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VOCATIONAL EDUCATION  
AND TRAINING IN EUROPE

SPAIN

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VET in Europe reports provide an overview of national vocational education and training (VET) systems of the EU Member States, Iceland and Norway. The reports help to understand VET's main features and role within countries' overall education and training systems from a lifelong learning perspective, and VET's relevance to and interaction with the labour market.

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## CHAPTER 1.

# External factors influencing VET

The right to education and vocational training is set out in the Spanish Constitution of 1978, which includes the right to basic education <sup>(1)</sup> for the foreign population.

The territory is organised into municipalities, provinces and regions (autonomous communities *Comunidades Autónomas* – CC.AA.). The decentralisation of the State involves the adoption of an administration model that divides competencies between the state and the 17 regions, as well as two autonomous cities (Ceuta and Melilla).

## 1.1. Demographics

Spain is the second largest country in EU28 (505 944 km<sup>2</sup>) and the fifth most populated. On 1<sup>st</sup> of January 2018, the Spanish population was 46 659 302 - an increase of nearly 0.3% compared to January 2017 (Table 1), thanks to a positive migratory balance since 2016. Spain has the longest life expectancy (83.5 years) and the lowest fertility rate (1.34 children per woman in 2016) among EU countries <sup>(2)</sup>. Around 90% of the total population is concentrated in the coastal areas and Madrid.

Table 1. **Population of Spain (2014-18)**

	2014	2015	2016	2017	2018(*)
<b>Total</b>	<b>46 512 199</b>	<b>46 449 565</b>	<b>46 440 099</b>	<b>46 527 039</b>	<b>46 659 302</b>
Spaniards	41 835 140	41 995 211	42 022 582	42 107 583	42 087 247
Foreigners	4 677 059	4 454 353	4 417 517	4 419 455	4 572 055

NB: (\*) Provisional Data at 25.06.18

Source: Prepared by authors with data from INE (2018). *Population Figures at 1 January 2018. Migrations Statistics. Year 2017: Provisional data.* Press release; 25.06.18. [https://www.ine.es/en/prensa/cp\\_e2018\\_p\\_en.pdf](https://www.ine.es/en/prensa/cp_e2018_p_en.pdf)

Foreigners account for 9.8% of the total population, 26% are of school age (0-24 years), which is four points higher than the native population for the same

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<sup>(1)</sup> Basic education in Spain covers primary and lower secondary compulsory education  
<sup>(2)</sup> Eurostat, Life expectancy at birth by sex (tps00205) and Total fertility rate (tps00199) in 2016. Date of extraction 05.06.2018

age range. Romanians and Moroccans represent 30.6% of total foreigners, and South Americans account for 18%.

Around 20% of the total population is aged 65 and older. If current demographic trends continue <sup>(3)</sup>, Spain will gain almost 2.4 million inhabitants in the next 15 years, although the 30-49 age group would decrease by 2,7 million (-18.8%) and the number of children under 15 years of age would decrease by 17.0%. Population projections warn that in 15 years, there will be 3.4 million more people over 64 years old, (38.1%). If the 40 - 44 age group is currently the most numerous, in 2033 it will be the 55 - 59age group.

## 1.2. Economy and labour market trends

By 2015, the Spanish economy had regained pre-crisis growth rates of activity and job creation (see [Annex\\_T\\_1](#) for a statistical country profile).

The economy grew 3.1% in 2017 <sup>(4)</sup>, surpassing the European average and all forecasts. This was mainly due to the positive evolution of the international economy and the improvement in financial conditions.

All productive sectors contributed positively to GDP growth in 2017. Construction took the lead, followed by the primary sector and industry, in which manufacturing stands out. The services sector, in turn, moderated its growth rate with respect to the previous year <sup>(5)</sup>.

Economic recovery has been accompanied by an increase in the number of companies with employees to almost one and a half million (Table 2). The number of companies without employees also grew significantly. Micro-SMEs (from 1 to 9 employees) account for 90% of the total number of companies with salaried workers, whereas medium-sized companies (from 50 to 199 employees), represent only 1.3% of the total (Figure 1).

**Table 2. Active Companies by size-class in 2016-2017**

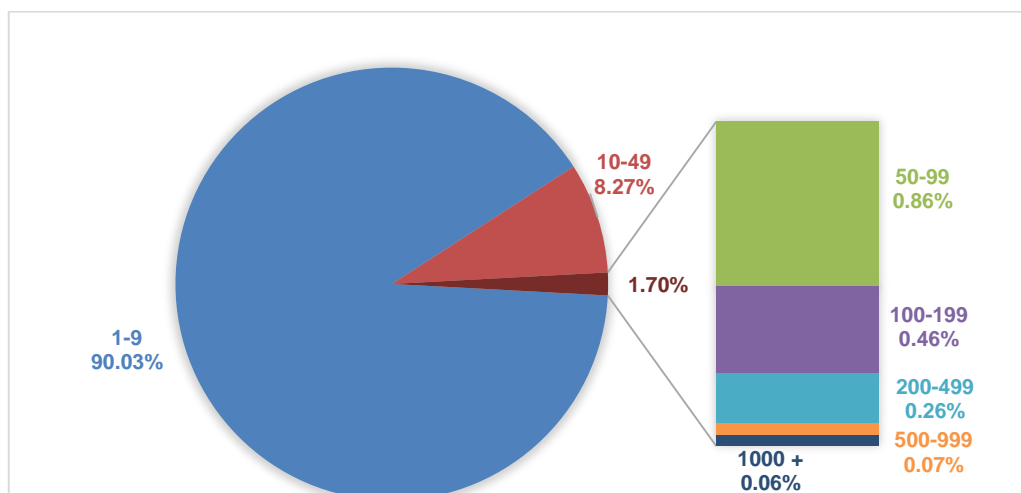
<b>Companies</b>	<b>2017</b>	<b>% 2017</b>	<b>2016</b>	<b>% Var.</b>
<b>Without employees</b>	1 823 250	55.55%	1 791 909	+1.41%
<b>With employees</b>	1 459 096	44.45%	1 444 673	+1.75%

<sup>(3)</sup> INE (2016). *Proyección de Población 2018 [Population projection 2018]*. Nota de prensa; 10.10.2018. [https://www.ine.es/prensa/pp\\_2018\\_2068.pdf](https://www.ine.es/prensa/pp_2018_2068.pdf) and [https://youtu.be/d9Ugc2ve\\_uw](https://youtu.be/d9Ugc2ve_uw)

<sup>(4)</sup> Eurostat, Real GDP growth rate – volume. Percentage change on previous year (tec00115). Last update 13.06.2018. Date of extraction 14.06.2018

<sup>(5)</sup> INE (2018). *Quarterly National Accounts of Spain. Base 2010 First quarter of 2018*. Press release; 31.05.18. [http://www.ine.es/en/daco/daco42/daco4214/cntr0118\\_en.pdf](http://www.ine.es/en/daco/daco42/daco4214/cntr0118_en.pdf)

Figure 1. Companies by number of employees in 2017



Source: INE. Companies by Autonomous Community, main activity (CNAE 2009 groups) and wage earner stratum. <http://www.ine.es/jaxiT3/Tabla.htm?t=298&L=1>

All economic sectors experienced a rise in employment in 2017, with three out of four employed workers in the service sector. In 2017, the share of employees increased by 2.6% compared to 2016. Employment grew in most branches of economic activity, especially in the primary sector (5.8%) (Figure 2).

Figure 2. Employees by economic activity in 2017

Employed	Thousands	%	Annual change
<b>Total</b>	<b>18 824.8</b>	100.0	2.6
Agriculture	819.5	4.4	5.8
Industry	2 647.4	14.1	5
Construction	1 128.3	6.0	5.1
Services	14 229.6	75.6	1.9

Source: INE (2018). *España en cifras 2018 [Spain in figures 2018]*. Madrid : INE. [https://www.ine.es/prodyser/espa\\_cifras/2018/files/assets/common/downloads/publication.pdf](https://www.ine.es/prodyser/espa_cifras/2018/files/assets/common/downloads/publication.pdf)

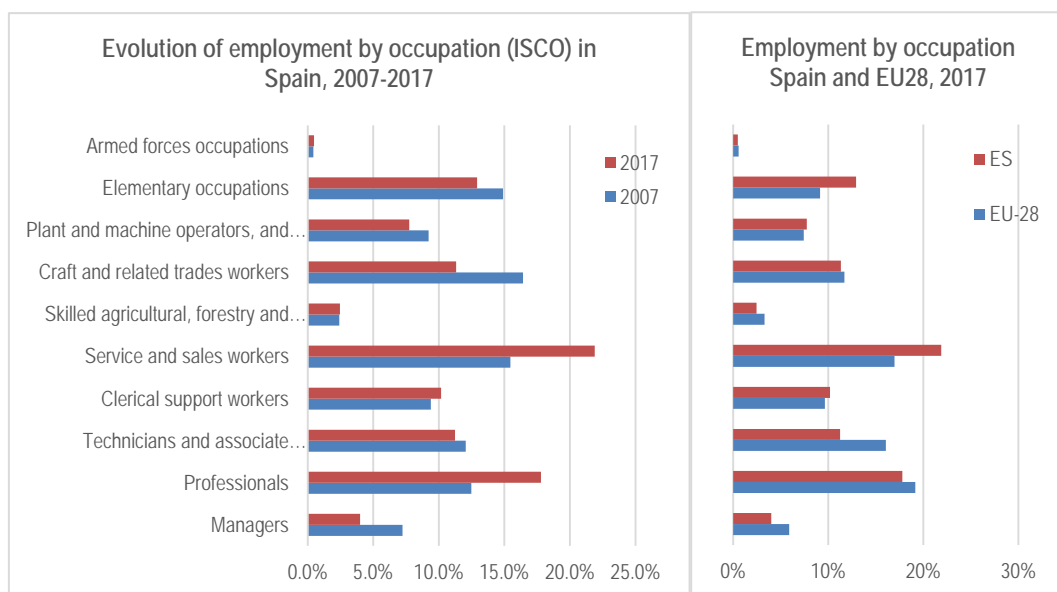
In terms of occupational profiles, the trend of recent years continued in 2017. The Spanish occupational structure reflects a progressive change towards a greater weight of professionals, and of those in services and sales. In the latter case this is due to occupations in restaurants and catering, which comprise around two million jobs. Although less than in the past, elementary occupations still represent a considerable part of the total (Figure 3).

In the last decade (2007-17), the number of employed people decreased almost 9%, mainly in the categories of managers and workers in craft and related trades, whereas the professional and service and sales workers categories increased. Over the 2016-17 period, major variations took place in the categories of skilled agricultural and related workers (+6.7%) and plant and machine operators (+4.8%) (Figure 3).



Cedefop's 2030 skills forecast for the Spanish labour market <sup>(6)</sup> points to substantial employment growth until 2030, driven by services sectors such as wholesale and retail trade, arts and recreation or ICT services. Occupations in services shall also rise strongly: sales workers, personal service workers or customer clerks will be the fastest growing over the period to 2030. Almost half of total job openings (including replacements for vacated positions) up to 2030 will need high qualification levels and job opportunities for low qualified people will shrink substantially in the coming years.

Figure 3. **Employment by occupation (ISCO) (\*) 2007-17 (15-64 years, %)**



NB: (\*) ISCO - International standard classification of occupations

Source: Eurostat (lfsa\_egais). Last update 31.05.2018; extracted on 15.06.2018.

Despite the economic recovery, Spain still suffers from imbalances in the economic and labour spheres: high public debt, small size of industry and insufficient/inefficient investment in research, development and innovation <sup>(7)</sup>; high rates of unemployment – especially youth and long-term unemployment, excessive segmentation of the labour market, among others.

In 2017, Spain had the second highest unemployment rate in EU28, at 17.2%, after Greece (21.5%) <sup>(8)</sup>. According to national statistics from the first

<sup>(6)</sup> Cedefop. *Skills Forecast (2019)*. <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/skills-forecast>

<sup>(7)</sup> Mingorance-Arnaiz, A.C.; Pampillón, R. (2016). La situación de los sectores económicos: retos y oportunidades [The situation of the economic sectors: challenges and opportunities]. *Revista Economistas*, No. 146/147, pp. 27-34.

<sup>(8)</sup> Eurostat. Unemployment by sex and age - annual average [une\_rt\_a]. Last update: 31.05.18. Extracted: 06.06.18

quarter of 2018, the activity rate stands at 58.46% while the unemployment rate is 16.74%. This rate has dropped 2.01 points <sup>(9)</sup> in the last 12 months.

The rate of employment growth for young people in 2017 was more positive than that of the population as a whole. The young working population increased by 4.15%, while unemployment fell by 9.07% and employment increased by 14.11% (see [Annex\\_T\\_2](#) for youth activity, employment and unemployment).

However, the ratio of the youth unemployment rate to the unemployment rate of the population as a whole has remained practically stable since the beginning of the economic crisis, around 2:1. The gender gap in unemployment is reopening, although more women than ever are now working in Spain (see [Annex\\_T\\_3](#)).

Spain has one of the highest temporary employment rates in the EU (69.0% for the 15-24 age range) <sup>(10)</sup>, and many temporary contracts are of very short duration: more than 28.5% of contracts are for one week or less <sup>(11)</sup>. Transition rates from temporary to permanent contracts are very low in comparison to the EU average. Likewise, 54.3% (two points above EU average) of unemployed people in Spain aged 50-64 are in long-term unemployment (for 12 months or more) <sup>(12)</sup>.

During the economic crisis, inequality grew particularly in Spain, although it was partially alleviated by an increase in social benefits, which prevented further growth in income differences. The country has the worst relative situation regarding poverty prevention and social exclusion indicators, including those most linked to the risk of child poverty and the risk of poverty of the working population (CES, 2018). Unemployed people, foreigners, households with dependent children (especially single parents) and people with a poor education are at the highest risk of social exclusion.

### 1.3. Active labour market policies

Active labour market policies follow lines of action agreed with the autonomous communities in the framework of the Sectoral Conference on Employment and

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<sup>(9)</sup> INE (2018). *Economically Active Population Survey (EAPS). First Quarter of 2018*.

Press release; 26.04.2018 [http://www.ine.es/en/daco/daco42/daco4211/epa0118\\_en.pdf](http://www.ine.es/en/daco/daco42/daco4211/epa0118_en.pdf)

<sup>(10)</sup> Eurostat, Part-time employment and temporary contracts - annual data [lfsi\_pt\_a]. Last update 23.04.18. Extracted on 18.06.18

<sup>(11)</sup> CES (2018). *Memoria sobre la situación socioeconómica y laboral de España 2017 [Report on the socioeconomic and labour situation of Spain 2017]*. Madrid: CES. [http://www.ces.es/documents/10180/5888552/Memoria\\_Socioeconomica\\_CES2017.pdf](http://www.ces.es/documents/10180/5888552/Memoria_Socioeconomica_CES2017.pdf)

<sup>(12)</sup> Eurostat, Long-term unemployment (12 months or more) as a percentage of the total unemployment, by sex, age and citizenship (%) [lfsa\_upgan]. Last update 03.08.18. Extracted on 07.08.18

Labour Issues (see section 2.4.2) since 2013, in accordance with the distribution of competencies between the regional and state public employment services <sup>(13)</sup>.

The framework, coordination and implementation of these policies are based on three instruments: the Spanish strategy for employment activation, the annual plans for employment policy and the information system for public employment services. Regional Public Employment Services (PES) design and manage their own policies based on this common framework, with a commitment to transparency, evaluation and results orientation.

The 2017-20 Spanish strategy for employment activation (MEYSS, 2017c), approved in December 2017, takes into account recommendations made to Spain both within the framework of the National Reform Programme and by the European Network of Public Employment Services (SPE-UE Network). It includes projects and measures to rationalize the unemployment protection system and to provide the national employment system with a set of tools, infrastructures and information systems necessary for its modernization and to enhance its efficiency and effectiveness. These include measures aimed at strengthening and developing management and evaluation systems, and particularly at improving the management system and support for the Youth Guarantee Initiative.

The strategy is specified each year in the employment policies annual plan (*plan anual de política de empleo* – PAPE). Since 2015, these plans have set the objectives for the country and each region, as well as the services to guarantee equal access to free public employment services (common employment services portfolio) (MEYSS, 2015b). The reference guides for the development of protocols for the provision of these services and the quality criteria have been approved and published in 2018 (MEYSS, 2018d). These reference guides, developed jointly with the regions, comprise protocols for: (a) the professional guidance service; (b) job placement and advice for companies; (c) training and qualification for employment; and (d) counselling services for self-employment and entrepreneurship.

The funds for the implementation of employment activation policies in 2018 are equivalent to those of 2017, amounting to EUR 5,575 million euros, an increase of 5.9% (EUR 310 million) in 2016 <sup>(14)</sup> (see [Annex\\_T\\_4](#)). Of this figure, 36% is to be distributed among the regions. These amounts include European Social Funds (ESF) and Youth Employment Initiative contributions.

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<sup>(13)</sup> Until 2012, funds were allocated based on the social and labour conditions of each region. However, since 2013, the allocation takes into account each region performance in terms of targets achieved. See also the revised text of the Employment Act (MEYSS 2015e).

<sup>(14)</sup> At the time of writing this report, 2018 General State Budgets were not approved yet.

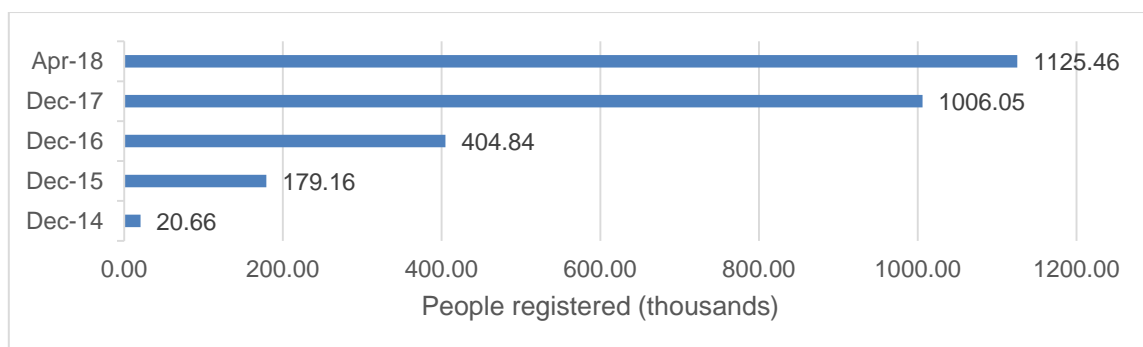
The publication in September 2015 of Act 30/2015 (Head of State, 2015) which regulates vocational training for employment set a new framework for the management and implementation of VET in the field of employment, which is still being developed.

Act 30/2015 called for an efficient system for monitoring and prospecting the labour market, based on the coordination of all actors: administrations, social agents, experts, etc. It also stressed the need to assess the impact of training on accessing and maintaining employment, enhancing competitiveness of enterprises, improving workers' skills, meeting labour market needs, and ensuring efficiency of resources (MEYSS, 2015c).

A provision (MEYSS, 2017b) setting forth Act 30/2015 was published in July 2017 to regulate the initiatives and programmes of vocational training for employment; the requirements and limits of training actions; their beneficiaries and the form of accreditation of skills acquired by workers; the instruments of the integrated information system; and the operating system of the vocational training for employment.

To boost the national youth guarantee system (Head of State, 2016b), the Government approved, urgent measures in December 2016 favouring access and registration of young people in the system with more flexible requirements such as automatic registration of all young people registered as job seekers in public employment services; and retroactive registration. Since its entry into force, the number of registrations has significantly increased <sup>(15)</sup> (Figure 4). This regulation opened up a more active role of social partners at all levels of the national youth guarantee system and included other departments (such as education and health, social services and equality), in the monitoring and evaluation committee.

Figure 4. **Young people successfully registered in the national youth guarantee system (in thousands)**



Source: Prepared by the authors with data from the National System of Youth Guarantee. Data at 31st May 2018

<sup>(15)</sup> SEPE. *Datos de inscripción en el Sistema de Garantía Juvenil* [Registration data in the Youth Guarantee System] <http://www.sepe.es/garantiajuvenil/ca/inscripcion.html>

The organisation of the Spanish State with a high degree of decentralisation of education, training and employment policies marks the development of the Youth Guarantee at different levels (regional and local). However, to ensure its implementation throughout the entire territory, a national coordination mechanism has been established in the labour ministry and the state public employment service (SEPE) took over the management role of the national youth guarantee system in July 2017 (MEYSS, 2017a).

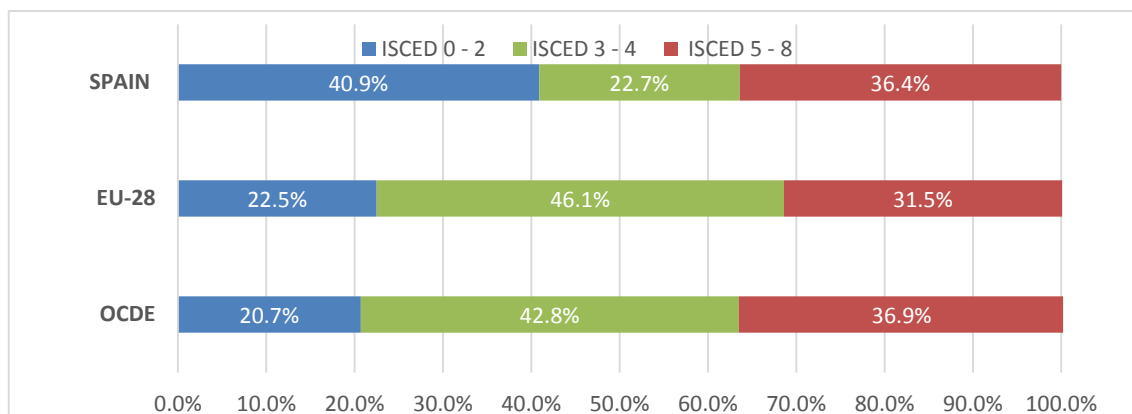
The national youth guarantee system, launched in 2014 (MEYSS, 2013c), was extended in July 2015 to young people over the age of 25 and under the age of 30 while their unemployment rate exceeds 20 percent (MEYSS, 2015d).

