

## 1. Background information on employment, population and importance of agriculture in Spain

### 1.1. Land area, population density and percent of population in the target group in Spain.

- Total land area: 505.990 km<sup>2</sup>
- Area under agricultural land use: 24,8 millions of hectares (2016)<sup>1</sup>
- A population of 46,720,00 people (2018)<sup>2</sup>
- 30% of Spanish total population live in rural areas; 10% aprox. are the target group (2018)<sup>3</sup>

### 1.2 Unemployment in Spain overall and in the target group

Unemployment in Spain:

- Total: 3.255.084 persons (2018)<sup>4</sup>
- Under 25 ages: 266.738 persons (2018)<sup>5</sup>
- Between 25-29 ages: 295.177 persons (2018)<sup>6</sup>

**Table 1. EU Labour Force Survey 2016 – percent unemployment for the total population and for persons 15-24 years old in the European Union (EU), Spain and the individual regions**

	Unemployment rates 2016 (%)	
	Total	15-24 years old
<b>EU</b>	<b>8.6</b>	<b>18.7</b>
<b>SPAIN</b>	<b>1.10</b>	<b>1.59</b>
Galicia	1.63	5.65
Principade de Asturias	6.09	12.18
Cantabria	5.61	11.80
Pais Vasco	4.92	7.81
Comunidad Foral de Navarra	7.03	11.30
La Rioja	7.33	12.20
Aragón	4.75	6.04
Comunidad de Madrid	4.75	6.96
Castilla y León	3.17	5.42
Castilla-la Mancha	2.98	4.16
Extremadura	3.65	5.83

<sup>1</sup> Ministry of Agriculture, Fisheries and Food from

<https://www.mapa.gob.es/es/estadistica/temas/estadisticas-agrarias/agricultura/esyrce/>

<sup>2</sup> Statistics National Institute from <https://www.ine.es>

<sup>3</sup> Statistics National Institute from <https://www.ine.es> and National Institute of Youth from <https://www.injuve.es>

<sup>4</sup> Eurostat from <https://ec.europa.eu/eurostat/en/>

<sup>5</sup> Statistics National Institute from <https://www.ine.es>

<sup>6</sup> Statistics National Institute from <https://www.ine.es>

Cataluña	3.02	5.28
Comunidad Valenciana	3.14	6.57
Illes Balears	6.32	9.28
Andalucía	1.64	2.66
Region de Murcia	4.38	6.46
Ciudad Autonoma de Ceuta	18.97	16.86
Ciudad Autonoma de Melilla	17.31	16.54
Canarias	3.19	6.91

u = Data not published due to small sample size.

### 1.3. Agriculture in Spain

- 24,8 millions of hectares (2016)<sup>7</sup>
- Number of active agricultural enterprises: 108.793 (2017)<sup>8</sup>
- Number of holdings: 933.059<sup>9</sup>
- Spanish GDP: 28.156,82 USD (2017); Contribution of revenue from agricultural enterprises to the total GDP: 2,59% (2017)<sup>10</sup>

**Table 2. Area, number and output value of agricultural operations in 2016 for Spain and the individual Regions**

Geographic area	Number of holdings	Total agricultural land (ha)	Total output value (euro)	Average output per operation (euro)
Galicia	74.994	863.677		
Principade de Asturias	21.926	493.505		
Cantabria	9.391	330.454		
Pais Vasco	15.564	249.042		
Comunidad Foral de Navarra	14.583	795.989		
La Rioja	9.362	342.104		
Aragón	48.457	2.928.882		
Comunidad de Madrid	7.417	376.335		
Castilla y León	90.036	6.526.017		
Castilla-la Mancha	117.760	5.117.238		
Extremadura	61.626	3.079.963		
Cataluña	56.701	1.679.969		
Comunidad Valenciana	111.425	859.078		

<sup>7</sup> Ministry of Agriculture, Fisheries and Food from <https://www.mapa.gob.es/es/estadistica/temas/estadisticas-agrarias/agricultura/esyrce/>

<sup>8</sup> Ministry of Agriculture, Fisheries and Food. *Annual Indicators Report: Agriculture, Fisheries, Food and Environment 2017* from [https://www.mapa.gob.es/es/ministerio/servicios/analisis-y-prospectiva/informe\\_anual\\_agric\\_pesca\\_ali\\_mm\\_17finalweb221120182\\_tcm30-495934.pdf](https://www.mapa.gob.es/es/ministerio/servicios/analisis-y-prospectiva/informe_anual_agric_pesca_ali_mm_17finalweb221120182_tcm30-495934.pdf)

