



# 2030 BASQUE VET STRATEGY



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HEZKUNTZA SAILA

DEPARTAMENTO DE EDUCACIÓN

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# TABLE OF CONTENTS

<b>1</b>	<b>INTRODUCTION</b>	<b>6</b>
<b>2</b>	<b>CONTEXTUAL ANALYSIS</b>	<b>10</b>
	2.1 Demographic transition	17
	2.2 Employment and inclusion	21
	2.3 Technological development and digital transformation	24
	2.4 Energy and environment	26
	2.5 Competitiveness and well-being	29
	2.6 International context and globalisation	31
<b>3</b>	<b>BASELINE POSITION</b>	<b>32</b>
	3.1 Background	34
	3.2 Execution of the sixth plan	38
<b>4</b>	<b>BASQUE VET</b>	<b>40</b>
	4.1 The Basque VET network	44
	4.2 Knowledge generation network	46
	4.3 Innovation system	50
	4.4 Entrepreneurship	54
	4.5 Internationalisation	56
<b>5</b>	<b>MISSION, PRINCIPLES AND VALUES</b>	<b>58</b>
	5.1 Mission	60
	5.2 Corporate principles	62
	5.3 Our defining values	64
<b>6</b>	<b>2030 VISION. STRUCTURAL STRANDS AND STRATEGIC OBJECTIVES</b>	<b>66</b>
	6.1 TALENT FOR THE BASQUE COUNTRY: "People, companies and society"	70
	6.2 ADVANCED BASQUE COUNTRY: "Innovation and entrepreneurship"	73
	6.3. SUSTAINABLE BASQUE COUNTRY: "Sustainability and democratic culture"	76
	6.4. DIGITAL BASQUE COUNTRY: "Digital transformation"	78
	6.5. GLOBAL BASQUE COUNTRY: "Internationalisation and globalisation"	80
<b>7</b>	<b>INDICATORS</b>	<b>82</b>
<b>8</b>	<b>BUDGETARY DIMENSION AND MONITORING</b>	<b>90</b>
<b>9</b>	<b>GLOSSARY</b>	<b>96</b>



## **BEGOÑA PEDROSA LOBATO**

**Minister of Education  
Basque Government**

Vocational Education and Training is one of the main levers for economic and social development in the Basque Country. It means talent, innovation and cohesion. Over the years, our land has successfully built a VET model recognised for its quality, its alignment with the productive sector, and its commitment to people. With the 2030 Basque VET Strategy we take a further step forward: underpinning our position of leadership and updating our roadmap for the coming years.

We live in times of far-reaching change: digitalisation, ecological transition, declining birth rates, ageing society, growing social and cultural diversity... All within a global context laden with uncertainties that have an impact on our economy and on our daily life.

A number of very specific challenges become more apparent in such a context: the lack of qualified individuals, the need to ensure generational handover, the full integration of

the migrant population, gender equality in technological sectors, and continuous adaptation in line with a constantly changing job market.

But we have also substantial strengths to draw on. We have a network of 183 centres, 70 of them integrated, functioning as a network to create a genuine system of innovation and knowledge. We have a VET system in which, one year after completing their studies, more than 84% of students gain effective employment.

With this Strategy we aim to continue promoting inclusive, flexible VET, closely linked to business and focused on the talents of each individual. We want all students to find in VET a training pathway suited to their needs, allowing them to grow, progress and build a decent life for themselves.

That is why we are committed to educational innovation, to Dual VET as a formula for strategic collaboration, to internationalisation and to

digital transformation. And we do so by integrating sustainability and democratic culture as essential values, because training skilled professionals means at the same time training committed citizens.

The 2030 Basque VET Strategy is above all a commitment to the future and to collaboration. It is born out of dialogue with training centres, businesses, social and professional agents.

We share with them the vision of Vocational Education and Training as the driver of competitiveness, well-being and cohesion in the Basque Country. Because VET not only needs to meet the demands of the of the labour market; it has to anticipate change and align

itself with the transitions that will define our economic and social model.

Our commitment is to make the Basque Country an international beacon for Vocational Education and Training, generating opportunities for everyone, and at the same time strengthening the competitiveness of our businesses. Because investing in VET means investing in talent, in innovation and in the well-being of Basque society.

