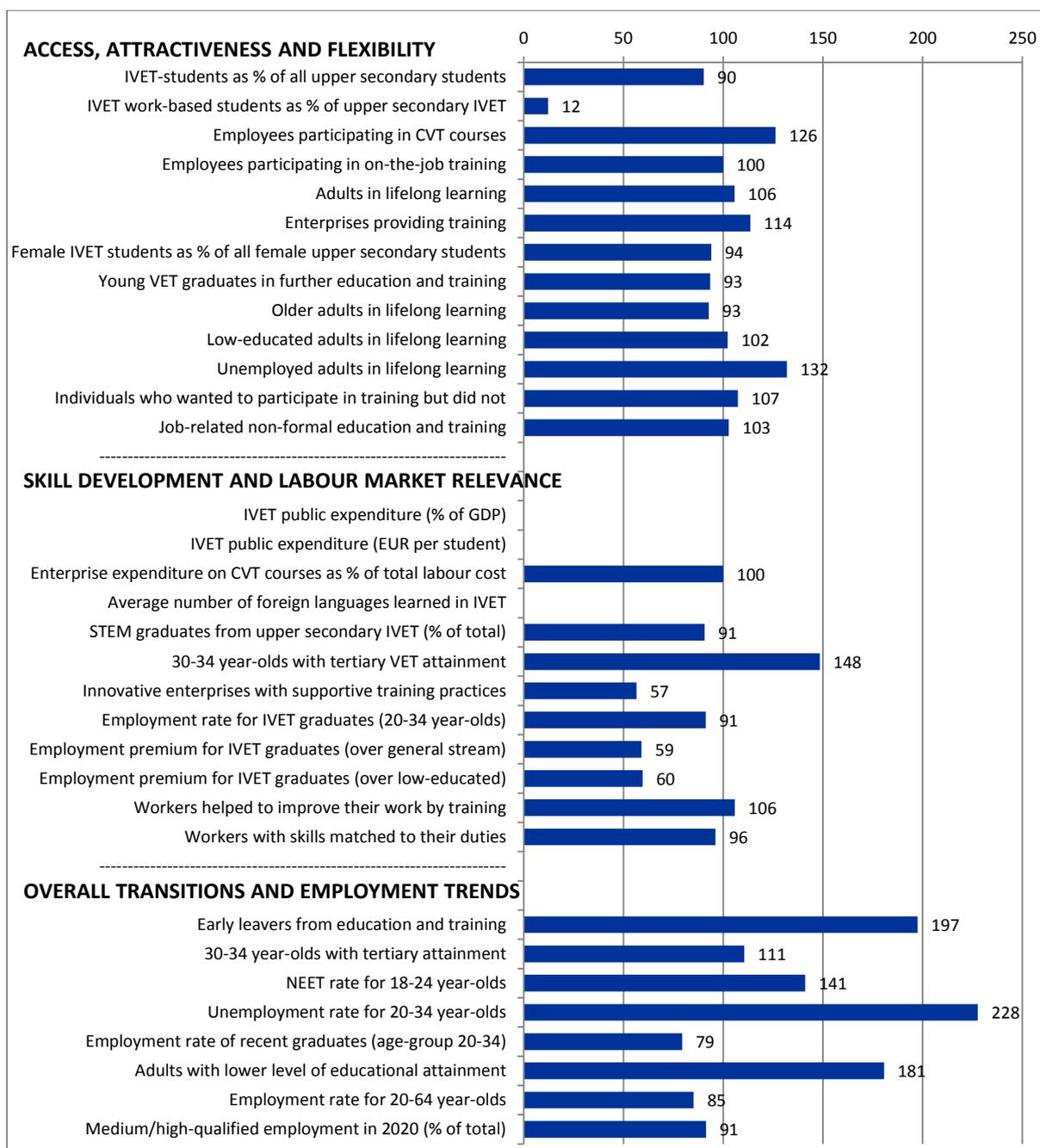


9. Spain

VET indicators for Spain for the most recent year available Index numbers (EU=100)



NB: The index numbers are derived from data summarised in the table but which have not been rounded.
All data in the table have been rounded.