The national youth guarantee system has a safeguarding design, unlike other EU member states, as when a young person meets the legal requirements, he/she is registered and remains in the youth guarantee file until he/she voluntarily drops out or is removed according to the age limit and having received an adequate service <sup>(16)</sup>.

## 1.4. Educational attainment

The share of people with low qualifications (ISCED 0-2) in Spain almost double EU average, (Figure 5). In contrast, at 36.4% the percentage of the population with higher education (ISCED 5-8) is above the EU average (31.5%), and close to the national target set at 44% for 2020. In addition, the percentage of 25 to 34 year-old in training is higher than in other EU countries.

Figure 5. **Population aged 25-64 by education attainment level, 2017**



Source: prepared by authors with data from Eurostat and OECD. Eurostat: Population by educational attainment level, sex and age (%) - main indicators [edat\_ifse\_03] Last update 15.01.19. Extracted on 01.02.19. OECD (2019) Adult education level (indicator). Accessed on 11.02.2019

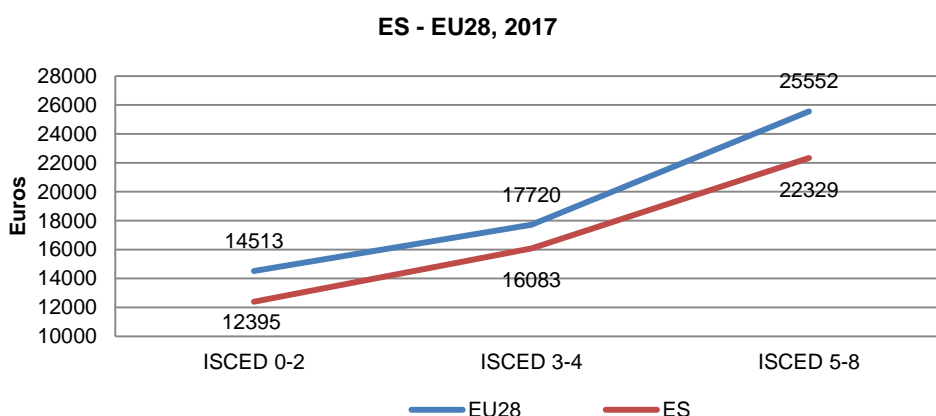
<sup>(16)</sup> Please see the country fiche for Spain for a detailed assessment of the Youth Guarantee implementation in the country (European Commission (2017b)).

The share of the Spanish population with intermediate level qualifications (ISCED 3-4), at 22.7%, is approximately half of EU and OECD averages (46.1 and 43.2% respectively).

According to the last survey on the participation of the adult population in learning activities (INE, 2018a), over 47% of the population between 18 and 64 years of age carried out some type of training activity (formal or non-formal) in 2016. This represents 6.6 points more than in 2011, when the previous survey took place.

The OECD's Survey of Adult Skills (1<sup>st</sup> Cycle) -part of the Programme for the International Assessment of Adult Competencies (PIAAC) - showed that there are still challenges to address. One in four adults in Spain scores among the lowest levels in literacy and almost one in three in numeracy <sup>(17)</sup>, though Spain's 16 to 24 year-olds are more proficient than the overall adult population in all domains assessed, and are notably more proficient than the country's 55 to 65 year-olds. Results from the Programme for International Student Assessment (PISA) up to 2015 indicated that students' performance in reading and mathematics were around OECD and EU averages.

Figure 6. **Mean income by educational attainment level, EU28 and Spain in €**



Source: Eurostat, Mean and median income by educational attainment level - EU-SILC survey [ilc\_di08], last update 08.02.2019. Extracted on: 11.02.2019

Educational level is a proxy measure for both the chances of being employed as well as salary level. People with tertiary education earned 23% more in 2017 than those who have completed upper secondary education and 44% more than those who have completed lower secondary education or less (Figure 6).

<sup>(17)</sup> OECD (2013). *OECD Skills Outlook 2013: First Results from the Survey of Adult Skills*. Paris: OECD Publishing. <http://dx.doi.org/10.1787/9789264204256-en>

In addition, the correlation between unemployment rate and educational level reflects the vulnerability of poorly qualified people (Table 3).

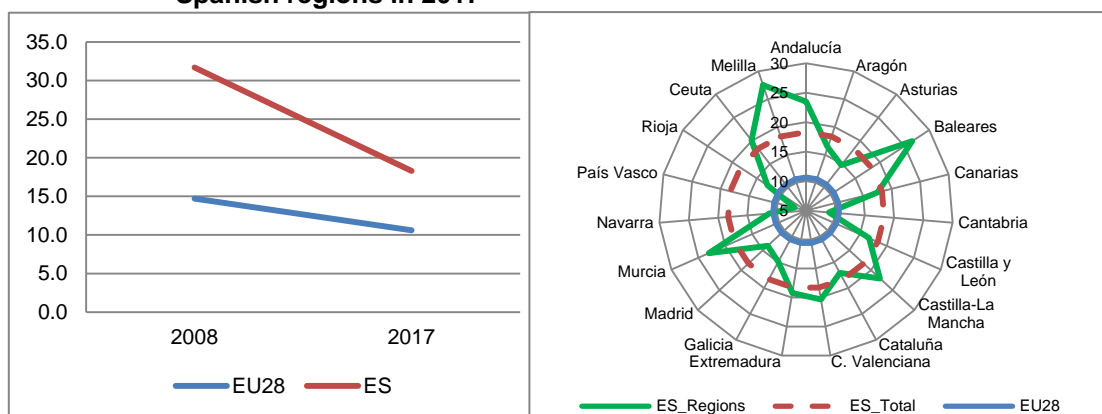
Table 3. **Unemployment rate (%) by education level of 25 to 64 year-olds (ISCED 2011)**

2017	ISCED 0-2	ISCED 3 - 4	ISCED 5 - 8
<b>EU-28</b>	13.9	6.0	4.2
<b>ES</b>	23.4	15.1	9.3

Source: EUROSTAT (tps00066); extracted: 08.08.18. Last update 03.08.18.

In this context, school dropouts rates (ReferNet Spain, 2013) among the 18-24 age group without at least a mid-level qualification (upper secondary) is a major concern for education and labour authorities. In 2017, the early school leaving (ESL) rate reached 18.3%, with a decrease of 13.4 points in the last 10 years (Figure 7). The figure is below 15% (the national target) in over seven regions. It is lower among women and higher in the foreign population (35.8% compared to 15.9% among Spaniards).

Figure 7. **Early leavers from education and training (%), EU28 and ES 2008-17, and Spanish regions in 2017**



Source: Prepared by authors with Eurostat data (edat\_lfse\_14) 2018 and MECD data 2018

Different strategies are being developed and carried out to tackle some of the issues related to early school leaving and low levels of qualification and competences, like for example the new education Act in 2013 (Head of State, 2013), and the lifelong learning (MECD, 2015) or entrepreneurship and youth employment 2013-16 (MEYSS, n.d.) strategies.

Specifically, to help prevent early school leaving in compulsory secondary education, basic VET programmes were designed as an alternative route to stay in or return to education and training (*FP Básica*, see also Chapter 2). New vocational training diplomas were also developed and old ones were updated to make them more attractive and relevant to the labour market. Information and career guidance have also been improved (see Chapter 4).

## CHAPTER 2.

# Providing VET in a lifelong learning perspective

The VET system is organised according to Act 5/2002 on qualifications and vocational education and training (*Ley Orgánica de las Cualificaciones y la Formación Profesional* - LOCFP) (Head of State, 2002), which shapes the VET system and lays down the necessary instruments and actions to promote and develop vocational education and training, as well as to assess and validate professional competences acquired by non-formal and informal means.

VET is defined in Act 5/2002 as the set of training activities that prepare people for qualified performance in diverse occupations, access to employment and active participation in social, cultural and economic life. It covers the training programmes included in IVET and CVET, to enable skilling, upskilling and reskilling. Initial VET is mainly aimed at young people although it is also open to adults wishing to acquire a qualification. Vocational training for employment is offered for both the employed and unemployed workers. Ministry for Education and Vocational Training, and Ministry for Labour, Migration and Social Security are responsible for the VET system in Spain.

### **IVET in the education system**

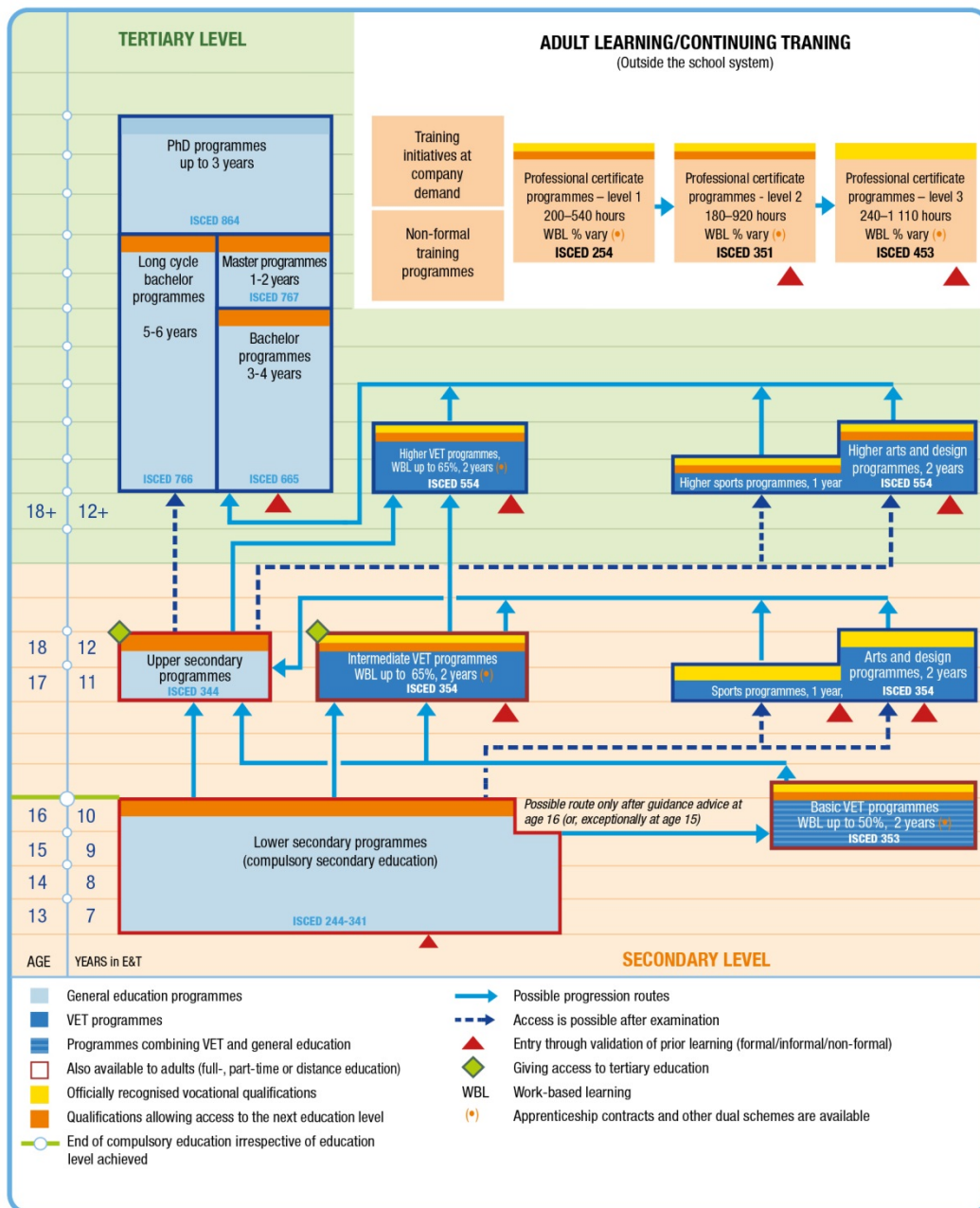
Education in Spain (Figure 8) is regulated by the 2006 Education Act (LOE) (Head of State, 2006) and the 2013 Act for the improvement of educational quality (LOMCE) which aims to improve student performance and curb early school leaving. LOMCE implementation started in 2014/15 with full implementation by 2017, however several measures have been deferred until a new social and political pact for education is reached <sup>(18)</sup>.

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<sup>(18)</sup> Head of State (2016a). the Royal Decree-Law 5/2016, of December 9 establishes that the evaluations foreseen in the 2013 LOMCE Act at the end of compulsory secondary education and high school will not have academic effects and will only have a diagnostic purpose. Their completion will not be necessary to obtain the different diplomas.



Figure 8. Diagramme of the national education and training system



NB: ISCED-P 2011. The Spanish education system is not referenced to EQF levels.

Source: Cedefop and ReferNet Spain.

Education offered from early childhood until the end of primary school (compulsory, 6 years, learners aged 6 to 12) does not include vocational training programmes.

Lower secondary education (<sup>19</sup>) (known as ESO in Spanish), is the second and last stage of compulsory education comprising four academic years (from 12 to 16 years). After graduation, learners receive the lower secondary education certificate (*título ESO*, ISCED 2) which gives access to high school (*bachillerato*), intermediate VET (*FP de grado medio*) or the labour market. Students who do not obtain the ESO diploma receive an official certificate of compulsory education, which details the years studied and grades obtained.

The 2013 education reform introduced an alternative vocational path (Basic VET or *FP Básica* in Spanish) open to ESO students aged 15 years, who meet certain age and academic requirements (<sup>20</sup>). Students passing this basic VET programme are awarded a diploma with academic and professional validity (*Título profesional básico*). Basic VET cycles run in a 2-year programme of 2 000 hours of theoretical and practical training, of which a minimum of 240 hours are completed in workplaces. It gives direct access to intermediate VET cycles and the possibility of sitting the exam to obtain the ESO diploma, opening up access to upper secondary general education programmes. Students who finish basic VET will obtain the ESO diploma directly if the teaching staff considers they have achieved the objectives and necessary skills of ESO level.

Upper secondary education comprises high school (the general academic route, *bachillerato* in Spanish) and intermediate VET, neither of which is compulsory.

High school (*bachillerato*) consists of two academic years that are normally taken between the ages of 16 and 18. There is a core curriculum with compulsory subjects and a specialised part with several preselected options which students can choose from (<sup>21</sup>). Upon successful completion, students obtain the end of upper secondary education diploma (*título de Bachillerato*, ISCED 3) which gives direct access to higher VET programmes (ISCED 5) and, following a university entrance exam, to university studies (ISCED 6). Intermediate VET programmes

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(<sup>19</sup>) For more information on the Spanish organisation of secondary and post-secondary education, see Eurydice. *National Education Systems: Spain: Secondary and Post-Secondary Non-Tertiary Education*.  
[https://eacea.ec.europa.eu/national-policies/eurydice/content/secondary-and-post-secondary-non-tertiary-education-43\\_en](https://eacea.ec.europa.eu/national-policies/eurydice/content/secondary-and-post-secondary-non-tertiary-education-43_en)

(<sup>20</sup>) Requirements for Basic VET are: (♦) to be between 15 and 17 years old by the end of the year they start these studies; (♦) to have finished the first cycle of secondary compulsory education (that is, three years) or exceptionally, have finished the second course of secondary compulsory education and (♦) to be recommended by teaching staff and have parents (or own if he/she is emancipated) consent. Education authorities, apart from compulsory education, can also offer basic VET to people who are over 17 and do not have a VET or a secondary qualification.

(<sup>21</sup>) There are three Bachillerato orientations: Sciences, Humanities and Social Sciences, or Arts, with different subjects to choose from in each orientation, and common ones in all three.

(ISCED 3) consist of 2 000 hours of training divided into two academic years. Students who successfully complete these programmes are awarded a Technician diploma (*título de Técnico*) in the relevant speciality. Since the 2016/17 academic year, this qualification gives students direct access to higher level VET <sup>(22)</sup>.

Tertiary education includes vocational (ISCED 5) and academic programmes (ISCED 6-8). The duration of Higher VET programmes (ISCED 5) is 2 000 hours over two academic years. These studies lead to a Higher Technician diploma (*título de Técnico Superior*) giving access to related university studies. University studies (ISCED 6-8) include bachelor, master and PhD programmes.

The flexibility of the system not only affects the vertical progression in VET, but also the horizontal flow between different educational programmes: students awarded a basic VET diploma may obtain the ESO diploma. Equally, students awarded Intermediate VET Diplomas may obtain the *Bachillerato* Diploma by passing the relevant *Bachillerato* core subjects.

In addition, the education system provides certificates or diplomas for:

- (a) languages, issued by official language schools for students over 16, on three levels: elementary (A2), intermediate (B1) and upper intermediate (B2) (ISCED 353) based on the European Framework for learning, teaching and assessment of languages (CERF) <sup>(23)</sup>;
- (b) artistic and sports education programmes. Education in music and dance offer specific curricula at different levels: elementary (ISCED 100) and intermediate (ISCED 353) and higher level (ISCED 665). There are also other programmes for arts and design at an intermediate (ISCED 354) and higher level (ISCED 554), which are optional at the end of secondary education. Sports programmes offer education at intermediate (ISCED 354) and higher level (ISCED 554). These programmes are offered in schools that are specialised according to the type and level of education in artistic or sports fields.

## 2.1. VET programmes in the education system

The number of students enrolled in non-university education in 2017/18 was 8 158 605, similar to the previous year (0.3% increase) but different by level (Table 4).

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<sup>(22)</sup> If demand exceeds the number of places available at this level, educational authorities may establish admission procedures in accordance with Government regulation.

<sup>(23)</sup> [https://www.coe.int/en/web/portfolio/the-common-european-framework-of-reference-for-languages-learning-teaching-assessment-cefr-](https://www.coe.int/en/web/portfolio/the-common-european-framework-of-reference-for-languages-learning-teaching-assessment-cefr)

Since 2014/15 when first introduced, basic VET increased by 2 658 (+ 3.8%), with 72 186 enrolled students in 2017/18. Higher VET also increased by 15 594 (+ 4.1%), reaching 393 531 students including both face-to-face and distance learning. However, Intermediate VET decreased by 4,808 (-1.4%) students, with 339 112 students including face-to-face and distance-learning programmes.

Table 4. **Students enrolled in non-university education**

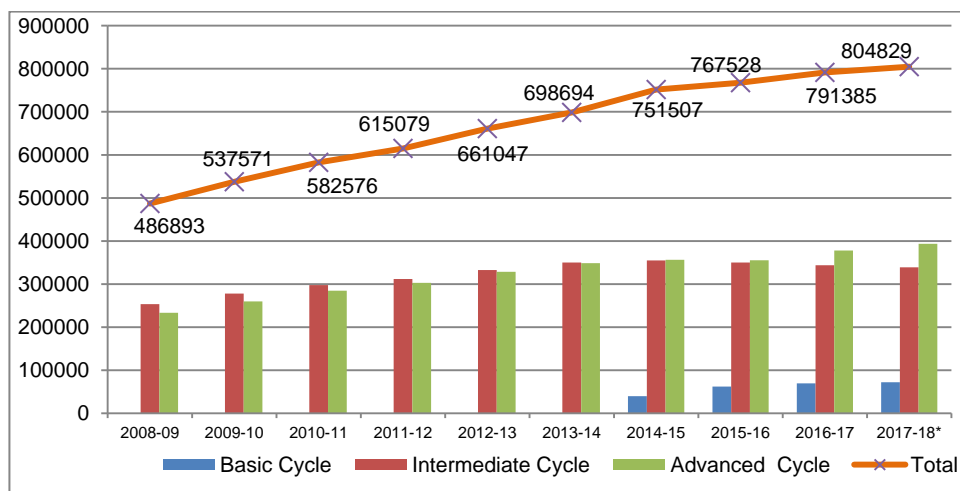
	2017/18	2016/17	Change	
			Absolute	Percentage
<b>TOTAL</b>	<b>8 158 605</b>	<b>8 135 876</b>	<b>22 729</b>	<b>0.3%</b>
Infant Ed. 1 <sup>st</sup> and 2 <sup>nd</sup> cycles	1 758 271	1 780 377	-22 106	-1.2%
Primary ed.	2 941 455	2 941 363	92	0.0%
Special ed.	36 436	35 886	550	1.5%
Lower secondary education	1 929 680	1 887 027	42 653	2.3%
High School (classroom learning)	637 007	643 383	-6 376	-1.0%
High School (distance learning)	38 983	44 212	-5 229	-11.8%
Basic VET ( <i>FP Básica</i> )	72 186	69 528	2 658	3.8%
Intermediate VET (classroom learning)	314 434	319 392	-4 958	-1.6%
Intermediate VET (distance learning)	24 678	24 528	150	0.6%
Higher VET (classroom learning)	342 709	333 079	9 630	2.9%
Higher VET (distance learning)	50 822	44 858	5 964	13.3%
Other training programmes	11 944	12 216	-272	-2.2%

Source: MECD (2018). *Nota: Estadística de las Enseñanzas no universitarias. Datos avance 2017-2018.*  
 [Note: *Statistics on non-university education. Advancing data 2017-2018.*]  
<http://www.mecd.gob.es/dms/mecd/servicios-al-ciudadano-mecd/estadisticas/educacion/no-universitaria/alumnado/matriculado/2017-2018/NotRes1718.pdf>

The overall number of IVET students has increased by 65.23% since 2008/09 <sup>(24)</sup> (Figure 9).

