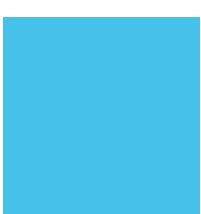
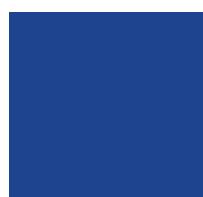
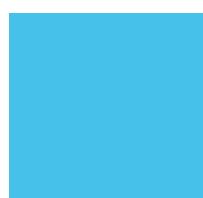

INTERNATIONAL MOBILITY
IN APPRENTICESHIPS: FOCUS
ON LONG-TERM MOBILITY
SPAIN





Please cite this publication as:

Sancha Gonzalo, I. (2020). *International mobility in apprenticeships: focus on long-term mobility: Spain*. Cedefop ReferNet thematic perspectives series.
http://libserver.cedefop.europa.eu/vetelib/2019/international_mobility_apprenticeship_Span_in_Cedefop_RerferNet.pdf

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Reviewed by Cedefop

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This thematic perspective was prepared based on data/information from 2019.
The opinions expressed here do not necessarily reflect those of Cedefop.

Thematic perspectives are co-financed by the European Union and ReferNet national partners.

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CHAPTER 1.

Introduction

Historically, IVET has suffered from a lack of recognition in Spain. Its social value was poorly connected with the labour market, and the apprenticeship approach has been marginal (Cedefop, 2016). Different education reforms have tried to overcome these drawbacks and modernise IVET provision, particularly from 1990⁽¹⁾. Likewise, continuous vocational training for employees started to be a reality in the 1990s, thanks to the agreements reached by the main social partners and the state to boost training among companies and workers, on the basis of social dialogue and collective bargaining⁽²⁾.

Later on, these two aspects of training were integrated in the education and vocational training system by the Organic Law on Qualifications and Vocational Education and Training (Law 5/2002 of 19 June), (*Ley Orgánica de las Cualificaciones y la Formación Profesional - LOCFP*) (Head of State, 2002), which has since been shaped as follows:

- (a) initial VET system (IVET), managed by education authorities (Ministry of Education and Vocational Training and the competent bodies of the Autonomous Communities -CC.AA.);
- (b) vocational training system for employment, managed by labour authorities (State Public Employment Service with the support of Fundae and the competent bodies of the CC.AA.).

With the aim at strengthening work-based learning elements in both strands and allowing for more apprenticeship-like models to evolve, in 2012 the government regulated a dual integrated training model through the Royal Decree (RD) 1529/2012 (Ministry of Presidency, 2012) which set the basis for apprenticeship or Dual VET as it is known in Spain (*formación profesional dual*).

National policies, such as the Strategy for Entrepreneurship and Young Employment 2013-2016 (MEYSS, n. a.), the National Plan for the Implementation of the Youth Guarantee (MEYSS, 2013) or the last Action Plan for Youth

⁽¹⁾ *Ley Orgánica 1/1990 de Ordenación General del Sistema Educativo* [Organic Law 1/1990 on the General Organisation of the Education System], known nationally as LOGSE; *Ley Orgánica 2/2006, de Educación* [Organic Law 2/2006 on Education], known as LOE; *Ley Orgánica 8/2013 para la mejora de la calidad educativa* [Organic Law 8/2013 for the improvement of educational quality], known as LOMCE, which modifies certain aspects of LOE.

⁽²⁾ More information on these agreements at:
<http://www.fundae.es/formacion/antecedentes>

Employment (MITRAMISS, 2018), have been considering Dual VET as one of the best measures to curb youth unemployment. However, Spain shows low figures in terms of certificates, training institutions and apprentices compared to countries where this training modality is strongly rooted, like Germany, Austria or Denmark.

On the other hand, accessing the European Union was the consummation of a long-standing desire. The Spanish education system is committed to the development of policies, strategies and actions promoting student mobility. The 2006 Education Act already expressed the need to increase mobility and exchanges, with the aim of opening up education systems to the wider world and which has since then been promoted at all levels.

Student mobility in Spain is mainly developed through the Erasmus+ programme. With the support of this European programme, apprentices and vocational training students have the opportunity to acquire professional experience abroad, including new skills or languages, over a period of two weeks to a year. Other mobility experiences are also being carried out through the Youth Guarantee Initiative and other European funds.

CHAPTER 2.

Exogenous factors influencing mobility of apprentices at upper secondary level

The Spanish economy has undergone intensive structural changes over the past 75 years. From the point of view of domestic production, Spain has stopped being an eminently agricultural country to become an economy where services generate more than 65 percent of GDP, thus sharing the production pattern of the main developed countries. From the perspective of the foreign sector, it has evolved from being a self-sufficient and isolated economy to a fully integrated market in the global context.

2.1. Economic sectors and actors

After many years of self-sufficiency, the establishment of democracy and accession of Spain to the EU promoted and consolidated foreign trade. The latest export boom occurred during the recent economic downturn, which intensified the search for new markets to cope with the fall in demand in Spain and the EU market. It rendered an historical record in exports in 2018 (+ 2.9% compared to 2017); a greater number of regular exporters ⁽³⁾, and greater foreign investment in Spain, close to 40 000 million euros of net investment (+ 77% compared to 2017).

Nevertheless, according to a recent report of the European Commission, based on the analysis of the export offer, *Spain's specialisation in medium-high technology and medium-low quality exports with high price sensitivity implies a dependence on cost-competitiveness* (European Commission, 2017), and obviously much more sensitive to competition from emerging countries, which may have different impacts in terms of human capital policies, as the gains of increasing business's competitiveness investing in a more qualified workforce may not be clearly perceived.

We must bear in mind that small companies (less than 50 workers) represent 98.3% of the total number of companies with salaried workers ⁽⁴⁾ in Spain. It is

⁽³⁾ 51 768 organizations, (2.4% more than in 2017 and 35% more than in 2012) exported in the reference year and in each of the three immediately precedents).

⁽⁴⁾ 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>

difficult to find micro-small business willing to embark on training projects and especially in dual VET schemes.

Lately, the Spanish government has been adopting a series of measures (Ministry of Industry, 2018 and 2019) to make the Spanish economy more competitive and boosting the contribution made by foreign trade to growth and job creation, but mainly aiming at enabling Spanish businesses to access the financing required for their internationalisation. These plans also consider, as one of the main challenges, the attraction of talent and a higher awareness and training of human capital in terms of access to foreign markets. Most of the actions envisaged are focussing on training related to internationalisation and e-commerce strategies and digitisation, with special emphasis on the promotion and fostering demand and participation within the framework of the Erasmus+ programme, to facilitate the completion of internships in companies in European countries for VET students in European companies, but not specifically in increasing the mobility of apprentices.

2.2. Labour market dynamics

Employment growth remains robust in Spain but unemployment, though falling, continues well above the European Union average, especially for young people (⁵) and the low-skilled (⁶), as well as those not in education, employment or training (NEETs) (⁷).

In terms of qualifications held by the labour force, Spain shows quite a polarisation, with low shares of population with intermediate level qualifications (ISCED 3-4) (22.7%), approximately half of EU-28 and OECD averages (45.8 and 42.8% respectively).

On the other hand, the percentage of the population with higher education (ISCED 5-8), at 36.4%, is above the EU average (31.5%), and close to the national target set at 44% for 2020; however, there is still a big percentage of population,

(⁵) At 34.3% in 2018, Spain is 18.2 points above EU-28 average in terms of unemployment of people less than 25 years. Eurostat. Unemployment by sex and age - annual average [une_rt_a]. Last update: 4.6.2019. Extracted 21.6.2019.