Spain's performance on a range of indicators selected to monitor progress in VET and lifelong learning across the European Union (EU) is summarised below. The chart compares the situation in Spain with that of the EU, based on the most recent data available (this differs by indicator). Data in the chart are presented as an index where the EU average equals 100. If the index for a selected indicator for Spain is 100, then its performance equals the EU average. If the index is 90, its performance is 90% of (or 10% below) the EU average. If the index is 200, Spain's performance is twice (or 200%) the EU average. For some indicators, such as early leavers from education and training, a country is performing better if its score is below that of the EU average.

Data on which the index is calculated are presented in the table, which also shows changes over time. A technical definition of each indicator is provided in the annex, which also includes the years used to calculate each indicator.

Key points

Access, attractiveness and flexibility

The percentage of all upper secondary students participating in IVET in Spain is 45.5%, slightly below the EU average of 50.4% (data for 2012). At 3.2%, a small share of IVET students are involved in combined work- and school-based training compared with the EU average of 26.5%. Spain has proportionally more adults (11.1%) involved in lifelong learning than the EU as a whole (10.5%). This figure has been stable between 2010 and 2013 and it is still below the target (15%) set by the strategic framework education and training 2020. The proportions of older adults and adults with relatively low qualifications participating in lifelong learning are comparable to corresponding EU averages. Participation of unemployed adults in lifelong learning is higher than in the EU: 13.2% compared with 10.0% across the EU. Employer provision of training is also higher: it stands at 75% in Spain compared with 66% across the EU (based on 2010 CVRS data). The percentage of employees receiving employer-sponsored CVT courses is 48%, also higher than the EU average of 38%.

Skill development and labour market relevance

In Spain the percentage of 30 to 34 year-olds who have completed tertiary-level VET is high, at 12.9% compared with 8.7% in the EU in 2013. In contrast, training to support innovation is provided by 23.5% of innovative enterprises, which is much lower than the EU average of 41.6% (data for 2010).

The employment rate of IVET graduates at ISCED 3-4 aged 20-34 years is 72.2%, lower than the EU average of 79.1% (data for 2009). In Spain, IVET graduates enjoy a positive premium on their employment rate compared to graduates from general education at the same ISCED level, as well as to graduates at a lower ISCED level. Their employment rate is 3.3 percentage points higher than that of their counterparts from general education (though this is lower than the EU average premium of 5.6

percentage points); their employment rate is 10.4 percentage points higher than for graduates with lower-level qualifications (again a positive premium but lower than the EU average premium of 17.4 percentage points). All these employment figures relate to 2009 and exclude young people in further education.

Overall transitions and employment trends

In this section all data refer to 2013 unless otherwise stated.

At 23.5%, the share of early leavers from education and training is significantly higher than the EU average of 11.9%. Although this percentage has decreased over recent years, it is still above the Europe 2020 average target (10%) and also the national target (15%). The unemployment rate of 20 to 34 year-olds has increased substantially from 25.3% in 2010 to 34.3% in 2013, to stand at a level that is significantly higher the EU average of 15.1%. The employment rate of recent graduates has decreased substantially from 70.6% in 2010 to 59.9% in 2013, to stand at a level that is much lower than the EU average of 75.4%. The employment rate for 20 to 64 year-olds (58.2%) is also lower than in the EU (68.3%), and has been decreasing much faster in Spain than in the EU as a whole. The percentage of adults who have low-level educational attainment (44.8%) is higher than the EU average (24.8%). More favourably, the percentage of 30 to 34 year-olds with tertiary-level educational attainment at 40.7% is higher than the EU average of 36.8%. This parameter is above the Europe 2020 average target (40%) and close to Spain's national target (44%).