<sup>(24)</sup> The data from 2008/09 does not include students enrolled that year in certain initial VET programmes (Programa de Cualificación Profesional Inicial - PCPI) that have been replaced in this period. This percentage increase would be somewhat smaller if they were also considered.

Figure 9 Evolution of IVET students in the education system, 2008-18



N.B. (\*) Advance data; the data do not include certain initial VET programmes (PCPI) that have been replaced in this period, as they did not lead to a VET degree, but include those for the new Basic VET.

Source: prepared by authors with data from Statistics from the education ministry.

There has been a slight decrease of enrolment in upper secondary education from the previous year (1 015 102 students in 2017/18 versus 1 031 515 in 2016/17), and there are still more students who opt for general upper secondary education than for the VET path: 66.59% in general upper secondary (Bachillerato) compared to 33.40% in vocational upper secondary (intermediate VET) cycle.

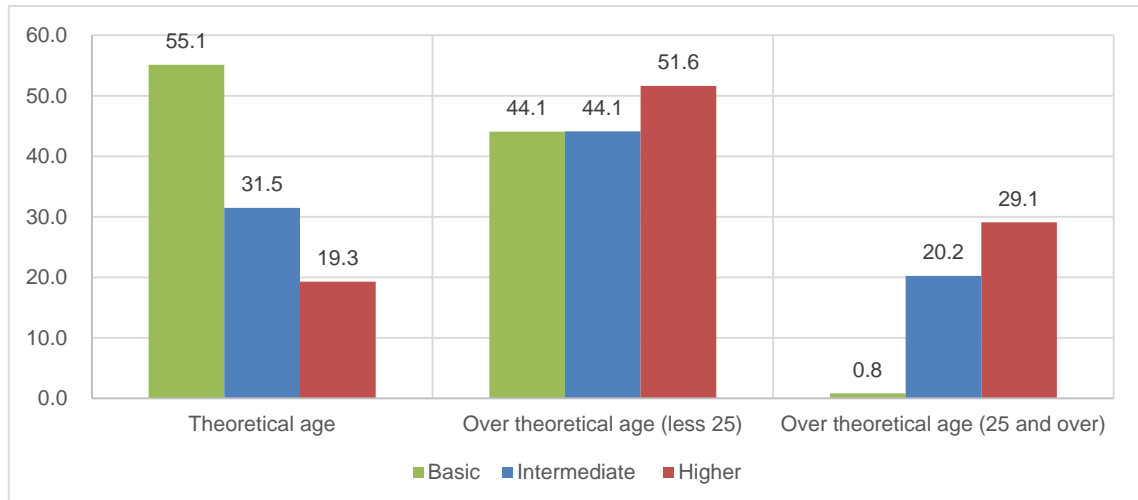
The professional pathways of Health, Administration and Management, Information and communications technology and Sociocultural and community services are the most appealing to students, representing 50% of all VET learners (see [Annex\\_T\\_5/1](#)).

VET education programmes are mainly chosen by male students at all three levels -71.1% for Basic VET, 56.9% in Intermediate VET and 52.4% in Higher VET level- with significant differences among professional branches (see [Annex\\_T\\_5/2](#)). In general, female students prefer pathways in Personal image, Sociocultural and community services and Health, whereas male students are in the majority in Transport and vehicle maintenance, Electricity and electronics, Metal working and Information and communications technology. The Maritime and fishing industry deserves a special mention, as all students enrolled are male.

When analysing students in VET programmes by their age, 55% of those at basic level are within their theoretical age, but at the other levels, there is a large share of students older than the theoretical school age. In higher level VET, 66.1% are 21 years old or older, and in intermediate level, 64.4% are 19 or older, which reflects the attractiveness of these programmes for more mature students, who see them as support to their employability when they cannot find a job and

re-engagement into education (especially for those who left education early). (Figure 10)

Figure 10 Share of students according to age by VET level programme, 2015/16



NB: Theoretical ages refer to the ages as established by law and regulation for the entry and ending of a cycle of education. Theoretical ages may differ significantly from the typical ages. Source: Prepared by authors with data from education ministry (MECD, 2018c).

### 2.1.1. Features of IVET programmes

The Spanish initial vocational education and training system, IVET, is organised at *basic* (lower secondary ISCED 353), *intermediate* (upper secondary ISCED 354) and *higher* (tertiary ISCED 554) levels (see also 3.2.2).

VET programmes are based on learning outcomes with a strong focus on work-based learning, following ECVET guidelines. The fact that they are taught in schools does not imply the loss of their practical nature, since the setup of VET programmes involves compliance with the required equipment and facilities that make workshops, classrooms and laboratories resemble real workplaces, and in some cases, teachers and students simulate real working environments.

The arrangements for the different VET levels are very similar in many aspects: 2 000 hours over two academic years and often take place in the same education centres (see section 2.4.1).

Similarly, all VET studies include a compulsory work placement module (*formación en centros de trabajo – FCT*) that takes place in a company (students with previous work experience may be exempt). The duration of this module is set in the official curriculum of each training cycle, and varies from 240 hours in basic VET to 400 hours in the two other VET programme levels.

VET diploma programmes can be taken full-time or on a part time modular basis; the latter option allows adult learners to manage their family and

professional lives more easily. A modular structure allows training to be added progressively instead of in complete 2-year programmes. In addition, centres that provide traditional face to face training also offer VET studies as distance learning to promote learning for students over 18 <sup>(25)</sup>. This kind of learning has grown considerably in recent years, so much so that the number of students in 2017/18 academic year is nearly six times larger than in 2007/08. The courses have tutors – the same teachers as in the traditional face to face education - set for this type of learning regime and students are assessed using the same criteria as their peers in the traditional classroom regime. Diplomas obtained are the same and are valid countrywide.

#### 2.1.1.1. *Dual VET or apprenticeship*

Since the implementation of dual VET in 2012 to promote youth employment and the acquisition of a vocational qualification, various regulations (Ministry of the Presidency, 2012; MEYSS, 2014 and MEYSS, 2015a) have been passed to strengthen the links between companies and VET providers, to encourage them to work together and to encourage greater involvement of students in the labour market during their training period. There are two types of dual VET: (a) training and apprenticeship contracts <sup>(26)</sup>, in which the learning can be part of the education or employment systems <sup>(27)</sup>; and (b) dual VET projects offered within the education system and implemented by the regions.

The number of training and apprenticeship contracts (totalling 48 317 considering training programmes offered by both the education and employment authorities) has increased slightly in 2017 with respect to 2016 (46 384).

All training associated with training and apprenticeship contracts must be linked to a VET qualification programme (VET diploma or a complete or partial professional certificate). These contracts last between 1 and 3 years and can be signed by people aged between 16 to 30 years old (or 25 when the unemployment rate is under 15%) <sup>(28)</sup> with low-level qualifications <sup>(29)</sup>. There is no age limit for people with disabilities or who experience social exclusion. The

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<sup>(25)</sup> And, in exceptional cases, workers over 16 unable to attend a regular school regime or elite athletes.

<sup>(26)</sup> [https://www.sepe.es/contenidos/que\\_es\\_el\\_sepe/publicaciones/empleo/fp\\_dual\\_contrato.html](https://www.sepe.es/contenidos/que_es_el_sepe/publicaciones/empleo/fp_dual_contrato.html)

<sup>(27)</sup> More information on the implementation of the principles of the dual system, introduced in 2012, are available in the 2014 country report, pp. 44-47: SEPE (2015). *Spain VET in Europe: country report 2014*. Cedefop Refernet VET in Europe country reports. <http://www.cedefop.europa.eu/en/publications-and-resources/country-reports/spain-vet-europe-country-report-2014>

<sup>28</sup> Real Decreto-ley 28/2018, de 28 de diciembre, para la revalorización de las pensiones públicas y otras medidas urgentes en materia social, laboral y de empleo.) <https://www.boe.es/boe/dias/2018/12/29/pdfs/BOE-A-2018-17992.pdf>

<sup>(29)</sup> People with no university, higher or intermediate VET qualification or equivalent

salary is set by the collective agreement in proportion to the actual working time and is never lower than the minimum wage. The effective working time (work-based learning), compatible with that dedicated to training activities, cannot be more than 75% of the maximum working time during the first year, or 85% during the second and third years.

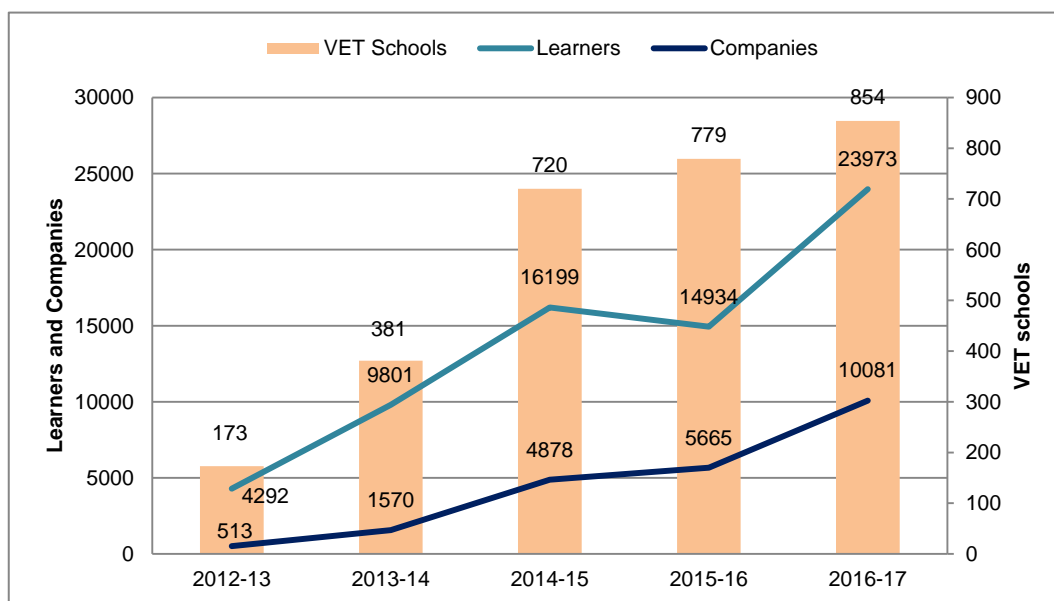
Within the education authority dual VET, a training and apprenticeship contract is not compulsory. Regional education authorities can choose instead to use learning agreements to ensure joint participation of educational institutions and companies. Participating institutions must be authorised by the competent regional education authorities. The learning agreement must comply with the prescribed working and training conditions. Some of its main features are that:

- the company will participate in a minimum of 33% of the training hours fixed in the qualification. The maximum share is 85%;
- the duration of the learning programme can be extended from the usual two years to three;
- learners may undertake the practical in-company placement after having completed part of the programme in a training centre. Each region is regulating differently when the placement can start;
- student assessment is the responsibility of the teachers at school or VET institution, considering the opinion of in-company tutors & trainers and work performance.

Due to the improvement and increase of dual projects in intermediate and higher VET programmes, the number of students, training centres and companies involved in this kind of VET provision has been growing since 2012/13 (Figure 11), though these kind of projects are still a minority compared to traditional VET programmes. In the 2016/17 school year, those enrolled in education authority dual VET programmes only represented 3% of total VET students.



Figure 11. Dual VET in the education system, 2012-16



Source: SGOPF (MECD). Data provided by the Autonomous Communities, 2012-2017 July 2018.

#### 2.1.1.2. Adult education

The aim of adult education is to offer people over 18 (in some cases over 16) the possibility to acquire, update, complete or expand their knowledge and skills for their personal and professional development. To achieve this goal, the education authorities collaborate with other public authorities responsible for adult learning and particularly with the labour authorities, as well as with local government and social partners (employers and trade union organisations; as well as chambers of commerce in dual VET).

Education authorities provide basic education for adults who for different reasons do not hold the end of compulsory education qualification (*título ESO*). It comprises primary education, lower secondary education, vocational training, and language education (see 2.3.2, non-formal education and training programmes). Post-compulsory studies (*Bachillerato* and vocational training for adults) are also provided. Programmes for adults may be offered on a full time, part-time or modular basis.

There are also opportunities for adults to sit entrance examinations to gain access to studies which lead to an official qualification, such as entrance examinations for intermediate and higher vocational training programmes<sup>(30)</sup>,

<sup>(30)</sup> Entry requirements for VET diploma programmes (intermediate or higher) can be checked at: MEFP. *Aprende a lo largo de la vida. Formación profesional [Learn throughout life. Vocational training]*. <https://aprendealolargodelavida.mecd.gob.es/ensenanzas/formacion-profesional.html>

higher artistic education and university education. A number of places are reserved each year for adults who access education through this system, which can vary from 10-30% according to different pathways and each territorial context.

Finally, education authorities periodically organise examinations for adults wishing to obtain an official qualification (the general education ESO and Bachillerato certificates, and basic, intermediate and higher VET diplomas) without having to complete the corresponding studies. These examinations are open to people over 18 (or over 20 in the case of higher VET diploma programmes).

Partial exemption of modules included in a VET Diploma is also possible (see section 3.3). In addition, the education authorities, through official language schools, regularly organise tests for adults who wish to obtain a language certificate without completing the corresponding course.

Education authorities also offer other training options for adults, which do not lead directly to a formal qualification (see section 2.3.2.).

Similarly, labour authorities organise a wide range of training schemes to improve employability or ease integration into the labour market. These training schemes fall within the system of vocational training for employment (see section 2.2.).

## 2.2. VET programmes in the employment system

Vocational training for employment falls mainly under the remit of the labour ministry <sup>(31)</sup> and the regions. It is regulated by Act 30/2015 reforming vocational training for employment and royal decree 694/2017 (MEYSS, 2017b) although the act is still pending further legislative developments. Its aims are to promote, extend and adapt the provision of training to the needs of the labour market and help develop a knowledge-based economy.

It includes training programmes for both employed and unemployed workers, with the aim of improving the employability of the population by professional training or retraining. It also provides an opportunity for people who left education with low or no qualifications to improve their competences and skills or level of qualification. It is based upon cooperation between labour authorities and social partners (employers and trade unions) at national and regional level, and

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<sup>(31)</sup> Other ministries can also regulate training for their area of competence. For example in April 2018, Red.es an institution belonging to the ministry of economy and finance, published a call for proposals for Training programmes for the acquisition and improvement of skills in the field of the digital economy See Ministry of Energy, Tourism and Digital Agenda (2018).

collective sector negotiation at national level, thus constituting a single framework based on the agreements reached between the social partners and the government.

Act 30/2015 sets out the conditions for meeting the aims of the system, that is, to support the personal development, upskilling and employability of the workforce, in particular of workers at risk, including support for the accreditation of skills acquired through training and work experience; and to contribute to increased productivity and competitiveness of companies.

Other measures introduced by the reform in 2015 are the right to a 20-hour period of training leave for all workers with at least one year of seniority (see also 4.1), and the option of introducing an individual training account for workers. In most schemes, only training providers are allowed to receive funds for training in contrast to the previous situation in which employers' organisations, trade unions and other organisations could participate in the provision of training <sup>(32)</sup>.

The different funding schemes for training programmes available free of charge to unemployed and employed workers can be as follows (see more in chapter 4):

- a) training organised by companies for their employees (*formación programada por la empresa*), funded by discounts on what companies have to pay to Social Security;
- b) subsidised training schemes through open calls for proposals, such as sectoral and cross-sectoral training programmes for the employed and self-employed, including those working in the social economy (cooperatives) (known as *planes de formación intersectoriales, sectoriales, autónomos, y economía social*);
- c) subsidised training schemes for the unemployed, including 'training plans' (*planes de formación*) aimed at meeting needs identified by the public employment services and specific training programmes. They are funded through open tendered calls for proposals;
- d) other training initiatives, such as individual training leaves (*permisos individuales de formación* -PIF, see 4.1), alternance training (*formación en alternancia*) <sup>(33)</sup>, civil servants' training, training in prisons, among others. The way in which these initiatives are funded varies.

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<sup>(32)</sup> Currently they can also deliver training provided they are accredited or registered as other training providers.

<sup>(33)</sup> Workshop Schools, Trade training centres and Re-employment workshops (Escuelas Taller and Casas de Oficios for unemployed aged under 25; and Talleres de Empleo, for those over 25). Altogether, 14 648 participants attended these alternance programmes in 2017.

Employment authorities set the initiatives each year to be funded depending on different circumstances. From 2011 to 2015, for example, specific training schemes addressing youth unemployment were put in place, with or without hiring commitments <sup>(34)</sup>, some of them under the scope of the Youth Guarantee ([Annex\\_T\\_6](#)). A specific call to fund training programmes in digital skills for employed workers was announced at the end of 2017 and published in May 2018 (MEYSS, 2018a).

There are two main types of VET programmes which target people who do not hold any qualification (partial or full) or who need to upskill their qualifications so as to improve their employability:

- a) programmes linked to the national catalogue of occupational standards (CNCP) which provide training to obtain a professional certificate (*Certificados de Profesionalidad* in Spanish - CdP) (2.2.1.); and
- b) programmes not linked to the National Catalogue of Occupational Standards, some of which are included in the Catalogue of Training Specialities <sup>(35)</sup> of the state public employment service (2.2.2.).

#### **2.2.1. Training programmes linked to the national catalogue of occupational standards - professional certificates (CdP)**

Most training programmes included in the different initiatives for unemployed workers are directly linked to obtaining a full or partial professional certificate (*certificado de profesionalidad - CdP*) (MEYSS, 2008) <sup>(36)</sup>, as it will improve their qualification and increase their chances of finding a job.

A professional certificate is the official credential of an occupational standard (see Chapter 3) granted by the employment authorities <sup>(37)</sup>. It establishes a professional profile, a set of identifiable professional skills in the production system, which is recognised and valued in the labour market. CdPs are arranged in three levels, according to the degree of complexity, autonomy and responsibility necessary to carry out a work activity (minimum 1 and maximum 3).

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<sup>(34)</sup> In some training programmes the training institution or beneficiary has a contractual obligation to provide an employment offer to a certain (%) number of trainees.

<sup>(35)</sup> A training speciality is a grouping of contents, professional competences and technical specifications that responds to a set of work activities framed in a phase of the production process and with related functions. This catalogue comprises specialities which may be linked or not to professional certificates. SEPE. *Buscador de especialidades formativas* [*Catalogue of training specialities*].  
[https://www.sepe.es/contenidos/personas/formacion/especialidades\\_formativas/buscador\\_especialidades\\_formativas.html](https://www.sepe.es/contenidos/personas/formacion/especialidades_formativas/buscador_especialidades_formativas.html)

<sup>(36)</sup> Professional certificates are regulated by Royal Decree 34/2008. MEYSS (2008).

<sup>(37)</sup> [https://www.sepe.es/contenidos/personas/formacion/certificados\\_de\\_profesionalidad/certificados\\_profesionalidad.html](https://www.sepe.es/contenidos/personas/formacion/certificados_de_profesionalidad/certificados_profesionalidad.html)

CdP programmes are delivered face to face, through virtual learning environments (e-learning platforms) or blended learning since 2015, offering the opportunity for everyone to obtain a vocational qualification without restrictions of age, social or labour status or family situation. The regulation specifies which CdP programmes can be delivered online, how many hours have to be face to face, and the requirements for the accreditation of e-learning platforms and tutors, as well as the evaluation and assessment procedures to ensure that e-learning training programmes meet the quality criteria set for traditional school-based VET programmes (MEYSS, 2013b).

In order for a person to obtain a professional certificate, s/he must successfully complete all the training modules corresponding to the competence units (see chapter 3) of that certificate. In addition to this training pathway, all or several of the competence units included in each certificate can be assessed and certified (accumulated) by taking part in one of the national or regional calls for validation and accreditation of non-formal learning (see more in Chapter 3).

The state public employment service (SEPE) and regional employment services are responsible for issuing the professional certificates and the partial certifications (competence units). These certificates are official and valid throughout the country (Table 5).

Table 5. **Professional Certificates issued by level, 2017**

<b>CdP level</b>	<b>2017</b>	<b>%</b>
Level 1	24 718	22.65%
Level 2	60 407	55.35%
Level 3	24 021	22.01%
<b>Total</b>	<b>109 146</b>	<b>100%</b>

*Source:* Data provided by SEPE at 06.07.2018

There are other funding schemes to provide training linked or not linked to professional certificates, which involve hiring commitments (see 2.1.1) and are, specifically aimed at young people enrolled in the youth guarantee system. Young people who do not meet the entry requirements for these certificates may first receive training on certain key competences (language, math and in some cases a foreign language and ICT skills).

Public training centres (including integrated training centres and national reference centres–CRN, see 2.6), private training centres, as well as foundations and intermediate structures created by social partners and NGO, all accredited by SEPE or by the regional labour authorities, can offer programmes leading to

professional certificates. SEPE provides an online search engine tool for training centres offering professional certificates programmes <sup>(38)</sup>.

CdP programme providers must comply with specific requirements on the recruitment, qualifications and professional experience of trainers; on facilities and technological equipment; and on entry criteria for trainees. These requirements are set by the labour authorities (see 2.4 Teachers and Trainers).

### **2.2.2. Training programmes not linked to the national catalogue of occupational standards**

VET in the employment system also includes general or specialised training that does not lead to a formal qualification. Training organised by companies for their employees (see Section 4.2) falls under this category as it normally does not lead to a professional certificate or other official certification. This training can be partly or fully funded by public funds managed through the State Foundation for Training in Employment (see chapter 4).

