### Education and training in figures

**Upper secondary students (ISCED 2011 level 3) enrolled in vocational and general programmes**

% of all students in upper secondary education, 2013

<table>
<thead>
<tr>
<th>Country</th>
<th>Vocational</th>
<th>General</th>
</tr>
</thead>
<tbody>
<tr>
<td>DE</td>
<td>53.8</td>
<td>46.2</td>
</tr>
<tr>
<td>ES</td>
<td>50.7</td>
<td>49.3</td>
</tr>
<tr>
<td>FR</td>
<td>49.2</td>
<td>50.8</td>
</tr>
<tr>
<td>IT</td>
<td>50.1</td>
<td>49.9</td>
</tr>
<tr>
<td>UK</td>
<td>50.0</td>
<td>50.0</td>
</tr>
</tbody>
</table>

**Lifelong learning**

% of population aged 25 to 64 participating in education and training over the four weeks prior to the survey, 2014

<table>
<thead>
<tr>
<th>Country</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>DE</td>
<td>9.4</td>
<td>9.4</td>
</tr>
<tr>
<td>ES</td>
<td>10.7</td>
<td>10.0</td>
</tr>
<tr>
<td>FR</td>
<td>10.5</td>
<td>10.3</td>
</tr>
<tr>
<td>IT</td>
<td>11.8</td>
<td>11.6</td>
</tr>
<tr>
<td>UK</td>
<td>11.0</td>
<td>11.0</td>
</tr>
</tbody>
</table>

**Early leavers from education and training**

% of early leavers from education and training, 2014

<table>
<thead>
<tr>
<th>Country</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>DE</td>
<td>15.0</td>
<td>15.0</td>
</tr>
<tr>
<td>ES</td>
<td>23.8</td>
<td>23.8</td>
</tr>
<tr>
<td>FR</td>
<td>20.5</td>
<td>20.5</td>
</tr>
<tr>
<td>IT</td>
<td>17.4</td>
<td>17.4</td>
</tr>
<tr>
<td>UK</td>
<td>16.0</td>
<td>16.0</td>
</tr>
</tbody>
</table>

**Share of employees (aged 24 to 65) with medium-level education (ISCED 3-4) who obtained a vocational qualification, and whose highest level of education involved some learning in a workplace (%), 2014**

<table>
<thead>
<tr>
<th>Country</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>DE</td>
<td>49.7</td>
<td>49.7</td>
</tr>
<tr>
<td>ES</td>
<td>46.2</td>
<td>46.2</td>
</tr>
<tr>
<td>FR</td>
<td>45.8</td>
<td>45.8</td>
</tr>
<tr>
<td>IT</td>
<td>45.5</td>
<td>45.5</td>
</tr>
<tr>
<td>UK</td>
<td>49.7</td>
<td>49.7</td>
</tr>
</tbody>
</table>

### Further information

- **Cedefop calculations, based on Eurostat, UOE data collection on education systems, date of extraction 22.7.2015.**
Spotlight on VET in Spain

VET in Spain

Modernising vocational education and training (VET) and making it more flexible as support to lifelong learning and employability are at the heart of current VET policy. Spanish education and employment policies place a significant role in upskilling the workforce and in helping young people acquire qualifications that respond to labour market needs. VET is mainly the responsibility of education and employment authorities. The national system for qualifications and vocational training is the backbone for VET programmes, leading to formal qualifications recognised and/or accredited by the education or employment authorities. The General Council for Vocational Training is the national government advisory body on VET policy; it comprises representatives of national and regional public authorities as well as social partners, such as enterprise organisations and trade unions.

Stakeholders are involved in designing all VET qualifications in the education system and in developing occupational standards in all sectors of the economy, creating a national register (catalogue nacional de qualifications profesionales, CNCP). This serves as reference when designing or updating VET qualifications and programmes to ensure they are relevant to labour market needs. Education authority VET was reformed in 2013 and, from 2014-15, offers basic, intermediate and higher VET qualifications (VET diplomas, ISCED 3 to 5). Programmes last two years (36 months) or longer, with training in a company (minimum 80%) and at a VET school (maximum 20%). Work-based learning takes place mainly in workshops, labs, simulations or at the workplace. 30% of the learning is devoted to practical application. The reform also opens up the opportunity to acquire the programme through dual track schemes (with or without a labour contract). In such cases, duration is up to three years.

