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SPAIN



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1. Introduction

This VET policy brief produced by Cedefop presents a snapshot of vocational education and training policy developments in Spain between 2020 and the beginning of 2023. It presents the context and the challenges the country faces, a selection of the latest VET-related statistics, as well as the national priorities until 2024 identified in Spain's national implementation plan. This VET policy brief provides information from Cedefop monitoring and analysis on the implementation of the [Council Recommendation on VET](#) and [Osnabrück Declaration](#). It offers stakeholders a regular source of information on VET policy developments that could be used for future policy making.

2. National VET context and challenges

2.1 National VET context

Vocational education and training (VET) in Spain is a shared responsibility among the State (education ministry), the autonomous communities and municipalities, the VET centres and the social partners, at different levels and responsibilities. Labour authorities are responsible for VET within active labour market policies. They share the same consultation bodies but keep their own respective governance and objectives (Cedefop, 2023b).

VET programmes are modular, allowing partial certification (units of competences), validation of non-formal learning and work experience, and re-engagement from a lifelong learning perspective. Work-based learning (WBL) is a key component of all VET programmes; many are offered as apprenticeships (dual modality), providing the same qualifications as in the school-based modality.

Formal education, from preschool to tertiary vocational programmes, is governed by the Organic Act No 3/2020 of 29 December on the amendment of the Act No 2/2006 of 3 May on education, known as LOMLOE. Specifically for VET, Organic Law 3/2022 on VET establishes a single, modular and flexible offer of formal vocational training, structured in training pathways, from 'micro-trainings' to full qualifications, with gradual implementation as of 2023/24.

Initial VET comprises more than 185 different programmes leading to qualifications at basic (ISCED 353), intermediate (ISCED 354) and higher VET (ISCED 554) levels, as well as specialisation courses for VET graduates. Professional certificate programmes provide certification of the set of units of competence that make up an occupational standard.

Both IVET and professional certificate programmes are designed based on learning outcomes, which allow for the mutual recognition of modules and the transfer of competencies gained in one VET programme to another.

Core IVET programme content is fixed at the state level, and regions can adapt up to 45% of the curriculum (or 55% if they have a joint official language) according to their regional characteristics. In contrast, professional certificates follow a standard curriculum

across the country. Adults can follow the same VET programmes as young people or enter a vocational programme of variable duration, leading to a professional certificate corresponding to an occupational profile.

Non-formal VET includes a wide range of courses, designed for different needs and skill profiles, allowing upskilling or reskilling. It may be financed through public funds, mainly from company and worker contributions to social security. Upskilling and reskilling measures are an important feature of active labour market policies in responding to current and future needs.

Social partners are involved at different levels and play an active role both in the design of qualifications and in the governance of the system, particularly in the context of active labour market policies.

The first strategic plan for vocational training (MEFP, 2019), and the plan for the modernisation of vocational training (MEFP, 2020) of the education authorities, set the roadmap for VET policy in recent years. The Spanish strategy for active support for employment (MITES, 2021), together with the annual plans for the promotion of decent employment are two of the main instruments for the coordination and implementation of active labour market policies, agreed between the State and the regions. Many of the measures in these policy documents are included in the national recovery and resilience plan (Spain, 2020).

2.2 Challenges

Spain faced several significant challenges between 2020 and 2023. These include increasing the number of individuals with medium-level qualifications to meet the growing demand for a skilled workforce and the development of a comprehensive VET system to provide learning opportunities for all citizens. The skills system needed to be updated and renewed to move the country towards a more digital and sustainable production system, with a greater capacity to create quality jobs.

Spain's workforce is ageing, and its qualification distribution is unbalanced, with a high proportion of low-skilled adults and a large number of university graduates. There is a relatively low proportion of the population with medium-level qualifications compared to other European countries, leading to a high degree of qualification mismatch. Further, the government has estimated that almost half of the Spanish working population lacked certification to prove their professional skills.

In 2022, the share of the adult population aged between 25 and 64, with medium-level qualifications (ISCED 3-4) was the lowest in the EU-27, at 23.1%. Despite the increase in enrolment in VET in the recent years, the share of upper secondary students enrolled in vocational programmes was almost ten percentage points lower than the EU-27 average (38.7% in 2021 compared to 48.3% in the EU-27). The early school-leaving rate is among the highest in the EU27, at 13.3%.