Companies carrying out training activities for their staff can hire external training providers or provide the training themselves. Trade union representatives in companies have to be informed about the training to be carried out.

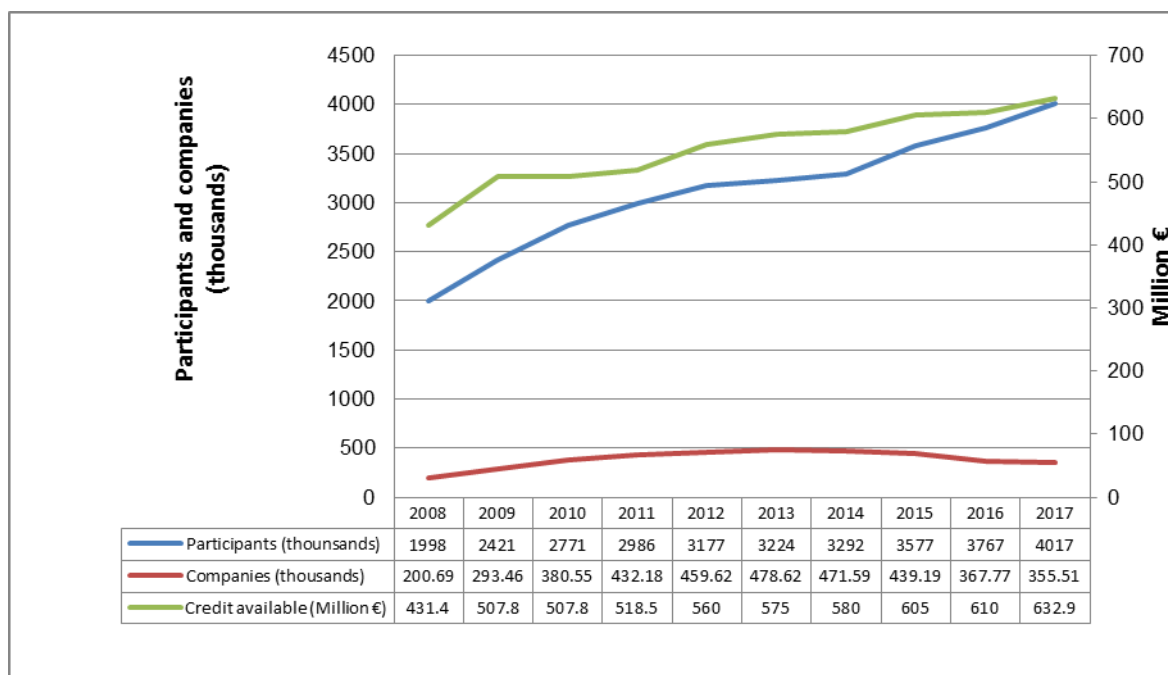
The number of participants who received training organised by their company within the scope of the State Foundation for Training in Employment has steadily increased since 2009, (4 017 000 trainees in 2017) as have the financial resources available for this initiative (businesses' and workers' contributions). The number of companies offering training to their employees, has however decreased slightly every yearly since 2013 reaching 355 507 in 2017 (representing 21.2% of total private companies) (Figure 12 and [Annex\\_T\\_7](#)).

The majority are companies with less than 10 workers, which represent 88% of all companies (companies with salaried employees registered with the Social Security system) and 70% of companies that have developed training for their employees.

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<sup>(38)</sup> <https://sede.sepe.gob.es/especialidadesformativas/RXBuscadorEFRED/InicioBusquedaTipoCentro.do>

Figure 12. **Company training initiative**



Source: Fundae (2018d). *2017 Key findings*. Updated March 2018.

Publicly funded training schemes (see 2.2.3.) aimed at employees but not initiated by their company are normally organised in the context of agreements signed by companies and trade unions at national or regional level, and can be programmed annually. All the possible training courses which can be delivered are included in a catalogue of training specialities<sup>(39)</sup> of the state public employment service. Joint Sectoral Committees decide which of those courses are the most important for each sector on a yearly basis.

#### 2.2.2.1. *Dual VET in the employment system*

Professional certificates programmes can also be taken within a training and apprenticeship contract, as a dual VET option (see 2.1.1.1).

## 2.3. Other forms of training

### 2.3.1. Training for sector regulated professions

In some sectors /regulated professions, specific requirements apply to carry out a given profession (specific qualification/training, relevant professional experience

<sup>(39)</sup> Last training specialities can be checked at Fundae. *Especialidades formativas 2016 [Training specialities 2016]*. <https://www.fundae.es/Recursos%20digitales/Pages/Especialidades-formativas.aspx>

and/or accreditation processes/aptitude tests). These requirements can fall under competent authorities other than the education or employment ones. For example, in the maritime and aviation sectors, as well as in the security forces, qualifications with no academic value are regulated and certified by the ministry in charge or an independent body designated by it. A list of all professions which are regulated in Spain can be found on the [regulated occupations database](#) <sup>(40)</sup>.

For some jobs, it is necessary to hold a certificate of professional competence (CAP, *certificado de aptitud profesional*), for example, for electrical and gas technicians. These certificates can be obtained by accrediting a full vocational qualification, a professional certificate (CdP) or certain units of competence (UC), issued by the education and labour authorities. In the absence any of these, it is also possible in some cases to receive specific training and take a test. This training and the centres that deliver it, must be recognised or certified by the authority in charge.

In other cases, such as bus, coach and lorry drivers, CAP requires specific training. New drivers obtain their Driver CAP by passing a series of initial tests, followed by 35 hours of training every 5 years to keep the certificate.

Regional authorities are responsible for issuing certificates of professional competence (CAP) so there may be slight differences in the process among the regions.

### **2.3.2. Non-formal education and training programmes**

Non-formal learning in VET is essentially any training programme that does not directly lead to official qualifications. It includes

- non-regulated programmes from the education system, such as elementary music and dance programmes, Spanish language courses for immigrants, preparatory programmes;
- preparatory courses to take official exams, for example to acquire the ESO diploma, or to enter VET studies (see 2.1.1.2 adult education); and
- other training courses and VET programmes not linked to the national catalogue of occupational standards (see section 2.2.2.).

These programmes can also include a wide range of social and cultural activities and encompass training for recreational programmes, language courses, etc. This training may be developed by the regions, city councils, NGOs and other social organisations as well as private training and education centres.

The duration of each training activity or module depends on many factors, such as the purpose, the target group, the delivery mode, the number of students

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<sup>(40)</sup> Transposition of the European Directive 2005/36/EC on the recognition of professional qualifications into the Spanish legal system can be checked at RD 1837/2008. (Ministry of the Presidency, 2008).



and other criteria. When training is funded by public funds, free for participants, it has to meet the requirements set in the legislation. Participants completing this type of training activities may be awarded a certificate of attendance and those who are evaluated positively receive a diploma, though it is not a formally recognised certification. Skills acquired through this training can in some cases be partially recognised and accumulated to obtain a qualification (Section 3.). There are different procedures and requirements (call for proposals, published annually) for the assessment and certification of skills acquired through work experience or non-formal training (see Section 3.3).

AULA MENTOR<sup>(41)</sup> for example, is an open and flexible online training scheme promoted by the education ministry. It is made up of more than 170 courses in different areas for different skills (basic skills allowing entry to other VET programmes or easing access to the labour market). Organised through collaboration agreements<sup>(42)</sup>, a large number of public institutions are involved, mainly education authorities at regional level and municipalities at local level, NGOs, the Cervantes Institute and Prisons. There are also agreements with private institutions who share their training materials and in some cases issue the certificate at the end of the training. At international level, they have an agreement with the OEI (Organisation of Ibero-American States for Education, Science and Culture) so this training is also available in several countries in South America.

It is not a free training system, but it is accessible to most of the population due to its low cost (students' fees cover the cost of tutors, the rest is covered by the education ministry). For quality assurance purposes, students must carry out all activities and pass exams. Upon successful completion, they obtain a certificate of achievement issued by the education ministry, which has no academic value, but may be valued in the labour market<sup>(43)</sup>.

## 2.4. VET governance, administration and finance

The Ministry of Education and Vocational Training (hereinafter education ministry) is in charge of proposing and setting up national VET policy: establishing core legislation on initial VET (IVET), ensuring equality and equity

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<sup>(41)</sup> For more information see MECD. *Aula Mentor*.<http://www.aulamentor.es/es/conocenos>

<sup>(42)</sup> Agreements are made between the education ministry and the institution issuing the relevant certificate and lending the training material

<sup>(43)</sup> for example, the Cisco Certified Network Associate-CCNA  
[https://drive.google.com/file/d/1pIEi8FJ69tUnBsGun9t-D\\_3iAl9esdV2/view](https://drive.google.com/file/d/1pIEi8FJ69tUnBsGun9t-D_3iAl9esdV2/view)

throughout the state, setting up officially recognised qualifications and their basic curriculum, as well as recognition, validation and approval of foreign studies.

Regions also have responsibilities for IVET and are in charge of the legislative development and management of education within their jurisdiction. They have executive and administrative competences to manage the education system in their own territory.

Vocational qualifications (VET diplomas) are established and regulated by royal decrees. These specify education guidelines and the basic programme features, whereas the regional education authorities may complete the basic curriculum of the VET diploma programmes (up to 45% in some cases) according to their needs.

The development of VET policies within the employment system is one of the responsibilities of the Ministry of Labour, Migration and Social Security (hereinafter labour ministry). There are two main types of VET programmes in the employment remit, depending on whether or not they are linked to the national catalogue of occupational standards. These programmes tend to be considered as continuous vocational education and training (CVET) as they are likely to take place after initial education and training, upon entry or re-entry into working life. Regions are responsible of implementing labour and employment legislation and vocational training for employment in their territory within the framework set at national level.

The aim of the vocational training system for employment is to skill, upskill and reskill employed and unemployed workers, encouraging their lifelong learning for their professional and personal development; and meeting the demands of the national production system and business competitiveness.

#### **2.4.1. VET governance, administration and finance in the education system**

The government's main advisory body is the National Education Council (*Consejo Escolar del Estado*). All stakeholders within the education sector are represented in this council: teachers, students, families, administrative staff, social partners, central government administration and regional education councils, private schools, local entities and as well as experts from the education sector and other related areas such as gender equality. The Council publishes an annual report on the state of the (VET) education system, which includes proposals for improvements supported by the council members <sup>(44)</sup>.

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<sup>(44)</sup> Annual reports on the education system available at National Education Council. *Informes anuales sobre el estado del sistema educativo [Annual reports on the state of the education system]*  
<https://www.mecd.gob.es/educacion/mc/cee/publicaciones/informes-del-sistema-educativo.html>

Another relevant advisory body on VET is the General Council for Vocational Training (*Consejo General de la Formación Profesional, CGFP*). Education and labour authorities that are responsible for VET, at national and regional level, work together in this body with trade unions and employers' associations. The presidency of the CGFP alternates every two years between the education and labour ministries.

In addition, at the Sectoral Education Conference <sup>(45)</sup>, the education ministry and the 17 regional authorities coordinate education policies to achieve a coherent and inclusive education system.

The pedagogic, organisational and administrative autonomy of education providers (schools) must be stressed. This autonomy is accompanied by the participation of the educational community in the organisation, governance, management and evaluation of schools. To ensure basic general training and validity of diplomas, education authorities lay down the main pedagogical aspects, objectives, core competencies, learning outcomes, content and assessment criteria of education in their territories. Schools have the autonomy to complete the curricula for the different programmes offered, so they must produce an annual programme at the beginning of each school year that includes all aspects related to the organisation and operation of the school.

With regard to **vocational education providers** <sup>(46)</sup>, we can distinguish the following type of establishments:

- a. public, publicly-funded private and private institutions approved by the competent educational authority;
- b. integrated training centres which are public and provide both initial vocational training within the education system, and vocational training for employment.
- c. national reference centres, which are public institutions specialised in the different professional branches, in charge of carrying out innovation and experimentation initiatives in the area of vocational training (see 2.6).

On average, 75% of IVET pupils study in public and publicly funded education institutions.

Public funds for the financing of education are provided mainly by the education ministry and regional education authorities. The quantity for each region is fixed through a multilateral agreement, which guarantees solidarity between territories.

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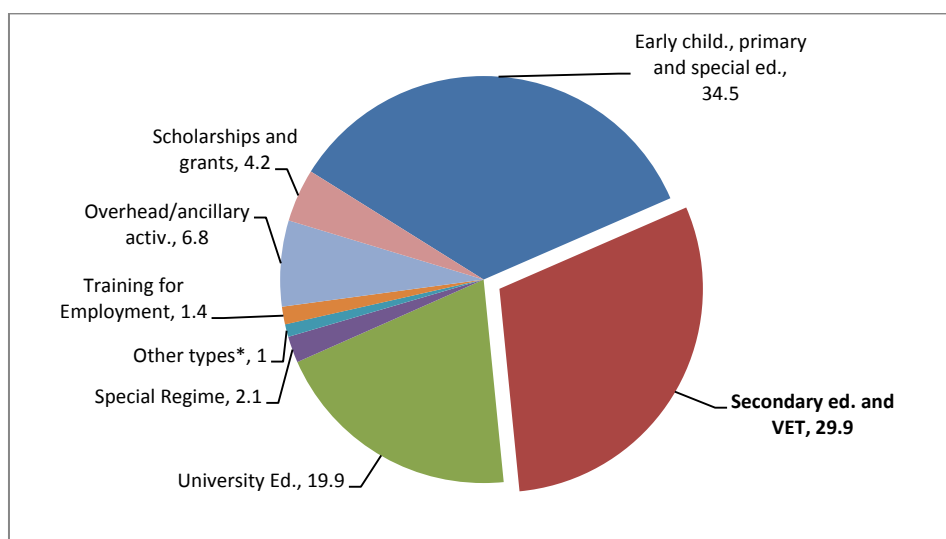
<sup>(45)</sup> Taking place several times a year according to needs.

<sup>(46)</sup> Training centres providing education VET programmes can be found at MEFP. *TodoFP.es. Qué, cómo y dónde estudiar* [*TodoFP.es. What, how and where to study*]. <http://www.todofp.es/que-como-y-donde-estudiar.html>

For 2016, the results show that public spending on education (MECD, n.d.) for the entire state, including state universities (Figure 13), was of EUR 47 578.9 million, 2.1% greater than in 2015. This increase appears in non-university education (+3.3%) but not in university education (-1.5%). In terms of GDP share in 2016, according to its latest update, it stood at 4.31% (Annex\_T\_8).

As regards the distribution of public expenditure among the different educational activities, early childhood and primary education, including special education represent 34.5% of funds, secondary education and VET 29.9%, University education 19.9%, and scholarships and study grants 4.2%.

Figure 13. **Distribution (%) of public expenditure on education by activity 2016 (\*\*)**



NB: \*: Specialised ed., adult ed. and other types.

\*\* : For the calculation of this distribution, adjustment and undistributed by activity items have been excluded.

Source: MECD (2018a).

#### 2.4.2. VET governance, administration and finance of VET programmes at the employment system

Besides the already mentioned general council for vocational training (CGFP), the following bodies are involved:

- general council for the national employment system (*Consejo General del Sistema Nacional de Empleo*) is the main consultative and participatory body for public authorities and social partners. In particular for VET issues, it carries out its functions through the Training for employment state commission (*Comisión estatal de formación para el empleo*;
- sectoral conference on labour affairs (*Conferencia Sectorial de Empleo y Asuntos Laborales*) is the general instrument for coordination and cooperation between the central government and the 17 autonomous regions, as well as the cities of Ceuta and Melilla in employment policy

(MEYSS (2016b and SEPE, 2016a). One of its functions is to distribute the available funds between the regions;

- the state foundation for training in employment (*Fundación Estatal para la Formación en el Empleo – Fundae*)<sup>(47)</sup> is a public body comprising the state general administration, the regions and the most representative business and trade union organisations. It is a collaborating body, which provides technical support to the state public employment service (SEPE), and to the labour ministry in the strategic development of the system of vocational training for employment in the work sphere.
- joint sectoral structures<sup>(48)</sup> are made up of the representative business and union organisations in each relevant sector. They were redefined by Act 30/2015 in replacement of the Joint sectoral commissions in place since 1993. Their main task will be to anticipate training needs and propose sectoral training based on their knowledge of the real productive environment; however, until Act 30/2015 is fully developed and provisions specifying their duties and ways of operating are defined, the Joint sectoral commissions are still functioning.

Training schemes for employed workers are managed by Fundae, together with SEPE when they are state wide or by the regional labour authorities when they are limited to that region.

In general, training for the unemployed is developed at regional level within the national framework and managed by the regional labour authorities.

Training for civil servants is managed by the National Institute of Public Administration (INAP) and training for prisoners is the responsibility of the Ministry of the Interior and carried out through the General Secretariat of Penitentiary Institutions (as all of prison policy).

Funds allocated for vocational training for employment come mainly from the state budget, through the training levy that all private companies must pay as part of the Social Security contribution<sup>(49)</sup> (see Chapter 4). In 2017, the total amount of this training levy amounted to just over EUR 2 100 million. Other contributions come from SEPE and the regions. Training actions may be co-financed through the European Social Fund or other European funding.

Every year, allocation and distribution of resources among the various management levels and training initiatives is set in the general state budget. The

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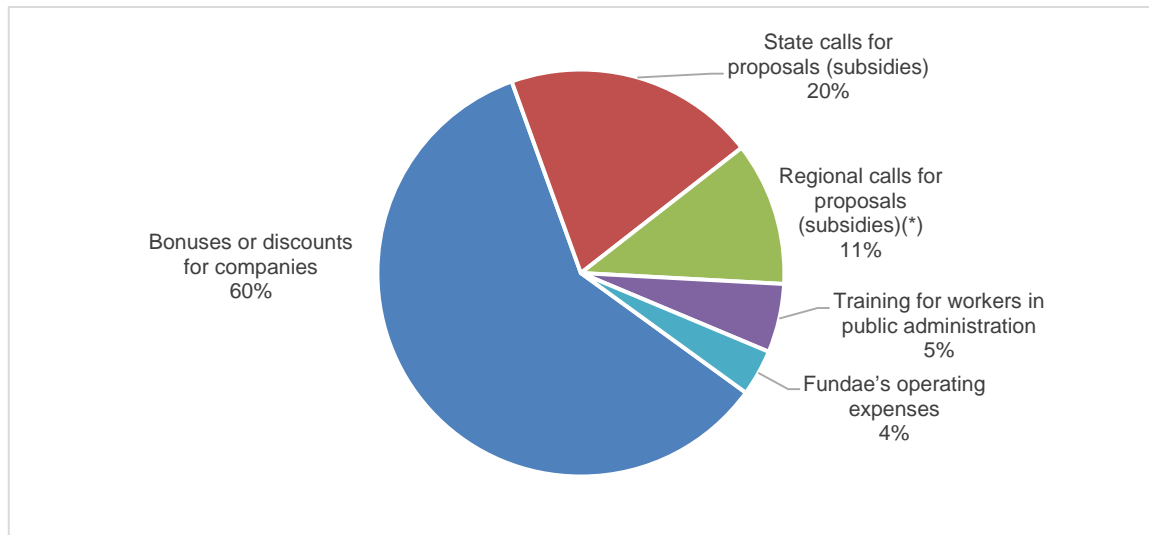
<sup>(47)</sup> Fundae. *Web corporativa* [Corporate web]. <https://www.fundae.es>

<sup>(48)</sup> Fundae. *Comisiones paritarias sectoriales* [Joint sectoral structures]. <https://www.fundae.es/Observatorio/Pages/Queson.aspx>

<sup>(49)</sup> The vocational training levy is calculated by multiplying by 0,70% company contributions for common contingencies and worker contributions to Social Security; 0,60% is provided by the company and the remaining 0,10%, by the worker.

overall budget allocated in 2017 to training for unemployed workers is EUR 1 157.9 million and amounts to EUR 1 064 million for employed workers, 60% of this budget is dedicated to discounts on Social Security contributions for companies to train their employees (see Figure 14 and [Annex\\_T\\_9](#)).

**Figure 14. Allocation of funds according to training initiatives for employed workers – 2017**



NB: (\*) Ceuta and Melilla's budget have been included in the regional calls for proposals although managed by the State Foundation for Training in Employment (Fundae).

Source: Fundae (2018d). *2017 Key findings*. Updated March 2018

## 2.5. Teachers and trainers

The basic rules governing the requirements of teaching staff, initial and continuing professional development (CPD), and the conditions for recognition, support and value of VET teachers are the same for all non-university education and are specified in the 2006 Education Act and the 2013 LOMCE Act which modifies it. They are also the same throughout the entire state. For IVET teachers these are generally: (i) a university degree (ISCED 6); (ii) a master degree (university master's degree in teacher training). A period of internship training at an education centre is also compulsory (SEPE, 2016b).

Teachers' CPD is associated with career and wage progression; there is a grading system that takes into account a teachers' CPD activities which, together with work experience, facilitates the possibility of regional and national mobility to other VET centres, and the payment of a supplement for lifelong learning every 6

years worked cumulatively<sup>(50)</sup>. Teacher CPD activities fall generally into the remit of Autonomous Communities and the obligatory nature of having a training plan varies according to the region, as in some it is only recommended.

At national level, the National Institute of Education Technologies and Teacher Training (INTEF) is responsible for the integration of ICT in non-university educational stages, developing interactive and multimedia digital education resources (including professional training) that are published on its portal; and promotes social networking to facilitate the exchange of experiences and resources between teachers. To meet these goals, INTEF collaborates with the regions.