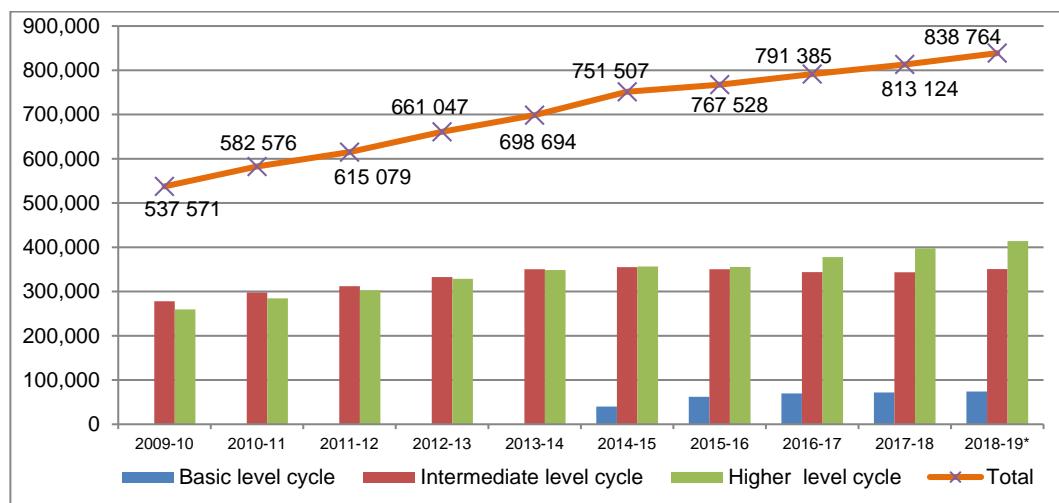
(⁶) More than half of the unemployed in Spain (20-64 years) hold a qualification below upper secondary (ISCED 0-2), nearly 17 points more than EU-28 average. Eurostat. Unemployment by sex, age and educational attainment - annual averages [une_educ_a]. Last update: 24.4.2019. Extracted 21.6.2019.

(⁷) Young people (20 to 34 years old) neither in employment nor in education and training stands at 19.6% in Spain, 3.1 points more than EU-28 average. Eurostat. Young people neither in employment nor in education and training by sex, age and labour status (NEET rates) [edat_ifse_20]. Last update: 25.4.2019. Extracted 21.6.2019.

over 40%, with low level qualifications who could benefit from upskilling measures (Sancha and Gutierrez, 2019).

Though enrolment in IVET programmes is increasing (Figure 1), the lack of medium level qualified workers is a high concern in certain trades, which will increase due to population ageing (Cedefop, 2019) and low birth rates, with great mismatches still present.

Figure 1. Evolution of IVET students in the education system, 2009-19*



N.B. (*) Advance data, Education Ministry, 2019; Data do not include certain initial VET programmes (PCPI) that were 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.

The widespread use of temporary contracts, even in sectors less prone to seasonal or cyclical activity, ranks amongst the highest in Europe, being young people, the low-skilled and third-country nationals the most affected groups. Moving from a temporary contract to a permanent one remains difficult (European Commission, 2019a).

Unemployment affects more severely the low qualified, but Spanish tertiary graduates tend to find a job less easily than their European counterparts. The last Adecco report on job openings in Spain noted that, for the first time in the last twenty-two years, vocational training exceeds university education in terms of training requirements: VET, adding both intermediate and higher cycles, is included in 42.4% of the requests of employment offers while university descends

to 38.5% ⁽⁸⁾). Besides, in some cases companies use apprentices to replace workers without paying a salary (Sanz de Miguel, 2019).

Spain was among the first EU Member States to participate in the Youth Guarantee initiative in 2013, but the expected results are slow to come (Cedefop, 2017b). Implementation challenges remain and ‘the existing partnerships with education and training providers have not yet allowed an effective up-skilling of part of the young people registered in the Youth Guarantee’ (European Commission, 2018).

Research and development expenditure in the business sector in Spain is only half of the Union average, particularly for large firms, with significant regional disparities, as well as employment in high technology sectors and knowledge intensive services, which is well below the Union average in many Spanish regions.

Reports on skills needs, especially from the employers’ side, highlight the lack of manpower with skills related to industry 4.0, which also reflect the great mismatches present at the Spanish labour market ⁽⁹⁾. The general claim is that imbalances come from a training system for the young people that does not meet the needs of the companies.

All these factors are driving companies to look into dual VET systems as a way to recruit the best learners and train them to meet their companies’ needs, particularly in those sectors with greater shortages of labour. On the other hand, government in office is putting in place different initiatives related to the prospecting of future training needs and achieving a better adjustment between VET qualifications and the skills required by the labour market.

⁽⁸⁾ Carrasco, L. (2019). *Informe Infoempleo Adecco 2018: Sube un 15,76% la oferta de empleo en el último año* [Adecco Infoempleo 2018 Report: The offer of employment increased by 15.76% in the last year]. <http://blog.infoempleo.com/a/informe-infoempleo-adecco-2018/>

⁽⁹⁾ See for example a recent event organised by Institute of Family Business [*Instituto de la Empresa familiar*] <http://www.iefamiliar.com/noticias/jornada-de-debate-formacion-de-calidad-para-un-empleo-de-calidad-88> or Segovia, C. (2019). Grandes empresarios aseguran que no encuentran personal, pese a que España sigue a la cabeza del paro en la UE [Large employers say they cannot find staff, despite the fact that Spain is still at the head of unemployment in the EU]. *El Mundo*, 21.6.2019. <https://www.elmundo.es/economia/2019/06/21/5d0bcf68fdff82578b4648.html>

2.3. Attitude of employers towards training

Employers' associations and Chambers of Commerce are deeply committed to training⁽¹⁰⁾. For instance, the main employers' associations at national level (CEOE, CEPYME) are among the signatory organisations of the continuous vocational training agreements, starting in 1992. From then on, they have taken an active role in shaping vocational training for employment, alongside with trade unions and public authorities. This pledge is reflected in two recent publications (CEOE 2016 y 2017), in which they pose their strategic commitment to education and training.

Likewise, Chamber of Commerce of Spain⁽¹¹⁾ acts as a driving force in VET matters and supports and manages many training schemes at initial and continuous training levels⁽¹²⁾. An agreement signed with the Spanish Public Employment Service for the development in business of dual VET Programmes 2018-2019 is the best example⁽¹³⁾.

CEOE and the Chamber of Commerce are part of the Alliance for Dual Training⁽¹⁴⁾ a state-wide network of companies, research centres and institutions promoting the development of Dual VET in Spain. The Alliance supports companies (the majority of the network members) to implement Dual VET; makes proposals to improve dual VET regulation; generates good practices and other activities (such as company tutors courses); and encourages the exchange of examples and experiences among its members.

However, the need to invest on skilling and reskilling the workforce is not yet shared by a great number of companies, which can still count on a large amount of unemployed people to fill their vacancies, especially in low knowledge intensity industries. On the other hand, those sectors with skill shortages view dual VET as a powerful tool to meet their needs of manpower.

Employees' training, though steadily growing since 1992, when the first agreements on continuous vocational training were signed among employers', trade unions and the government, it has not yet met pre-crisis levels (Figure 2), nor

⁽¹⁰⁾ CEOE (2016). Libro Blanco sobre el Sistema de Formación Profesional en el Trabajo
https://contenidos.ceoe.es/CEOЕ/var/pool/pdf/publications_docs-file-363-libro-blanco-sobre-el-sistema-de-formacion-en-el-trabajo.pdf

⁽¹¹⁾ https://www.camara.es/sites/default/files/publicaciones/folleto_completo_2019_en-web.pdf