Technological developments and global changes put pressure on businesses and people to upskill and reskill, particularly regarding the digital and green transitions and the

world of work. The low share of the labour force with intermediate skills jeopardises the country's future development as skills demand forecasts point out the need to increase this share to meet present and future job market needs and improve Spain's competitiveness.

Vocational training in Spain has traditionally had low social prestige, resulting in a low percentage of VET students in the education system and insufficient investment in the provision of these programmes. VET also faced some organisational challenges, as governance and training provision was divided between education and employment authorities at national and regional levels for many years. This division did not provide an effective response to the needs of the new economy, as the Organic Law 3/2022 acknowledges.

Attempts to implement apprenticeships (known as dual VET), had not been very successful, with only 3% of VET students following programmes in the dual modality. The main challenges identified during the implementation of dual VET were the limited capacity of small and medium-sized enterprises (SMEs) to hire trainees, a lack of appropriate training for in-company tutors, and differences in governance models across regions.

3. National VET policy priorities

The [national implementation plan](#) (NIP) presents the actions Spain will take to implement the Council Recommendation on vocational education and training for sustainable competitiveness, social justice and resilience, as well as the Osnabrück Declaration on vocational education and training as a factor in recovery and a fair transition to the digital and green economy.

The NIP aims to increase VET attractiveness, relevance and flexibility to facilitate the integration and permanence of the population in the labour market. This overall goal is addressed through the following objectives:

- a) increase the flexibility and accessibility of VET from a lifelong learning perspective;
- b) update VET pathways: digitalisation, sustainability, innovation, entrepreneurship, and internationalisation;
- c) develop a dual vocational training framework and increase the involvement of the business sector in training;
- d) up-skill and re-skill the working population.

4. Main policy developments 2020-2023

4.1 Increasing VET flexibility and accessibility from a lifelong learning perspective

Several measures were implemented to make VET more attractive, modernising its system and making it more flexible and inclusive. The government in office from January 2020 expanded the ministry's competences by transferring some VET-related responsibilities

from the employment ministry; it also strengthened the administrative structure of VET within the education ministry. Measures were mainly led by the roadmap set by the First strategic plan for vocational education and training 2019-22.

The strategic plan's main objective was to [boost vocational education and training](#) by designing, developing and consolidating a unified VET system that places VET as a fundamental pillar of the country's economic development and social welfare. A plan for the modernisation of VET was presented in mid-2020, encompassing both initial and continuous VET with the goal of integrating them into a single system linked to the national qualifications system (European Commission, Directorate-General for Education, Youth, Sport and Culture, 2021). A change in the education law (Organic Law 3/2020, known as LOMLOE) improved the regulatory framework for the VET system to increase its overall flexibility and responsiveness. It also established the same qualification and training requirements for VET teachers as for secondary education teachers (Sancha Gonzalo, 2022).

The reform of the VET system culminated in the approval of the Organic Law 3/2022 on VET, laying down a unified, modular and flexible offer of formal vocational training open to all individuals. VET provision is to be cumulative, certifiable, and accreditable, allowing individuals to advance in their training pathway leading to accreditations, certificates, diplomas, and professional masters. The first programmes are expected to be launched in 2023/24, with a rollout period of 4 years (Cedefop, 2023b).

The Organic Law 3/2022 on VET also foresaw the creation of a general vocational guidance strategy for the vocational training system, an ambition included in the first strategic plan and the plan for the modernisation of VET, which was also translated into the national implementation plan.

The [integrated career guidance system](#) will emphasise preventing early school leaving and fostering career management skills, while keeping a lifelong learning perspective. In 2021, a territorial cooperation programme (*Programa de Cooperación Territorial de Unidades de Acompañamiento y Orientación personal y familiar del alumnado educativamente vulnerable*) was set up to run until 2023/24. This programme provides support and guidance to educationally vulnerable students in publicly funded schools, from primary to post-compulsory education, including basic and intermediate VET programmes.

With a total budget of EUR 1 500 million, the plan for the modernisation of VET envisaged the creation of 200 000 training places in IVET schools within 4 years. The Ministry of Education has already distributed funds to the regions, allowing it to surpass the initial target by 2022 (MEFP, 2022c). This measure is part of the commitment to align vocational education and training with skills forecasts to address future skill needs.