<sup>9</sup> idem

<sup>10</sup> idem

Illes Balears	10.101	240.656		
Andalucía	242.324	5.550.730		
Region de Murcia	29.101	512.663		
Ciudad Autonoma de Ceuta	NA	NA		
Ciudad Autonoma de Melilla	NA	NA		
Canarias	12.283	65.743		

Source: Survey on the Structure of Agricultural Holdings from <https://www.ine.es>

#### 1.4 Employment and entrepreneurship in agriculture in Spain

- The total number of persons leading an agricultural holding in Spain (2017): 253,556 (220,143 are freelancers + 33,413 are enterprises)<sup>11</sup>
- Number of people leading an agricultural operation in the age group from 15-24: 8.6%<sup>12</sup>
- Majority is 35% of heads of exploitation between 40 and 54 years of age<sup>13</sup>
- Age group of the majority of owners and directors of agricultural operations (over 75%) were people 45 years old or older <sup>14</sup>
- Relative number of owner/director positions held by men/women (Table 3).

**Table 3. Number of agricultural entrepreneurs/directors of agricultural operations in 2016 for Spain by age group and gender**

Age group	Total number	Percent of total	Number male*	Number female*
15-24	1.081		858	223
25-34				
35-44				
45-54				
55-64				
65+	2.692		1.987	705
<b>Total</b>	23.364		17.529	5.835

Source: National Institute of Statistics from <http://ine.es/dynt3/inebase/es/index.htm?padre=1402&capsel=2198>

<sup>11</sup> National Institute of Statistics from [https://www.ine.es/prodyser/pubweb/anuario18/anu18\\_12agric.pdf](https://www.ine.es/prodyser/pubweb/anuario18/anu18_12agric.pdf)

<sup>12</sup> idem

<sup>13</sup> idem

<sup>14</sup> idem

**Table 5 Number of people working in agriculture in 2019 in Spain by specialization of agricultural operation and labour type.**

Specialization*	Number of operations	Total land (ha)	Total labour	Seasonal labour	Permanent labour	Family labour
Field crops						
Horticulture						
Permanent crops						
Specialist grazing livestock						
Specialist granivores						
Mixed cropping						
Mixed livestock holdings						
Mixed crops and livestock						
<b>Totals</b>			<b>839,7K</b>			

\*Specialization categories according to COMMISSION DELEGATED REGULATION (EU) No 1198/2014 supplementing Council Regulation (EC) No 1217/2009 setting up a network for the collection of accountancy data on the incomes and business operation of agricultural holdings in the European Union (Online at <https://eur-lex.europa.eu/legal-content/en/TXT/?uri=CELEX:32014R1198>)

## 1.6. Training and education opportunities in agriculture in Spain

Education in Spain is regulated by the Ministry of Education but regional governments are responsible for managing and financing schools in their territory. Both administrations are guided by the principles of quality, cooperation, equity, freedom of education, merit, equal opportunities, non-discrimination, efficiency in the allocation of public resources, transparency and accountability.

Education is compulsory and free from 6 to 16 years, although families have to pay for books and materials used in class. The last high school cycle, which runs from 16 to 18, is also free. Higher education is paid but the the Spanish government finances part of the fees.

There are also private educational centers, which are usually related to the Catholic Church and are paid at all stages.<sup>15</sup>

Primary Education	taught in primary schools and consists of six courses, from six to twelve years. Before primary education there is a pre-school education that is divided into two cycles and is not mandatory. The first, from 0 to 3 years, is paid, although there are programs to help families in need. The second, from 3 to 6 years, is free and is taught in public schools.
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<sup>15</sup> For more information please visit: [https://eacea.ec.europa.eu/national-policies/eurydice/content/organisation-education-system-and-its-structure-79\\_es](https://eacea.ec.europa.eu/national-policies/eurydice/content/organisation-education-system-and-its-structure-79_es)