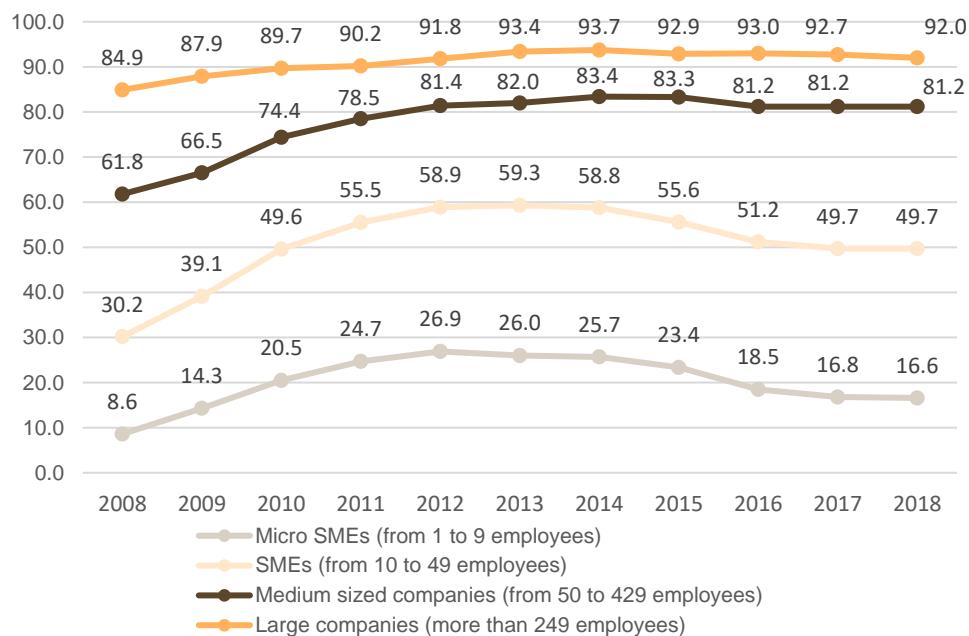
⁽¹²⁾ <https://www.cedefop.europa.eu/en/news-and-press/news/spain-pice-programme-youth-employment>

⁽¹³⁾ <https://www.boe.es/boe/dias/2019/01/21/pdfs/BOE-A-2019-672.pdf>

⁽¹⁴⁾ <https://www.alianzafpdual.es/que-es-la-alianza>

has adult learning in general. These agreements have allowed the allocation of a part of the training quota, paid by employers and employees in different shares, to upskill and reskill employees, an incentive for the companies to develop training activities.

Figure 2. **Training companies coverage rate ***



* Percentage of companies that provide training for their workers with respect to the total number of companies.

Source: Fundae (2019), Key findings 2019.

As expected, company training tends to concentrate in permanent workers and bigger companies, with the (micro)small companies being the least engaged in training activities, considering that 90% of companies in Spain had one to nine employees in 2018⁽¹⁵⁾.

Much of the discussions among stakeholders about training in the last decades have revolved around the responsibility of employers, employees and the public authorities in providing the right skills to cope with the ever global demands, in short, about the training governance model and who and how it is paid⁽¹⁶⁾.

(15) INE. *Empresas por CCAA, actividad principal (grupos CNAE 2009) y estrato de asalariados [Companies by Autonomous Community, main activity (CNAE 2009 groups) and wage earner stratum]*. <http://www.ine.es/jaxiT3/Datos.htm?t=298>

(16) For example, new provisions regarding in-company training for non-employees were passed in December 2018 (Head of State, 2018b), which set that practical training placements (for intermediate and higher level VET and university students) would imply the learner's inclusion in the Social Security system even if they were not remunerated, without generating unemployment benefits. The Social Security

2.4. International qualifications existence (and extent)

At national level, there are no vocational training programmes leading to any international qualifications so far, but there are plans to offer double VET degrees with partner country centres in the future (¹⁷). The first Strategic Plan for VET in the education scope, approved by the Council of Ministers in November 2019 (¹⁸) specifically addresses the intention of putting in place double degrees to allow students to gain a valid certification in two countries.

Some countries, like Germany, through the German Chamber of Commerce for Spain (¹⁹), promotes the training of qualified employees in companies through its Dual Vocational Training projects, in close cooperation with the German vocational school abroad (FEDA), which offers various dual training programmes in the administrative-commercial field since 1980, as well as in the technical-industrial field since 2012. Students are trained according to the German model and obtain a German qualification, and only in some specific IVET programmes, it is possible to gain too the Spanish qualification. In the other cases, they must follow the standard procedure for the approval and validation of foreign degrees and studies of non-university education.

The Spanish Government is about to publish the national qualifications framework for lifelong learning and its referencing with the European framework (EQF). In a first phase, it will include formal qualifications of the education system and, in later phases, formal and non-formal accreditations from other bodies. In addition, at the next EQF meeting, a One-off VNFI report in Spain will be presented with the existing set of elements and tools in the country for the

contributions would be those corresponding to the training and apprenticeship contracts (around 50 € per month). Nevertheless, this measure had to be postponed, as it was very much contested by several stakeholders and would have led to a reduction of such placements.

(¹⁷) I Plan Estratégico de Formación Profesional del Sistema Educativo [1st Strategic Plan for Vocational Training in Education System].

<https://www.educacionyfp.gob.es/dam/jcr:1bc3728e-d71f-4a8e-bb99-846996d8a2f2/i-plan-estrat-gico-de-formaci-n-profesional-del-sistema.pdf>

(¹⁸) <https://www.educacionyfp.gob.es/prensa/actualidad/2019/11/20191122-planfp.html>

(¹⁹) More information on German Chamber of Commerce for Spain and their training programmes at: <https://www.feda-madrid.com/formacion-dual-alemana/>; Regarding FEDA, more information available at: <https://www.feda-madrid.com/formacion-dual-alemana/>

validation of non-formal and informal learning, and their incorporation into official accreditations.

2.5. Other relevant factors

Language skills are an important factor for apprenticeship mobility and low levels of language proficiency are a major handicap. Spain ranks 25th out of a total of 33 European countries and 35th in the world according to the latest English Proficiency Index ⁽²⁰⁾. Nearly 60% of Spaniards recognise that they can't speak, read or write in English, according to the latest poll from Spain's CIS state research institute ⁽²¹⁾.

⁽²⁰⁾ <https://www.ef.com/wwen/epi/>

⁽²¹⁾ https://elpais.com/elpais/2017/01/04/inenglish/1483542724_068710.html and
http://www.cis.es/cis/export/sites/default/-Archivos/Marginales/3160_3179/3162/es3162mar.pdf

CHAPTER 3.

The link between the apprenticeship scheme design and apprentices' mobility

Apprenticeship, or dual VET (FP Dual, in Spanish), shaped as a long-term systematic training that alternates periods at the workplace and in an education institution or training centre, is being implemented in Spain since 2012, with the establishment of the basis for the implementation of a dual system through the training and apprenticeship contracts (Ministry of the Presidency, 2012).

Training and apprenticeship contracts had been in place before but training was not subject to formal qualification and therefore, upon its completion, the students were not guaranteed to gain a qualification.

3.1. Apprenticeship type

3.1.1. The Spanish VET system

The backbone of the VET system is the national catalogue of occupational standards (*Catálogo Nacional de Cualificaciones Profesionales*, CNCP), which comprises the most important occupations of the Spanish sector, to which all VET programmes leading to a formal qualification, awarded by education or employment authorities, are referenced. VET Programmes (in both strands) are arranged in 26 professional branches (Annex 1), and many of them can be taken either face to face or through virtual learning environments.

Apprenticeship, or dual VET in Spain, is embedded in the two strands in which VET is organised countrywide, initial VET (IVET) and vocational training system for employment. Thus, (Dual) VET covers the qualifications included in IVET, within the education system (VET diplomas), and those granted by the labour authorities (professional certificates, CdP).

3.1.2. Initial VET system

The Spanish initial vocational education and training system, IVET, is organised in three training cycles:

- (a) *basic* (lower secondary ISCED 353), starting at 15 years of age;
- (b) *intermediate* (upper secondary ISCED 354), starting at 16 years of age; and
- (c) *higher* (tertiary ISCED 554) level, starting at 18 years of age.

As part of the education system, IVET is regulated by the 2006 Education Act (LOE) (Head of State, 2006) and the 2013 Act for the improvement of educational quality (LOMCE) (Head of State, 2013), and comprises more than 172 different programmes at basic, intermediate and higher VET levels (in addition to other specific training programmes in arts and design and in sports offered at ISCED 354 and 554 levels) which all lead to a qualification (VET Diploma – *Título*) with professional or academic validity (Table 1).

Table 1. **Features of IVET programmes**

IVET Programmes	Total number of programmes	Duration	Range of hours for on-the-job training module
Basic level	28		240 hours
Intermediate level	57		400 hours
Higher level	87	2 000 hours	400 hours

Source: prepared by the author.