This is our challenge. And on this path, we will move forward together.

Eskerrik asko.

A handwritten signature in blue ink, consisting of a stylized 'B' followed by a horizontal line and a loop.

**Begoña Pedrosa Lobato**  
**Minister of Education**  
**Basque Government**



# 01

## INTRODUCTION

The world that surrounds us is a complex world which places constant demands on us. A landscape which challenges us to imagine the future we want, and to create a collective story motivating us to move forward. Within this context, it is vital to have a clear strategic position, both for individuals and for organisations.

Vocational Education and Training (VET) in the Basque Country is therefore launching the 2030 Basque VET Strategy: an instrument which aims to set a course, build confidence and inspire action.

This strategy is born out of a clear goal: to continue working towards providing a Vocational Education and Training system that is solid, innovative, and committed to people and to the sustainable development of Euskadi.

To this end, it sets out a realistic and ambitious vision of the future, underpinned by shared values and firm principles to guide our operational approach.

This vision gives rise to the five strategic strands that make up the structure of the strategy, the twenty strategic objectives that plot out the direction to be followed, and the thirty-seven actions to be implemented by the Basque Vocational Education and Training system over the coming years.

The Strategy is thus built on five major strands which provide the interlinked structure of the whole proposal:



These strands reflect current priorities and the major challenges we face. Because we live in demanding times, marked by such far-reaching transformations as digitalisation, ecological transition, an ageing population, and the increasingly significant role of immigration. All of which takes place within a turbulent and volatile international context, the repercussions of which will have a direct and significant impact on the Basque Country, in both positive and negative terms.

Vocational Education and Training in the Basque Country has arrived at this point in a position of strength, experience and commitment. Over the last ten years, enrolment has risen by 33.26% across the different levels and formats, consolidating a distinctive identity based on innovation, alignment with the productive sector, and social commitment. Ours is a growing Vocational Education and Training, in constant evolution, ready to lead the changes needed.

This Strategy is born out of the joint efforts of many agents: vocational education and training centres, institutions, companies, social organisations and individuals that believe in the transformative power of education.

Because the leadership we need today must inevitably be shared, and only through collaboration can we offer a solid, fair and effective response to the challenges of the present and future.

# 02

## CONTEXTUAL ANALYSIS

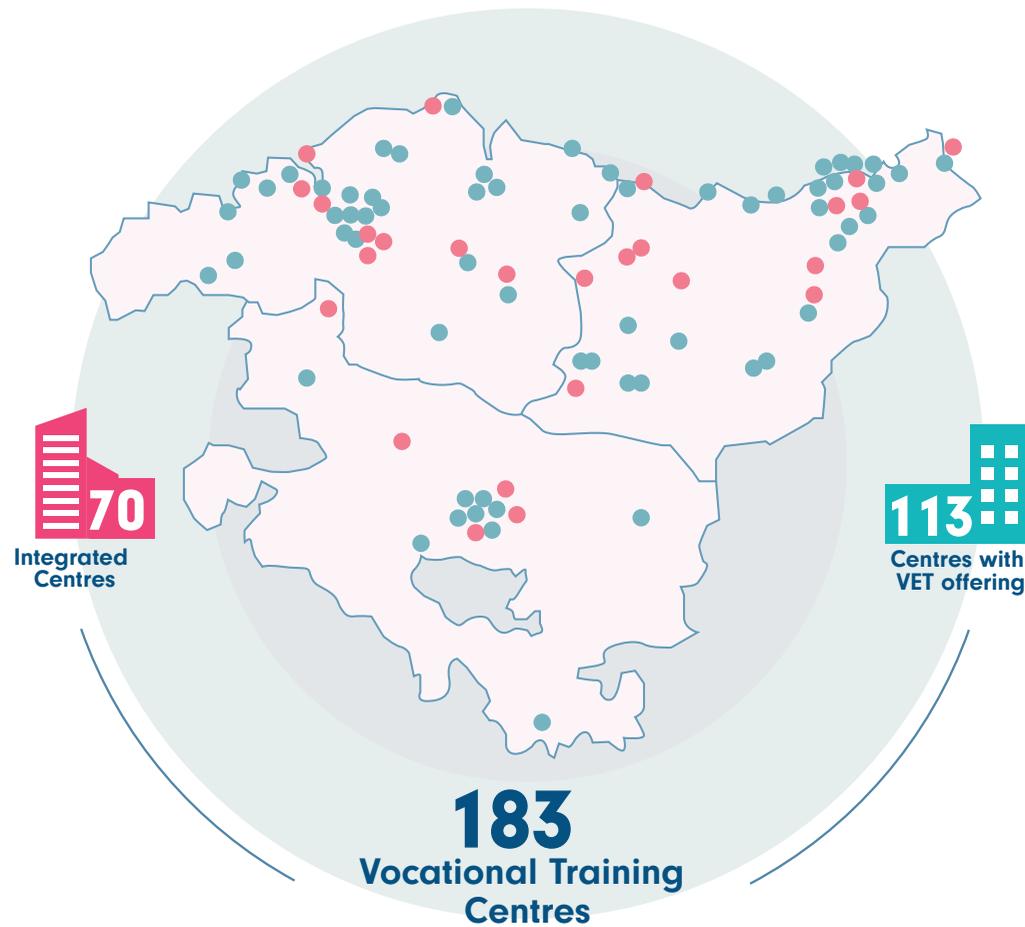
- 2.1 Demographic transition
- 2.2 Employment and inclusion
- 2.3 Technological development and digital transformation
- 2.4 Energy and environment
- 2.5 Competitiveness and well-being
- 2.6 International context and globalisation