	Although it is not mandatory, it is widespread and almost 100% of children attend it.
Secondary School	<p>consists of two very different cycles:</p> <p>Compulsory Secondary Education (ESO), is the last stage of compulsory education and consists of four courses, from 12 to 16 years, which are taught in secondary schools. The last year you can choose between two modalities, depending on whether you will later study vocational training or baccalaureate (Bachillerato)</p> <p>High school is a non-compulsory stage that goes from 16 to 18 years old and prepares young people to access university or vocational training at a higher level. It is taught in the same institutes as ESO. It consists of three different modalities (sciences, arts and humanities and social sciences) that are chosen according to what the student wants to study in the future.</p>
Higher Education	<p>University education is the most common option at this level and is divided into:</p> <p>Grade. Four-year programs in which a specific subject is studied in depth.</p> <p>Master One-year course to specialize in a specific subject. To access it is necessary to have passed a grade.</p> <p>Doctorate. It is the maximum training granted by universities and consists of an investigation of about three years.</p> <p>Additional options at this level are higher level vocational education and “certificates of professionalism”</p>

While 322 different study programs were offered at universities and universities of applied sciences in Spain in 2018, no published data was found on the number of students enrolled in Spain in programs focused specifically on topics related to agriculture. These include Agronomy (105 programs), Veterinary (82 programs), Agriculture (36 programs), Fisheries (13 programs), Livestock management (9 programs) and Other studies (77 programs)<sup>16</sup>.

- Vocational Training: The initial professional training (Ministry of Education), offers five specializations of medium degree and two of superior level, all of 2000 hours of duration

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<sup>16</sup> <https://www.universia.es/>

- Several "certificates of professionalism" in agricultural related fields are taught through the initial professional qualification programs (PCPI), or in the framework of training for

<b>Level 1 (Auxiliar/Assistant)</b>	<b>Level 2 (Qualified Worker)</b>	<b>Level 3 (Technician)</b>
Auxiliary activities in agriculture.	Herbaceous crops.	Gardening and landscape restoration.
Auxiliary activities in livestock.	Fruitculture	Management of the installation and maintenance of lawns on sports fields.
Auxiliary activities in nurseries, gardens and garden centers.	Horticulture and floriculture.	Management of agricultural production.
Auxiliary activities in floristry.	Production intensive cunicula	Horse breeding.
	Intensive poultry production.	
	Installation and maintenance of gardens and green areas.	
	Swine production of rearing and bait.	
	Ecological agriculture.	
	Ecological livestock	
	Forest uses.	

employment

Table: Programs in Agricultural Fields

Source: <https://www.universia.es/>

## **2. Agriskills online survey**

In accordance with the Agriskills project goals of identifying training needs for unemployed people in the age group from 15-24 years to support employment and business establishment in agriculture, an online stakeholder survey was conducted (Appendix A). A list of potential respondents was collected from stakeholders known to the Spanish project partner. An initial phonecall was sent to them to explain the goals and methods of the AgriSkills Project and to request participation. Upon reception of a positive response, an email was sent to them with a link to the online questionnaire.

### **2.1. Methods**

As per the project proposal, a minimum of twenty-five individual responses were solicited from individuals in each country who either currently employ agricultural workers or advise and educate young people about how to find work. ). A list of potential respondents was collected from stakeholders known to the Spanish project partner. An initial phone call was sent to them to explain the goals and methods of the AgriSkills Project and to request participation. Upon reception of a positive response, an email was sent to them with a link to the online questionnaire.

### **2.2. Characterization of Respondents**

As the survey was conducted anonymously, respondents were asked to identify themselves according to their primary role in dealing with unemployed or otherwise disadvantaged people age 15-24 in **Spain**.

26 respondents who currently employ agricultural workers or advise and/or educate young persons about how to get employed were asked to answer Question 1.

**Table 7. Role of respondent in dealing with unemployed or otherwise disadvantaged persons aged 15-24 in rural areas**

	n	Percentage
Educator	7	26,9
<b>Other (Association of Young Farmers)</b>	<b>5</b>	<b>23.1</b>
Public Employment Agency	4	15,4
Private Employment Agency	3	11,5
<b>Employer</b>	<b>3</b>	<b>11,5</b>
Potential Employer	3	11,5

The largest number of the Spanish respondents to the survey (7) identified themselves as educators, comprising 26,9% of the total number of respondents, The second largest group of respondents (6) chose the “Other” category, all of whom are members of the association of young farmers and accounting for 23,1% of the total number of respondents.