4.2 [Updating VET pathways: digitalisation, sustainability, innovation, entrepreneurship, and internationalisation](#)

Another set of measures implemented during the period focused on the renovation of the VET qualification system to allow for a lifelong approach. This reflects the urgent demand

for skills related to the world of work and the twin transition, and other basic skills still in high demand. Other measures were also taken to support this renovation.

The [review of the national catalogue of occupational standards](#), initiated in 2018, was speeded up. During this review process, specific emphasis was placed on digital and green skills, particularly in the newly available specialisation courses for VET graduates, which complemented their knowledge and expertise. In addition, the occupational standards were also updated to ensure that VET programmes remain relevant to the different sectors' needs and to help individuals enter and remain employable in the labour market. A module on digitisation was included in all VET programmes at all levels.

Units of (foreign) language competence have been aligned with the Common European Framework of Reference for Languages. The Organic Law 3/2022 also promotes foreign language skills and internationalisation in vocational training, making it possible to obtain a vocational qualification from two countries at the same time (double degrees), thanks to international agreements. The law also regulates participation in international projects and organisations and includes provisions for training periods abroad.

The qualification update was reinforced by supporting teachers' [continuing professional development and international mobility](#). The aim is to equip them with the necessary skills and knowledge to train their students effectively and help them transition into the workforce. The main actions to achieve these objectives are [funding teachers training stays in companies](#) to gain practical experience, and improving their digital competences.

The [digital competence framework for teachers](#) was revised to align it with recent regulations, the strategic priorities and actions of the European Commission's Digital education action plan for 2021-27, taking into account the needs arising from the COVID-19 pandemic. The revised framework was approved in 2022 and is being used to accredit the digital competences of teachers and define any necessary training. It aims to certify the digital competence of 80% of Spanish teachers by September 2024.

Education policies were reinforced by the Digitalisation and digital skills plan for the education system (MEFP, 2021b). This promotes digital literacy in education through the digitisation of centres, the creation of digital resources and the use of advanced digital methodologies and AI for specialised learning environments. It is included in the national digital competence plan.

In the review process, the network of [national reference centres](#) helped to identify new professional qualifications. Between 2020 and 2023, this network, initially under the employment ministry and then transferred to education, expanded to reach 40 centres. These centres are responsible for piloting innovative training actions, analysing labour market and training needs, assessing professional certificates, promoting best practices in VET, and establishing collaborative partnerships with businesses, universities, and R&D actors.

The education ministry is funding a [State network of vocational training centres of excellence](#). By 2022, 45 public centres from the 17 Autonomous Communities had been

approved to promote innovative ecosystems, new methodologies and the latest technologies to support VET.

As part of the modernisation plan, several initiatives were launched with funding from the national recovery and resilience plan, much of which was allocated to the Autonomous Communities. One line of funding was available for applied research, innovation projects, and knowledge transfer addressed to VET centres. The Ministry of Education and Vocational Training issued calls for proposals in 2021 and 2023, with the first call approving 141 initiatives involving more than 600 VET centres, companies, and other related entities across the country (MEFP, 2021a).

Funds were assigned to autonomous communities to convert classrooms into applied technology spaces that simulate real-life work environments. These spaces are equipped with advanced technological tools, enabling students to learn in a more immersive and interactive way. To date, 430 of 638 classrooms have been transformed (MEFP, 2022a). The spaces also enable active methodologies, ensuring more efficient and effective learning for students.

Another line of funding has been allocated for the autonomous communities to set up entrepreneurship classrooms. 1 327 classrooms were created by 2022, conceived to strengthen students' personal and social skills and take the first steps towards self-employment.

By 2021, the State public employment service (SEPE) completed designing and implementing a [catalogue of training specialities](#) initiated in 2019. This catalogue provides a common reference for training programmes that fall under active labour employment policies, excluding those provided by companies to their employees. These specialities are also used as a reference for the accreditation and registration processes of training entities that want to be included in the [integrated State registry of training providers](#). The catalogue of training specialities is a support tool for career guidance within the public employment services, continuously updated as new specialities are defined and/or revised.