Basic VET programmes last one year of compulsory education, when learners are 15. They allow students at risk of leaving education and training to complete an education or training path. Intermediate VET programmes, opening up the general education path. Intermediate VET programmes usually begin at age 16, after the end of compulsory education, and allow access to higher level VET via an admission procedure. Teritary or higher education comprises university studies and higher level VET programmes. Qualifications in the Spanish higher education qualifications framework (EHEA-QF) are linked to the European higher education qualifications framework (EHEA-QF). The opportunity for study transfer allows higher VET graduates to progress to university and university graduates to do complementary studies in higher VET (around 120 ECTS per higher VET diploma). In some cases, the job information for the workplace; 30% of the learning is devoted to practical application. Accomplishment requirements and duration vary according to the learning outcomes to be achieved at each level (from 200 h to 1,150 h). A company, as the on-the-job training module is included in the training programmes at all three levels. Applicants to VET programmes at level 2 or 3 who do not meet entry requirements should follow a compulsory training module on basic skills (communication in mother tongue, in a foreign language and/or in maths). These programmes can be completed initial or continuing VET, depending on learner background and professional experience. CVET allows people to upgrade their skills and acquire formal qualifications from either the education or labour awarding bodies. It may be financed by private contributors (company and workers) or public funds (active labour market policies). CVET includes a wide range of courses designed for different needs and skill profiles. Training is offered by public or private institutions accredited as professionals for formal qualifications and other accredited VET training centres.

VET in the Spanish education and training system

The Spanish constitution provides the right to education and training, which public authorities have to promote. Two different systems (general education and VET) have been developed by the education and labour authorities; they share institutional and policy coordination and objectives of their VET qualifications and programmes differ.

As the occupational standards in the CNCP apply to both qualification systems, mutual recognition of some parts of the training is possible. There are regulations for validating skills acquired through work experience and expanding the dual principle. VET programmes are modularised and include compulsory workplace learning at the end of or during studies. Students need to pass all modules to obtain the relevant qualification. However, modularisation allows partial certification and re-engagement from a lifelong learning perspective.

Regulatory units public calls for validation of non-formal and formal learning, depending on local or sectoral labour market needs. These procedures empower citizens to engage in further learning and acquire full qualifications. Demand for recognition may be driven by company needs, social partner requests or minimum qualification requirements from sectoral regulatory bodies. Adults with no qualifications may have their skills recognised or acquire a formal qualification through training. Key competences tests for advanced VET programmes and professional certificate access have been developed. Online or virtual learning environments and platforms are being developed to ease access to VET programmes.

The recently introduced basic VET and easier access to intermediate VET have opened up progression routes for young people and adults with low or no qualifications. The dual principle has been implemented nationally to increase the number of learners in transition to the labour market. Participants in dual training programmes (16 to 25 years old or up to 30 years if unemployment-decreases) may sign an apprenticeship contract for a period of three years, or make at least the minimum wage. At least 25% (2013/16) of participating dual training schemes are based on an agreement between the specialised training centre or in the company. Dual training schemes focus on personal and professional requirements of the company, the school and the learner. Participants have this status of student (no age limit applied) and may benefit from a scholarship, depending on the autonomous communities.

Challenges and policy responses

In response to the significant increases in youth unemployment in recent years, current VET policy focuses on:

- reducing early leaving from education and training;
- improving VET qualifications level and employability;
- implementing the dual principle (apprenticeship-type training);
- implementing new earning and appropriate assessment criteria and quality assurance;
- evaluating the VET system to improve its quality and efficiency;
- improving VET attractiveness, engaging companies in VET and maintaining their labour market relevance;
- aligning VET qualifications with labour market needs and skills forecasts and with sectoral needs;
- developing a comprehensive qualifications framework and improving implementation of the other European tools and principles to promote training and labour mobility and support lifelong learning.

The 2013 education reform aims to improve VET standards and make VET more attractive to young people, meeting their interests and moving them towards qualifications in their progress by introducing flexible learning paths in secondary education and training programmes.