All IVET programmes last two years (2 000 hours) and are approved by Royal Decrees for 55-65% of national curricula, ensuring the validity and consistency of the qualifications throughout the country, being the other 45-35% of the curricula contents settled by regional authorities, according to the socioeconomic characteristics of the immediate environment.

IVET programmes are organised in modules that can be taken on a full or part time basis, face to face or through virtual learning environments (e-learning platforms). Similarly, all IVET programmes include a compulsory in-company module ⁽²²⁾ (*formación en centros de trabajo, FCT*). The duration of this module is set in the official syllabus of each IVET programme and varies from 240 hours in basic IVET to 400 hours in the two other IVET programme levels (Table 1).

3.1.3. VET programmes in the employment system

On the labour scope, training for employment is mainly regulated by Act 30/2015 (Head of State, 2015), and professional certificate programmes – the official credential of an occupational standard granted by the employment authorities ⁽²³⁾, regulated by Royal Decree 34/2008- are arranged in three levels, according to the degree of complexity, autonomy and responsibility necessary to carry out a work activity (minimum one and maximum three). As in IVET, these VET programmes have a modular structure and include a compulsory in-company module (*módulo*

⁽²²⁾ Learners with previous work experience may be exempt.

⁽²³⁾ SEPE. *Certificados de profesionalidad [Professional certificates]*.
<https://www.sepe.es/HomeSepe/Personas/formacion/certificados-profesionalidad.html>

de formación práctica en centros de trabajo) whose learning outcomes must be assessed in the workplace (Table 2).

Table 2. **Features of the 583 professional certificate learning programmes**

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

Source: prepared by the authors with the results obtained from SEPE's search tool of training specialities.

3.1.4. Apprenticeships in the Spanish VET system

The foundations of dual VET in Spain were established by Royal Decree 1529/2012 by which the contract for training and apprenticeship (hereinafter apprenticeship contract) was developed. It was a measure aimed at promoting youth employment and providing a vocational qualification to low qualified young people and school leavers.

Since 2012, 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 foster them to work together and to encourage greater involvement of students in the labour market during their training period.

In principle, any VET programme, either in the education or labour remit, can be offered in the dual modality and qualifications awarded are the same without specifying if acquired through a dual scheme. The time distribution between the VET centre and the company is the main feature that marks its dual nature. In some cases, it is possible that within the same student group in a specific IVET programme, only some of the students take the programme in a dual mode.

Dual VET in Spain can be divided in two different types, according to the managing scope of the training programme: one type in the education remit and one in the labour market remit.

In the education remit, dual programmes are carried out according to the approved dual training projects presented by the education centres to their regional educational authorities. The projects include collaboration agreements between companies and the education centres specifying, among other issues, their commitments to carry out the Dual VET project. Apprentices may receive some remuneration in the form of grant, a salary if training and apprenticeship contract are concluded, or not remuneration at all, depending on the region's regulation.

Dual IVET is still a minority option among students, companies and training institutions. Overall, only around a 3% of IVET students are enrolled VET programmes in the dual modality (Table 3), involving less than 900 training institutions and just over 10 000 companies in 2016/17 (Sancha, Gutierrez, 2019).

Dual IVET programmes tend to concentrate at the intermediate and, especially, higher VET levels, in which apprentices are more mature, compared with the young age of basic VET students.

Table 3. **Students at VET and % in Dual VET, 2016-18**

	2016/17			2017/18		
	Students		Nº Dual	Students		Nº Dual
	Total	% Dual	Projects	Total	% Dual	Projects
Basic VET (<i>FP Básica</i>)	69 528	0.60%	n.a.	71 795	0.52%	38
Intermediate level VET (<i>CFGM</i>)	343 920	2.16%	778	343 645	2.36%	1 341
Higher level VET (<i>CFGS</i>)	377 937	3.31%	1 123	397 684	3.55%	926
Total	791 385	2.57%	1 901	813 124	2.74%	2 267

Data at 19.11.2019

n. a. = not available

Source: Prepared by the authors with data from Statistics Ministry of Education and Vocational Training.
Extracted 22.11.2019.

In the labour remit, besides the school-based modality, VET programmes (professional certificates) can also be taken in the dual modality. In these cases, apprentices must have a training and apprenticeship contract ⁽²⁴⁾, and therefore, receive a salary. An agreement for the training activity is also signed by the company with the training centre (or the educational or labour authority providing the training), and with the apprentice.

During 2018, a total of 111 930 professional certificates were granted by the employment authorities ⁽²⁵⁾, 2.6% increase over the previous year. However, the distribution of training and apprenticeship contracts by type of VET programme (Annex 2) shows the limited number of professional certificates programmes taken through the dual VET formula (13 985 authorisations granted in 2018) though its modular structure allows for partial accreditation (20 826 granted in 2018). The

⁽²⁴⁾ Whenever a training and apprenticeship contract (for an IVET programme or a professional certificate) is concluded, the regional public employment service has to authorise the beginning of the training activity.

⁽²⁵⁾ Data from the State Public Employment Service, Annual report 2018.

strong territorial differences in the use of this contract type can also be observed in Annex 2.

The number of training and apprenticeship contracts (totalling 52 803 considering training programmes offered by both the education and employment authorities in 2018) increased slightly with respect to 2017 (9.3%) (Table 4). As regards occupations, these contracts continued to be concentrated in the subgroups of salaried workers in restaurant services and in store and warehouse employees.

Table 4. Evolution of Training and apprenticeship contracts, 2014-19

2014	2015	2016	2017	2018
139 864	174 923	46 384	48 317	52 803

Source: Prepared by the authors with data from SEPE's Annual Synthesis of the Labour Market.

The decrease in the number of training and apprenticeships contracts since 2016 can be explained by the fact that, since that year, these contracts must be linked to a VET programme leading to an official qualification (full or partial) issued either by the education authorities (VET diplomas) or the employment authorities (professional certificates). Training not leading to qualifications/certificates has been since then discontinued, unless it is complementary to the qualification programme undertaken by the apprentice (other kind of non-formal training related to the company or worker's needs), but in this case, it must be authorised by the regional or state employment service.

The 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.

In line with European recommendations, and within the national Youth Guarantee implementation plan ⁽²⁶⁾ different incentives for learners and companies to engage in dual training through apprenticeship contracts have been put in place. The hired apprentice benefited from a 100% reduction in social security contributions, total social protection, unemployment benefit and training (with a minimum of 25% of working hours of training the first year and 15% during the second and third year).

⁽²⁶⁾ MEYSS (2013). *Spanish National Youth Guarantee Implementation Plan*. http://www.mitramiss.gob.es/ficheros/garantiajuvenil/documentos/plannacionalgarantiajuvenil_en.pdf

At the end of 2018, a new regulation (RD 28/2018) was passed with an impact on this type of contracts: it revoked the financial support to young people enrolled in the National Youth Guarantee System who sign a training and apprenticeship contract and the incentives when such contracts are turned into permanent contracts, which were set in Law 6/2018 (27), of General Budgets of the State for the year 2018 (Head of State, 2018a). These measures affect training and apprenticeship contracts and conversions into open-ended ones signed after this Royal Decree-Law while establishing a transitional regime that allows the aid or contracts in force to continue as before.

3.1.5. Mobility prospects in Dual VET programmes

All stakeholders agree that Dual IVET projects are not a feasible option for all VET programmes and that is not going to replace the school-base itinerary.

Mobility is easily organised in IVET programmes in Spain (both at Intermediate and Higher levels). The in-company-training module at a European company is the usual choice allowing a medium-long term mobility (average of two to three months). This mobility period is recognised in all cases, regardless of the region the students come from.

Mobility experiences of apprentices would more likely happen at Higher IVET level for the following reasons: apprentices are more mature (over 18 years old) and it is easier for them and their families to take the decision about being away; programmes are more advanced (EQF 5) and companies can benefit better from their skilling; the 400 hours in-company module (also available at Intermediate VET level) represents the optimal choice to have a mobility experience. However, mobility funding applied to these students (considered at tertiary level) is lower than for those at intermediate VET (upper secondary), which poses an obstacle for the students at the higher level.

