

Companies engagement in the Catalan Work-based learning

Barcelona, March 2025

Spanish IVET system: key figures

School year 2022-2023

1.009.000 students enrolled

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

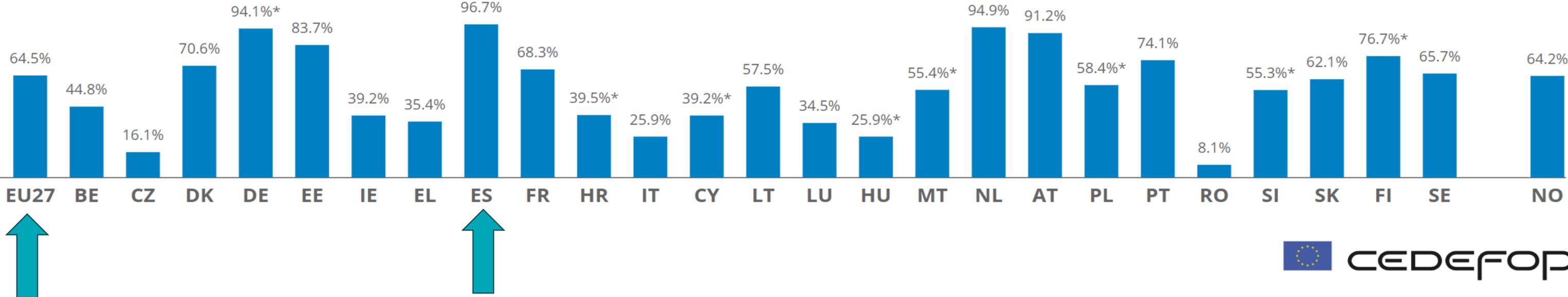
Students following VET itineraries after compulsory education: 35% (increasing)

Completion rate: 62,74%

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)

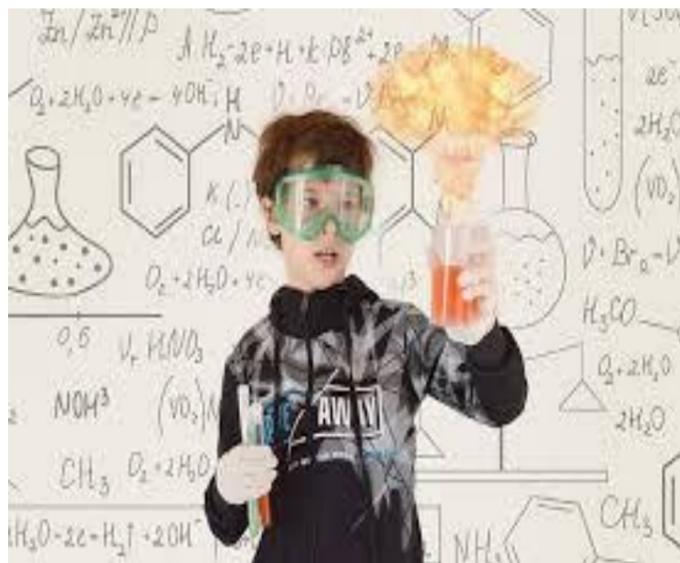
Period 2: Introduction of Apprenticeships in 2012 (2 pathways established: internship and apprenticeship)

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!

guillem.salvans@fundacionbertelsmann.org