Moreover, INTEF is fostering the recognition and accreditation of teachers' digital competences, aligned with online teacher training methods. It is based on the Spanish Digital Competence Framework for Teachers<sup>(51)</sup>, which is an adaptation to the teacher profession of DigComp 2.1, the European Framework for Digital Competence for Citizens; it also includes descriptors of the European DigCompEdu Framework. Teachers can create their digital competence biography, continuously self-assess their digital competences and showcase their support evidence safely, in an individual and updated dossier. This allows them to generate a Digital Competence Passport displaying how this competence improves throughout their professional life until they reach the maximum level.

VET teachers also have the possibility of spending training periods in businesses, both in companies located in Spain and abroad. The key objectives are to strengthen the relationship between teachers, the labour market and the business world, and to improve the technical training of VET teachers by combining scientific and technical knowledge with working procedures, processes and organisational methods in enterprises<sup>(52)</sup>. Nevertheless, company tutors in the dual track schemes do not need to have teaching qualifications and this is not yet subject to regulation.

In the VET for employment system, requirements for trainers depend on the type of training to be provided. In the case of training linked to the national catalogue of occupational standards, each professional certificate regulation sets

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<sup>(50)</sup> Further information, see <https://publications.europa.eu/en/publication-detail/-/publication/435e941e-1c3b-11e8-ac73-01aa75ed71a1/language-en> or <http://blog.educalab.es/cniie/2018/03/22/nuevo-estudio-eurydice-sobre-la-carrera-docente-iii/>

<sup>(51)</sup> [https://aprende.intef.es/sites/default/files/2018-05/2017\\_1024-Common-Digital-Competence-Framework-For-Teachers.pdf](https://aprende.intef.es/sites/default/files/2018-05/2017_1024-Common-Digital-Competence-Framework-For-Teachers.pdf)  
<http://www.cedefop.europa.eu/en/news-and-press/news/spain-common-digital-competence-framework-teachers>

<sup>(52)</sup> Example: Asturias: <http://www.educastur.es/-/estancias-de-formacion-en-empresas>

the academic and teaching qualifications and experience that trainers must meet for each training module <sup>(53)</sup>.

In the case of training specialities (see 2.2.2) not linked to the CNCP (MEYSS, 2010), the trend is to set the requirements for trainers in terms of qualifications, professional experience and teaching competence.

The national reference centres (section 2.6) play a key role in teacher and trainer CPD at state level, enhanced by Act 30/2015 (Ministry of the Presidency, 2008a). To address teaching staff's CPD needs in vocational training (both strands), the national reference centres can plan training activities that cover methodological, technological and technical skills. It can also encourage the application of new techniques or innovative processes in priority areas. Courses are usually face-to-face, aimed primarily at active trainers: teachers, vocational training experts for employment and VET teachers at the state level <sup>(54)</sup>.

These centres are also in charge of developing guidelines for learning delivery and assessment of professional certificates.

The objective of the learning and assessment guides <sup>(55)</sup> is to provide CdP trainers with methodological strategies, procedures, methods and didactic resources which contribute to the quality for planning and delivering CdPs, while offering objective, reliable and valid criteria, to assess whether the expected results are achieved in each learning module and training unit, through a continuous and final evaluation.

## 2.6. National Reference Centres

National Reference Centres (CRN as per its Spanish acronym) <sup>(56)</sup> are public training establishments at the service of the professional training system (both in the field of education and labour) to facilitate its competitiveness and quality, and meet the changing demands for qualifications from productive sectors. These centres can programme and carry out innovative, experimental and training activities in the production field they have assigned, serving as reference to the whole national system of qualifications and vocational training for the development of VET.

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<sup>(53)</sup> In general, trainers must hold a higher qualification than the one they are delivering, at least one year of experience, and some qualification on teaching methodology for adults.

<sup>(54)</sup> Example: <http://www.servef.gva.es/web/crnfp-paterna/formacion-de-formadores>

<sup>(55)</sup> [https://www.sepe.es/contenidos/personas/formacion/guias\\_aprendizaje/guias\\_aprendizaje.html](https://www.sepe.es/contenidos/personas/formacion/guias_aprendizaje/guias_aprendizaje.html)

<sup>(56)</sup> [https://www.sepe.es/contenidos/personas/formacion/centros\\_formacion/centros\\_referencia\\_nacional.html](https://www.sepe.es/contenidos/personas/formacion/centros_formacion/centros_referencia_nacional.html)



Analysing new training trends, piloting its implementation, establishing benchmarks for the rest of training centres and promoting networks with business and union organizations and universities are among their functions.

Located in the different autonomous communities (at least one in each region) they cover all the 26 professional branches in which VET system is organised and promote measures and research programmes necessary to meet the needs of emerging and innovative sectors. Currently, there are 25 National Reference Centres (CRNs) operating and the plan is to reach 52 (new CRNs are created based on needs arising in specific areas).

Their Multi-year Action Plan for 2015-2018 was approved by the permanent commission of the General Council for Vocational Training (CGFP) in 2015. Since September 2017, various collaboration agreements among SEPE, the education ministry and the regions have been published <sup>(57)</sup>, followed by the approval of the work plans of twenty-one CRNs which are valid until the end of 2022.

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<sup>(57)</sup> <http://prensa.empleo.gob.es/WebPrensa/noticias/laboral/detalle/3135>

## CHAPTER 3.

# Shaping VET qualifications

### 3.1. Anticipating skills needs

Skills anticipation in Spain takes place at different levels and bodies, and involves substantial stakeholder/social partner engagement. Labour market and skills analysis is primarily based on labour force survey (LFS) statistics, administrative data on employment and registered unemployment collected by employment authorities, and ad hoc surveys carried out by public or other types of institutions, which can take a sectoral or more general approach. These sources help the different bodies monitor the labour market situation and quantify past trends, as well as use them to provide insight on how employment is changing.

Education and employment authorities, at national and regional level, have their own services for monitoring labour market trends and qualifications evolution. Graduate tracking measures are established at regional level on a regular basis, without a structural approach at national level. A collaboration agreement on reciprocal data exchange of VET graduates was signed in 2017 between the ministries of education and social security to allow tracking and analysis of their employability (MECD, 2017c). Various departments are currently involved in the new survey on learners' transition from education and training to the labour market (*Encuesta de Transición Educativo-Formativa e Inserción Laboral* ETEFIL). The survey focuses on the referral course 2013-14 targeting drop-outs from lower secondary (ESO); lower and upper secondary (ESO and Baccalaureate, respectively), intermediate VET and Higher VET graduates<sup>(58)</sup>.

The National Institute of Qualifications (*Instituto Nacional de Cualificaciones-INCUAL*) has its own observatory<sup>(59)</sup> and in cooperation with the other sectoral and territorial observatories, carries out studies to update the national catalogue of occupational standards in all sectors of the economy (sector branches).

The state public employment service (SEPE) also has an Observatory of Occupations<sup>(60)</sup>. They publish different reports on the prospecting and detection of training needs, job offers' profiles, labour market evolution and trends, or sectoral prospective studies, using quantitative and qualitative techniques and

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<sup>(58)</sup> Results from previous ETEFIL round can be found at <https://www.mecd.gob.es/servicios-al-ciudadano-mecd/estadisticas/educacion/mercado-laboral/transicion/encuesta-2005.html>

<sup>(59)</sup> <http://incual.mecd.es/observatorio-objetivos-y-funciones>

<sup>(60)</sup> [https://www.sepe.es/contenidos/que\\_es\\_el\\_sepe/observatorio/observatorio.html](https://www.sepe.es/contenidos/que_es_el_sepe/observatorio/observatorio.html)

constantly updated social and occupational indicators. CRNs (see 2.6), as centres of innovation and experimentation address changes in the demand for qualification in productive sectors, play a significant role in the analysis of new training trends, with the support of their networks with business and union organisations and universities, and in establishing benchmarks for the rest of training centres.

Act 30/2015 foresees the development of multi-annual skills anticipation every three years for planning the vocational training system initiatives, taking the Spanish strategy for employment activation into consideration (see Chapter 1). It will involve the most representative business and trade union organisations, the regions, sectoral joint structures and other organizations (for self-employed workers and entities of the social economy). Other ministerial departments, observatories and experts may also collaborate <sup>(61)</sup>.

## 3.2. Designing qualifications

### 3.2.1. Occupational standards

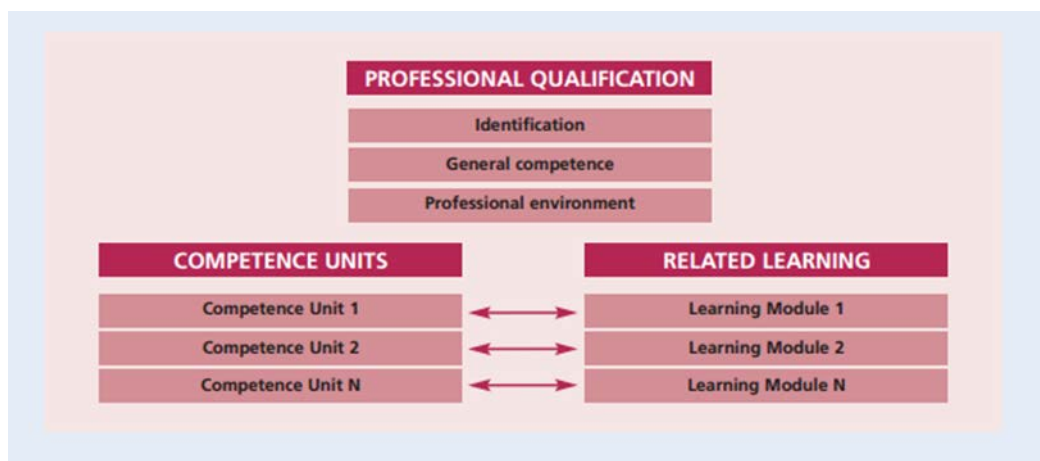
The backbone of VET is the national catalogue of occupational standards (*Catálogo Nacional de Cualificaciones Profesionales –CNCP*), which comprises the most important occupations of the Spanish sector. The catalogue is organised in 26 sector branches (see Annex 1) currently compiling 668 occupational standards <sup>(62)</sup> in three levels, according to the degree of complexity, autonomy and responsibility necessary to carry out a work activity.

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<sup>(61)</sup> For further information, please check Skills Panorama (2017), Skills anticipation in Spain. Analytical highlights series.  
[https://skillspanorama.cedefop.europa.eu/en/analytical\\_highlights/skills-anticipation-spain](https://skillspanorama.cedefop.europa.eu/en/analytical_highlights/skills-anticipation-spain)

<sup>(62)</sup> <http://incual.mecd.es/bdc>

Figure 15. Structure of Occupational Standards



Source: INCUAL

Occupational standards, (called *Cualificación Profesional* in the national context), consist of a set of competence units (UCs) reflecting the expected performance of a job holder in the respective occupation. A UC is defined as ‘the minimum set of professional skills that can be partially recognised and certified’. Each UC is associated to a learning module, which describes the necessary learning (knowledge, skills and competences) required to achieve that unit (Figure 15).

VET qualifications issued by education authorities (VET diplomas) are composed of a set of these occupational standards <sup>(63)</sup> whereas in the case of qualifications from employment authorities (professional certificates) the relation is a single occupational standard for each certificate <sup>(64)</sup>.

As stated in Act 5/2002, the Government establishes the equivalences and recognition between VET diplomas (issued by education authorities) and professional certificates (issued by employment authorities) through competence units.

The UC structure not only serves as a reference for training programme certification, but also helps to assess and validate work experience and non-formal or informal learning (VPL). Competence units acquired either in the VET system or through validation of non-formal learning are individually assessed and certified and may be accumulated towards a full qualification in IVET and CVET.

INCUAL is responsible for defining, drawing up and updating the national catalogue of occupational standards (CNCP) and the corresponding competence

<sup>(63)</sup> This set consist of several occupational standards, encompassing all or some of their UCs.

<sup>(64)</sup> In some exceptional cases, an occupational standard has given rise to two CdP programmes.

units and learning modules, in active cooperation with VET stakeholders <sup>(65)</sup>. In the development of some professional branches, regions have an active role according to their productive context, for example, *Galicia* in Maritime and fishing industry (MAP) or *País Vasco* in Metal working (FME).

Experts organised in the 26 professional branches from both the productive and training sectors, work together to define the occupational units of competence and the standards of the reference profiles in the production system. A competence unit is then described in terms of the professional tasks that skilled workers do.

Updating and reviewing all vocational qualifications is an ongoing process which starts with standards that are older than 5 years. This process involves all parties again, including experts from companies and VET institutions, as well as an external validation of the revised occupational standards, which is based on current labour market needs analysis in terms of skills supply and demand in all sectors and professional branches. INCUAL collects information through various channels using qualitative and quantitative approaches and VET qualifications are updated accordingly. New occupational standards are created based on identified emerging professional profiles.

National reference centres (see section 2.6) are in charge of planning and carrying out activities for innovation, experimentation and training which serve as a point of reference for the whole national system of qualifications and vocational training for the development of VET.

### **3.2.2. VET diplomas**

Education authorities design vocational qualifications (VET Diplomas of basic, intermediate and higher levels) (see also 2.1.1) based on the occupational standards included in the CNCP. These VET Diplomas have an academic and professional value and attest both an educational level and the professional qualification obtained.

A working group of educational and technological experts, who comes from the related productive sector and different regions, work together to design and draw up each diploma programme. Educational experts are usually teachers or trainers in the same professional field.

Several consultation rounds take place before a VET qualification is approved by the Government and all interested groups and institutions can express their considerations <sup>(66)</sup>. The consultation process also takes place at the

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<sup>(65)</sup> organisations in the General council for vocational training

<sup>(66)</sup> MECD.TodoFP.es: nuevos títulos (LOE): borradores [National Website on vocational training: new diplomas; drafts].<http://www.todofp.es/todofp/que-como-y-donde-estudiar/que-estudiar/nuevos-titulos/borradores.html>

sectoral education conference, the general council for vocational training (CGFP), and the national education council. When other authorities have responsibilities in the occupation or professional fields to which the curriculum of the diploma programmes refers to, their favourable report is a prerequisite for approval and publication in the official gazette (BOE).

VET diploma programmes, defined according to learning outcomes, are approved by Royal Decrees for 55-65% of national curricula, thus ensuring the validity and the consistency of the qualifications nationally. Between 45 and 35% of the curricula contents are settled at regional level, according to the socioeconomic characteristics of the immediate environment. These Royal Decrees also establish the facilities, equipment requirements for VET providers, assessment criteria and teacher requirements for each VET diploma programme.

VET diploma programmes consist of different modules: some are linked to occupational standards (the occupations covered by the diploma) while others ease access to employment such as Business and entrepreneurship (*Empresa e iniciativa emprendedora*) or professional training and guidance modules (*Formación y orientación laboral –FOL*). Personal and social skills are also covered transversely in all modules making up the curriculum of VET in the education system.

Since 2015, VET diploma programmes are being updated and adapted to the requirements of the productive sectors, including and reinforcing the eight key competences in a cross curricular way. New diploma programmes are being developed to meet current needs. In 2018, five new diplomas were approved: Access and Conservation in Sports Facilities (Basic VET); Assembly of Structures and Installation of Aeronautical Systems, Recreation Boat Maintenance Technician, Maintenance of Wooden Structures and Furniture of Pleasure Boats and Food Marketing (the latter four at intermediate VET level). Thus, the catalogue of education authority VET qualifications (VET diplomas) includes more than 170 different Diplomas<sup>(67)</sup>:

- 34 Basic VET Diploma programmes (*Título profesional básico*) (ISCED 353)
- 61 Intermediate VET Diploma programmes *Título de Técnico*) (ISCED 354)
- 91 Higher VET Diploma programmes (*Título de Técnico Superior*) (ISCED 554)

### **3.2.3. Professional Certificates (CdPs)**

The state public employment service (SEPE), with the cooperation of the national reference centres (see also section 2.1.2.), develops and updates professional

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<sup>(67)</sup> For further info on VET Diplomas, see the Ministry of Education official website on Guidance and VET, MECD. *TodoFP.es: Qué, Cómo y Dónde estudiar [National Website on vocational training: diplomas]*. <http://www.todofp.es/que-como-y-donde-estudiar.htm>

certificates (*Certificados de Profesionalidad – CdPs*) programmes, based on occupational standards, produces the teaching and assessment guides <sup>(68)</sup>, and pilots them.

A common curriculum is set for each of them regardless of the region and irrespectively of the type of training programme (full-time, e-learning), based on the standards set in the CNCP. Whenever an occupational standard or competence unit change or is updated, the relevant CdP is also reviewed and changed accordingly.

CdP programmes are organised in three levels, level 1 being the most basic and level 3 the most complex. They have a modular structure with learning outcomes, assessment criteria and contents and guidelines for providers which are fully employment-oriented. Besides, each CdP includes a compulsory on-the-job training module (*módulo de formación práctica en centros de trabajo*) whose learning outcomes must be assessed in the workplace. The total duration of the CdP programmes <sup>(69)</sup> varies, according to the structure of competences and learning outcomes to be acquired without reference to a specific academic year. The duration of the on-the-job training module depends on the profile and occupations included in the curriculum of each diploma, ranging from 5% to 52% of the total workload of the training programme (Table 6).

Table 6. **Features of the 583 CdP learning programmes**

Professional Certificates (CdP) by level	Total number of certificates	Total duration (range of hours by CdP)	Range of hours for on-the-job training module
CdP Level 1	77	200-540 hours	40-160 hours
CdP Level 2	252	180-920 hours	
CdP Level 3	254	240-1110 hours	

Source: Prepared by the authors with the results obtained from SEPE's search tool of training specialities [accessed on 24.10.2018].

To adapt training programmes to the target audience, employed or unemployed workers, the workload of the training modules (*Módulos formativos*) associated with competence units (*UCs*) lasting 90 hours or more is split into shorter training units (*unidad formativa - UF*), with a minimum of 30 hours, based on an analysis of the competences with which they are associated.

<sup>(68)</sup> [http://www.sepe.es/contenidos/personas/formacion/guias\\_aprendizaje/guias\\_aprendizaje.html](http://www.sepe.es/contenidos/personas/formacion/guias_aprendizaje/guias_aprendizaje.html)

<sup>(69)</sup> In July 2014 the RNCP was finalised with 583 different programmes referred to the different CNCP's qualifications. More information at [https://www.sepe.es/contenidos/que\\_es\\_el\\_sepe/publicaciones/pdf/pdf\\_formacion/reptorio\\_certificados\\_profesionalidad.pdf](https://www.sepe.es/contenidos/que_es_el_sepe/publicaciones/pdf/pdf_formacion/reptorio_certificados_profesionalidad.pdf)

Finally, before their publication in the official gazette, all CdPs undergo a consulting process with education and employment bodies: the general council for vocational training (CGFP, see 2.4.1.), the training for employment state commission and the sectoral conference on labour affairs (see 2.4.2).

CdPs have a double effect: they set out training programmes and award a vocational qualification. As the UC is the minimum unit to be certified, it is possible to gain partial credits for a professional certificate (CdP).

CdP programmes can be delivered face-to-face or as blended learning. In the latter, SEPE uses experts' opinions to set the duration of instruction that will be provided in person according to the nature of the content or the need to use certain equipment or machinery: Learning which cannot take place via simulation must be completed in traditional learning settings, as well as all final assessments.

Holding a CdP indicates the ability to work in a particular field, in line with the classification of occupations and guarantees the necessary vocational training although it does not regulate professional activities (this is done by the relevant body in that profession, see 2.3.1.).

#### **3.2.4. Quality assurance in the education system**

The entire education system follows a process of quality assurance <sup>(70)</sup> that is guaranteed through the requirement conditions for schools and teachers; the design and development of the curriculum; the compulsory evaluation procedures; the supervision of centers and services by educational inspections; and the use of statewide educational indicators.

The education system seeks the improvement of quality and efficiency as an objective through two differentiated means: educational inspection and evaluation.

#### **Inspection**

This is carried out in all elements of the education system in order to ensure compliance with the legal framework and guarantee the rights and duties of those involved in the teaching and learning processes, the improvement of the education system and the achievement of quality and equity (Head of State, 2006).

In accordance with the decentralised nature of the Spanish education system, it is organised between the state and the autonomous educational administrations and carried out through public officials.

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<sup>(70)</sup> <http://incual.mecd.es/calidad-y-evaluacion-del-sistema>



## **Educational evaluation**

In general terms, evaluation covers the learning processes and results obtained by the students, the performance of teaching staff, all other educational processes, the management and operation of teaching centres, inspection and educational administrations.

The educational evaluation of non-university stages is organised into three levels. The State in collaboration with the Autonomous Communities is responsible for the general evaluation of the education system; Autonomous Communities are in charge of the evaluation of the system and educational institutions within their respective territory; and finally, educational institutions develop internal evaluation mechanisms with the support of the education authorities.

Since the year 2000, the evaluation institute of the education ministry (INEE) <sup>(71)</sup>, in collaboration with the regions, has been laying down different procedures and statistical indicators which enable annual assessments and serve as a basis for policy decision-making and for improving the quality of the Spanish education system, including VET. These have been developed in line with different EU recommendations and directives and the European Quality Assurance Reference Framework (EQAVET).

As part of their autonomy education centres produce a report at the end of each school year which deals with different aspects including the results obtained by these education centres, considered in relation to the socio-economic and socio-cultural factors of their context.

On the other hand, the Strategic Lifelong Learning Plan 2014-2020 (MECD, 2015), resulting from cooperation between education authorities at different levels aims to create sufficient number of quality training opportunities for all and contribute to the goals established by the strategic framework for cooperation in education and training (Education and training 2020) <sup>(72)</sup>. The bodies responsible for the evaluation of specific plans for lifelong learning are regional education authorities and the Sub-directorate General for Guidance and Lifelong Learning of the education ministry.