VET also the main pillar of the national strategy for entrepreneurship and youth employment (2013-16) and the Spanish strategy for employment activation (2014-16). Several VET-related short-term measures are being implemented at national and regional levels. The effectiveness, quality and impact of VET under the remit of the employment authorities are assessed annually. However, assessment results need to inform decision-making on VET policy.

Reform in 2015 aims to increase CVET quality and improve management of public funds dedicated to training for employment to prevent fraud. This is to be made available through accreditation of VET programmes and by offering training leading to formal qualifications. Monitoring training outcomes, including transition to employment, will also support training quality, a common training database is being developed for this. Social partners and regional authorities participate in CVET quality assurance.

Programme

- Integrated
- Secondary level (ISCED 353, 354, 364, 374)
- Level 3 programmes
- Professional certificates
- Level 2 programmes
- Professional Qualifications
- Level 1 programmes (ISCED 100, 301, 302)
- Basic level

Intermediate VET

- Vocational training programmes
- Language training programmes
- Professional Qualifications
- Level 2 programmes
- Professional Qualifications
- Level 1 programmes (ISCED 100, 301, 302)
- Basic level

Specialised qualifications

- Category of qualifications
- Level 2 programmes
- Professional Qualifications
- Level 1 programmes (ISCED 100, 301, 302)
- Basic level

Initial VET

- Vocational training programmes
- Language training programmes
- Professional Qualifications
- Level 2 programmes
- Professional Qualifications
- Level 1 programmes (ISCED 100, 301, 302)
- Basic level

VET at the following levels

- Level 3 programmes
- Professional certificates
- Level 2 programmes
- Professional Qualifications
- Level 1 programmes (ISCED 100, 301, 302)
- Basic level

Training programme

- Professional improvement
- Practical improvement
- Adult VET
- Dual VET
- Level 2 programmes
- Professional Qualifications
- Level 1 programmes (ISCED 100, 301, 302)
- Basic level

Other VET programmes

- Language training programmes
- Professional Qualifications
- Level 2 programmes
- Professional Qualifications
- Level 1 programmes (ISCED 100, 301, 302)
- Basic level

Training programmes

- Professional improvement
- Practical improvement
- Adult VET
- Dual VET
- Level 2 programmes
- Professional Qualifications
- Level 1 programmes (ISCED 100, 301, 302)
- Basic level

Spotlight on VET

VET in Spain

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Stakeholders are involved in designing all VET qualifications in the education system and in developing occupational standards in all areas of the economy, creating a national register (catálogo nacional de cualificaciones profesionales, CNCP). This serves as reference when designing or updating VET qualifications and programmes to ensure they are relevant to labour market needs. Education authority VET was reformed in 2013 and, from 2014/15, offers basic, intermediate and higher VET qualifications (VET diplomas, ISCED 3 to 5). Programmes last two years (2 000 hours), with training in a company (minimum 20%) and at a VET school (maximum 80%). Work-based learning takes place in companies (minimum 20%), and at a VET school. The reform also includes the opportunity to acquire higher VET qualifications (VET diplomas, ISCED 3). Programmes last two years (2 000 hours), with training in a company (minimum 20%) and at a VET school (maximum 80%). Work-based learning takes place in companies (minimum 20%), and at a VET school.

The recently introduced basic VET and easier access to higher VET programmes, WBL up to 50% of the learning outcomes to be achieved at each level (from 200 to 1 150 hours). A company, on the one hand, is included in the training programmes of all levels. Applicants to VET programmes at level 2 or 5 who do not meet requirements may follow a compulsory training module on basic/key skills (communication in mother tongue, in a foreign language and/or in maths). These programmes can be considered initial or continuing VET, depending on learner background and professional experience.

VET can be offered in public or private institutions, or in dual training companies. Dual training allows people to upgrade their skills and acquire formal qualifications from either the education or labour awarding bodies. It may be financed by private contributors (company and workers), public bodies (active labour market policies), private foundations, or charities. Private foundations support training programmes, mainly, school-based VET (%). Education and training in the Spanish education and training system focuses on:

- improving VET attractiveness, engaging companies in VET and maintaining its labour market relevance;
- aligning VET qualifications with labour market needs and skills forecasts and with sectoral needs;
- developing a comprehensive national qualifications framework and improving implementation of the other European tools and principles to promote labour and training mobility and support lifelong learning.

