

Companies engagement in the Spanish IVET system

Sevilla, November 2024

Spanish IVET system: key figures

School year 2022-2023

1.009.000 students enrolled

3 Levels (Basic/Medium/High). Different entry requirements

2 pathways (both with *dual nature*)

Students following VET itineraries after compulsory education: 35% (increasing)

Completion rate: 62,74%

Spanish IVET system: main characteristics on the dual approach (I)

Main drivers

- Basic regulation: National
- Implementation: Regional Education Regulator and VET schools

Characteristics

- VET training regulations (around 200 training regulations in IVET)
- School-based vs company-based
- High levels of regional diversity
- Flexibility to adapt training to local needs (need for improvement on the ground)

Spanish IVET system: main characteristics on the dual approach (II)

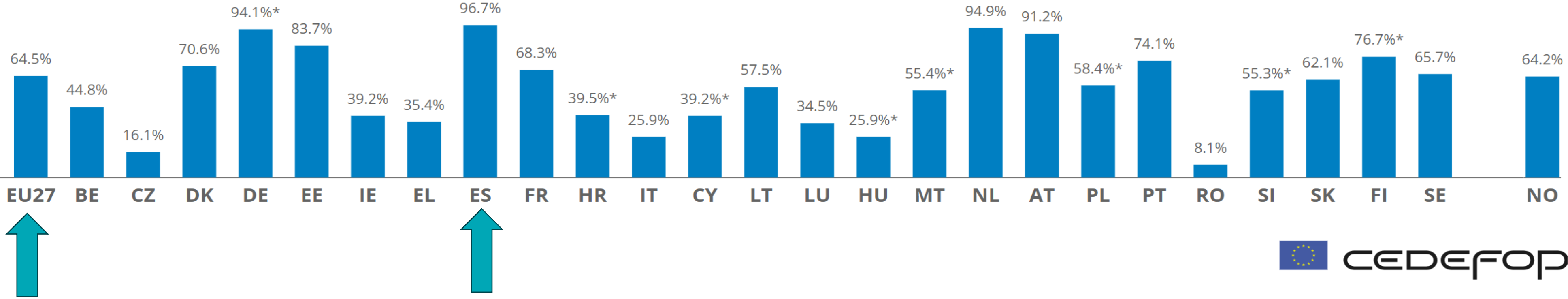
Characteristics

- Operative roles of social partners not regulated at national level (but very good examples on the ground)
- No obligation to train company tutors (but training experiences in many regions)
- No formal process of company accreditation
- No final exam in IVET

Spanish IVET system: key figures (2023)

Recent IVET graduates with work-based learning experience: 96.7% (EU27 64,5%)

Internships and Apprenticeships established. Apprenticeships are around 5% of all IVET students



Companies cooperation

Three periods to achieve closer cooperation

Period 1: Compulsory in-company training since 90's (1 pathway established: internship)

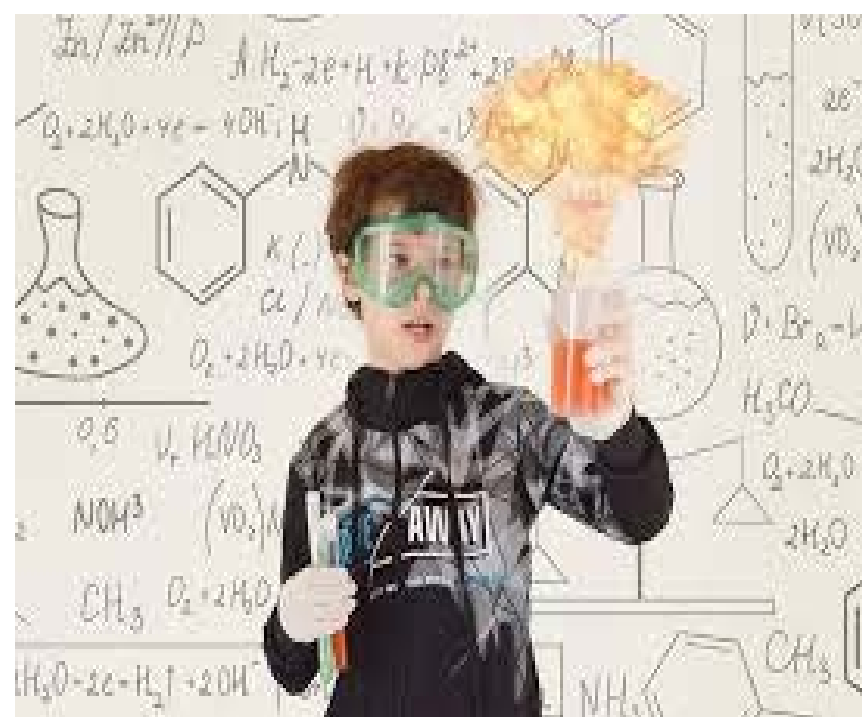
Period 2: Introduction of Apprenticeships in 2012 (2 pathways established: internship and apprenticeship)

Period 3: Legal Reform 2022 (Modification of both pathways)

Period 1: Introducing compulsory internship in all IVET (1990-2012)



Period 2: Experimentation through apprenticeships (2012-2022)



Period 3: Legal reform to strengthen cooperation with companies (2022)



The *dual* principle in all IVET

- 1) Increasing the minimum training time spent in companies
- 2) Regulating the existence of an in-company training plan for each student
- 3) Changing the relevance of the learning outcomes achieved in-company
- 4) Requiring in-company training in each year of the program
- 5) Enabling joint selection of students by companies and VET schools

The *dual* principle in all IVET

- 6) Increasing the flexibility of VET schools and regions to adapt VET programs locally
- 7) Reinforcing the roles of the tutors and *ensuring* their training
- 8) Specifying the roles of intermediate bodies in the VET system
- 9) Linking the student to the company with a labour contract (only in apprenticeships)

Challenges

- I. Managing the change
- II. Mindset changes
- III. Small companies

Thanks!

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