### **3.2.5. Evaluation and quality in training for employment**

As regards vocational training for employment, Act 30/2015 sets the mechanisms and responsibilities for the areas of evaluation and quality, which are:

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<sup>(71)</sup> INEE. *Instituto Nacional de Evaluación Educativa [Website of the National Institute of Educational Evaluation]* <http://www.mecd.gob.es/inee>

<sup>(72)</sup> [https://ec.europa.eu/education/policies/european-policy-cooperation/et2020-framework\\_en](https://ec.europa.eu/education/policies/european-policy-cooperation/et2020-framework_en)

a) the evaluation of all actions and schemes related to vocational training for employment. The state public employment service (SEPE), with the corresponding regional bodies and the participation of the social partners, elaborates and carries out evaluations with the following objectives:

- ex ante evaluation for the identification of training needs, to guide public calls for training as well as establishing specific and measurable training objectives;
- ex post evaluation is ensured through the elaboration of an annual evaluation plan. The plan develops a system of indicators taking into account the quality, effectiveness, efficiency and impact of the whole system of vocational training for employment and aiming at identifying the aspects that can be improved;

Funds have been allocated for sectoral joint committees to develop the ex-ante evaluation as they play a relevant role in identifying the training needs of the main productive sectors. The final ex-post evaluation report of the 2015-2016 annual evaluation plan, including conclusions and policy recommendations, is forthcoming;

b) evaluation of public calls for training funding. Managing entities involved in dealing with these training initiatives (Fundae and regional bodies) are to carry out the following activities:

- ex-post evaluation of efficiency, effectiveness and quality of the results of each funded training initiative. They are carried out periodically by specialised and independent external entities;
- evaluation of subsidised training impact; at least in terms of insertion, maintenance of employment, performance in the workplace and possibilities of promotion.

In 2017, the results of the ex post evaluations of efficiency, effectiveness and impact of the following state initiatives were presented: public calls corresponding to the 2012, 2013 and 2014 Specific Youth Programme, calls for the 2012, 2013 and 2014 general offer training initiative and the evaluations corresponding to the 2013 and 2014 training organised by companies <sup>(73)</sup>;

c) quality evaluation of training activities for employment:

- evaluation of participants satisfaction <sup>(74)</sup> gathered by a satisfaction questionnaire <sup>(75)</sup> set by employment authorities, taking into account the proposals of the Autonomous Communities;

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<sup>(73)</sup> Reports available at <https://www.fundae.es/Observatorio/Pages/Calidad-de-la-Evaluaci%C3%B3n.aspx>

<sup>(74)</sup> Reports available in Spanish at <https://www.fundae.es/Observatorio/Pages/Calidad-de-la-Evaluaci%C3%B3n.aspx>

- state and regional PES promote and guarantee the implementation of systems and devices for the continuous improvement of quality of the VET for employment providers. Providers themselves are to collaborate in the evaluation of the training they carry out.

State and regional PES, to enhance quality of training for employment providers, can set different systems and devices. In this sense, a study on the quality of trainers <sup>(76)</sup>, released by Fundae in 2018, analyses the elements that impact on the quality of trainers and tutors in training actions not linked to professional certificates financed by the 2013-2014 public call. Training providers are monitored by the public employment services to verify if they meet the conditions set by Order (MEYSS, 2013a) regarding the delivery of CdP programmes, whether face-to-face, e-learning or part of dual training. This may include visits to training providers to gather physical evidence and testimonies about their implementation.

An integrated information system is in place. It collects complete and up-to-date information on the training activities funded by public calls throughout the state and is used for assessing the effectiveness of vocational training for employment.

### 3.3. Validation of informal and non-formal learning

With the approval and implementation of the validation of informal and non-formal learning procedure (VPL) (Ministry of the Presidency, 2009), shared between the labour and education authorities, workers can make their skills visible and assess their work experience, easing their reintegration into education and training (to acquire a formal qualification) and into the labour market.

The National Catalogue of Occupational Standards (CNCP) sets the framework for this procedure, using a set of quality criteria to guarantee the reliability, objectivity and technical rigor of the evaluation. It aims to facilitate entry into the labour market, movement between workplaces, career development and increasing professional qualifications by offering people the opportunity to obtain partial, cumulative recognition of competence units (UCs), towards the acquisition of a full vocational diploma or certificate.

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<sup>(75)</sup> <https://www.fundae.es/Observatorio/Pages/Instrumentos.aspx>

<sup>(76)</sup> <https://www.fundae.es/Observatorio/Pages/informes-de-Evaluaci%C3%B3n.aspx>  
<https://blog.fundae.es/?s=formadores>

The regions implement the validation process through public calls published (jointly or not) by education and labour authorities at regional level. The calls lay down which UCs are to be validated, vocational qualifications and sector branches involved, and they may also limit the maximum number of people to be assessed in each UC.

To acknowledge work experience, applicants must be able to prove at least three years of experience relevant to the skills being assessed, with a minimum of 2 000 working hours in the ten years previous to the call. In the case of non-formal training <sup>(77)</sup>, applicants must prove they have received at least three hundred hours of training not leading to an official recognition in the ten years before the call.

The process is divided into the following three phases:

1. advisory phase: this phase is mandatory and is carried out either in person or online. It aims to help candidates assess their own skills, fill out their personal and training record and present the evidence backing up their application.

Based on this documentation, the guidance counsellor reports on whether the applicant may enter the next phase. If the report is negative, the counsellor will advise the candidates to undertake supplementary training, and informing them where this training is provided.

2. assessment: this aims to prove whether the applicants can demonstrate their skills in real or simulated work situations.
3. certification: candidates receive certification for each of the competence units they have successfully passed. The set of certified UCs may correspond to a complete or partial CdP certificate (3.2.2), or a partial I VET Diploma (3.2.3).

Between 2010 and 2017, these public calls offered a total of 277 079 assessment places across 24 sector branches <sup>(78)</sup>. The number of assessment places called varies from one year to another according to the different industry requirements in each region. Most of these places were in the Sociocultural and community services professional branch since workers in social care services need to be qualified to assist people with social care needs, at home or in social institutions. The number of places in the Security and environment branch is also growing -especially in the field of management and handling of harmful organisms and pest control, related to the European biocide regulation-, and in Health branch for sanitary transport and first aid care to multiple victims. Physical

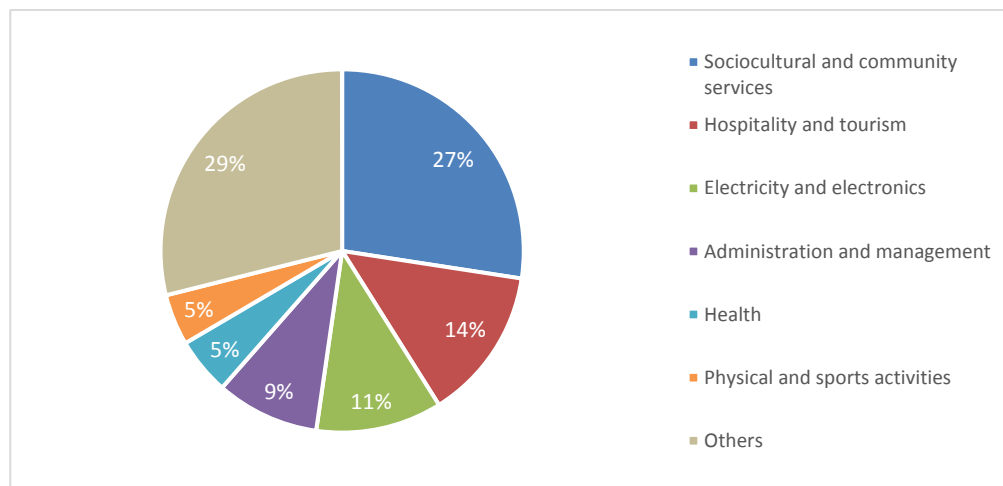
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<sup>(77)</sup> Non-formal learning in VET is essentially any training programme which does not directly lead to official qualifications (see 2.3.2.)

<sup>(78)</sup> No public calls have been published for the sector branches of Textile, clothing industry and leather and Glass and ceramics

and sports activities branch stood out in 2017, mainly to accredit lifeguards in aquatic facilities or natural spaces (Figure 16).

Figure 16. **Number of VPL places called in 2017**



Source: Data provided by INCUAL

A national procedure for the validation of skills acquired in volunteering activities <sup>(79)</sup> in the field of youth is also currently being developed. It will be a free, telematic and permanent procedure. There are other possibilities for the recognition of prior learning by means of different exams (see 2.1.1. Adult education).

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<sup>(79)</sup> <http://www.injuve.es/empleo/noticia/aprobado-el-nuevo-sistema-de-reconocimiento-de-la-educacion-no-formal>

## CHAPTER 4.

# Promoting participation in VET

The choice of a vocational or academic path has traditionally depended on social and cultural attitudes, with VET so far considered less prestigious than the academic path leading to university.

This poor image is slowly changing (Fundae, 2018d) and the number of VET students has increased in recent years as a result of VET programmes' focus on employment and the support they offer in the transition of students from education to the labour market (see Figure 10, Section 2.1).

Among the different regulatory measures being implemented to increase enrolment in VET, the following can be highlighted:

- introduction of new basic vocational training programmes as an alternative option for at risk students to stay in education and training, complete lower secondary studies and acquire a general (ESO) or vocational (Basic VET) qualification (see Chapter 2);
- free access exams for people without academic requirements and who, by passing the exam, can directly access VET studies in the education system (see 2.1.1.2);
- direct access from each level of VET programmes to the next (Basic, Intermediate and Higher VET) and from higher VET programmes to university studies (see Chapter 2);
- updating and creating new VET programmes to better adapt young people's skills to the needs of the productive sectors;
- recent implementation of dual VET projects (see 2.1.1.1) which has meant a series of incentives for companies to increase their participation;
- implementation of measures included in the Strategy for Entrepreneurship and Youth Employment 2013-16 (MEYSS n.d.) to support (self-)employment and entrepreneurship, including training actions within the National Youth Guarantee programme under the responsibility of the employment authorities;
- the Act 30/2015 regulates training for employment and introduces a series of incentives to promote participation in VET, complementing the existing ones (see section 2.2).

Creativity, innovation and entrepreneurship are among the principles and objectives of the Spanish VET education system. As such, education authorities, at different levels, foster quality, research and innovation in VET through grants

and prizes to training providers with projects promoting improvement of technological, methodological and training processes and encouraging cooperation with the business world <sup>(80)</sup>.

At regional level, various stakeholders may foster quality through holding VET-related meetings (congresses, conferences, etc.) to facilitate the exchange of best practices and knowledge between schools in different regions, social partners, organizations and business associations, SMEs and other stakeholders involved <sup>(81)</sup>.

The existing structures for promoting participation in VET include incentives for individuals, enterprises and providers. Initial and continuing VET is based on mixed financing schemes from various public bodies, as well as private contributions from learners, their families, companies and other organisations from the third sector.

#### 4.1. Incentives for learners

IVET learners can apply for scholarships and grants, distributed through annual calls published by the education ministry and the regions. During the economic downturn, amendments were made to the scholarship regime and study grants for students in non-university post-compulsory education, imposing the co-responsibility of recipients to obtain satisfactory results. The budget allocated to scholarships and grants has been increasing since 2013 reaching EUR 1 420 million in 2017 (MECD, 2017b) and a predicted EUR 1 575 million for 2018 <sup>(82)</sup>, the highest figure in the historical series (MECD, 2018b). The distribution of public expenditure among the various educational activities, scholarships and study grants reached 4.2% in 2016 (last available data) (MECD, 2018d).

The trend is to increase the number of grant holders but reduce the average amount received by each beneficiary (Table 7).

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<sup>(80)</sup> MECD. *TodoFP.es: innovación en las CCAA [National Website on vocational training: innovation in the regions]*.<http://www.todofp.es/todofp/profesores/formacion-innovacion/innovacion-en-la-fp/innovacion-ccaa.html>

<sup>(81)</sup> MECD. *TodoFP.es: la innovación en la formación profesional [National Website on vocational training: innovation in vocational training]*.<http://www.todofp.es/todofp/profesores/formacion-innovacion/innovacion-en-la-fp.html>

MECD. *TodoFP.es: emprendimiento en formación profesional [National Website on vocational training: entrepreneurship in vocational training]*.

<http://www.todofp.es/todofp/profesores/formacion-innovacion/emprendimiento-en-fp.html>

<sup>(82)</sup> 2018 State General Budgets were not approved at the time of drafting this report

Table 7. **Number of holders and amount of scholarships in non-university post-compulsory education. School year 2016/17 and variation**

	School year 2016/17			Absolute variation 2016/17- 2014/15		
	Holders	Grant average amount EUR	Amount (million EUR)	Holders	Grant average amount	Amount (million EUR)
<b>Baccalaureate</b>	164 881	1 278.8	210.9	15 732	-219	-12.5
<b>Basic level VET (*)</b>	14 153	260.0	3.7	667	0	0.2
<b>Intermediate level VET</b>	65 445	1 538.9	100.7	4 778	-190	-4.2
<b>Higher-level VET</b>	89 291	1 461.1	130.5	16 898	-116	16.3
<b>Other studies</b>	23 892	1 005.8	24.0	67	-71	-1.6
<b>Total</b>	357 662	1.313.4	469.7	38 142	-162	-1.8

NB: (\*) Basic VET programmes have been offered from 2014/15

Source: MECD (2018e). Informe 2018 sobre el estado del sistema educativo Curso 2016-2017 and Informe 2017 sobre el estado del sistema educativo Curso 2015-2016

The total number of intermediate and higher level VET students with a scholarship or grant is lower than at baccalaureate (133 296 and 160 472 scholarship holders respectively), though the total funds allocated to VET and other studies (arts and design, sports, etc.) exceeds, EUR 231 million (EUR 222 million for Baccalaureate). On the other hand, in the 2015/16 school year, 13 549 Basic VET students enjoyed a scholarship, totalling more than three million euros (Table 7).

International internships are also a good incentive to increase employability of young graduates in VET, as well as language proficiency, soft skills and professional competences. Under the Erasmus + 2015 programme, extended until 2017, 310 VET mobility projects were subsidised in Spain with a total investment of over EUR 21 million, of which approximately one million euros was allocated to staff mobility and more than 20 million to student and apprentice mobility. A total of 6 174 beneficiaries participated, 86% being learners on internships or training stays in other countries and 14% teachers and other staff.

The education ministry also promotes VET by channelling all information and guidance initiatives through its VET web portal ([www.Todofp.es](http://www.Todofp.es)), in operation since 2010. Content is continuously updated to improve quality and ensure that an annual average of four million users have accurate and quality data for decision-making on education and future employment options, while allowing teachers and guidance professionals to assist their students.

In 2017, the web portal was fully updated, reorganizing the ever growing information in a more logical and user friendly way. Special attention was paid to



updating VET programmes, including Europass Supplements<sup>(83)</sup>, and related relevant information on labour market issues. The same applies to the section on VET competitions at national or international level: SpainSkills, EuropeSkills and WorldSkills, as well as the “Acredita” section on validation of informal and non-formal learning<sup>(84)</sup>.

New tools have also been developed to ease and broaden access to information from mobile devices, such as the specific app to find documents in the TodoFP library, and the successful on-line guidance tool *Decide tu itinerario* (Choose your own pathway)<sup>(85)</sup>.

Users have an on-site customer service point and can take advantage of different channels to request and receive information: email, instant messaging, social media networks like Twitter and Facebook, and telephone enquiries. Regional education authorities also have web sections directly linked to/from TodoFP. Regional authorities are also encouraging different kinds of measures to boost VET enrolment in their territories.

On the employment side, there is a wide range of free CVET training programmes available to employed or unemployed workers. Within the Youth Guarantee, different youth training schemes were funded in the 2014 and 2015 state calls for proposals (running till 2017), aimed at training needs both linked and not linked to professional certificates.

In both the education and employment VET provision, distance learning options are being extended (mainly through e-learning), to facilitate the reconciliation of work and family life, making lifelong learning more feasible.

### **Individual training leaves for the employed (PIF)**

Employees can take part in training programmes run by their companies or participate in other training schemes (see section 2.2). They can also apply for individual training leaves (*permisos individuales de formación - PIF*) from their companies, to improve their skills at no cost to the company. Employees have the right to 200 working hours for educational purposes, with the company

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<sup>(83)</sup> <http://www.todofp.es/orientacion-profesional/itinerarios-formativos-profesionales/movilidad/que-es-el-suplemento-europass/titulos-loe.html>.  
Europass supplements for CdPs at  
[https://www.sepe.es/contenidos/personas/formacion/certificados\\_de\\_profesionalidad/suplementoseuropass.html](https://www.sepe.es/contenidos/personas/formacion/certificados_de_profesionalidad/suplementoseuropass.html)

<sup>(84)</sup> <http://www.todofp.es/orientacion-profesional/itinerarios-formativos-profesionales/movilidad/que-es-el-suplemento-europass/titulos-loe.html>  
<http://www.todofp.es/sobre-fp/competiciones-de-fp.html>  
<http://www.todofp.es/acreditacion-de-competencias.html>

<sup>(85)</sup> <http://www.todofp.es/decide/>

agreement. The company is reimbursed for the salary of that worker by the State Foundation for Training in Employment (Fundae) and the worker receives his/her salary during the training leave. These PIFs are intended to provide workers wishing to improve their personal and professional skills with the opportunity to attend officially recognised or formal training courses with academic value. Workers can also take this type of leave to undergo the procedure for recognition of prior learning acquired through work experience or non-formal education (see section 3.5).

In 2017, 76.8% of PIF were used by workers to receive formal education and 18.7% to attend other training courses leading to other qualifications, mainly professional driving licences and other types of certificates of professional competence (see 2.3.1, *Certificado de aptitud profesional – CAP*). Only a minority (4.5%) carried out training to obtain a professional certificate (CdP) through a PIF. Women benefitting from PIFs account for 42.0%, around two points more than in 2016. In terms of age, more than 40% of workers with a PIF are between 36 and 45 years old. This profile, both in terms of gender and age, is very similar to previous years (Fundae, 2018d).

### **Incentives for the unemployed**

Unemployed workers may also take part in some of the different training schemes within the training for employment system (see 2.2). Participants can request, if necessary, reimbursement for travel, accommodation and meal expenses during the training period. In some cases, they can also apply for financial aids for other issues, particularly if they have family responsibilities.

Since the 2012 labour reform (Head of State, 2012), workers have the right to 20 hours of annual training related to the company's activity. These hours can be accumulated over a period of five years. Nevertheless, this right has not been fully developed through other legal provisions yet.

The 2012 labour reform and the 2015 employment authority VET reform (Act 30/2015) laid down different incentives for people such as the training account, linked to workers' Social Security number, and the 'training voucher' for workers to choose their training and provider, although neither of these incentives has been implemented.

The introduction of the education authority dual VET system in recent years (see section 2.1.1.) may be regarded as an incentive for young people to improve their chances of employment through closer contact with the labour market:

employment rate of dual VET students is usually higher than in traditional school based VET <sup>(86)</sup>.

### **The training and apprenticeship contract (offered in IVET and CVET)**

Training and apprenticeship contracts for unemployed people who lack formal qualifications have seen positive results since the 2012 labour reform. Hired apprentices benefit from a 100% reduction in social security contributions, total social protection, unemployment benefit and training (training for at least 25% of working hours in the first year and 15% in the second and third year). The training may lead to a full qualification (CdP) or a VET diploma.

## **4.2. Incentives for companies**

Within the training for employment system, companies providing training for their workers can receive discounts on their social security contributions.

The yearly training credit (the amount for which they can receive a discount) available to each company is calculated by applying a fixed percentage to the amount paid for training quota in the previous year. Companies which employ fewer than six employees have a minimum credit (420€) to guarantee they can carry out some training.

This percentage is set by the General State Budget and is greater the smaller the company and ranging from 100% for businesses with 6 to 9 employees to 50% for big companies (250 or more) since 2005. Businesses with more than 10 employees are obliged to co-finance part of the training cost, which again varies depending on the size of the company: 10% for companies with 10-49 employees, up to 40% for large companies.

The funds available in 2017 for these discounts were EUR 633 million, 3.75 % increase from the previous year. In 2017, the number of companies providing training for their workers came to 355 507. This accounts for 21.2% of all companies, slightly less than in 2014, which reflects the regulatory changes to the system of vocational training for employment, without a period for companies to adapt to the new regulations (Fundae, 2018d).

Around 31.7% of employees received training organised by companies, adding up to over 4.02 million participants.

Finally, training and apprenticeship contract regulations set different incentives for companies to hire trainees, in the form of reduced employer social security contributions, or additional bonuses to fund the costs of in-company

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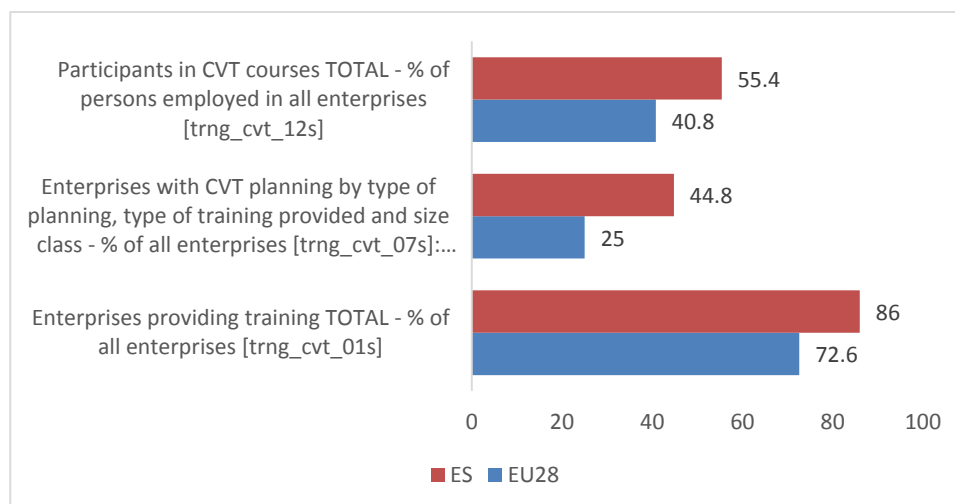
<sup>(86)</sup> Based on first preliminary data (available from training centres or regional authorities).

tutors, as well as other incentives if the event that apprentices become permanent staff.

