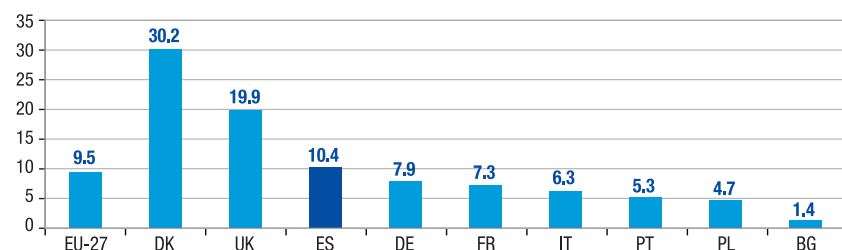


Education and training in figures

Lifelong learning

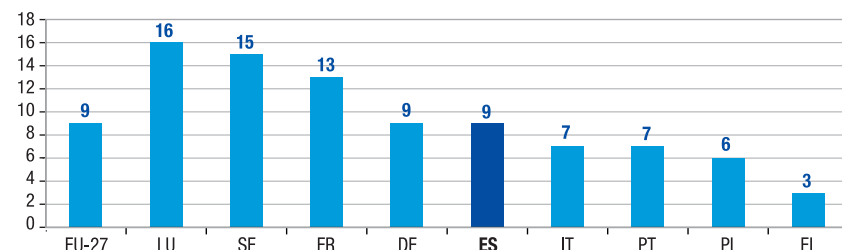
% of population aged 25-64 participating in education and training over the four weeks prior to the survey, 2008



Source: Eurostat, labour force survey, online database, 16.3.2010.

Intensity of training in enterprises

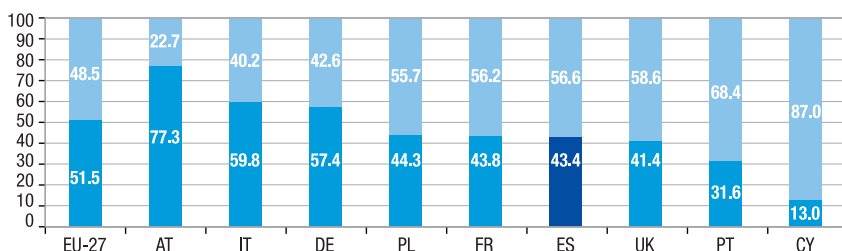
Hours in CVT courses per employee, 2005



NB: Data refer to all employees in all enterprises surveyed.
Source: Eurostat, continuing vocational training survey, 2005, online database 16.3.2010.

Students in upper secondary education enrolled in vocational and general programmes

% of all students in upper secondary education, 2007



Source: Eurostat, UOE data collection on education systems, online database 16.3.2010.

Educational attainment of the population

Population aged 25-64 by highest level of education attained in Spain and in selected Member States, 2008 (%)

Country	ISCED 0-2	ISCED 3-4	ISCED 5-6
EU-27	29	47	24
Czech Republic	9	76	14
Poland	13	68	20
Germany	15	60	25
United Kingdom	27	41	32
France	30	42	27
Italy	47	39	14
Spain	49	22	29
Portugal	72	14	14
Malta	73	14	13

ISCED: international standard classification of education.
ISCED 0-2: pre-primary education, primary education, lower secondary education
ISCED 3-4: upper secondary education and post-secondary non-tertiary education
ISCED 5-6: higher education.
The countries are listed by the percentage of their population educated at least to level 3.
Source: Eurostat, EU labour force survey, online database, 16.3.2010.

Further information

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- Organic Act 5/2002, of 19 June, on Qualifications and Vocational Training (Official State Gazette of 20.6.2002) – LOCFP. Available from Internet: <http://www.boe.es/boe/dias/2002/06/20/pdfs/A22437-22442.pdf>. Decree 395/2007, regulating VET for the employment system.
- Organic Act 2/2006, of 3 May, on Education (Official State Gazette of 4.5.2006) – LOE. Available from Internet: <http://www.boe.es/boe/dias/2006/05/04/pdfs/A17158-17207.pdf>. Decree 1538/2006, establishing the general organisation of VET in the education system.

www.educacion.es	Ministry of Education
www.mtin.es	Ministry of Labour and Immigration
www.redtrabaja.es	National Public Employment Service Professional observatories network
www.educacion.es/educa/incual	National Institute of Qualifications
www.fundaciontripartita.org	Tripartite Foundation for Training in Employment
www.ine.es	National Statistical Institute
www.oapee.es	European educative programmes
www.educacion.es/cide	Educational Research and Documentation Centre Eurydice Spanish unit
www.redtrabaja.es/es/redtrabaja/static/Redirect.do?page=ah020402	ReferNet Spain
http://epp.eurostat.ec.europa.eu	Eurostat – Statistical Office of the European Communities
http://www.cedefop.europa.eu/EN/Information-services/browse-national-vet-systems.aspx	Cedefop – Detailed information on European vocational training systems

We wish to thank the staff of the National Employment Service, the Ministry of Education and the Tripartite Foundation for their valuable contribution, and Belén Góngora Martínez for her effective support.