# 02

## CONTEXTUAL ANALYSIS

### The strategic role of Vocational Education and Training in the Basque Country

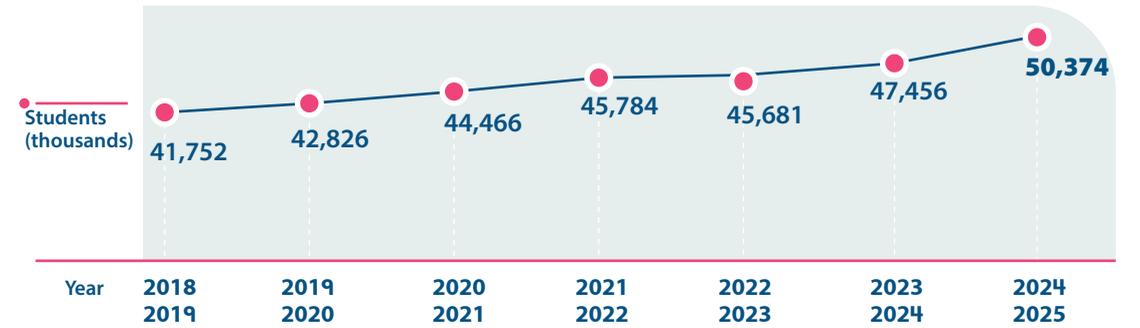
The Basque Country currently has 183 centres offering Vocational Education and Training cycles, distributed throughout its territory. Of these, 70 are integrated centres, viewed as strategic players in the economic and social development of the Basque Country; centres that not only train professionals, but also drive innovation and the development of the productive sector. This combination of territorial capillarity and multifunctionality makes the Vocational Training system a key element in strengthening regional resilience.



Source: Vice-Minister of Vocational Training, Basque Government

Over recent years, Vocational Education and Training has progressively attracted greater numbers of students, with a 20.7% increase in enrolment between the years 2018-19 and 2024-25, amounting now to 50,374 students.

