



Education and Culture DG

Lifelong Learning Programme



Education  
and  
Training

### Key Activity 1

Policy cooperation and innovation

**European Qualifications Framework (EQF) Project**

*European Observatory of validation of non formal and  
informal Skills in the sector of landscape and urban  
planning and risk prevention*

# **DIFFICULTIES AND LIMITATIONS IN VALIDATION AND RECOGNITION OF NON-FORMAL LEARNING IN LANDSCAPE AND URBAN PLANNING AND RISK PREVENTION SECTOR IN SPAIN**

International EQF Meeting

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**15-16 APRIL 2010  
MURCIA (ESPAÑA)**

## Formation mechanisms in Spain

### Formal learning vs Non Formal

According to the Organic Law 2 / 2006, 3rd May, Education, Chapter IX refers to the Adult Education, says Article 66. Aims and targets.

*" 4. Adults can make their learning both through teaching, formal or non formal, and through experience, employment or social activities, so they will tend to make connections between pathways and steps taken to validation of learning acquired in this way. "*

# Formation mechanisms in Spain

## Formal learning vs Non Formal

We understand **Formal learning** is that which provides free education, universal and compulsory until 16 years old. It is divided into:

- Primary Education (6 courses, up to 12 years)
- And Secondary Education (4 courses to 16 years).

You can then take “Bachiller” (2 courses), access to university studies, or study vocational training, either Intermediate or Higher Grade.

# Formation mechanisms in Spain

## Formal learning vs Non Formal

**No Formal learning** includes courses and programs complement formal learning mainly for:

- A vocational training
- To enable the employability of the unemployed, people with special difficulties in accessing the labor market
- Improving the qualifications of / as workers.

This type of learning has no such rigid rules and has greater freedom to develop educational plans varied as in the case of courses offered by many colleges and private education centers.

# Non Formal learning types

## Courses organized by associations, and professional associations

Most associations, professional associations and unions organize courses to train or to report on issues related to their field.

## Courses organized by academies and training centers

## Training for workers

## Adult education

# Non Formal learning types

## Active Employment Political occupational training:

- Upgrading to some sectors that already have previous professional experience but who technological change in left outside the labor market.
- To train offering a chance of qualification for those others who for various reasons have not acquired an initial vocational training.

# Non Formal learning

## Examples of landscape planning, urban and environmental risks prevention courses in Spain

1. EXPERT TITLE OF PREVENTION AND CONTROL OF ENVIRONMENTAL AND OCCUPATIONAL HAZARDS.
2. ENVIRONMENTAL EXPERT COURSE
3. ENVIRONMENTAL AUDITOR
4. ENVIRONMENTAL INSPECTOR
5. SPECIALIST COURSE ANALYSIS AND RISK MANAGEMENT FOR FLOOD AND AVEENUES
6. PROTECTION, MANAGEMENT AND LANDSCAPE MANAGEMENT
7. TOP COURSE LANDSCAPE AND PUBLIC SPACE
8. COURSE OF LANDSCAPE ARCHITECTURE AND DESIGN
9. COURSE OF GEOGRAPHIC INFORMATION SYSTEMS
10. CUSTODY OF COURSE TERRITORY
11. MASTER IN URBAN AND SPATIAL PLANNING
12. MASTER IN SPATIAL PLANNING, ENVIRONMENT AND PLANNING



# Legal Reference: Qualification and lifelong learning

- Law of Qualification and Vocational training, regulates both formal learning, including vocational and lifelong learning.
- This law has followed a strictly controlled through ministerial decrees and orders which has resulted in expanding the supply of qualifications by the *National Catalogue of Qualifications*.
- The *National Catalogue of Qualifications* is developed and update by the National Institute of Qualifications (INCUAL) created through the RD 375/1999, 5th march, under the Ministry of Education.
- The *National Catalogue of Qualifications*, is the instrument of the National System of Qualifications and Vocational Training ordering qualifications liable for recognition and accreditation, as identified in the production system based on the appropriate competencies for professional practice.



# *The National Catalogue of Qualifications: Main objectives*

- Adapt training to the requirements of the productive system.
- Integrate vocational training offerings. From this catalog are designed for occupational training and regulated vocational training, thus serving as a common framework for both training systems.
- Serve as reference for the assessment and recognition of skills acquired through informal channels and non-formal.
- Promote training throughout life.
- Raising the quality of vocational training as a whole, to meet the needs of users to increase the social demand for this type of training.
- Labor market transparent, so as to facilitate the match between supply and demand for labor.
- Develop a better qualified workforce through lifelong learning.
- Improving information and guidance.

# European Qualification Framework (EQF): Spanish initiatives

- EQF, adopted in 2006 provided the first standardized tool which recognized eight educational levels that span the training route you can follow a person throughout their life with their corresponding descriptors of knowledge, skills and competence.
- In the framework lifelong learning, the *Project ERA* was created with the main objective to assess, recognize and certify skills acquired through work experience and other non-formal learning.
- This project developed by the Directorate General of Vocational Training of the Ministry of Education, in collaboration with the Ministries of Labour, the Autonomous Communities and Social Agents.

## DIFFICULTIES AND LIMITATIONS IN VALIDATION AND RECOGNITION OF NON FORMAL LEARNING

- The Population doesn't know non formal learning offer
- Almost exclusive dependence on public funds, unlike the other European countries
- Not enough effective communication channels for people to accept these initiatives
- The low number of qualified people in the labor market

# DIFFICULTIES AND LIMITATIONS IN VALIDATION AND RECOGNITION OF NON FORMAL LEARNING

- The increased coverage of non-formal training in the last decade has been low and Spain remains at the lowest positions in the European ranking lifelong learning.
- Many of the non-formal training courses require prior formal education .Mostly aimed at engineers, architects, lawyers, and biologists
- Few courses related to landscape planning, urban and environmental risk prevention.
- There is no official recognition in the *National Catalogue of Qualifications* for this area of knowledge involving landscape planning, urban planning and prevention of environmental risks

# Conclusion: MEASURES

- Participation of educational and employment authorities in promoting non-formal education provision.
- Increase the number of non-formal training facilities dedicated to landscape and urban planning and the prevention of environmental risks within the European framework for education, facilitating lifelong learning
- Need to define a specific professional profile of a sector of society devoted to urban planning, landscape and environmental risk prevention.
- Include professionals with a non-formal training in urban planning, landscape and environmental risk prevention in the National Catalogue of Qualifications (Organic Law 5 / 2002, June 19, Qualifications and Training) .
- The year 2012 is the deadline for countries, including Spain, to ensure official accreditation containing a reference to the corresponding EQF level.

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# Thanks for your attention!

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