### **2.2.1. Respondents views on the most relevant agricultural areas for new labour and business entrants in Spain**

One of the main goals of this project output was determining the most important agricultural fields in each partner country on which to focus training materials. Towards this goal, respondents were asked to choose the three most important agricultural areas in their country from a list of seven areas identified by the project partners. An additional free text field was provided so that respondents could identify fields that they felt were important that were not covered by the options provided.

**Table 6: Respondents views on the most relevant agricultural areas for new labour and business entrants in Spain**

	n	Percent
Organic Agriculture	16	61.5



Agritourism	10	38.5
Horticulture	5	16.2
Apiculture	2	7.7
Fish Farming	1	3.8
Solidarity Agriculture	1	3.8
Social Farming	0	0

Our respondents chose **Organic Agriculture** (61,5%), **Agritourism** (38,5%) and **Horticulture** (16,2%) as the three most relevant agricultural topics in our area for providing training to unemployed or otherwise disadvantaged persons aged 15-24 in rural areas. It is important to highlight that apart from the options offered, we received 4 responses in the "other" category specifying "Oil Industry". By doing a large part of the surveys in the south of Spain, and this region is one of the most important at the international level regarding the Oil Industry. These respondents, decided to specify it as one of the great business opportunities in which young people then to train to dedicate themselves professionally.

**Organic Agriculture:** Spain now exceeds two million hectares dedicated to organic farming (2,018,802 hectares). Today, Spain is the country in the European Union that has the most area devoted to organic production, with 17% of the total EU (12.1 million hectares)<sup>17</sup>.

**Agritourism:** Although it is growing slowly, every day there is more interest in agritourism in Spain. Rural tourism in Spain recorded an increase in overnight stays of 11.5% in 2016<sup>18</sup>, but despite this, the profitability of these businesses is not clear, (National Institute of Statistics In fact, while the Hotel Price Index has risen by 4.7% and 5.4% in the last two years, the prices of rural tourism only increased by 0.9% and 2.4% in 2015 and 2016 respectively.

**Horticulture:** Horticulture has long been one of the most important fields in Spain. So our respondents have considered it a good opportunity for young people as an opportunity to jump into the world of work.

## 2.2.2. Potential Barriers to meeting goals of Agriskills project

The goal of the Agriskills project is to create training materials that will serve to support the target population in developing skills and gaining knowledge that will help them obtain employment in existing agricultural operations or establish new businesses related to agriculture. To better achieve this goal, we sought information from respondents with regard to potential barriers in reaching the target population, and making careers in agricultural attractive to members of the target group. The following show the results.

<sup>17</sup> <https://www.diariosur.es/economia/agroalimentacion/radiografia-agricultura-ecologica-20180913000418-ntvo.html>

<sup>18</sup> Statistics National Institute from <https://www.ine.es>

Respondents were asked to rate the barriers to reaching the target population on a scale from 1 (least important) to 5 (most important). (Table 7).

**Table 7. Mean values for rating (from 1 - least important to 5 - most important) of biggest barriers in reaching the target population mean values for all respondents and for each of two subgroups of respondents - employers and educators.(n = total number of responses received).**

	n	Mean
<b>Lack of papers/proper documents among members of target group</b>	26	4,0
<b>Ignorance of members of target group with regard to potential aid/support from government</b>	26	3,6
<b>Lack of knowledge/skills with regard to applying for a new job</b>	26	3,5
<b>Fewer work opportunities in rural areas than in urban areas</b>	26	3,5
<b>Unwillingness of potential employers to hire members of target groups</b>	26	3,4
<b>Lack of databases containing information about the target group</b>	23	3,4
<b>Mental barriers among the target group to applying for work</b>	25	3,2
<b>Social exclusion of members of the target group</b>	26	2,5
<b>Alcohol or other substance abuse issues among members of the target group</b>	26	2,3
<b>Lack of basic work ethic among members of the target group</b>	26	2,2
<b>Mental or physical health problems among members of the target group</b>	26	2,0

Spain is a country that regularly receives illegal immigrants from different countries. Although many immigrants from the African continent usually come to the country they see Spain as a gateway to Europe. Many of them already work in professions that are related to agriculture<sup>19</sup>. So due to that This likely explains why reason our respondents have considered the option "**Lack of papers/proper documents among members of target group**" as the most important barriers when trying to access young people in rural areas.