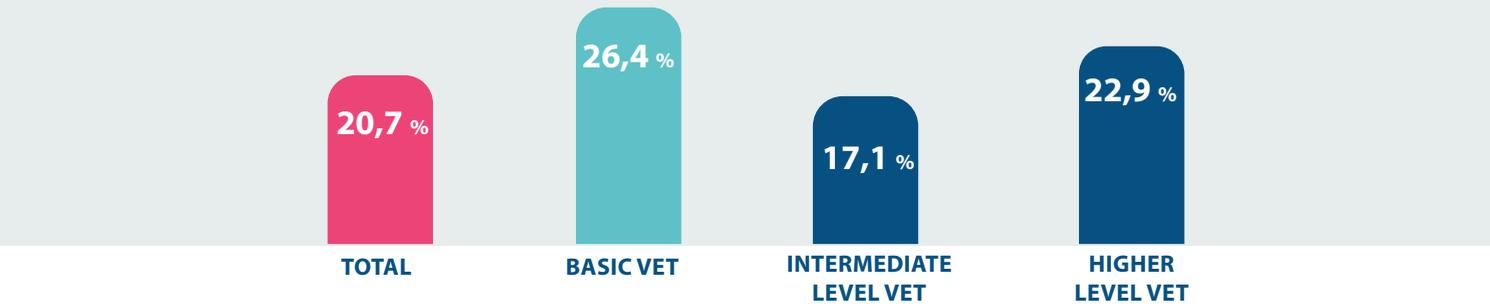
### VET ENROLMENT IN THE BASQUE COUNTRY FROM THE ACADEMIC YEAR 2018-19 UNTIL 2024-25



Source: Vice-Ministry of Vocational Education and Training, Basque Government

This increase has been seen at every level of training, while being particularly significant in Basic Vocational Education and Training, registering an increase of 26.4%.

### GROWTH IN VET ENROLMENT FROM THE ACADEMIC YEAR 2018-19 UP TO THE ACADEMIC YEAR 2024-25



Source: Vice-Ministry of Vocational Education and Training, Basque Government

This evolution demonstrates the growing trust that Basque society places on Vocational Education and Training as an effective route for professional development and employability.

Within this context of expansion and consolidation, Basque VET must reassert its role as a strategic strand for social and economic development. Beyond facilitating initial job opportunities for young people, VET must also consolidate its role as a key tool for upskilling and reskilling the active population, through flexible, personalised training pathways that accompany people throughout their professional career.

## Employability, resilience and skills for the future

Employability and resilience will increasingly depend on people's capacity to continuously learn, adapt and professionally develop. The shortage of qualified workers both in traditional trades and in emerging jobs, combined with shortfalls in such basic skills as reading and mathematics, reveals the need to strengthen not only technical but also horizontal skills.

According to the World Economic Forum, 39% of key skills will change by 2030. By then, particular importance will lie with technological skills (Artificial Intelligence, Big Data, cybersecurity and digital literacy), cognitive skills (analytical, creative and systemic thinking), collaborative skills (leadership, empathy, active listening, talent management and customer focus), and those connected with personal autonomy (resilience, flexibility, motivation, self-awareness, curiosity and lifelong learning). We will therefore need to establish a clear skills horizon for 2030, as indicated by the World Economic Forum.

## Generational changes and new expectations

The values of younger people currently on Vocational Education and Training courses reflect a significant change compared with previous generations. They prioritise flexibility, personal development and life balance, giving greater importance to trade-offs between professional and personal life, and enjoying free time as an essential part of their well-being.

It is essential to understand this new reality, since people are the cornerstone of any company or organisation. In this regard, Vocational Education and Training must position itself as a source of talent capable of driving a new, more human, collaborative organisational culture with greater shared responsibility, adopting a holistic perspective on well-being, and addressing the emotional aspects of all individuals.

This culture must understand organisations and companies as a shared project, in which people feel they play an active and committed role. It is not simply a question of incorporating technical talent, but helping to build working environments where commitment, motivation and a sense of belonging underpin the competitiveness and sustainability of the collective project.

## THE CORE SKILL FOR 2030



Source: World Economic Forum, Future of Jobs Report 2025

**“ The younger people currently studying Vocational Education and Training reflect a significant change compared with previous generations. They prioritise flexibility, personal development and life balance, giving greater importance to trade-offs between professional and personal life, and enjoying free time as an essential part of their well-being. ”**



## Alignment with public policy

Within this context, Vocational Education and Training reasserts its commitment to the main public policies and strategies in place, integrating efforts and resources to achieve coordinated progress towards shared goals. A number of the most significant initiatives to which Basque VET has made a clear commitment are detailed below.