The Spanish education reform aims to improve VET standards and make VET more attractive to young people, meeting their interests and expectations in progressing in their qualification by introducing flexible learning paths in secondary education or initial VET programmes.

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Basic training is the last year of compulsory education, when learners are 15. They allow students at risk of leaving education without qualifications to have a second chance at education and training. After completing the compulsory programmes, students have the opportunity to intermediate VET and/or take the end of compulsory education exams (ESEE) opening up the general education path. Intermediate VET programmes usually begin at age 16, after the end of compulsory education, and allow access to higher level VET via an admission procedure.

Tertiary or higher education comprises university studies and higher-level VET programmes. Qualifications in the Spanish higher education qualifications framework (EHEA-QF) have been linked to the European higher education qualifications framework (ETQ-QF). The opportunity for credit transfer allows higher VET graduates to progress to tertiary education and university graduates have to do complementary studies in higher VET (around 120 ECTS per higher VET diploma) to be any VET programmes in arts and design and in sports and recreation.

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The recently introduced basic VET and easier access to intermediate VET have opened up progression routes for youngsters and adults with low or no qualifications. The dual principle has been implemented nationally to integrate young people into the labour market. Participants in dual training programmes (16 to 25 years old or up to 30 years in unemployment-decreased) may sign an apprenticeship contract for a three-year period. More than 600,000 young people have been trained in the dual system in recent years.

Adults with no qualification may have their skills recognised or acquire a formal qualification through training. Key competences tests for advanced VET programmes and professional certificate access have been developed. Online or virtual learning environments and platforms are being developed to ease access to VET programmes.

The Spanish constitution provides the right to education and training, which public authorities have to promote. Two different VET programmes have been developed by the education and labour authorities: they should respond to the interests of individuals and objectives of their VET qualifications and programmes differently. As the occupational standards in the CNCP apply to both qualifications systems, mutual recognition of some parts of the training is provided by regulations for validating skills acquired through work experience and expanding the dual principle. VET programmes are modularised and include compulsory workplace learning at the end of or during studies. Learners need to pass all modules to obtain the relevant qualification. However, modularisation allows partial certification and re-engagement from a lifelong learning perspective.

Regional and local public authorities call for validation of non-formal and informal learning, depending on local or sectoral labour market needs. These procedures empower citizens to engage in further learning and acquire full qualifications. Demand for recognition may be driven by company needs, social partner requests or minimum qualification requirements from sectoral regulatory bodies.

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Challenges and policy responses

In response to the significant increases in youth unemployment in recent years, current VET policy focuses on:

• reducing early leaving from education and training;
• developing EHEA-QF qualifications levels and entry-level training;
• implementing the dual principle (apprenticeship-type training);
• implementing e-learning and appropriate assessment criteria and quality assurance;
• evaluating the VET system to improve its quality and re-liability.

improving VET attractiveness, engaging companies in VET and maintaining its labour market relevance;

aligning VET qualifications with labour market needs and skills forecasts and with sectoral needs;

developing a comprehensive national qualifications framework and improving implementation of the other European tools and principles to promote training and labour mobility and support lifecycle learning;

The 2013-2015 education reform aims to improve VET standards and make VET more attractive to young people, meeting their interests and encouraging them to progress in their qualification by introducing flexible learning paths in secondary education programmes.

VET is also the main pillar of the national strategy for entrepreneurship and youth employment (2013-16) in the Spanish strategy for employment activation (2014-16). Several VET-related short-term measures are being implemented at national and regional levels. The effectiveness, efficiency and quality of VET under the remit of the employment authorities are assessed annually. However, assessment results need to inform decision-making on policy measures.
Further information


This Spotlight is based on input from Servicio Público de Empleo Estatal – SEPE (Cedefop ReferNet Spain 2015).
Education and training in figures

Upper secondary students (ISCED 2011 level 3) enrolled in vocational and general programmes

% of all students in upper secondary education, 2013

Lifelong learning

% of population aged 25 to 64 participating in education and training over the four weeks prior to the survey, 2014

Early leavers from education and training

% of early leavers from education and training, 2014

Share of employees (aged 24 to 65) with medium-level education (ISCED 3-4) who obtained a vocational qualification, and whose highest level of education involved some learning in a workplace (%), 2014

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