

## Vocational Education Systems in the participating countries

### Spain

#### Overview

Compulsory education until the age of:	16
Age of usual entrance into the vocational training:	14: Initial Level, parallel to compulsory ed. 16: After compulsory education
What are the pupils' requirements for entering the VET system and get a Title?	Completed secondary school, also possible via entry tests if basic education missing
Is there a dual system?	To some extent: we are starting the implementation. In four years the offer will be obligatory
If not, does any other work-based training exist?	Yes, compulsory module in VET programmes
Are internships scheduled during the training?	yes

#### 1. Structure of the general school and VET system

Compulsory schooling in Spain begins at the age of 6 and ends when the children are 16 years old. Secondary education starts within the compulsory schooling at the age of 12 years and lasts 4 years. After completing the second stage of compulsory schooling with a certificate (Certificado de Educacion Secundaria Obligatoria - ESO, ISCED 2A), they are granted access to upper secondary education, which can either be general education (Bachillerato ISCED 3A) or vocational education (Intermediate VET diploma programmes ISCED 3B). For those who have not completed basic education, entry tests have been introduced as further option to fulfill the requirements for secondary education, including VET, as around 30% of the cohorts do not receive the necessary certificate because of weaknesses in their academic performance. The *Bachillerato* grants direct access to higher VET diploma programmes (ISCED 5B). With grades above a threshold and a university entrance examination, this qualification can also give access to university studies (ISCED 5A). In September 2014 there has been a change in the educational system: they have created a "Basic Vocational Education Level" parallel to the two last years of Secondary School. But at the end of this period, the students only get the certificate of compulsory school.

#### 2. Details of the Vocational Education System

Young people can either choose school-based vocational training or the dual track training, which was only introduced in 2012.

### School-based VET

There are two types of school-based VET programmes with different certificates for intermediate and higher level VET. Which are in fact very similar in many respects, other than being different in level, and often take place in the same institutions (OECD 2012). The Técnico (or Técnico de Grado Medio) is an initial vocational education training that can be achieved within 1 to 2 years at vocational schools. 25% of the 2000 training hours are practical, workplace-based trainings. The main part of 75% is organized in school-based training.

Higher vocational education is provided by the programme Técnico de Grado Superior. Within 1 to 2 years, a certificate can either be achieved as initial or continuing vocational education, depending on the earlier education of the participant (either Bachillerato or Técnico de Grado Medio). Graduates from the programme Técnico de Grado Superior also gain access to university studies. The programme implies 2000 hours of training, of which the main part of 75% is school-based and 25% of the training hours are practical company-based training units.

In both intermediate and higher vocational programmes, workplace training is scheduled and takes place through a compulsory three month module (in-company training module (FCT)) at the end of the programmes, when students have received all the theoretical know-how. For the students, the workplace training is not paid and does not come with a contract of employment, but a collaboration agreement.

There are also 2 new programmes that were implemented with education reforms in 2014. Another school-based initial VET programme (Formación Profesional Básica) was introduced to improve the entrance into vocational education for young people. Target group of this programme are the 15 to 17 year olds who have completed the lower secondary level and are proposed for this programme by a teacher. It takes 1 to 2 years (2000 training hours) (bq Portal/ CEDEFOP 2014).

### Work-based VET

Besides, the Spanish education policy established dual training structures ("Formación Profesional Dual") in 2012 in order to increase access to VET and support young people in transition to the labour market. The autonomous regions are responsible for the dual VET programmes. In those regions where the new programme has already been introduced, participants (16-25 year-olds) are not only considered students, but employees covered by labour contracts (usually one to three years) and get at least a minimum wage. This is not necessarily the case in dual training schemes under the remit of the education authorities. Employee contracts with salary claims for training and learning are a minority. Students are mostly paid through scholarships, financial VET packages, etc.

At least 25% (first year) or 15% (subsequent years) of the time specified in the contract should be devoted to acquiring complementary skills in a specialised or duly authorised training centre/ VET school or in the company. 75% - 85% of effective work time is directly related with the Vocational Training Diploma or Certificate of Professional Standards (bq Portal/ CEDEFOP 2014).

### 3. Statistics

Just over half of those who obtain the compulsory secondary school certificate opt to continue with general education programmes leading to the Bachillerato. The remainder – just under half (or around one third of the entire cohort) – enter intermediate vocational programmes (OECD 2012).

For the VET programme at intermediate level, the average age of the participants is in between 17 and 20. A significant group of students is 25 or over. For those of VET at advanced level the average age is 20. More than one third of the students is older than 23.

In 2012 the rate of early school leavers (ESL) reached 24.9%, an improvement compared to 2011, but still far removed from the Europe 2020 national target of 15%. The ESL rate is higher among males than among females and the dropout rate varies significantly between regions.

### 4. Political responsibility

The Ministry of Education, Culture and Sport (MECD) is responsible for developing and implementing government policy in VET programmes in the education system (IVET). Apart from that, the Ministry of Employment and Social Security (MEYSS) is mainly concerned with VET programmes in the National Employment System and continuous vocational education and training (CVET). Further responsibilities for VET lie in the responsibility of the autonomous communities, consisting of developing and applying basic regulations and in regulating non-essential aspects of the VET system. The autonomous communities also have executive and administrative powers or the regional management of the education system.

The General Council of Vocational Training (Consejo General de la Formación Profesional, CGFP) is the advisory board on VET policies. It consists of education and labour administrations responsible for VET, at national and regional level, social partners from companies and unions as well as VET provider associations.

### 5. Advantages and challenges of the VET system

Advantages	Problems/ Challenges
	Spain suffers from the lack of a broad skills provision at intermediary levels.
Social partners are well engaged in the VET System(National Commission on VET)	
Decentralization of the VET system → regional authorities	
Systematic reforms	
Clear and comprehensive VET structures	
Integrating systems in VET for weaker students	
Mandatory workplace training	
	Current budgetary pressures are putting strain

	on Spain's school-based model of VET
	Lack of general education in VET programmes
	Insufficient Career guidance in school
	No requirement for VET teachers and trainers existing to have worked in their vocational field
Permeability is being improved	

### Literature and online resources

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