### EUROPEAN FRAMEWORK

- 2019 European Green Deal
- 2020 European Skills Agenda for sustainable competitiveness, social fairness and resilience.
- 2020 European Education Area. Communication on achieving the European Education Area by 2025
- 2020 Council Recommendation on vocational education and training (VET) for sustainable competitiveness, social fairness and resilience.
- 2020 Osnabrück Declaration on vocational education and training as an enabler of recovery and just transitions to digital and green economies
- 2020 Digital Education Action Plan
- 2020 Pact for Skills
- 2021 Europe's Digital Decade
- 2021 Council Resolution on a strategic framework for European cooperation in education and training towards the European Education Area and beyond (2021-2030)
- 2022 Council Recommendation on a European Approach to Micro-credentials
- 2024 Draghi's report: The future of European competitiveness
- 2025 Competitiveness Compass
- 2025 Union of Skills
- 2025 Herning Declaration on attractive and inclusive Vocational Education and Training for increased competitiveness and quality jobs 2026-2030.

### AUTONOMOUS FRAMEWORK

- Government Plan of the 13th Legislature
- Agenda Euskadi Basque Country 2030
- 2030 PCTI Basque Country Science, Technology and Innovation Plan
- RIS3 Basque Smart Specialisation Strategy
- 2025 Basque Country Digital Transformation Strategy
- 2025 Basque Country International Strategy
- 2030 Basque Country Industry Plan
- 2025-2028 Inter-institutional Entrepreneurship Plan
- 2030 Basque Strategy for Demographic Challenge
- 2030 Basque Employment Strategy
- 2030 Basque Country Environmental Programme
- 2030 Basque Country Energy Strategy

### DEPARTMENT OF EDUCATION

- Digital Plan of the Basque Education System: Adimen Digitala (Digital Intelligence) 2025-2029
- Basque Country VET Internationalisation Strategy
- 2023-2026 Basque Country Educational Guidance Strategy
- Initial VET Plan

Source: Vice-Ministry of Vocational Education and Training, Basque Government

We must nonetheless not overlook the fact that this strategy is being implemented within a dynamic and complex context. This thus demands an even more comprehensive analysis of the landscape to support and lend meaning to this plan.

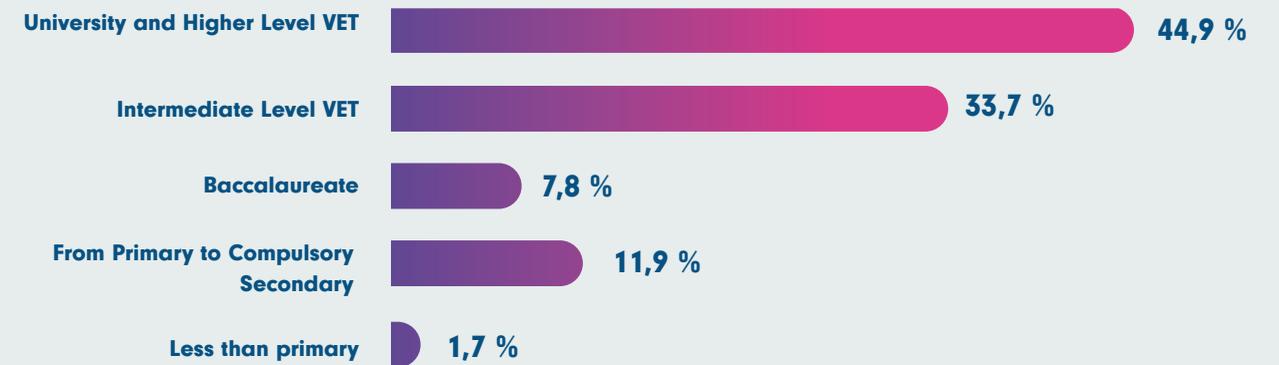
# 2.1

## DEMOGRAPHIC TRANSITION

Demographic transition has a significant impact on the Basque Country, since the combination of low birth rates and high life expectancy is giving rise to a sustained increase in the proportion of those aged over 65 compared with the population of working age. This situation compromises the generational renewal required in order to guarantee the continuity of employment and the business sector.