4.3 Developing Dual vocational training and increasing business involvement

The dual approach to VET was introduced in 2012 to strengthen work-based learning elements, develop more apprenticeship-like models, and reduce youth unemployment. Since then, it expanded asymmetrically in the different regions. It was a priority to establish a State-wide [dual VET regulation](#) that would encompass the different existing models and ensure common ground across the territory, without abandoning the original objectives. Finally, the Organic Law 3/2022, of 31 March, on the organisation and integration of vocational training, was published in April 2022.

The organic law on VET expands the dual principle, considering not only the time spent in the company, but also the quality of the time spent in the workplace and the learning outcomes addressed during that time. It regulates the roles of tutors from both the company and the VET centre. It promotes shared responsibility between VET centres and the

surrounding enterprises, to work together to deliver the curriculum. The 2022 law on VET introduced two schemes (*regimen general y régimen intensivo*) including social security contributions for apprentices and a paid contractual relationship if training in the workplace exceeds 35% of the programme duration (*régimen intensivo*).

In December 2021, the Spanish government, trade unions, and employers came to an agreement to modify the labour regulations, which affected the training and apprenticeship contract. A new training contract was introduced, which has two different modalities. The first is an alternating training contract for VET learners, and the second is a training contract for recent graduates to obtain professional practice according to their level of studies (ReferNet Spain; Cedefop, 2022).

In May 2021, the education ministry launched the [Alliance for vocational training: a national strategy](#) (*Alianza por la Formación Profesional: una estrategia de país*) to encourage further business sector involvement in VET development. This initiative aims to strengthen the transformation of Spanish VET into a lever for growth by promoting innovative and high-quality vocational training, generating expert knowledge, and making initiatives visible. The network comprises public administrations, social partners, businesses, and third-sector entities.

A virtual platform ([FP Conecta](#)) is being designed to enable the relationship and exchange between vocational training centres, companies, social partners and administrations, in order to mobilise the vocational training ecosystem without territorial limitations. This platform will also be the space where any initiative of the Alliance can be made visible, as a tool for [promotional actions to support WBL](#).

4.4 Upskilling and reskilling the working population

During the period under review, the need for upskilling and reskilling the labour force was addressed by streamlining the validation process, providing facilities to improve digital literacy, and launching several active labour market policy measures.

The regulation on the validation of non-formal and informal learning was amended in 2021 by Royal Decree 143/2021. The amendment aimed to simplify and improve access to the [validation arrangements](#) in place since 2009. It established a permanent process for the assessment of professional skills acquired through work experience in all productive sectors. The target was the approximately 10.5 million people in Spain who still need to obtain a professional qualification or have their professional competences formally recognised. The government allocated funds to the regions to certify the skills of around 450 000 workers in 2021, to reach 3 million by 2024.

In late 2022, funds were granted to the regions to create a network of 1 050 digital training centres. The aim of this measure is to provide accessible digital training opportunities to all citizens, especially the most vulnerable, by creating training centres near them, thus equipping people with the necessary skills to participate in a digital society. The target is to train more than 53 000 people in the first year of implementation (MEFP,

2022b). This action is part of the National digital skills plan, included in the national recovery and resilience plan.

As part of the modernisation plan, the [Aulas Mentor](#) scheme was upgraded to promote vocational training in less populated areas. Since 2020, funds have been allocated to the regions to open these learning spaces in small towns, with over 1 000 spaces already established by 2022. Aulas Mentor offer citizens an alternative way of open and distance learning, with 232 courses to improve and extend the training of workers, especially in the most isolated areas. With the backing of the national recovery and resilience plan, the target is to extend this network to 3 000 municipalities (MEFP, 2022e).

With the transfer of some responsibilities from the employment to the education ministry, the latter is now managing part of the funds for vocational training for workers. These funds go towards training in professional certificates linked to the national catalogue of occupational standards, following the training needs of the labour market.

Various initiatives have been implemented under labour market policies to improve the skills of young people and workers, both employed and unemployed. Some of these initiatives are specifically aimed at [raising employability for ICT and the digital economy](#). The State public employment service (SEPE), with the support of Fundae, is responsible for the most important measures in terms of funding and participants. Periodically, calls for proposals are issued to grant subsidies for upskilling and reskilling workers. In 2022, these calls financed training for 230 000 participants, of which 43% related to digitalisation (Cedefop, 2023b).