For companies, participation in dual VET (see 2.1.1.1) involves greater cooperation with the VET system to deliver training better matched to their productive and qualification needs. Large enterprises, business organisations and chambers of commerce are strongly committed to fostering dual VET provision <sup>(87)</sup>.

The latest Continuing Vocational Training Survey <sup>(88)</sup> (CVTS), released for 2015, shows that Spain, at 86%, is 13 percentage points above the EU average, together with Denmark, Austria Sweden and Norway, in relation to the number of companies providing training, which has allowed 55.4% of workers to participate in CVT courses (15 points above the European average of 40.8%) <sup>(89)</sup> (Figure 17 and [Annex\\_T\\_10](#))

Figure 17. **Continuing vocational training survey (CVTS) 2015**



Source: Prepared by authors with Eurostat data. Last update 11.01.18. Extracted on 30.07.18

<sup>(87)</sup> See Alliance for Dual Vocational Training. *Alianza para la FP Dual [Website of Alliance for Dual Vocational Training]*. <http://www.alianzafpdual.es/>

<sup>(88)</sup> It is an enterprise survey which is part of the EU statistics on lifelong learning. The survey aims at comparable statistical information on continuing vocational training in enterprises. <http://ec.europa.eu/eurostat/web/microdata/continuing-vocational-training-survey>

<sup>(89)</sup> Eurostat, Enterprises providing training by type of training and size class - % of all enterprises [trng\_cvt\_01s] and Participants in CVT courses by sex and size class - % of persons employed in all enterprises [trng\_cvt\_12s] [http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=trng\\_cvt\\_12s&lang=en](http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=trng_cvt_12s&lang=en)

### 4.3. Incentives for training providers

Public, publicly-funded private and private centres offer education VET programmes, even though around only one in four learners attends private centres. To ensure equity and equality of opportunities, educational legislation contemplates the possibility of funding private centres in the education system; these are called publicly-funded private centres. This means that the private centres are obliged to offer teaching free of charge.

This funding is explicit in the annual state budgets, (an average of EUR 64 000 per group) and allows the number of free VET places to be increased.

To support the implementation and development of VET provisions in the regions, other funds have been distributed in recent years for the promotion of VET participation, for example:

- around EUR 1.2 million for the introduction of dual VET, and EUR 208.9 million for the development of basic VET, in 2016; and EUR 1.3 million for other VET training programmes;
- nearly EUR 149 million for basic VET, and EUR 1.3 million for other VET training programmes in 2017.

The LOMCE Act promotes greater autonomy and specialisation of the education centres following recommendations from international studies to improve the quality of education. Each centre has the capacity to identify its strengths and local needs/skills, for example by carrying out pilot projects, developing new work plans or forms of organisation and increasing the time devoted to certain subjects.

This autonomy entails accountability and efficient use of public resources leading to a real improvement of results<sup>(90)</sup>. The results obtained by these education centres, considered in relation to the socio-economic and socio-cultural factors of their context, will be published.

Vocational training providers under the employment authority can apply on a competitive basis for funding (with financial incentives or subsidies depending on the type of initiative) to carry out training actions in the regional or state calls for proposal which are published annually. Since Act 30/2015, only training providers<sup>(91)</sup> can apply for these kinds of financial aids.

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<sup>(90)</sup> At state level, an evaluation plan sets indicators for data collection but regions can refine this plan based on their own needs. Outcomes are assessed by the centres themselves, the inspection services, the regional education authorities and by the National Institute of educational evaluation (INEE).

<sup>(91)</sup> Before this reform, social partners were the only ones entitled to apply for these calls, whereas following Act 30/2015 a system of competitive competition between training centres has been put in place, excluding social partners as such. More information at <http://prensa.empleo.gob.es/WebPrensa/downloadFile.do?tipo=documento&id=2.464&idContenido=1.732>

Training is funded based on cost per participant/hour of training which is different depending on the delivery mode (e-learning or face to face).

In the latest call for proposals at state level (MEYSS, 2016a), primarily aimed at employed workers whose implementation runs till 2018, funding proposals reached EUR 189 million and for a total of 702 337 planned participants (Fundae, 2018d).

National reference centres (see 2.6), also schedule training aimed at unemployed workers, aiming to provide learners with training which, due to the equipment and facility requirements, is not offered by the usual network of vocational training centres and is therefore difficult to find. These centres test innovative and experimental training activities based on the results obtained from labour market studies to improve the training provision.

#### 4.4. Information, advice and guidance services

Educational and vocational guidance are one of the most important areas for improvement in the national VET system.

In recent years, different reforms (<sup>92</sup>) - complementing dispositions from Act 5/2002 on qualifications and vocational training - aimed to improve counselling and career guidance services, mainly through (a) the development of an integrated information and guidance system; (b) the setting of a state-wide network to ensure access to information and career guidance for all citizens, including specialised services for businesses and the self-employed; (c) development of an integrated computing platform on professional guidance linked to Euroguidance network; and (d) coordination and monitoring of guidance services in line with national policies on education, employment and social inclusion. Since then, various developments have taken place in this sense.

The education reform (Act 8/2013, LOMCE), generally maintains educational and vocational guidance in the same terms as in the 2006 education Act (LOE). However, it includes new aspects related to compulsory secondary education:

- an 'orientation and guidance' report is delivered to the student's parents at the end of general or vocational lower secondary programmes,
- a report on the degree of achievement of learning outcomes and acquisition of relevant skills as well as a proposal for a career path; and
- special focus on guidance in the new basic VET programmes.

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(<sup>92</sup>) Head of State (2011). Ley 2/2011, de 4 de marzo, de Economía Sostenible [Act 2/2011 of 4 March, on Sustainable Economy]. *Boletín Oficial del Estado*, 5.3.2011, pp. 25033- 25235 <http://www.boe.es/boe/dias/2011/03/05/pdfs/BOE-A-2011-4117.pdf>

Educational legislation assigns the immediate responsibility of guidance to teachers, as part of students' general education and training process. In addition, state education centres offer professional guidance services for students and parents.

To support and widen guidance and counselling services in schools, regional education authorities are launching specific strategies and varied resources tailored to the specific needs arising from their own labour market <sup>(93)</sup>.

For its part, the education ministry has been developing and broadening a series of actions, such as a new state-wide organization of information and career guidance services; creation and maintenance of digital platforms for information and vocational guidance and other projects linked to the dissemination of vocational training and guidance <sup>(94)</sup>.

The Service for Internationalisation of Education (SEPIE), as the Spanish Erasmus+ national agency for education and training, also facilitates information services to promote learning opportunities abroad.

Within the employment context, the common employment services portfolio (see section 1.3) offers career guidance services to advise unemployed and employed workers on training and employment opportunities, as well as on the recognition and validation of their skills <sup>(95)</sup>. A further step in its implementation has been the publication of the protocols and quality criteria for the provision of guidance services (section 1.3) which all public employment services in Spain must comply with.

These protocols aim to define and set up individual professional paths to improve workers' employability; to develop entrepreneurship and to support business and self-employment initiatives, by identifying workers' skills, training and experience, interests, family situation and possible professional opportunities, as well as other relevant variables. This information will be used to prepare the workers' profile and their classification based on their employability.

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<sup>(93)</sup> Example from Murcia Region: <http://www.llegarasalto.com/formacionpasional/>

<sup>(94)</sup> MECD. *TodoFP.es: acreditación de competencias [National Website on vocational training: skills validation]* <http://www.todofp.es/acreditacion-de-competencias.html>  
MECD. *Formación profesional a través de Internet [Vocational training through Internet]*. <http://www.mecd.gob.es/fponline.html>

<sup>(95)</sup> Labour authorities also have a web portal on validation of the skills acquired through work experience (RECEX). SEPE. *Reconocimiento de las competencias profesionales adquiridas [Web portal on validation of the skills acquired through work experience]*  
<https://sede.sepe.gob.es/portalSedeEstaticos/flows/gestorContenidos?page=recexIndex>

All IVET programmes contain at least one or several vocational modules related to guidance, labour relations and the development of entrepreneurial culture although these issues are also treated in a cross-curricular manner.

Similarly, all VET students and trainees have to undertake an on-the-job training module that is carried out in a real productive setting. This module enables them to gain work experience and put their skills into practice, as well as learn about the organisation of productive processes or services and labour relations, guided by education and workplace tutors.



## List of acronyms and abbreviations

BOE	Boletín Oficial del Estado [Official State Gazette]
CAP	Certificado de aptitud profesional [Certificate of professional competence]
CRN	Centro de Referencia Nacional [National Reference Centre]
CES	Consejo Económico y Social [Spanish Economic and Social Council]
CQAF	Common Quality Assurance Framework
CGFP	Consejo General de Formación Profesional [General Council for Vocational Training]
CNCP	Catálogo Nacional de Cualificaciones Profesionales [National Catalogue of Occupational Standards]
CdP	Certificados de Profesionalidad [Professional Certificates]
CVET	Continuing vocational education and training
EQAVET	European Quality Assurance in Vocational Education and Training
ESL	Early school leaving
ESO	Educación Secundaria Obligatoria [Lower secondary compulsory education]
GDP	Gross domestic product
ICT	Information and communication technologies
INCUAL	Instituto Nacional de las Cualificaciones [National Institute of Qualifications]
INAP	Instituto Nacional de Administraciones Públicas [National Institute of Public Administrations]
INE	Instituto Nacional de Estadística [National Statistics Institute]
INEE	Instituto Nacional de Evaluación Educativa [Evaluation Institute of the Ministry of Education]
ISCED	International Standard Classification of Education
IVET	Initial vocational education and training

LOCFP	Ley Orgánica de las Cualificaciones y la Formación Profesional [Act on Qualifications and Vocational Education and Training]
LOE	Ley Orgánica de Educación [Organic Act of Education]
LOMCE	Ley Orgánica para la Mejora de la Calidad Educativa [Organic Act for the Improvement of Educational Quality]
MECD	Ministerio de Educación, Cultura y Deportes [Ministry of Education, Culture and Sport]
MEYSS	Ministerio de Empleo y Seguridad Social [Ministry of Employment and Social Security]
OECD	Organisation for Economic Co-operation and Development
PAE	Programa de Activación de Empleo [Activation Plan for Employment]
PAPE	Plan Anual de Política de Empleo [Annual Plan for Employment Policy]
PCPI	Programa de Cualificación Profesional Inicial [Initial Vocational Training Programme]
PIF	Permiso Individuales de Formación [Individual Training Leave]
PIAAC	Programme for the International Assessment of Adult Competencies
PISA	Programme for International Student Assessment
RNCP	Repertorio Nacional de Certificados de Profesionalidad [National Repertoire of Professional Certificates]
SEPE	Servicio Público de Empleo Estatal [State public employment service]
SMEs	Small and medium-sized enterprises
SEPIE	Servicio Español para la Internacionalización de la Educación [Spanish Service for Internationalization of Education]
UC	Unidad de competencia [Unit of competence in the CNCP]
VET	Vocational education and training
VPL	Validation of prior learning

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# Annex 1 Sector branches in the CNCP

Table 8. **Sector branches in VET (*Familias Profesionales*)**

Code	Sector branch_EN	Sector branch_ES
ADG	Administration and management	Administración y gestión
AFD	Physical and sports activities	Actividades físicas y deportivas
AGA	Agriculture	Agraria
ARG	Graphic arts	Artes gráficas
ART	Arts and crafts	Artes y artesanías
COM	Trade and marketing	Comercio y marketing
EOC	Construction and civil work	Edificación y obra civil
ELE	Electricity and electronics	Electricidad y electrónica
ENA	Energy and water	Energía y agua
FME	Metal working	Fabricación mecánica
HOT	Hospitality and tourism	Hostelería y turismo
IEX	Extraction industry	Industrias extractivas
IFC	Information and communications technology	Informática y comunicaciones
IMA	Installation and maintenance	Instalación y mantenimiento
IMP	Personal image	Imagen personal
IMS	Image and sound	Imagen y sonido
INA	Food industry	Industrias alimentarias
MAM	Wood, furniture and cork	Madera, mueble y corcho
MAP	Maritime and fishing industry	Marítimo pesquera
QUI	Chemistry	Química
SAN	Health	Sanidad
SEA	Security and environment	Seguridad y medio ambiente
SSC	Sociocultural and community services	Servicios socioculturales y a la comunidad
TCP	Textile, clothing industry and leather	Textil, confección y piel
TMV	Transport and vehicles maintenance	Transporte y mantenimiento de vehículos
VIC	Glass and ceramics	Vidrio y cerámica

Source: INCUAL.

[https://incual.mecd.es/documents/35348/0/folleto\\_incual\\_2015\\_ingles.pdf/3763b486-bc7e-4c3c-8382-a3842e4a6e19](https://incual.mecd.es/documents/35348/0/folleto_incual_2015_ingles.pdf/3763b486-bc7e-4c3c-8382-a3842e4a6e19) [accessed 11.02.2018].

## Annex\_T\_1 Country profile (ES and EU28) 2007, 2015-17

Spain	ES				EU28
	2007	2015	2016	2017	2017
<b>Macro Economic Indicators (Annual % growth)</b>					
Real GDP	3.8	3.4 p	3.3 p	3.1 p	2.5
Total employment	3.3	2.7 p	2.5 p	2.6 p	1.6
Labour productivity	0.5	0.7 p	0.7 p	0.5 p	0.9
<b>Labour Market Indicators - Total</b>					
	<b>2007</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>EU-2017</b>
Total population (000)	44785	46450	46440	46528	511523 bp
Population aged 15-64 (000)	30852	30808	30721	30700	332389 bp
Total employment (000)	20580	17866	18342	18825	227631
Employment rate (% population aged 15-64)	65.8	57.8	59.5	61.1	67.7
Self-employed (% total employment)	16.4	16.7	16.5	16	14.5
Part-time employment (% total employment)	11.4	15.6	15.1	14.9	19.4
Temporary employment (% total employment)	24.4	19.9	20.6	20.9	11.3
Activity rate (% population aged 15-64)	71.8	74.3	74.2	73.9	73.4
Total unemployment (000)	1846	5056	4481	3917	18776
Unemployment rate (% labour force)	8.2	22.1	19.6	17.2	7.6
Youth unemployment rate (% labour force 15-24)	18.1	48.3	44.4	38.6	16.8
Long term unemployment rate (% labour force)	1.7	11.4	9.5	7.7	3.4
Share of long term unemployment (% of total unemployment)	20.4	51.6	48.4	44.5	44.7
Youth unemployment ratio (% population aged 15-24)	8.7	16.8	14.7	12.9	7
Employment rate for low skilled 25-64 (ISCED 0-2)	60.6	51.6	53.9	55.5	55.6
Employment rate for medium skilled 25-64 (ISCED 3-4)	76.6	67.7	69.2	70.2	75.7
Employment rate for high skilled 25-64 (ISCED 5-8)	84.7	78.5	79.8	80.9	85.3
Employment rate (Nationals aged 15-64)	65.3	58.3	59.9	61.4	68.1
<b>Labour Market Indicators - Male</b>					
	<b>2007</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>EU-2017</b>
Employment rate (% population aged 15-64)	76.1	62.9	64.8	66.5	73
Self-employed (% total employment)	19.7	20.6	20.1	19.7	18.2
Part-time employment (% total employment)	3.9	7.8	7.6	7.2	8.8
Temporary employment (% total employment)	24.4	19.9	20.6	20.9	11.3
Activity rate (% population aged 15-64)	81.4	79.5	79.2	78.9	78.9
Unemployment rate (% labour force)	6.4	20.8	18.1	15.7	7.4
Youth unemployment rate (% labour force 15-24)	15.2	48.6	44	39.5	17.4
Long term unemployment rate (% labour force)	1.1	10.5	8.4	6.7	3.3
Share of long term unemployment (% of total unemployment)	17.4	50.4	46.1	42.5	45.1
Youth unemployment ratio (% population aged 15-24)	7.9	17.6	15.3	13.9	7.7
Employment rate for low skilled 25-64 (ISCED 0-2)	77.4	60.5	63.1	65.1	66.3
Employment rate for medium skilled 25-64 (ISCED 3-4)	85.4	73.9	75.9	77	81.6
Employment rate for high skilled 25-64 (ISCED 5-8)	89.2	82.4	83.5	85	89.2
Employment rate (Nationals aged 15-64)	75.8	63.4	64.9	66.6	73.1
<b>Labour Market Indicators - Female</b>					
	<b>2007</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>EU-2017</b>
Employment rate (% population aged 15-64)	55.3	52.7	54.3	55.7	62.5
Self-employed (% total employment)	11.8	12.1	12.1	11.6	10.2
Part-time employment (% total employment)	22.1	25.1	24.1	24.1	31.7
Temporary employment (% total employment)	28.6	22.1	23.2	24.3	13.2



Spain	ES				EU28
	2007	2015	2016	2017	2017
Activity rate (% population aged 15-64)	61.9	69	69.2	68.8	67.9
Unemployment rate (% labour force)	10.7	23.6	21.4	19	7.9
Youth unemployment rate (% labour force 15-24)	21.7	48	44.9	37.4	16.1
Long term unemployment rate (% labour force)	2.4	12.4	10.8	8.8	3.5
Share of long term unemployment (% of total unemployment)	22.8	52.8	50.6	46.4	44.3
Youth unemployment ratio (% population aged 15-24)	9.4	15.9	14	11.8	6.3
Employment rate for low skilled 25-64 (ISCED 0-2)	43.2	41.7	43.5	44.7	44.9
Employment rate for medium skilled 25-64 (ISCED 3-4)	67.2	61.3	62.5	63.4	69.3
Employment rate for high skilled 25-64 (ISCED 5-8)	80.4	75.2	76.7	77.5	82
Employment rate (Nationals aged 15-64)	54.6	53.1	54.8	56.2	63.2
<b>Social Indicators - All</b>	<b>2007</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>EU-2017</b>
At-risk-of-poverty or exclusion (% of total population)	23.3	28.6	27.9		
At-risk-of-poverty (% of total population)	19.7	22.1	22.3		
GINI coefficient	31.9	34.6	34.5		
Early leavers from education and training (% of population aged 18-24)	30.8	20	19	18.3	10.6
NEET: Young people not in employment, education or training (% of total population aged 15-24)	12	15.6	14.6	13.3	10.9
<b>Social Indicators - Male</b>	<b>2007</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>EU-2017</b>
At-risk-of-poverty or exclusion (% of male population)	21.9	29	28		
At-risk-of-poverty (% of male population)	18.6	22.5	22.6		
Life expectancy at birth (years)	77.9	80.1	80.5		
Healthy life years at birth (years) - men	63.5	63.9	65.9		
Early leavers from education and training (% of males aged 18-24)	36.6	24	22.7	21.8	12.1
NEET: Young people not in employment, education or training (% of males aged 15-24)	10.4	16.4	15.1	13.8	10.7
<b>Social Indicators - Female</b>	<b>2007</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>EU-2017</b>
At-risk-of-poverty or exclusion (% of female population)	24.6	28.3	27.9		
At-risk-of-poverty (% of female population)	20.8	21.8	22.1		
Life expectancy at birth (years)	84.4	85.8	86.3		
Healthy life years at birth (years) - women	63.2	64.1	66.5		
Fertility rate (number of children per woman)	1.38	1.33	1.34		
Early leavers from education and training (% of females aged 18-24)	24.7	15.8	15.1	14.5	8.9
NEET: Young people not in employment, education or training (% of females aged 15-24)	13.7	14.9	14.1	12.8	11.2
<b>Social Indicators - Children (0-17)</b>	<b>2007</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>EU-2017</b>
At-Risk-of-poverty or exclusion of children (% of people aged 0-17)	28.6	34.4	32.9		
At-risk-of-poverty (% of Children population)	26.2	29.6	29.7		

NB: Available flags:

<b>b</b>	break in time series	<b>e</b>	estimated
<b>n</b>	not significant	<b>c</b>	confidential
<b>f</b>	forecast	<b>p</b>	provisional
<b>d</b>	definition differs, see metadata	<b>i</b>	see metadata (phased out)
<b>r</b>	revised		

Source: Elaborated by the authors from Employment and Social Developments in Europe. Annual Review 2018 and INE data

Annex\_T\_2 Youth activity, employment and unemployment  
(data in thousands) - Spain

	2007	2016	2017	Variation		Variation		Share over the	
	IV Q.	IV Q.	IV Q.	IVQ 2017 / IVQ 2016		IVQ 2017 / IVQ 2007		total (16 and over)	
				Abs.	%	Abs.	%	IVT.2017	IVT.2007
<b>TOTAL 16-24</b>	<b>4 673.00</b>	<b>3 999.00</b>	<b>4 032.20</b>						
ACTIVE	2 407.50	1 430.50	1 489.80	59.3	4.15	-917.7	-38.12	6.54	10.62
OCCUPIED	1 958.20	816.50	931.70	115.2	14.11	-1 026.50	-52.42	4.9	9.45
UNEMPLOYED	449.30	613.90	558.20	-55.7	-9.07	108.9	24.24	14.82	23.14
INACTIVE	2 265.50	2 568.50	2 542.40	-26.1	-1.02	276.9	12.22	15.94	14.67
<b>TOTAL 16-29</b>	<b>8 344.70</b>	<b>6 496.10</b>	<b>6 519.00</b>						
ACTIVE	5 581.20	3 553.70	3 591.50	37.8	1.06	-1 989.70	-35.65	15.78	24.63
OCCUPIED	4 820.20	2 429.00	2 577.20	148.2	6.1	-2 243.00	-46.53	13.57	23.27
UNEMPLOYED	761.00	1 124.60	1 014.40	-110.2	-9.8	253.4	33.30	26.93	39.19
INACTIVE	2 763.50	2 942.40	2 927.50	-14.9	-0.51	164	5.93	18.35	17.90