Mobility experiences in IVET could increase if more friendly mechanisms were put in place to have recognition for the training acquired abroad, particularly if they

(27) It regulated a measure of activation and job placement of young beneficiaries of the National Youth Guarantee System, setting some financial support aimed at young people under 30 in the National Youth Guarantee System who initiate a training action through a training and learning contract. Also, it set as an additional incentive, a specific bonus to the Social Security contributions, to encourage conversion into permanent contracts those training and apprenticeships ones held with young people who would have received the accompanying financial support. Nevertheless, since it entered into force on 4 August 2018, it was detected that this financial aid was not effective, both because the number of applications submitted to date, and because its misrepresentation, which led to the paradoxical situation of apprentices having higher salaries than their tutors.

were straightforward. Likewise, increasing the length of the in-company module will promote long term mobility experiences.

A further study would be needed to assess which implementation model in the different regions support better mobility experiences.

Mobility of students in professional certificate programmes is increasing. However, in the case of apprentices with a training and learning contract undertaking a professional certificate programme, mobility is hampered by how the regulation sets the conditions to monitor the training aspects of such contract. The on-the-job training module has to be assessed at the work place by a school-trainer who has to fulfil the requirements set in each of professional certificate's modules, and who would have to travel and carry out the teaching/assessment in the foreign company. Besides, and especially when these training programmes are funded through public funds, training providers are monitored by the public employment services to verify they meet the conditions set by the regulations regarding the delivery of professional certificate programmes (MEYSS, 2013a), whether face-to-face, e-learning or dual training. This may include visits to training providers to gather physical evidence and testimonies about their implementation.

However, to facilitate mobility for professional purposes, not only between countries but also between sectors, Europass Supplements⁽²⁸⁾ are available in English and Spanish on the 583 professional certificates, which are a great support in selection processes for job offers in Europe as well as in Erasmus + grants.

The possibility of e-learning, both in IVET and CVET, could be considered as an enabler for mobility experiences, as the learning elements comply with the national requirements for achieving the corresponding qualification, and the mobility experience can be devoted to the work-based elements.

Again, in both education and employment VET programmes, complementary training, out of the scope of the qualification learning programme, like languages or company's specific working methods could also be used for mobility experiences, though it will have to take place after the official programme has finished.

3.2. Governance

The decentralisation of the Spanish state involves the adoption of an administration model that divides competencies between the state and the 17 regions, as well as

⁽²⁸⁾ <https://www.sepe.es/HomeSepe/Personas/formacion/certificados-profesionalidad/suplementoseeuropass.html>. For Europass supplements for the IVET programmes, please check: <http://www.todofp.es/orientacion-profesional/itinerarios-formativos-profesionales/movilidad/que-es-el-suplemento-europass/titulos-loe.html>

two autonomous cities (Ceuta and Melilla), for both strands, i.e. IVET and VET for employment.

In the case of IVET, the Ministry of Education and Vocational Training (hereinafter education ministry) is in charge of proposing and setting up national VET policy, whereas regional authorities have executive and administrative competences for managing the education system in its own territory.

Different bodies ensure the right coordination and governance of the education system: the sectoral education conference is the coordinating body for education at national and regional levels, made up of the minister of education and the regional councillors with competence in the matter; the General Council for Vocational Training (*Consejo General de la Formación Profesional*, CGFP) is an advisory body on VET policy, comprising representatives of education and employment authorities, at different levels, and of social partners (employers and trade unions).

The latest regulation on the education system, Organic Act 8/2013 (LOMCE Act), merely introduced the concept of Dual VET in the Spanish Educational System, leaving many aspects open for further developments. This situation has led many regional authorities to implement dual VET with great differences among them. A long promised national regulation, greatly demanded by various stakeholders, is still pending, as the necessary political consensus has not been reached yet.

In order to deliver a dual VET programme, the training centre has to get approval from the regional authorities to a project detailing the main features of the training programme to be delivered in a dual mode. Afterwards, these projects are formalised with the company/s, which previously participated in its elaboration, through a training agreement.

The training institution's tutor is the final responsible for the student's learning assessment, though the company's tutor assessment has also to be considered.

The apprenticeship contract for IVET is regulated by the Ministry of Labour, Migrations and Social Security (hereinafter labour ministry), complying with general labour rules. The Workers' Statute, in its last modification, defines in its article 11.2 the contract for training and apprenticeship as "the professional qualification of workers in a scheme of alternating paid work in a company with training activity received within the framework of the vocational training system for employment or the education system".

Main bodies involved in vocational training for employment are, besides the general council for vocational training, the sectoral conference on labour affairs (*Conferencia Sectorial de Empleo y Asuntos Laborales*), which is the coordination and cooperation body between the central government and the regions in

employment policy; and the General council for the national employment system (*Consejo General del Sistema Nacional de Empleo*), the main consultative and participatory body for public authorities and social partners.

The regional public employment service where the work centre is located has to authorise the start of the training activity within the apprenticeship contract, and the training provider must also be accredited to deliver the VET programme (VET diploma or professional certificate).

The State Public Employment Service (SEPE) has made great efforts in the last few years to offer the possibility of taking professional certificate programmes in the e-learning modality. Thus, during 2017, over 48 thousand workers with an apprenticeship contract receive the corresponding training with public financing, through bonuses in Social Security contributions, for an amount greater than 90 million euros. The bonuses for training given through the e-learning modality accounted for 93.07% of the total, compared to 6.93% of face-to-face modality (SEPE, 2018).

The Spanish Service for the Internationalisation of Education (SEPIE) is the National Agency for the management, dissemination, promotion and impact studies of the new Erasmus + programme in the field of education and training (2014-20). In addition, it coordinates and participates in national and international projects. SEPIE used to be under the ministry of education, but last government reshuffling placed it under the ministry of science, innovation and universities. As higher level VET is considered tertiary education, students' mobilities projects within this level are managed as higher education, which has an impact, for example, in the grants' rate, being lower than those for intermediate VET level students.

Mobility experiences may benefit from this decentralisation model as each region can design and put in place the mechanisms which, within their scope, best can promote either dual VET and/or mobility experiences more adjusted to their features. Nevertheless, some stakeholders, particularly companies and employers' organisations, claim about how the different regional implementation models are a drawback for certain employers based in more than one region, which have to coordinate and adapt their apprenticeship/mobility policies to more than one reality, demanding greater managing efforts. Political instability is preventing that a long awaited regulation on Dual VET is approved.

3.3. Duration

Education VET programmes, of 2 000 hours, are usually organised in two school years which can be up to three in the case of the dual modality (Table 1 in Section 2.1.2).

In the employment system, the total duration of the professional certificate programmes varies, according to the structure of competences and learning outcomes to be acquired without reference to a specific academic year (Table 2 in Section 2.1.2). Apprenticeship contracts can last between 1 and 3 years and be signed by people aged between 16 to 30 years old (or 25 when the unemployment rate is under 15%) (Head of State, 2018b) with low-level qualifications (²⁹). There is no age limit for people with disabilities or who experience social exclusion.

Training time is stated in the contractual conditions between the company, the training provider and the student and varies from a minimum 25% of the total working day of the first year to a 15% the following second and third year. In 2013, the training aspects referring to the identification of a tutor in the company, modality of training and the possibility of face-to-face training in a school, e-learning or distance training in the education system within this dual system as well as evaluation and accreditation of the qualification procedure and the role of the in-company tutor were defined in the Apprenticeship and training contract template.

Each Autonomous Community establishes how many hours of the training programme (2 000) equals each hour of training in the company. Thus, for example, in Andalusia one hour is equivalent to one hour of training in the educational centre; in Catalonia, two equals one, and in Madrid eight equals six (Caballero, Lozano y García, 2018).

