for the support of work placements.	<ul style="list-style-type: none"> – VET and professional qualification promotional plan, agreed with the social agents.

STRATEGIC AREA 2

Promotion of integrated VET providers

MEASURES	INDICATORS
1. Elaboration of the decree for the regulation of the Catalan Integrated VET providers, taking into account the existing experiences, especially the FP.CAT network and its assessment.	– Published decree.
2. Designation and authorization of a first group of public and private integrated providers.	– Number of Integrated providers authorised or designated. <ul style="list-style-type: none"> • 2013: – • 2014: 10 • 2015: 15 • 2016: 20
3. Sectoral specialization of integrated VET providers. Their training offer should be integrated and lifelong learning-oriented, answering to the training needs of the productive sectors and both to the individual training needs and to people's expectations of professional promotion.	– Number of functioning sectoral integrated VET providers. <ul style="list-style-type: none"> • 2013: – • 2014: 5 • 2015: 8 • 2016: 12
4. Networking of integrated VET providers, leading and sharing collaborative platforms and knowledge networks with others providers and entities.	– Operational collaborative network.
5. Support for the integrated VET providers to promote a network of collaborating companies in their territorial area of influence as a meeting point to enhance their support to the training providers and their collaboration in the detection of training needs, with the participation of social agents.	– Percentage of integrated VET providers with a working network of companies. <ul style="list-style-type: none"> • 2013: – • 2014: 10 % • 2015: 25 % • 2016: 50 %
6. Increased participation of integrated VET providers in the professional training and accreditation of workers, linked to the Catalogue of Professional Qualifications.	– Percentage of the integrated VET providers involved in the processes of professional training and accreditation of workers. <ul style="list-style-type: none"> • 2013: 10 % • 2014: 10 % • 2015: 30 % • 2016: 60 %

STRATEGIC AREA 3

Organization of an integrated mechanism for the recognition and accreditation of professional competences

MEASURES	INDICATORS
1. Elaboration of the recognition and accreditation of professional competences decree that takes into account the strategic planning, the traceability, the quality and the assessment of the accreditation processes.	– Published decree.
2. To boost the design implementation of the simplified and flexible procedures that ensure an integrated mechanism for the recognition and accreditation of professional competences.	– Permanent mechanism for the recognition and accreditation of professional competences taking into account unified, simplified and flexible procedures.
3. Establishing priorities concerning professional qualifications and sectors for the implementation of the system for recognition and accreditation of professional competences.	– Planning and priorities for the system for recognition and accreditation of professional competences.
4. Authorizing, for the different phases of the procedures, the corresponding public integrated VET providers, the private integrated VET providers, and the National Reference Centres.	– Percentage of the network of integrated VET providers and National Reference in Catalonia that develop the different phases of the procedure. <ul style="list-style-type: none"> • 2013: 30 % • 2014: 45 % • 2015: 65 % • 2016: 85 %
5. Promoting the recognition and accreditation of professional competences through collective or company bargaining, or through company agreements.	– Number of sectoral or company agreements taking into consideration the recognition and accreditation of professional competences. <ul style="list-style-type: none"> • 2013: 4 • 2014: 8 • 2015: 16 • 2016: 32
6. Promoting the assessment and accreditation of work experience with a mechanism previous to the design of company training plans and to the citizens' personal pathways.	– Number of companies considering recognition and accreditation of work experience as a mechanism previous to the design of their training plans. <ul style="list-style-type: none"> • 2013: 4 • 2014: 8 • 2015: 12 • 2016: 20