Score on VET indicators in Spain and in the EU, 2006, 2010 and 2011/12/13 updates (where available)

Indicator label	2006		2010		Last available year			Change 2010-last available year	
	ES	EU	ES	EU	ES	EU		ES	EU
Access, attractiveness and flexibility									
IVET-students as % of all upper secondary students	42.5	51.9	44.6	50.1	45.5	50.4	(2)	0.9	0.3
IVET work-based students as % of upper secondary IVET	5.1	27.2	5.0	27.4	3.2	26.5	(2)	-1.8	-0.9
Employees participating in CVT courses (%)	33	33	48	38					
Employees participating in on-the-job training (%)	19	16	20	20					
Adults in lifelong learning (%)	10.6		11.0		11.1	10.5 ^(b)	(3)	0.1	
Enterprises providing training (%)	47	60	75	66					
Female IVET students as % of all female upper secondary students	40.2	46.5	41.2	44.4	42.3	45.0	(2)	1.1	0.6
Young VET graduates in further education and training (%)			28.7	30.7					
Older adults in lifelong learning (%)	5.3		5.8		6.1	6.6 ^(b)	(3)	0.3	
Low-educated adults in lifelong learning (%)	4.4		4.9		4.5	4.4 ^(b)	(3)	-0.4	
Unemployed adults in lifelong learning (%)	15.4		13.3		13.2	10.0 ^(b)	(3)	-0.1	
Individuals who wanted to participate in training but did not (%)	8.4	14.2	10.2	9.5					
Job-related non-formal education and training (%)			82.5	80.2					
Skill development and labour market relevance									
IVET public expenditure (% of GDP)		0.67		0.71		0.68	(1)		-0.03
IVET public expenditure (EUR per student)		7 033		8 558		8 586	(1)		28
Enterprise expenditure on CVT courses as % of total labour cost	0.6	0.9	0.8	0.8					
Average number of foreign languages learned in IVET	1.0			1.2 ^(d)		1.2	(2)		0.0
STEM graduates from upper secondary IVET (% of total)	28.9	32.0	28.9	28.7	26.5	29.2	(2)	-2.4	0.5
30-34 year-olds with tertiary VET attainment (%)	12.6	7.3	12.8	7.4	12.9	8.7	(3)	0.1	1.3
Innovative enterprises with supportive training practices (%)	10.4	43.1	23.5	41.6					
Employment rate for IVET graduates (20-34 year-olds)			72.2	79.1					
Employment premium for IVET graduates (over general stream)			3.3	5.6					
Employment premium for IVET graduates (over low-educated)			10.4	17.4					
Workers helped to improve their work by training (%)			95.0	89.8					
Workers with skills matched to their duties (%)			53.1	55.2					
Overall transitions and labour market trends									
Early leavers from education and training (%)	30.5	15.4	28.4	13.9	23.5	11.9	(3)	-4.9	-2.0
30-34 year-olds with tertiary attainment (%)	38.1	28.8	40.6	33.4	40.7	36.8	(3)	0.1	3.4
NEET rate for 18-24 year-olds (%)	13.6	15.1	22.4	16.6	24.0	17.0	(3)	1.6	0.4
Unemployment rate for 20-34 year-olds (%)	10.4	10.6	25.3	13.1	34.3	15.1	(3)	9.0	2.0
Employment rate of recent graduates (age group 20-34) (%)	82.9	79.0	70.6	77.4	59.9	75.4	(3)	-10.7	-2.0
Adults with lower level of educational attainment (%)	50.6	30.0	47.4	27.3	44.8	24.8	(3)	-2.6	-2.5
Employment rate for 20-64 year-olds (%)	68.7	68.9	62.5	68.5	58.2	68.3	(3)	-4.3	-0.2
Medium/high-qualified employment in 2020 (% of total)					75.2	82.3			

NB: b = break in series. When break in series occurs data cannot be compared. Consequently, when break in series occurs from 2011 onwards, data in the column 'Last available year' are not comparable with previous years. Also, when the break is before 2011 (i.e. any year between 2006 and 2010 included), the 2006 figure is not shown; d = change in definition. Data are treated in a similar way to breaks in series. When the change in definition is in 2006 or 2010, these data are also not presented because comparability over time is affected; u = unreliable; p = provisional; (1) = year of reference: 2011; (2) = year of reference: 2012; (3) = year of reference: 2013. A few indicators use other years to approximate the 2006 and 2010 baselines (see annex).