Likewise, the company receives from the educational centre a proposal with the activities that the student could carry out in it. This activity plan is used as a starting point and is modified and / or completed according to the training that the company can offer the student. In other regions, those responsible for the different Dual VET projects, in the training institution and in the company, agree on how to distribute the training curriculum between the two: what part is to be carried out by apprentices in the workplace and in the classroom. In general terms, the company sets the tasks that the apprentice can perform according to their activity and characteristics, and the training institution relates them to the training contents/learning outcomes of the training modules that comprise the VET programme.

The Dual project states the training programme to be delivered, the scheduling of the training modules, the duration and distribution of time and contents between

(²⁹) People with no university, higher or intermediate VET qualification or equivalent.

centre/company activities, the evaluation and marking criteria, the use of apprenticeship contracts or a grant system, working hours and timetable, the conditions to be fulfilled and the obligatory insurance.

3.4. Organisation of alternance

Each region has developed its own model for apprenticeship implementation for both the IVET strand and VET for employment, which since school year 2012/13 has been evolving. These implementation models (30) span from training exclusively taking place at the education centre, where the training acquired will be combined and alternated with the work performed in the company, to training shared between the training centre and the company, based on a system of co-participation between the training institution and the company (31). There is also the possibility of training exclusively at the company (not possible in the IVET strand).

There are as well great disparities in the implementation model of the alternating period. Some regions set that the time in the company has to be at the end of the school training, the second or third year, whereas in other regions, the work activity in the company can start from the first quarter of the first year, in the case of IVET programmes.

Likewise, the possibility for the apprentice to have or not have an apprenticeship contract or some type of grant (32) is determined by regional authorities and/or the receiving company.

(30) As specified in article 3 of Royal Decree 1529/2012 which sets the rules for the training and apprenticeship contract and the basis of Dual Vocational Training.

(31) In this case, the company must have the due authorization of the educational and/or labour administration to be able to provide the training, acting as an assigned centre.

(32) In this case, apprentices receive a remuneration that varies according to the Autonomous Community, as some of them have set a minimum amount. Likewise, in some territories a minimum and maximum period is also fixed for the duration of the grant scheme applicable by each academic year. The company must pay contributions on behalf of the student-apprentice to the Social Security, also with bonuses.

CHAPTER 4.

Lessons learnt from existing policies

4.1. Erasmus + programme

The Erasmus+ programme is very well known among Spanish companies, as the last impact study carried out in Spain points out (SEPIE, n.d.). Students participating in the Erasmus+ mobility programme significantly increase their employability at both national and international levels (87.9% in Higher Education and 71.4% in Vocational Education and Training) according to the same impact report.

Two thirds of teachers of IVET schools cooperate with relevant actors in the job market, primarily due to the development of alliances with international counterparts that allow and seek apprenticeships compatible with the curriculum of each partner. Additionally, these counterparts improve the students' study plans by maintaining relationships with companies and establishing procedures that further develop VET.

However, VET schools are quite small in size in comparison to other VET structures in the rest of Europe. While universities' administration improve their possibilities to operate on an international scale thanks to the creation of specific administrative units in charge of managing their mobility's programmes, in VET schools teachers are the coordinators on top of their academic tasks.

Training centres (in both strands) are often responsible for the selection of participants in each mobility, developing internal protocols for this task, in order to ensure that selected students have the necessary linguistic and professional skills and that both students and companies will benefit from this experience.

The majority of Spanish IVET students participating in Erasmus+ mobility carry out the on-the job- training module (FCT) in the host country which, in the case of the intermediate and higher level IVET programmes, takes around 400 hours, extended along approximately three months. This module is usually undertaken at the end of the IVET programme, once it is guaranteed that students have acquired the necessary skills. It is also possible follow the FCT only partially in a host country.

Thus, length of mobilities in IVET vary between an average of 59.1 days at upper secondary VET levels, and 2.67 months at tertiary VET level (Annex 2.5).

Recently, a first Erasmus Pro call has been put in place. Projects awarded with Erasmus+ mobility grants are shown in table 6. The experience of long term mobility (over 90 days) is just starting in Spain, with the first projects under the

Erasmus Pro framework having been approved recently (Table 7), and therefore, not much information is available. On the other hand, experience from Erasmus + projects is well established (Annex 2 for data about the Erasmus + 2015 call).

Table 5. **Participants in Awarded Projects 2018**

Action Type	Activity Type	Total participants	With Special Needs	With Fewer Opportunities	Accompanying persons
VET learner and staff mobility (KA102)	Advance Planning Visit - Erasmus-PRO	256			
	Erasmus PRO-long term mobility of VET learners	1 712	6	117	138
	Short term mobility of VET learners	4 767	56	486	621
	Staff training abroad	1 259	1		2
	Training/teaching assignments abroad	101			
VET learner and staff mobility with VET mobility charter (KA116)	Advance Planning Visit - Erasmus-PRO	37			
	Erasmus PRO-long term mobility of VET learners	134		33	11
	Short term mobility of VET learners	964	9	111	110
	Staff training abroad	261	1		4
	Teaching/training assignments abroad	18			

Source: data provided by SEPIE, at 10.06.2019

These advance data of awarded projects refer to long-term mobility (Erasmus PRO) for VET programmes at basic and intermediate levels (in addition to professional certificates) as in higher level VET the minimum and maximum duration of mobility are under the parameters applied to higher education.

In other cases, mobility experiences are available for VET recent graduates, which take advantage of mobility programmes to go abroad and gain work experience, language skills or receive training complementary to their VET degrees.

4.2. Lessons learnt from IVET apprentices' mobility

The long path set by the Erasmus+ programme, also based on previous programmes that promoted students' international mobility, has paved the way to develop new mobility experiences, increased their duration, enhanced the type of students groups and disseminated the benefits that this type of initiatives provide for students, companies, and citizenship in general.

A complex set of tools, partnerships and supporting mechanisms (like the Erasmus Charter, Online Linguistic Support, consortia) which together with the active dissemination carried out by the national Erasmus+ agencies, are greatly contributing to make student mobility a reality.

Leaving aside the economic issues related to the economic grants received by learners in mobility, which have a deep impact in their mobility opportunities, in opinion of all informants, the most important factor affecting the opportunities of VET student mobility, is the disparity of VET models in the different countries, thus implying an array of different governance models; of qualifications; of length of studies; of skills addressed; of requirements of teachers, trainers or facilities, among others, which may compromise achieving a qualification at the end of the mobility experience. Mobility experiences concerning non curricular activities, that is, not part of the official training programme and with no impact in achieving the qualification, could benefit better from long term mobility experiences. The question would be then what the benefit for the apprentice or the company would be. In this line is what mobility experiences within the youth guarantee are focussing, but then this is not for IVET programmes or students.

In university students' mobility, there is a credit system (ECTS) that allows them to complete a year of study in a foreign country and have those credits recognised towards the qualification at their own country (a university qualification which usually takes four years of study). This is not the case for IVET Spanish students (VET programmes lasting only two years).

Besides, the decentralised model of governance, placing many aspects of VET regulation in the hands of regional authorities, is now hampering the possibility of setting up a state regulation which would have to comprehend the different models implemented.

The special characteristics of each VET level have their role too. For instance, for Basic VET students, the on-the job-module is shorter. In addition to this, their young age and their educational background (added to their socio-economic situation) ⁽³³⁾ make it difficult for them to engage in mobility activities unless other

⁽³³⁾ This VET level is mainly for those students who have not ended lower secondary education as a measure to prevent early school leaving.

supporting mechanisms are put in place (Ecorys, 2017). Some partners are using these mobility opportunities with groups at risk to increase their motivation as well as their employment prospects. Nevertheless, awareness of the benefits of training or mobility is low among this group.

Mobility experiences over three months in the other two VET cycles (intermediate and higher levels) would easily be possible by just lengthening the on-the-job training module with some complementary learning, provided budgetary availability were not a problem. Nevertheless, the smaller grant amount that learners at the higher VET programme receive (being considered tertiary education) places this group at disadvantage.

Lengthening the period, on the other hand, would require fine tuning revision and coordination of teaching time received at the sending training institution and the mobility period (on-the-job module) as, in general, the mobility period takes place at the end of the VET programme, once all the other modules have been passed. Students would not be able to graduate till they successfully passed this last module.