STRATEGIC AREA 4

Development of an integrated system of professional information and guidance

MEASURES	INDICATORS
1. Improvement of the existing information and guidance services and implementation of a common action protocol for an integrated Professional Information and Guidance system with the potential to be shared with all public and private operators.	– Developed common action protocol.
2. Maintenance of an open and permanent service, both face-to-face and online, providing professional information and guidance to all people who ask for it, especially those with low or potentially low employability.	– Percentage of operators providing professional information and guidance by means of an open, face-to-face and online service. <ul style="list-style-type: none">• 2013: 10 %• 2014: 20 %• 2015: 35 %• 2016: 60 %
3. Networking of the existing professional information and guidance services for the creation of a space for the joint cooperation, dialog and management for the different public and private operators.	– Implemented system for the connexion of operators.
4. Design, implementation and promotion of a common platform/portal compiling tools and instruments for professional information and guidance so that they are available to all operators and users of the network for professional information and guidance.	– Finished pilot project for a platform/portal.
5. Creation of instruments for the follow up and assessment of the efficacy and impact of the performed information and guidance task; delivery of clear and transparent information, especially the one concerning the choice of professionalizing pathways, including the accreditation of competences.	– Operative instrument for the follow up and assessment.

Implementation schedule

The elaboration of this III General Plan for VET started at the end of 2011 and has continued until the end of 2012.

The timetable for its execution covers the period from 2013 to 2016.

A chronogram for the 26 proposed measures in order to achieve the 13 objectives included in the four strategic areas is attached.

MEASURES	2013	2014	2015	2016
STRATEGIC AREA 1: Planning, adaptation and integration of the training offer to the needs of the labour market and the people.				
1. Updating of the Catalan Catalogue of Professional Qualifications and its associated Integrated Modular Training Catalogue; sectors and jobs with a strategic economic and social value for the Catalan economy should be identified and given priority; the updating of the National Catalogue of Professional Qualifications should be included.				
2. To share the information and research about the needs of qualification in companies and in the labour market for the elaboration of the report that will set the bases for the planning of the training offer. This periodic and global planning for the whole VET and Qualification System will be made according to criteria coherent with the conclusions of the report and with other elements of information about the needs of the System.				
3. Creation of sectoral meeting points for the participation and relations of companies, social agents and economic sectors. Their goal would be to channel a permanent relationship among sectors for the improvement, organization, follow up and assessment of the VET offer and the whole Integrated VET and Qualification System.				

MEASURES	2013	2014	2015	2016
4. Elaboration of sectoral plans for integrated VET, taking into account the criteria of periodic planning of the VET and Qualification System as a whole.				
5. To support the implementation and assessment of plans defined by sectors and companies where work-based and dual training are given priority.				
6. Establishment of mechanisms for the experimentation of the dual VET model adapted to the needs of companies, and progress of the work-based training by means of the generalization and optimization of work placements.				
7. Definition of the profile and improvement of the competence of trainers, experts and tutors for the follow up of people in practical training (including the experiences in work-based and dual training) and their relationship with the working place.				
8. Proposal for the reorganization of the different bodies with institutional participation in the Catalan VET domain by means of a modification of the current regulatory frameworks; definition of new functions and decision levels, without prejudice of other functions and competences of the Catalan School Council and the Governing Board of the Catalan Service for Employment.				
9. Agreement with the social agents for the promotion of VET and professional qualification, and for the support of work placements.				

Preparation
Approve/Publish/ Authorise/Agree
Implemented

MEASURES	2013	2014	2015	2016
STRATEGIC AREA 2: Promotion of integrated VET providers				
1. Elaboration of the decree for the regulation of the Catalan Integrated VET providers, taking into account the existing experiences, especially the FP.CAT network and its assessment.				
2. Designation and authorization of a first group of public and private integrated providers.				
3. Sectoral specialization of integrated VET providers. Their training offer should be integrated and lifelong learning-oriented, answering to the training needs of the productive sectors and both to the individual training needs and to people's expectations of professional promotion.				
4. Networking of integrated VET providers, leading and sharing collaborative platforms and knowledge networks with others providers and entities.				
5. Support for the integrated VET providers to promote a network of collaborating companies in their territorial area of influence as a meeting point to enhance their support to the training providers and their collaboration in the detection of training needs, with the participation of social agents.				
6. Increased participation of integrated VET providers in the professional training and accreditation of workers, linked to the Catalogue of Professional Qualifications.				