This brochure focuses on some of the main aspects of vocational education and training in Spain and does not claim to be exhaustive.

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Spotlight on VET
Spain



Tradition and modernisation

VET has been at the heart of recent education reforms in Spain's endeavour to shift to a knowledge-based society. Traditionally, VET had not been highly esteemed. This trend is changing, not least as a response to the global crisis and worrying youth unemployment. Current policy focuses on:

- reducing the number of early school-leavers without basic qualifications;
- making initial VET an attractive and socially recognised path that meets labour market needs;
- developing advanced VET into an attractive alternative to university studies;
- promoting lifelong learning through increased permeability and recognition of experience acquired at work.

Structure

VET in Spain comprises:

- initial VET within the education system;
- continuing VET for employed and unemployed people (*formación profesional para el empleo*).

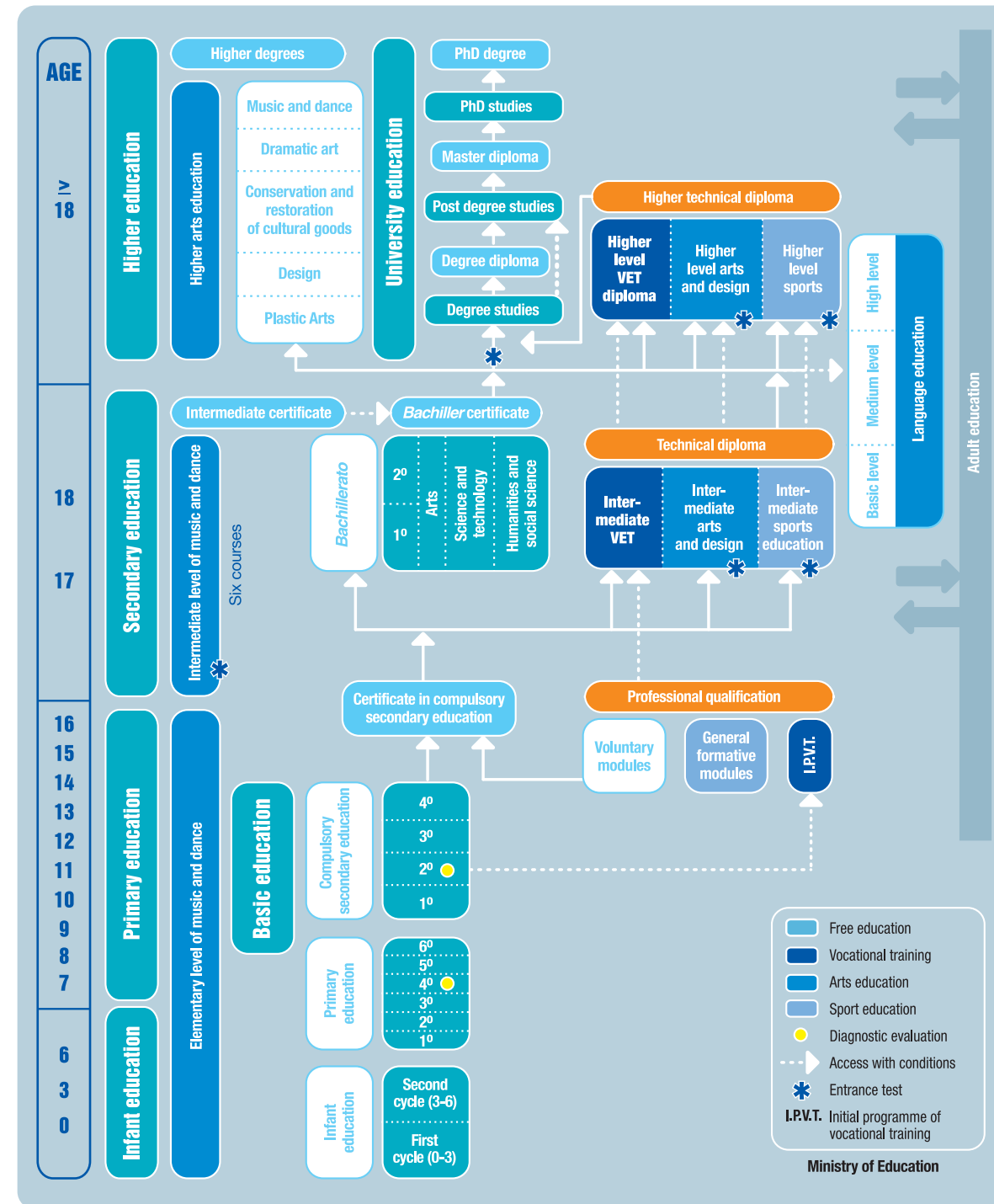
VET for **young people** begins predominantly after the end of compulsory education at the age of 16.