Another key factor is the low proficiency level in a foreign language, which has a deterrent effect both among students and in the training centre when assessing the possibilities of carrying out a mobility. It would be desirable that longer stays were supported in order to gain better language skills.

Longer term mobility experiences, through Erasmus Pro, are also being promoted for VET graduates, once they have finished their qualification programmes, to stay at a foreign company for longer periods and gain experience valued in the labour market, but with no academic value.

In general, students showing a higher degree of maturity, and those in the higher VET level tend to be more interested in mobilities as they perceive better the benefits for their professional life and are willing to invest in their future careers.

Another key element is the possibility of generating a VET campus, in line with the recent announcement of the European Universities' alliances⁽³⁴⁾, which could enable the mobility and validation of the units of competence (sets of learning outcomes) in which the student is trained in a given semester. In dual vocational training, mobility is key and the Erasmus programmes have proved to be a very effective tool. The globalisation of companies and their procedures could contribute to the improvement of VET.

Likewise, in other cases, thanks to the impulse given by certain agents like (foreign) Chambers of Commerce, training centres, or public authorities, and the

⁽³⁴⁾ European Commission (2019). *First 17 “European Universities” selected: a major step towards building a European Education Area*. Press release, 26.6.2019.
http://europa.eu/rapid/press-release_IP-19-3389_en.htm

agreements reached, training programmes of two countries have been linked, allowing successful students to obtain recognised qualifications in both countries⁽³⁵⁾, fostering longer mobility stays. These cases respond to great demands well perceived by all parties involved.

The Alliance for Dual Training, which has an extensive experience in promoting Dual VET among companies, training centres and students, points out business associations, at local and sectoral level, as the best agents to make dual VET more relevant to companies (Caballero, Lozano, García, 2018). For example, business's sectoral or territorial associations could have a role in the promotion of VET in:

- (a) sectors in which there are no trained young people to replace the generations that are retiring;
- (b) very fragmented sectors, in small companies, where clusters could facilitate the training of student-trainees; and
- (c) sectors with specific features that would require new training cycles or curricular adaptations of the existing ones.

Youth guarantee programmes have less constraints for long term mobility, like the experience run by the Spanish Chamber of Commerce within its PICE project (Cedefop, 2017)⁽³⁶⁾. Nevertheless, this mobility scheme provides support for only a three-month job placement in a European country, as longer periods would require a greater budget, which not only affects the number of learners but also other supporting staff (i.e. tutors).

4.3. Lessons learnt from apprentices' mobility in VET for employment programmes

The strong regulation to guarantee the quality of the training delivered in the case of professional certificates programmes is hindering the possibility of enjoying mobility experiences while taking the course. Major reforms would be needed to ease mobility in Dual VET in the labour scope, as the present framework does not allow mobility experiences for apprentices with a training and apprenticeship

⁽³⁵⁾ For example, the case of the German Chamber of Commerce in cooperation with some regional authorities and other stakeholders. For further information see: German Chamber of Commerce. *Formación [Training]*. <https://www.ahk.es/es/servicios/formacion/>

⁽³⁶⁾ Further information at: Spanish Chamber of Commerce. *Plan de Movilidad para estancias de jóvenes en Europa [Mobility Plan for stays of young people in Europe]*. <https://www.camaracr.org/competitividad/detalle-de-programa/articulo/plan-de-movilidad-para-estancias-de-jovenes-en-europa/>

contract, they are just possible once the training is finished. Besides, only international companies would be willing to invest in apprentices training abroad, as these apprentices are hired by the company.

Similarly, it is highly unlikely that mobility opportunities were used for study reasons in VET programmes, as training curriculum, requirements, etc. are not equivalent to those set in Spain.

As for university students' mobility, the credit system (ECTS) allows them to complete up to a year of studies in a foreign university and have those academic credits recognised for the completion of the degree in their own country.

CHAPTER 5.

Conclusions

Dual VET is a recent development in Spain, starting in 2012, with different implementation patterns in each region as it lacks a state regulation guaranteeing equal access and opportunities. However, it is a priority of the government for the next legislature to establish a national regulatory framework for dual VET in the education system. Hardly 3% of VET students follow this modality and its benefits are still quite unknown to companies, families and students and training institutions.

Experiences on long term (over three months) international mobility of apprenticeship are not yet extensive in terms of number of apprentices enjoying this opportunity or in terms of previous experience by the different stakeholders. Nevertheless, for Spanish IVET students, spending two to three months at a foreign company at the end of their studies can have a greater impact as opposed to other countries, where the most common type of mobility involves taking groups of VET students for short stays (two-three weeks) to another VET school or companies visits.

International student mobility in higher education is widely spread in Spain, thanks (but not only) to the Erasmus+ programme and its predecessors. Under the Erasmus+ programme the number of IVET schools participating in the mobility experiences is about 1 500 and increasing. The number of participants (students) is also growing and the new Erasmus Pro activity is the proof that IVET students are receptive to long term mobilities. There are also some experiences within the Youth Guarantee, co-financed by ESF and the Youth Employment Initiative supporting more mobility experiences.

Training institutions at upper secondary-level are the main actors in charge of finding suitable companies to place students either for the on-the-job module or for the alternating period in the company in the case of dual IVET and demand greater support from the regional authorities. Supporting services provided by SEPIE and the regional authorities, such as platforms to search suitable companies or consortia to ease the application and management procedure within Erasmus+/Pro calls are very much welcome. VET training institutions (teachers) carry the weight of promoting both Dual VET and international mobility among main stakeholders within their scope, with the support of SEPIE and regional authorities. Teachers regret these activities are not fully recognised, by more merits, salary bonuses, etc. and pose an additional burden to their daily duties.

EU grants for High VET are lower than those for the other VET levels, which can sometimes create managing issues in VET schools offering mobility programmes. Disparity of access should be reduced, despite of their VET level, their socioeconomic status or their physical/mental condition.

The vast majority of the Spanish business tissue is made up of very small companies which argue they have no resources, in terms of time, staff, premises, etc. to cope with apprentices and education centres, which the new regulation to come would have to deal with.

Incentives to companies to engage in apprenticeship have had limited results so far. (Micro) Small companies could benefit better from supporting mechanisms that could counteract their main barriers: lack of time and staff able to supervise apprentices. The possibility of having external tutors, or apprentices moving for different companies/sites in order to have experience in all industry areas covered in their learning programmes are some of the policy responses which are being discussed.

Both Dual VET and long term mobility can be considered as being in their initial stages, with a recent history of implementation, requiring some normative changes to overcome some of the barriers currently hampering their expansion. Future plans to reshape their implementation and procedures should involve the consensus of all stakeholders and provide greater stimulus, to students, training institutions and teachers, as well as to companies, make them more aware of the benefits that engaging in Dual VET projects and mobility experiences can bring them and adjusting implementation procedures to the needs of learners and companies.