SEPE and Fundae also launched the *Digitalízate* (go digital) initiative in 2020 with the collaboration of major technology companies. This offers free digital skills training resources to workers and SMEs. By 2023, over 1 550 resources were available, accumulating more than 5 million visits. Building on this success, [Digitalízate Plus](#) was launched in 2022 with funding from the Recovery and Resilience Facility. It provides access to all subsidised training programmes managed by Fundae, along with new services and applications to help individuals choose the training that best suits their needs.

Two labour market policies were implemented between 2019 and 2021. The [Action plan for youth employment](#) helped unemployed young people acquire key skills, while the second scheme aimed to [prevent and reduce long-term unemployment](#). Both plans had six main components, including guidance and training. They were underpinned by the personalisation of services based on the diagnosis and design of individual insertion and training itineraries. They also allowed strengthening the network of staff dedicated to career guidance for employment and job prospecting. The outbreak of COVID-19 pandemic prevented achieving the expected goals.

New measures have been introduced for young people aged 16 to 29, as part of the national recovery and resilience plan. They last to 2025 and focus on ecological transition, the green economy, the digitalisation of services, social cohesion, the fight against depopulation and local rural development (Cedefop, 2023b).

5. Statistical information in relation to EU targets

Due to the COVID-19 pandemic, the employment rate of VET graduates in Spain fell significantly to 50.3% in 2020, a more severe reduction than in other EU countries, and in line with the overall increase in youth unemployment. However, by 2022, 65.7% of recent VET graduates in the country were in employment, a significant increase compared to 2020, but still lower than the EU average of 79.7%.

As all IVET programmes include spending at least 20% of the training in workplaces, the rate of recent graduates benefiting from work-based learning experience as part of their vocational education and training rose to 98.4% in 2022, the highest in Europe, and well above EU27 average (60.1%).

A long-standing concern is the high share of early leavers from education and training. Spain has made significant efforts to reduce the high early school leaving (ESL) rates, which have fallen 10.8 points in the last decade, the second largest drop, after Portugal. However, it remains at 13.9% in 2022, with large variations among regions. It is 4.3 points above the EU-27 average of 9.6%, and far from the target set for the EU (9%).

The percentage of adults with a learning experience in the last 12 months increased from 30.4% in 2016 to 34.1% in 2022. Despite closing the gap by 1.6 percentage points in this period, the current rate is still 5.4 percentage points below the European average (39.5%) and 12.9 p.p. below the target towards achieving the European Education Area (47%).

Spain is a relatively good performer in basic digital skills. The number of people in Spain with at least basic digital skills is above the EU average (64.2% compared to 53.9%) and has significantly increased over the last few years.

Table 1. **European vocational education and training policy dashboard: Spain**

Type of indicator ⁽¹⁾	Indicator	Last available year	ES	EU-27	Policy Document	EU target (year)
VET for developing a lifelong learning culture						
Progress	Adults (25 to 64-year-olds) with learning experience in the last 12 months (%) [*]	2022	34.1	39.5	Skills Agenda	50% (2025)
					Council Resolution on EEA	47% (2025)
					ESPR Action Plan	60% (2030)
Progress	Low-qualified adults with learning experience in the last 12 months (%)	2022	15.4	18.4	Skills Agenda	30% (2025)
Progress	Unemployed adults with learning experience in the last 4 weeks (%)	2022	17.4	13.2	Skills Agenda	20% (2025)
Context	Employment rate for 20 to 64-year-olds (%)	2022	69.5 ^d	74.6	ESPR Action Plan	78% (2030)
Context	Early leavers from education and training (%)	2022	13.9	9.6	Council Resolution on EEA	<9% (2030)
Context	NEET rate for 15 to 29-year-olds (%)	2022	12.7	11.7	ESPR Action Plan	9% (2030)

(1) [Definitions](#) on the type of indicators are available.