<sup>19</sup> The New York Times. For more information <https://www.nytimes.com/es/2018/08/21/migrantes-ceuta-espana-marruecos/>

The options " **Lack of knowledge/skills with regarding to applying for a new job** ", " **Lack of databases containing information about the target group**" and "**Ignorance of members of target group with regard to potential aid/support from government**". The low level of development in rural areas in Spain means that the people who still live there have not had access to training to be able to develop a job, as due to that, the lack of existents of database to be able to contact and recruit people of the target group<sup>20</sup>.

Respondents were then asked to choose the three most important barriers to members of the target group starting a new business in agricultural fields (from a list of seven).

**Table 8. Most important barriers to members of the target group starting a new business in agricultural fields – absolute number (n) and percentage (percent) of total responses given.**

	n	Percent
<b>Lack of business management skills</b>	14	53,8
<b>Lack of start-up money or access to credit</b>	11	42,3
<b>Low level of basic education</b>	11	42,3
<b>Lack of technological skills</b>	2	7,7
<b>Lack of access to formal education in agriculture-related occupations</b>	2	7,7
<b>Lack of language or literacy skills in local language</b>	0	0,0
<b>Lack of personal communication skills</b>	0	0,0

The option more voted was "**Lack of business management skills**" with 53%, if someone wants to start a business, without knowledge of business management and money to make an investment it's difficult to start a business. And the situation it becomes worst when there is a lack of basic education.

Respondents were given a list of four potential means for reaching the target audience, and asked to choose the most effective (Table 9).

**Table 9 Respondents views of the most effective means of reaching target population - absolute number (n) and percentage (percent) of total responses.**

	n	Percent
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<sup>20</sup> For more information <https://www.elindependiente.com/economia/2018/05/27/la-espana-desconectada/>

<b>Social Media</b>	13	50,0
<b>Events (job fairs, workshops)</b>	6	23,1
<b>Website</b>	5	19,2
<b>Email</b>	2	7,7

Fifty percent of Spanish survey respondents **Social Media** as the best way to contact the people of the target group.

**Events** was seen as the most effective by 23.1% and **Website** was chosen by 19.2%.

When asked what factors would make training and subsequent job opportunities in agriculture attractive to the target group, respondents were given five choices and asked to choose the two most important.

**Table 10. Respondents views on the two most important factors in making work in agriculture attractive to target group - absolute number (n) and percentage (percent) of total responses.**

	<b>n</b>	<b>Percent</b>
<b>Potential to earn money</b>	20	76,9
<b>Geographic location of place of employment</b>	9	34,6
<b>Opportunities for further career development</b>	6	23,1
<b>Social status associated with job</b>	3	11,5
<b>Nature of work environment (e.g., office, factory, farm, forest)</b>	1	3,8

According to our respondents, the most important factors in choosing a job in Spain are "**Potential to earn money**".

The second most commonly chosen option was "**Geographic location of place of employment**".

### 2.2.3. Respondents' views on key skills for which the Agriskills project should provide training materials

In addition to providing general knowledge about the specific most relevant agricultural topics in the relevant countries, the Agriskills project seeks to provide the target population with the necessary soft skills and technological skills. To assess the skills most lacking in the target population of each member country, respondents were provided with a list of seven soft skills, and asked to choose the three they felt to be most important for preparing the target population to become employees and entrepreneurs in agricultural fields (Table 11).

**Table 11 Most important soft skills according to respondents - absolute number (n) and percentage (percent)of total responses**

	n	Percent
Teamwork	12	46,2
Communication, e.g., with relevant stakeholders	9	34,6
Conflict resolution skills	9	34,6
Time Managment Skills	8	30,8
Critical Thinking Skills	3	11,5
Negotiation skills	2	7,7
Cooperation with other	0	0,0

Twelve of our respondents chose "**teamwork**" as the soft skill that the target group lacks most.

Followed by " **Communication, e.g., with relevant stakeholders** " with nine votes and "**Conflict resolution skills**" with another nine votes, while "**Time Management Skills**" was seen as nearly as important with eight votes.

Respondents were asked to choose the most important technological training need from a possible list of four.

**Table 12. Most important technical skills according to respondents - absolute number (n) and percentage (percent)of total responses (Q6)**

	n	Percent
Website creation	13	50,0
Basic computing skills	10	38,5
Use of Social Media	3	11,5
Email list-serve creation and maintenance	0	0,0

**Website Creation** was the most frequently chosen option (13) , with Basic computing skills seen as nearly as important by 10 respondents.