Preparation
Approve/Publish/ Authorise/Agree
Implemented

MEASURES	2013	2014	2015	2016
STRATEGIC AREA 3: Organization of an integrated mechanism for the recognition and accreditation of professional competences				
1. Elaboration of the recognition and accreditation of professional competences decree that takes into account the strategic planning, the traceability, the quality and the assessment of the accreditation processes.				
2. To boost the design implementation of the simplified and flexible procedures that ensure an integrated mechanism for the recognition and accreditation of professional competences.				
3. Establishing priorities concerning professional qualifications and sectors for the implementation of the system for recognition and accreditation of professional competences.				
4. Authorizing, for the different phases of the procedures, the corresponding public integrated VET providers, the private integrated VET providers, and the National Reference Centres.				
5. Promoting the recognition and accreditation of professional competences through collective or company bargaining, or through company agreements.				
6. Promoting the assessment and accreditation of work experience with a mechanism previous to the design of company training plans and to the citizens' personal pathways.				

Preparation
Approve/Publish/ Authorise/Agree
Implemented

MEASURES	2013	2014	2015	2016
STRATEGIC AREA 4: Development of an integrated system of professional information and guidance				
1. Improvement of the existing information and guidance services and implementation of a common action protocol for an integrated Professional Information and Guidance system with the potential to be shared with all public and private operators.				
2. Maintenance of an open and permanent service, both face-to-face and online, providing professional information and guidance to all people who ask for it, especially those with low or potentially low employability.				
3. Networking of the existing professional information and guidance services for the creation of a space for the joint cooperation, dialog and management for the different public and private operators.				
4. Design, implementation and promotion of a common platform/portal compiling tools and instruments for professional information and guidance so that they are available to all operators and users of the network for professional information and guidance.				
5. Creation of instruments for the follow up and assessment of the efficacy and impact of the performed information and guidance task; delivery of clear and transparent information, especially the one concerning the choice of professionalizing pathways, including the accreditation of competences.				

Preparation
Approve/Publish/ Authorise/Agree
Implemented

Budget estimate

The budget of the Government of Catalonia for 1012 was approved by the Parliament of Catalonia in February 2012.

Nevertheless, during the elaboration of the III Plan, especial circumstances occurred, stemming from the Spanish general budget, which obliged the Government of Catalonia to introduce plans for budget adjustment.

This is the prevailing situation during the budgetary forecasting for this Plan, which makes impossible for the Departments involved in its execution to state a concrete economic contribution.

In spite of everything, the will of the Catalan Council for VET is to reach a consensus and to obtain the commitment of the Government of Catalonia in front of the challenges this plan is facing. To overcome these challenges is, without any doubt, a way to reach the objectives proposed by the Agreement of the 8 March 2011 boosting a new VET and guidance model in Catalonia.

At any rate, it is important to point out that many of the measures formulated by the working group do not require important budget allocations. This is why the members of the Council consider it best to start the Plan with anything that can be done without a concrete budget allocation.

We can so bring forward in time the implementation schedule of those measures that do not need a specific budgetary allocation, incorporating later the budgetary lines that both Departments will be in a position to devote to the Plan.

Assessment and follow up of the III General Plan for VET

The III General Plan for VET in Catalonia 2012-2016 aims to be the principle guiding the actions of the Government of Catalonia (and all participating actors) in matters concerning the integration of VET.

Achieving the goals set by this plan would place us, without any doubt, closer to our goal.

The involvement in this implementation of the Departments of Education and Enterprise and Employment – both of them represented within the Catalan Council for VET – and of all the actors in the system, demands important transformations in the regulation and organization, with far reaching consequences in the very much expected transformation of the Vocational Education and Training in our country.

Having into account the competence awarded to the Catalan Council for VET by its foundational decree for the follow up and assessment of the general plans for VET, it has been considered appropriate to transform the working group that elaborated the Plan into a Follow up Commission that will ensure the correct application; at the same time, the Commission will set up the working methodology and the meetings schedule.

It is nevertheless advisable to complement this follow up with a device for the assessment and follow up of the degree of achievement of the objectives and of the impact of the proposed measures. The indicators expressed in terms of results will make this task easier.

In so far as the budget availability will allow, this task will be entrusted to one or several entities external to the Catalan Council for VET.