Source: MEYSS, Informe Jóvenes y Mercado de Trabajo, marzo 2018 [Youth and labour market report, March 2018]. [http://www.empleo.gob.es/es/sec\\_trabajo/analisis-mercado-trabajo/jovenes/numeros/2018/Marzo\\_2018.pdf](http://www.empleo.gob.es/es/sec_trabajo/analisis-mercado-trabajo/jovenes/numeros/2018/Marzo_2018.pdf)

### Annex\_T\_3 Rates of employment and unemployment by sex in Spain and EU, 2017

			Evolution (variation in points)		
Rates		2017	2016-17	2015-17	2008-17
<b>Employment rate, 15-64 years</b>					
Women	EU-28	62.5	1.1	2.1	3.6
	ES	55.7	1.4	3.0	0.3
Men	EU-28	73.0	1.1	2.1	0.3
	ES	66.5	1.7	3.6	-6.8
<b>Unemployment rate, 15-64 years</b>					
Women	EU-28	7.9	-0.9	-1.6	0.4
	ES	19.0	-2.4	-4.6	6.2
Men	EU-28	7.4	-1.0	-1.9	0.8
	ES	15.7	-2.4	-5.1	5.6

Source: Prepared by the authors with data from Eurostat, Employment and activity by sex and age - annual data [lfsi\_emp\_a] and Unemployment by sex and age - annual average [une\_rt\_a]. Last updates 23.04.18 and 31.05.18 respectively. Extracted both on 15.06.18

Annex\_T\_4 Evolution of PAPEs financial provision (million Euros and %)

Axis	General State Budgets 2018 (2017 extended)	General State Budget 2017	General State Budget 2016	General State Budget 2015	% 2017	% Var
1. Guidance	480.38	480.38	415.27	250.96	8.62	15.70
2. Training	2 258.79	2 258.79	2,181.21	2 059.69	40.52	3.60
3. Employment opportunities	2 503.97	2 461.37	2,251.84	1 996.87	44.15	9.30
4. Equality of opportunity in access to employment	0.97	0.97	0.96	0.96	0.02	1.00
5. Entrepreneurship	27.97	27.97	27.24	27.24	0.50	2.70
6. Improvement of the Institutional Framework	100.00	100.00	100.00	100.00	1.79	0.00
Various Axes	202.65	245.25	288.87	352.39	4.40	-15.10
Fees to international organizations	0.28	0.4	0.43	0.03	0.01	-7.00
<b>Total</b>	<b>5 575.00</b>	<b>5 575.12</b>	<b>5 265.81</b>	<b>4 788.15</b>	100.00	5.90

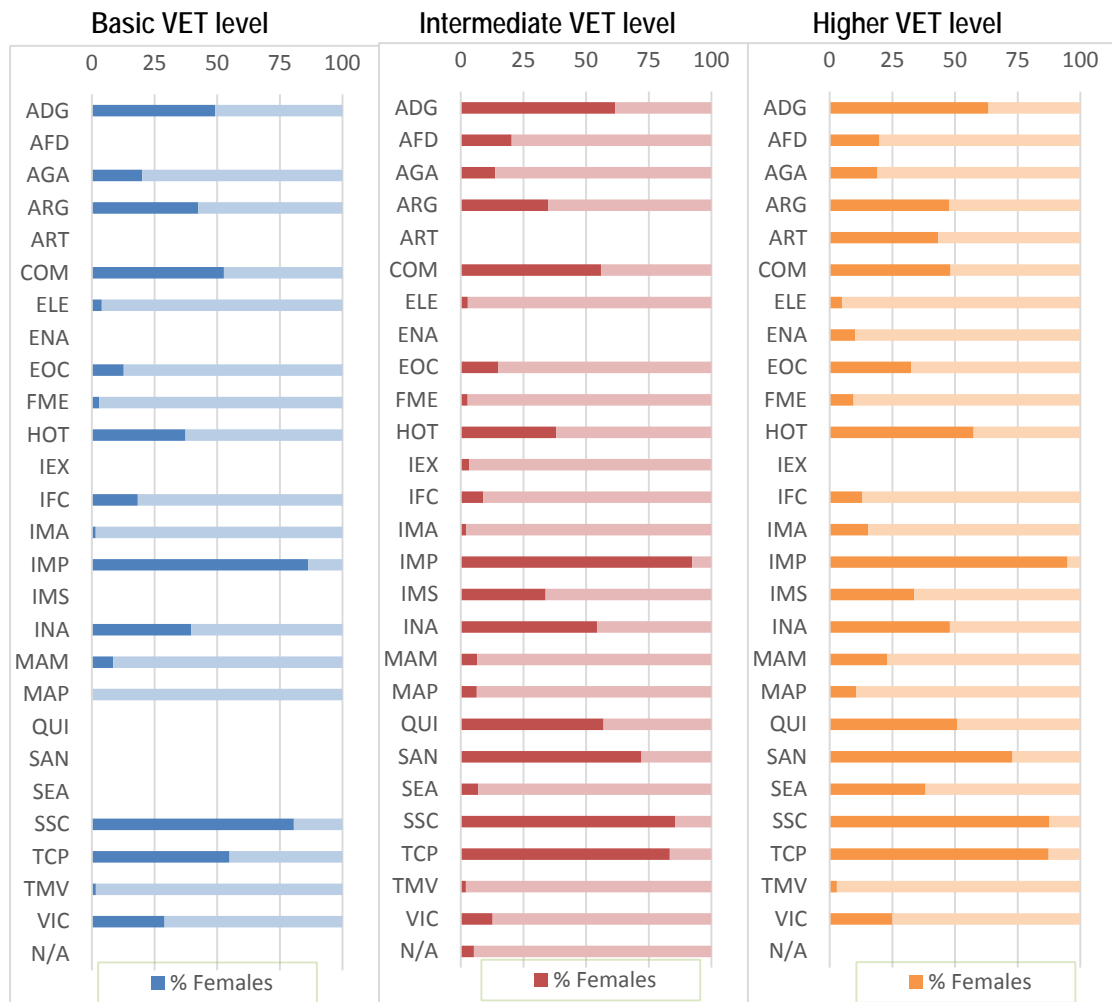
Sources: Official Gazette, n° 313, 26.12.2017 Annex IV;  
 Official Gazette, n° 210, 31.08.2016, Annex IV;  
 Official Gazette, n° 191, 11.08.2015 Annex IV

**Annex\_T\_5 Student enrolled in VET by professional branch - course 2015-2016 (Edition 2018) – Spain / 1**

Professional branches	COD.	VET levels			TOTAL	% Total
		Basic	Interm.	Higher		
Administration and management	ADG	11 330	51 981	52 444	115 755	15.1%
Health	SAN		70 389	41 110	111 499	14.6%
Information and comm. technology	IFC	9 557	30 430	41 140	81 127	10.6%
Socio-cultural and community serv.	SSC	201	20 913	54 423	75 537	9.9%
Electricity and electronics	ELE	8 549	29 839	21 975	60 363	7.9%
Hospitality and tourism	HOT	5 740	20 541	21 914	48 195	6.3%
Transport and vehicle maintenance	TMV	6 178	28 624	10 339	45 141	5.9%
Sales and marketing	COM	3 226	14 851	21 546	39 623	5.2%
Personal image	IMP	5 247	19 786	6 588	31 621	4.1%
Physical and sports activities	AFD		8 812	19 361	28 173	3.7%
Metal working	FME	4 537	12 142	8 113	24 792	3.2%
Installation and maintenance	IMA	261	12 481	11 675	24 417	3.2%
Image and sound	IMS	0	3 224	14 135	17 359	2.3%
Agriculture	AGA	3 846	7 476	5 929	17 251	2.3%
Chemistry	QUI		3 100	7 319	10 419	1.4%
Food industry	INA	273	4 963	2 157	7 393	1.0%
Construction and civil engineering	EOC	574	819	4 567	5 960	0.8%
Graphic arts	ARG	443	3 298	1 968	5 709	0.7%
Wood furniture and cork	MAM	1 523	2 764	764	5 051	0.7%
Maritime and fishing industry	MAP	9	1 632	1 749	3 390	0.4%
Textile clothing industry and leather	TCP	346	1 259	1 329	2 934	0.4%
Energy and water	ENA	0	0	2 402	2 402	0.3%
Security and environment	SEA		87	845	932	0.1%
Glass and ceramics	VIC	69	63	24	156	0.0%
Extraction industry	IEX		119	0	119	0.0%
Arts and crafts	ART		0	104	104	0.0%
Undistributed	N/A		38		38	0.0%
<b>TOTAL</b>		<b>61 909</b>	<b>349 631</b>	<b>353 920</b>	<b>765 460</b>	

Source: MECD (2018). Las cifras de la educación en España. [The figures of education in Spain. Course 2015/16] <https://www.mecd.gob.es/servicios-al-ciudadano-mecd/estadisticas/educacion/indicadores-publicaciones-sintesis/cifras-educacion-espana/2015-16.html>

Annex\_T\_5 Student enrolled in VET by professional branch - course 2015-2016 (Edition 2018) - Spain/ 2



## Annex\_T\_6

## Public Expenditure on Education 2016 in €

	Public expenditure (Thousand €)		% P.I.B.		% Variation previous year	
	Including financial chapters	Excluding financial chapters	Including financial chapters	Excluding financial chapters	Including financial chapters	Excluding financial chapters
TOTAL	47 576 186	47 186 870	4.25	4.22	2.1	2.0
Non-University Ed.	33 632 485	33 432 753	3.01	2.99	3.3	3.0
University Ed.	9 004 902	8 815 558	0.80	0.79	-1.5	-0.9
Training for Employment	623 027	622 787	0.06	0.06	2.6	2.8
Scholarships and grants	1 919 657	1 919 657	0.17	0.17	2.4	2.4
Undistributed Expenditure (1)	4 487 000	4 487 000	0.40	0.40	-1.1	-1.1
Adjustment item (2)	-2 090 884	-2 090.884	-0.19	-0.19	-0.7	-0.7

NB: (1) Imputed social contributions.

(2) Private financing included in university education, 1 755 062.8 thousand euros, and scholarships for waiver academic fees at public universities, 335 821.6 thousand euros.

Source: Nota: Estadística del Gasto público en educación. Año 2016 [Note: Statistics on public expenditure on education. Year 2016]. <https://www.mecd.gob.es/dms/mecd/servicios-al-ciudadano-mecd/estadisticas/educacion/recursos-economicos/gasto-publico/2016/2016NotaRes.pdf> [accessed 07.03.2018]

## Annex\_T\_7 Participants in training schemes managed by Fundae 2015-2017 according to execution year

Total participants	2015 (1a)	2015 (1b)	2016 (2)	2017 (3)
	168 830	11 554	8 953	9 412
<b>Labour status (%)</b>				
Workers	72.4	4.1	3.8	8.3
Unemployed	27.6	95.9	96.2	91.7
<b>Gender (%)</b>				
Men	53.0	57.3	56	51
Women	47.0	42.7	44	49
<b>Age (%)</b>				
From 16 to 25	9.1			
From 26 to 35	29.4			
From 36 to 45	35.0			
From 46 to 55	21.9			
Over 55	4.7			
From 16 to 19		11.6	8.9	9.6
From 20 to 24		47.4	43.2	40.8
From 25 to 29		41.0	47.9	49.6
<b>Education attainment level</b>				
ISCED 5-8	47.0	21.3	24.8	27.1
ISCED 3-4	23.5	33.3	33.8	35.5
ISCED 0-2	28.4	42.8	39.9	35.6
<b>Participants by delivery mode</b>				
Face to face	50.1	96.6	93.8	76.3
e-learning	43.9	2.8	6.2	23.7
Blended	6.0	0.6	-	-
<b>Linked to CdP (%)</b>	9.6	33.4	43.2	62
<b>Average hours/participant (hours)</b>	102.4	285.0	310.6	398.4
<b>Average cost/participant (€)</b>	773	1 905	2 000	2 057

NB: (1a) Data for 2015 execution of 2014 training schemes for employed workers call of proposals. Resolución de 19 de agosto de 2014, del Servicio Público de Empleo Estatal, por la que se aprueba la convocatoria para la concesión, con cargo al ejercicio presupuestario de 2014, de subvenciones públicas para la ejecución de planes de formación, de ámbito estatal, dirigidos prioritariamente a las personas ocupadas, en aplicación de la Orden TAS/718/2008, de 7 de marzo. <https://www.boe.es/boe/dias/2014/08/27/pdfs/BOE-A-2014-8955.pdf>

(1b) Data for 2015 execution of 2014 Specific Youth Programme call of proposals. Resolución de 20 de agosto de 2014, del Servicio Público de Empleo Estatal, por la que se aprueba la convocatoria para la concesión, con cargo al ejercicio presupuestario de 2014, de subvenciones públicas para la ejecución de un programa específico de ámbito estatal de mejora de la empleabilidad, la cualificación y la inserción profesional de jóvenes menores de treinta años, en aplicación de la Orden TAS/718/2008, de 7 de marzo. <https://www.boe.es/boe/dias/2014/08/29/pdfs/BOE-A-2014-8979.pdf>

(2) Data for 2016 execution of 2015 state call of proposals for specific youth programmes, and 2014 Specific Youth Programme: Resolución de 20 de agosto de 2014, del Servicio Público de Empleo Estatal, por la que se aprueba la convocatoria para la concesión, con cargo al ejercicio presupuestario de 2014, de subvenciones públicas para la ejecución de un programa específico de ámbito



estatal de mejora de la empleabilidad, la cualificación y la inserción profesional de jóvenes menores de treinta años, en aplicación de la Orden TAS/718/2008, de 7 de marzo. <https://www.boe.es/boe/dias/2014/08/29/pdfs/BOE-A-2014-8979.pdf>

Resolución de 21 de agosto de 2015, del Servicio Público de Empleo Estatal, por la que se aprueba la convocatoria para la concesión, con cargo al ejercicio presupuestario de 2015, de subvenciones públicas para la ejecución de un programa específico de ámbito estatal de mejora de la empleabilidad, la cualificación y la inserción profesional de jóvenes menores de treinta años. <https://www.boe.es/boe/dias/2015/08/29/pdfs/BOE-A-2015-9472.pdf>

Resolución de 24 de agosto de 2015, del Servicio Público de Empleo Estatal, por la que se aprueba la convocatoria para la concesión, con cargo al ejercicio presupuestario de 2015, de subvenciones públicas para la ejecución de un programa específico de ámbito estatal de mejora de la empleabilidad, la cualificación y la inserción profesional de jóvenes inscritos en el Fichero Nacional de Garantía Juvenil. <https://www.boe.es/boe/dias/2015/08/29/pdfs/BOE-A-2015-9473.pdf>

- (3) Data for 2016 execution of 2015 State calls for proposals for specific Youth Programmes  
<https://www.boe.es/boe/dias/2015/08/29/pdfs/BOE-A-2015-9472.pdf>  
<https://www.boe.es/boe/dias/2015/08/29/pdfs/BOE-A-2015-9473.pdf>

Source: Fundae, <https://www.fundae.es/Observatorio/Pages/Balance-de-resultados.aspx>

- Formación de Oferta Estatal dirigida principalmente a ocupados. Año de ejecución 2015  
Formación de Oferta Estatal.
- Programa Específico de Jóvenes menores de 30 años. Año de ejecución 2015
- Formación de Oferta Estatal. Programa específico de jóvenes menores de 30 años. Año de ejecución 2016
- Formación de Oferta Estatal 2017: Programa específico de jóvenes menores de 30 años. Año de ejecución 2017

## Annex\_T\_8 Profile and labour characteristics of the workers trained by their companies and volume of training undertaken (2017)

Total participants	Participants (1)	%	Average hours	Workers	%	Average hours	Hours %	Average courses (2)
<b>Total</b>	<b>4 017 000</b>	<b>100</b>	<b>15.9</b>	<b>2 626 950</b>	<b>100</b>	<b>24.3</b>	<b>100</b>	<b>1.5</b>
<b>Gender</b>								
Man	2 246 271	55.9	16.0	1 476 476	56.2	24.3	56.2	1.5
Woman	1 770 729	44.1	15.8	1 141 237	43.4	24.5	43.8	1.6
No data	-	-	-	9 237	0.4	-	-	-
<b>Age</b>								
16 to 25	221 573	5.5	16.1	164 608	6.3	21.7	5.6	1.3
26 to 35	981 142	24.4	17.3	657 225	25.0	25.8	26.6	1.5
36 to 45	1 479 607	36.8	16.3	930 838	35.4	25.9	37.8	1.6
46 to 55	1 024 825	25.5	14.7	654 322	24.9	23.0	23.6	1.6
Over 55	308 097	7.7	13.2	214 799	8.2	18.9	6.3	1.4
No data	1 756	0.0	9.9	-	-	-	-	-
Multiple data (3)	-	-	-	5 158	0.2	-	-	-
<b>Company size class</b>								
From 1 to 9	368 307	9.2	36.8	323 319	12.3	41.9	21.2	1.1
From 10 to 49	610 886	15.2	19.4	467 781	17.8	25.3	18.5	1.3
From 50 to 249	824 739	20.5	14.6	555 092	21.1	21.6	18.8	1.5
More than 249	2 213 048	55.1	11.9	1 264 588	48.1	20.9	41.4	1.8
Other situations (mergers, takeovers,...)	20	0.0	35.7	12	0.0	59.5	0.0	1.7
Multiple data (3)	-	-	-	16 158	0.6	-	-	-
<b>Professional category</b>								
Manager	147 160	3.7	18.2	75 335	2.9	35.6	4.2	2.0
Middle management	429 885	10.7	15.7	194 823	7.4	34.6	10.6	2.2
Technicians	869 898	21.7	16.0	470 314	17.9	29.5	21.8	1.8
Qualified Worker	1 726 858	43.0	16.4	1 132 251	43.1	25.1	44.5	1.5
Low qualified worker	843 199	21.0	14.4	630 905	24.0	19.2	19.0	1.3
Multiple data (3)	-	-	-	123 322	4.7	-	-	-

NB: (1) A participant is a worker undertaking a training action. Each trained worker gives rise to as many participants as there are training actions carried out throughout the year.

(2) Average of training actions carried out per worker in the year.

(3) Workers with more than one situation throughout the year

Source: Fundae, Formación en las empresas. Informe Anual 2017

Training schemes	Type	Governance and target audience	2017 budget (€)
Supply schemes	Subsidised training schemes	Regions, SEPE and Fundae	326 428.310
		Employed and unemployed workers	
		INAP	58 133.170
		Public employees	
	Training actions for unemployed workers	Regions and SEPE	634 316.170
		Employed and unemployed workers	
Demand schemes	Training at private companies	Private Companies	632 888.320
	Individual Training Leaves	Employed workers	
	Training and apprenticeship contracts (school based learning part)	SEPE	90 846.009
		Unemployed workers	
	Employment-Training Schemes	Regions and SEPE	279 406.50
		Unemployed workers	

Source: SEPE (2018). Informe Anual 2017

Annex\_T\_10 Continuing vocational training survey (CVTS)  
2015

GEO/TIME	% Enterp. (¹)	% Enterpr.- with Training Budget (²)	% Participants (³)
<b>EU28</b>	<b>72.6</b>	<b>25</b>	<b>40.8</b>
Belgium	83.9	35.3	53.9
Bulgaria	42.2	8.1	26.5
Czech Republic	90.6	41.9	83.7
Denmark	86.6	24.7	34.6
Germany	77.3	18.5	38.1
Estonia	86.1	21.2	31.9
Ireland	77.4	27.4	49.7
Greece	21.7	7.4	18.5
<b>Spain</b>	<b>86.0</b>	<b>44.8</b>	<b>55.4</b>
France	78.9	37.0	48.3
Croatia	55.4	13.1	28.7
Italy	60.2	17.2	45.9
Cyprus	69.5	19.7	33.2
Latvia	99.9	8.6	27.2
Lithuania	61.6	9.8	25.6
Luxembourg	77.1	32.0	61.8
Hungary	43.8	9.2	19.4
Malta	61.6	24.1	35.8
Netherlands	85.0	29.1	41.4
Austria	88.1	31.8	45.4
Poland	44.7	7.9	37.1
Portugal	75.0	26.2	46.3
Romania	26.7	7.8	21.3
Slovenia	84.1	22.1	58.3
Slovakia	70.0	20.0	56.8
Finland	83.1	29.6	43.8
Sweden	93.1	27.7	52.2
United Kingdom	85.7	31.0	30.4
Norway	99.1	25.3	54.3

NB: (1) Enterprises providing training by type of training and size class - % of all enterprises [trng\_cvt\_01s]

(2) Enterprises with CVT planning by type of planning, type of training provided and size class - % of all enterprises [trng\_cvt\_07s]: having a training budget

(3) Participants in CVT courses by sex and size class - % of persons employed in all enterprises [trng\_cvt\_12s]

Source: Eurostat, Continuing vocational training survey 2015. Last update 11.01.18. Extracted on 30.07.18