VET for Resilience, transitions, sustainability and excellence						
Progress	Adults (16 to 74-year-olds) with at least basic digital skills (%)	2021	64.2	53.9	Skills Agenda ESPR Action Plan	70% (2025) 80% (2030)
Progress	Employment rate for recent IVET graduates (20 to 34-year-olds) (%)	2022	65.7 ^d	79.7	Council Rec on VET	82% (2025)
Progress	Recent IVET graduates (20 to 34-year-olds) with work-based learning experience as part of their vocational education and training (%)	2022	98.4	60.1	Council Rec on VET Council Resolution on EEA	60% (2025)
Context	25 to 34-year-olds with tertiary attainment (%)	2022	50.5	42	Council Resolution on EEA	45% (2025)
Context	Gender employment gap (%)	2022	10.9 ^d	10.7	ESPR Action Plan	To be halved (2030)
Context	People at risk of poverty or social exclusion (1000s)	2022	12 189	95 284	ESPR Action Plan	15 million decrease (2030)
Context	Employed ICT specialists (1000s)	2022	876.8 ^d	9 370.2 ^e	2030 Digital Compass	20 million, with convergence between men and women (2030)
VET for the European Education Area						
Progress	Learners in IVET who benefitted from a learning mobility abroad (%) **	2021	1.4	2.1 ^{dV}	Council Rec on VET Skills Agenda	8% (2025)
Context	Average number of foreign languages learned in IVET	2021	0.4	1.2		

Available flags: d - definition differs, e – estimated, V - Cedefop estimate.

* Eurostat data (Adult education survey, special calculation excluding guided on-the-job training)

** Provisional estimates affected by the COVID-19 pandemic

Source: Cedefop. [European VET policy dashboard](#)

6. Conclusion

With the roadmap drawn up by the first strategic plan for vocational training of the education system 2019-20, and the 2020 plan for the modernisation of vocational training, Spain is carrying out profound reform of its VET system, supported and complemented with funding from the European Next Generation funds.

Organic Law 3/2022 on VET proposes a unified and flexible vocational education and training (VET) system. Unifying initial and continuing vocational training can reduce the mismatch between supply and demand, help coordinate efforts to reduce unemployment, and supply the labour market with the required skills.

The modular VET system makes it easier for both young people and adults to design their learning pathways, accumulate skills, and certify them according to the national qualification system. The flexibility of the validation arrangements put in place to recognise the skills of those already in employment, and the funding applied, promotes social justice and will help accurately reflect the current skill levels in the country.

The bases for career guidance within the VET system have been laid down to ensure personal and professional development for individuals, regardless of their status or abilities. This is an integral part of the validation process for prior learning and can help to strengthen the relationship between VET and the labour market. However, there is still scope for improvement in aligning people's expectations, availability of training places and market needs, and in the implementation of the career guidance system within the different autonomous communities.

Updating the national catalogue of occupational standards by introducing new ones and revising the old ones to align with digital and green transitions can improve the connection with industry needs. It helps cover the existing skills gaps and increase the attractiveness of vocational education and training. Nevertheless, a link between the catalogue of occupational standards and the catalogue of training specialities would help face future challenges.

Revising qualifications is a collaborative effort, of which national reference centres are part. The network of vocational centres of excellence is a new addition that can improve the quality of training. This network can also aid in implementing applied digitalisation and environmental sustainability policies. The relationship between these two networks will be necessary to avoid overlap and to cover training needs effectively.

The Organic Law on VET has strengthened work-based learning, setting a flexible framework for implementing dual VET programmes, which can be adapted to the specific requirements of companies, centres, learners and regional authorities. The support of companies in the Alliance for VET and the new web tool *FPconecta* are useful instruments to engage all stakeholders and mobilise backing from different angles. The roll-out of the provisions foreseen in this law and the collaboration of all parties, especially SMEs, will be crucial to its success.

Spain is making great efforts to ensure equal opportunities, upgrade qualification levels and make the VET system a lever for economic success. Large amounts of funding are being allocated to these purposes, such as teacher training, expanding the number of training places, converting classrooms into applied technology spaces, opening entrepreneurship classrooms, Mentor classrooms, guidance, upskilling and reskilling workers, and many other initiatives within active employment policies.

Most of these funds are managed by regional authorities, and greater transparency and accountability would be necessary for good governance. Collecting and integrating data at the national level would facilitate better decision-making and help assess the effectiveness of policies. Such data can also be used as a benchmark to improve public spending efficiency and empower citizens in the future.

Acronyms

CPD	continuing professional development
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DESI	Digital economy and society index
ESI	European skills index
ICT	information and communications technology
INTEF	National Institute for Education Technologies and Teacher Training
ISCED	International standard classification of education
IVET	initial vocational education and training
NIP	national implementation plan
SEPE	State public employment service
SMEs	small and medium-sized enterprises
VET	vocational education and training
WBL	work-based learning

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