Abbreviations

BOE	Boletín Oficial del Estado [Official State Gazette]
CC.AA.	Comunidades Autónomas [Autonomous communities]
CdP	Certificados de Profesionalidad [Professional Certificates]
CVET	Continuing vocational education and training
ESF	European Social Fund
FCT	Formación en centros de trabajo [Work placement module]
GDP	Gross domestic product
IVET	Initial 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/MEyFP	Ministerio de Educación, Cultura y Deportes, ahora Ministerio de Educación y Formación Profesional [Ministry of Education, Culture and Sport, now Ministry of Education and Vocational Training]
MEYSS/MITRAMISS	Ministerio de Empleo y Seguridad Social, ahora Ministerio de Trabajo, Migraciones y Seguridad Social [Ministry of Employment and Social Security now Ministry of Labour, Migrations and Social Security]
OECD	Organisation for Economic Co-operation and Development
PICE	Programa Integral de Cualificación y Empleo [Comprehensive qualification and employment programme]
SEPE	Servicio Público de Empleo Estatal [State public employment service]
SEPIE	Servicio Español para la Internacionalización de la Educación [Spanish Service for Internationalization of Education]
VET	Vocational education and training

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Annexes

Annex 1. Sector branches in VET

Code	Sector branches	Familias Profesionales
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

Annex 2. Training activity linked to training and apprenticeship contracts by type of training activity and region

Region	Year	Professional Cert. (CdP)	Partial CdP	IVET Programme	Partial IVET prog.
Andalucía	2016	1 808	2 004	0	74
	2017	5 887	9 999	0	72
	2018	6 292	9 446	2	23
	2019	1 525	2 763	0	3
Andalucía	Total	15 512	24 212	2	172
Aragón	2016	306	177	11	278
	2017	272	185	82	241
	2018	152	137	21	271
	2019	60	47	9	107
Aragón	Total	790	546	123	897
Asturias, Principado de	2016	318	239	5	37
	2017	401	519	0	0
	2018	321	375	0	1
	2019	114	100	0	0
Asturias, Principado de	Total	1 154	1 233	5	38
Balears, Illes	2016	131	182	69	5
	2017	323	220	133	0
	2018	283	178	127	0
	2019	108	62	123	0
Balears, Illes	Total	845	642	452	5
Canarias	2016	114	107	1	0
	2017	335	559	1	1
	2018	336	594	1	0
	2019	101	236	0	0
Canarias	Total	886	1 496	3	1
Cantabria	2016	0	2	0	0
	2018	1	3	0	0
Cantabria	Total	1	5	0	0

Region	Year	Professional Cert. (CdP)	Partial CdP	IVET Programme	Partial IVET prog.
Castilla La Mancha					
	2016	553	515	9	27
	2017	643	998	0	8
	2018	717	1 314	0	0
	2019	229	477	0	0
Castilla La Mancha	Total	2 142	3 304	9	35
Castilla y León					
	2016	639	476	2	15
	2017	568	620	3	0
	2018	557	525	2	0
	2019	167	202	0	0
Castilla y León	Total	1 931	1 823	7	15
Cataluña					
	2016	894	857	222	33
	2017	900	1 498	249	82
	2018	716	1 018	243	40
	2019	319	490	93	37
Cataluña	Total	2 829	3 863	807	192
Ceuta					
	2016	12	14	0	2
	2017	11	17	0	0
	2018	10	15	0	0
Ceuta	Total	33	46	0	2
Comunitat Valenciana					
	2016	1 738	2 056	23	65
	2017	1 537	2 038	6	39
	2018	1 518	1 834	1	22
	2019	599	711	0	2
Comunitat Valenciana	Total	5 392	6 639	30	128
Extremadura					
	2016	463	254	20	43
	2017	402	707	3	69
	2018	450	883	2	40
	2019	118	280	0	12
Extremadura	Total	1 433	2 124	25	164
Galicia					
	2016	1 134	966	2	30
	2017	948	1 242	1	0
	2018	789	1 356	1	0
	2019	215	394	0	0

Region	Year	Professional Cert. (CdP)	Partial CdP	IVET Programme	Partial IVET prog.
Galicia	Total	3 086	3 958	4	30
Madrid, C. de					
	2016	1 632	1 669	23	34
	2017	1 767	2 668	3	17
	2018	1 437	2 376	7	0
	2019	765	1 074	5	0
Madrid, C. de	Total	5 601	7 787	38	51
Melilla					
	2016	7	13	0	0
	2017	1	3	0	0
	2018	0	4	0	2
	2019	0	2	0	0
Melilla	Total	8	22	0	2
Murcia, Región de					
	2016	318	368	1	10
	2017	204	464	1	4
	2018	214	385	2	1
	2019	59	137	0	0
Murcia, Región de	Total	795	1 354	4	15
Navarra, C. Foral de					
	2016	11	25	2	0
	2017	30	22	10	1
	2018	3	19	7	0
	2019	2	8	7	0
Navarra, C. Foral de	Total	46	74	26	1
País Vasco					
	2016	188	232	809	20
	2017	190	276	1 034	23
	2018	168	349	1 209	3
	2019	120	112	1 054	0
País Vasco	Total	666	969	4 106	46
Rioja, La					
	2016	17	2	0	0
	2017	15	28	2	0
	2018	21	15	0	0
	2019	0	17	0	0
Rioja, La	Total	53	62	2	0

Source: SEPE. Data at 01.07.2019

Annex 3. Statistics of Erasmus+ 2015 call

3.1 VET students mobility experiences

VET levels	Total
Basic and Interm. Levels	4 861
Higher level	3 266
Total VET	8 127

Source: Prepared by the author with data from SEPIE and General Service of Statistics and Studies (Ministry of Education and Professional Training). Last update: 19.12.2018. Extracted 02.07.2019

3.2 Number of mobilities per country of destination, by gender. All levels.

VET levels	Total	Men	Women
TOTAL	8 127	4 561	3 566
Austria	35	21	14
Belgium	74	38	36
Bulgaria	23	9	14
Croatia	29	22	7
Cyprus	0	0	0
Czech Republic	126	76	50
Denmark	45	26	19
Estonia	15	.	8
Finland	219	109	110
France	583	311	272
Germany	701	461	240
Greece	41	18	23
Hungary	38	23	15
Iceland	7	5	2
Ireland	709	387	322
Italy	2 604	1 383	1 221
Latvia	12	6	6
Lithuania	28	10	18
Luxembourg	1	1	0
Malta	418	244	174
Netherlands	99	64	35
Norway	27	19	8
Poland	440	303	137
Portugal	624	303	321
Romania	23	11	2
Slovak Republic	11	17	4
Slovenia	47	25	22
Spain	18	11	7
Sweden	3	1	2
Turkey	1 127	650	477
UK	8 127	4 561	3 566

Source: Prepared by the author with data from SEPIE and General Service of Statistics and Studies (Ministry of Education and Professional Training). Last update: 19.12.2018. Extracted 02.07.2019

3.3 Number of mobilities per field of study, and gender. All VET levels

Fields of study	Total	Men	Women
TOTAL	8 127	4 561	3 566
Agriculture, Forestry, Fishing and Veterinary	267	229	38
Arts and Humanities	367	195	172
Business, Administration and Law	1 438	562	876
Education	870	650	220
Engineering, Manufacturing and Construction	1 350	1 007	343
Health & Wellness	672	169	503
Natural Sciences, Mathematics and Statistics	765	373	392
Services	1 167	528	639
Social Sciences, Journalism and Information	366	306	60
Technology of the information and communication	865	542	323

Source: Prepared by the author with data from SEPIE and General Service of Statistics and Studies (Ministry of Education and Professional Training). Last update: 19.12.2018. Extracted 02.07.2019

3.4 Number of students' mobility by age, gender and VET levels

Age	Basic and Interm. Levels		
	Total	Men	Women
TOTAL	4 861	2 857	2 004
16 or less	83	58	25
17 years	314	211	103
18 years	730	475	255
19 years	763	475	288
20 years	574	340	234
21 years	435	246	189
22 years	338	196	142
23 years	284	154	130
24 years	230	127	103
25 to 29 years	524	300	224
30 and over	586	275	311
Higher level			
TOTAL	3 266	1 704	1 562
Less than 20 years	389	181	208
20 years	553	285	268
21 years	576	273	303
22 years	414	244	170
23 years	315	179	136
24 years	212	117	95
25 years	146	85	61
26 years	143	81	62
27 years	100	54	46
28 years	65	30	35
29 years	52	26	26
30 to 34 years	180	98	82
35 to 39 years	68	30	38
40 and over	53	21	32

Source: Prepared by the author with data from SEPIE and General Service of Statistics and Studies (Ministry of Education and Professional Training). Last update: 19.12.2018. Extracted 02.07.2019

3.5 Average duration of mobility by autonomous community and level.

VET levels	Total	Unit of measure
Basic and Interm. Levels	59.1	days
Higher level	2.67	months

Source: Prepared by the author with data from SEPIE and General Service of Statistics and Studies (Ministry of Education and Professional Training). Last update: 19.12.2018. Extracted 02.07.2019