Respondents were asked to rate (from 1 – least important to 5 – most important) of specific business management skills training options (from a possible list of 10) (Table 13).

**Table 13. Mean values of importance of business management skills**

	n	Mean
<b>Production plan development</b>	26	4,1
<b>Marketing plan development</b>	25	4,1
<b>Risk evaluation and management</b>	25	4,1
<b>Input inventory and ordering</b>	26	4,0
<b>Product inventory</b>	26	4,0
<b>Business mission statement development</b>	26	4,0
<b>Business Strategy development</b>	26	4,0
<b>Financial plan development</b>	25	3,7
<b>Human resource management</b>	26	3,4
<b>Financial recordkeeping and reporting</b>	26	3,3

In the case of Spain, respondents felt the most important business management skills were “**Production plan development** ”, “**Marketing plan development** ” and “**Risk evaluation and management** ”, all of which received the same mean importance value.. Still, the rest of the options were all given similar level of importance by our respondents.

#### **2.2.4. Respondents views on the most important subgroups that should be targeted by Agriskills training materials and activities**

So that we can better target the most important groups when disseminating the training materials developed by the Agriskills project, we sought information as to the most likely subgroups within the target population in individual countries. Respondents were provided with a list of ten subgroups of potential beneficiaries of the training materials to be developed by the Agriskills project (Table 14).

**Table 14. Most important subgroups among the target population to tailor training materials towards**

	n	Mean
<b>Young people neither in employment nor in education and training (NEETs)</b>	25	4,4
<b>Young farmers (rent or own agricultural land or operations and currently involved in production)</b>	26	3,9
<b>Recent migrants from outside the EU</b>	26	3,9
<b>Recent migrants from within the EU</b>	26	3,8
<b>Young employees in agricultural related occupations who are no longer enrolled in formal educational programs</b>	26	3,6
<b>People over the compulsory age for formal education not currently employed still enrolled in formal education programs</b>	23	3,4
<b>Young employees in non-agricultural related occupations who are no longer enrolled in formal educational programs</b>	26	3,4
<b>Individuals with disabilities</b>	26	2,9
<b>Individuals with a history of substance abuse</b>	25	2,1
<b>Former prison inmates</b>	26	2,1

Spain we find that the population in rural areas differs a lot from the different areas of the country.

In the case of Spain, the most important option on the part of our respondents has been "**Young people neither in employment nor in education and training (NEETs)**" This reflects the fact that Spain today is one of the countries in Europe with the highest youth unemployment<sup>21</sup>.

The second highest mean importance value was obtained by both "**Young farmers (rent or own agricultural land or operations and currently involved in production)**" and "**Recent migrants from outside the EU**" and a similar importance was given to "**Recent migrants from within the EU**". As mentioned above, these two subgroups are considered important since Spain is a country that receives many migrants both from outside Europe (Latin America and Africa mainly) and from within Europe (Romania)<sup>22</sup>.

## 2.2.5 Summary and Recommendations

<sup>21</sup> [www.europapress.es/sociedad/noticia-espana-fue-sexto-pais-ue-mayor-tasa-ninis-2018-20190627152952.html](http://www.europapress.es/sociedad/noticia-espana-fue-sexto-pais-ue-mayor-tasa-ninis-2018-20190627152952.html)

<sup>22</sup> [www.wikipedia.org/wiki/Inmigracion\\_en\\_España](http://www.wikipedia.org/wiki/Inmigracion_en_España)

The economic crisis that has affected Spain and which has not yet fully recovered, has not left indifferent rural areas of the country.

Once we have done the questionnaire about the needs that exist for young people in rural areas, we can see the path that must be followed in order to solve the labor problem faced by the target group of the AgriSkills project.

It is important to focus on the training material we are going to develop, in the different groups existing in rural areas, but promoting business and management skills, but without forgetting soft skills as a key to success in facing the world of work.

### 3. List of References/Data Sources

EU Labour Force Survey 2016 (online at: [https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Glossary:Labour\\_force\\_survey\\_\(LFS\)](https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Glossary:Labour_force_survey_(LFS)))

National Institute of Statistics. <http://www.ine.es>

Ministry of Agriculture, Fisheries and Food <http://mapa.gob.es>

Ministry of Labor, Migrations and Social Security <http://mitramiss.gob.es>

Spanish Association of Agrarian Economy <http://seea.chil.org>

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