- **Intermediate level VET** (*ciclos formativos de grado medio*, ISCED 3B), after 2006, offers 1 300 to 2 000 hours modular training in 26 professional sectors of the national qualifications catalogue (*Catálogo Nacional de Cualificaciones Profesionales – CNCP*). Learners acquire occupational and transversal skills and work experience (mandatory). Completion of all modules leads to a technician diploma (*Título de Técnico*) in the respective occupation. It gives access to the labour market, *bachillerato* tracks (general upper secondary certificate) and, after an exam, to advanced level VET.
- **Advanced level VET** (*ciclos formativos de grado superior*, ISCED 5B) lasts at least 2 000 hours and is structured like intermediate level VET. Completion leads to an advanced technician diploma (*Título de Técnico Superior*). It also gives access to undergraduate university education.
- Intermediate level **plastic arts and design** and sports programmes lead to a diploma (*Título de Técnico de Artes Plásticas y Diseño, Título de Técnico de Enseñanzas Deportivas*) and potentially a *bachiller*. **Music and dance programmes**, which start at the age of 12, lead to an intermediate level certificate. There are also specific **advanced level** programmes for **music, dance, dramatic arts, plastic arts and design and restoration as well as sports**.

Specific schemes and alternative paths

- *Programas de Cualificación Profesional Inicial – PCPI* (ISCED 3C) introduced in 2008/09, offer basic skills and VET modules for young people over 16 who have not completed compulsory education. They provide level one skills of the professional qualifications catalogue, and certify basic skills. A set of optional modules leads to the certificate of compulsory secondary education.
- Training contracts (*Contratos para la Formación*) from six to 12 months for 16 to 21 year-olds combine on-the-job and theoretical training. Their shares and trainee remuneration are fixed in collective agreements. Certificates are issued by employers and training centres.
- Workshop schools and craft centres (*escuelas taller, casas de oficios*, ISCED 3C) offer alternance training (theory and on-the-job training) to help unemployed people below 25 to integrate into the labour market. Employment workshops (*talleres de empleo*) are similar programmes for those over 25. Learners' wages are included in the training contracts.

The Spanish education system in 2009/10



Characteristics

Adults can update their knowledge and skills, including basic skills, through different initiatives. They have access to all types and levels of qualifications through exams. From 1 % to 3 % of places at universities are open to learners over 45 and a minimum of 2 % to learners over 25. People in the workforce can receive public funding to acquire qualifications which may or may not be included in the national professional qualifications catalogue (CNCP). These training initiatives (*formación de demanda*) are organised by companies for their employees and include individual training leave (*Permiso Individual de Formación– PIF*). For this purpose, companies receive tax incentives (incentives for smaller companies are higher). Workers and job-seekers are also directly offered sectoral and intersectoral training plans (*formación de oferta*) to improve their skills. These are managed by the Public Employment Service and the Tripartite Foundation for Training in Employment.

- The Ministries of Education and Labour, the Autonomous Communities, the Public Employment Service and the social partners share VET governance and decision-making. Recent reforms (2002) have aimed at unifying and coordinating the previously fragmented VET strands.
- The **national professional qualifications catalogue (CNCP)** is based on qualifications and competence units. The CNCP is the common reference for VET offers, diplomas and certificates. The possibility to have VET diplomas and/or occupational certificates awarded through validation is like a credit system without points. In advanced-level VET cycles, 120 ECTS credits are assigned to each training cycle and module, which will make it easier to relate them to ECVET credits.
- More than half of the working population is without recognised occupational qualifications.

To promote lifelong learning and increase employability, the 2009 decree on the **recognition of occupational competences acquired through work experience or non-formal learning** established a procedure to assess and accredit people's competences relating them to the competence units of the national qualifications catalogue (CNCP).

- A network of national reference centres (*Centros de Referencia Nacional*) observes labour market changes and skill needs, to help update professional qualifications and develop training to meet these needs. They also act as a link between training institutions, the productive sector and the professional qualifications system.

Challenges

- **Polarisation** in educational attainment
- While the rate of 30 to 34 year-olds with tertiary level degrees in 2008 (39.8 %) is close to the new EU 40 % benchmark set for 2020, the EU maximum of 10 % of early school-leavers is still out of reach: in Spain it is 31.9 % of the 18 to 24 year-olds. The rate varies considerably across regions. That of young men is strikingly higher than that of young women. At 60.0 %, the number of 20 to 24 year-olds with at least upper secondary attainment remained below the 85 % EU benchmark.

- The government's **road map** for a new VET model endorsed in 2008 aims at addressing the current challenges by:
- **improving VET's quality and attractiveness** and promoting the reference centre network;
 - **developing new VET qualifications** for emerging sectors and a new productive model and **recognising experience** acquired at work;
 - **increasing the number of VET programmes on offer** and stepping up financial support as well as information and guidance through a specially dedicated website;
 - **establishing a national qualifications framework** and adding a **European dimension** to and promoting **mobility in VET**.