According to estimates by Futurelan, between 2023 and 2035, some 661 thousand job opportunities will arise in the Basque Country. Of these, some 83%, or around 550 thousand, will come about as a consequence of the need to replace the workforce leaving the labour market, mainly through retirement. Within this context, and given the nature of the Basque job market, Vocational Education and Training studies are essential in maintaining the provision of workers, since 78.6% of job opportunities will be linked to university and Vocational Education and Training studies.

### JOB OPPORTUNITIES IN THE BASQUE COUNTRY BETWEEN 2023 AND 2035, BY LEVEL OF STUDY



Source: Futurelan

Likewise, given the shortage of labour, the priority is to optimise the use of the available labour force, aligning this with the needs of the Basque Country's productive sector, and facilitating sound professional pathways. The Vocational Education and Training system plays a key role through the development of upskilling and reskilling initiatives focused on workers and the unemployed. These initiatives are supplemented by occupational guidance to assist in decision-making with regard to such professional pathways.

Hence the particular importance of Act 3/2022, on the Regulation and Integration of Vocational Education and Training, which in line with Act 4/2018, of 28 June 2018, on Vocational Education and Training in the Basque Country, views lifelong learning as a central strand of the system. This legislation provides Vocational Education and Training with the tools allowing it to adapt dynamically to the needs of the labour market. These would include the possibility for companies to request bespoke training, thereby guaranteeing skills development in line with the specific requirements of the productive sector. It likewise incorporates the Modular VET Catalogue, establishing a structure of modules based on professional skills standards, and facilitating access to customised training pathways, which can be built up throughout a person's working life. All these measures underpin the flexibility and accessibility of training, promoting the continuous development of skills across the active population as a whole.

It is at the same time vital to strengthen professional guidance at educational stages prior to Vocational Education and Training, to ensure that students are aware from an early age of the different training options and professional avenues available to them. Early, comprehensive and personalised guidance not only helps students to reach more informed and conscious decisions, but also plays a part in breaking down gender stereotypes, reducing school drop-out rates and improving the match between vocations, skills and the needs of the labour market. This forward-looking approach demands the active involvement of educational centres, families, advisers, institutions and the business world, shaping a support ecosystem to foster training pathways aligned with the interests of students and the strategic sectors of the Basque Country.



**“ It is vital to strengthen professional guidance at educational stages prior to Vocational Education and Training, to ensure that students are aware from an early age of the different training options and professional avenues available to them.**

In this regard, the Vice-Ministry of Vocational Education and Training promotes a Vocational Education and Training model in response to a new reality, with the aim of adapting and adding flexibility to training pathways, seeking to provide appropriate tools for a range of groups with specific needs. Likewise, the 2023-2026 Basque Country Educational Guidance Strategy is intended to ensure that students receive the support they need for both professional and personal development, encouraging greater consistency between the education system and the labour market in the Basque Country.

Another demographic dynamic of particular significance in the Basque Country is the sustained increase in the percentage of foreign residents. As seen in the graph below, this has been a continuous upward trend since 2015: the foreign population has risen from 7.6% in 2015 to 14.1% in 2025. In absolute terms, this group now amounts to almost 371,000 people in the Basque Country (Ikuspegi, 2025).

**PERCENTAGE OF FOREIGN PEOPLE CITIZENS IN THE BASQUE COUNTRY, (2015-2025)**



Source: Ikuspegi

Vocational Education and Training plays a key role for these individuals in facilitating agile integration within the labour market, awareness of local working culture, and access to professional support networks. Furthermore, the diversity of levels and specialisations offered by Vocational Education and Training allows adaptation to a wide range of pathways, vocations and motivations, which is particularly valuable for such a diverse group as the migrant population.

In fact, as may be seen below, Vocational Education and Training has established itself as the favoured training option for this group in the Basque Country. Between the academic years 2018-19 and 2022-23, the number of migrants enrolling on Vocational Education and Training courses grew by 36.7%, a far higher percentage than the 14% rise seen in university education. This growth was particularly significant in Higher Level Vocational Education and Training, with a rise of 43%.

#### NUMBER OF FOREIGN STUDENTS ENROLLED IN THE BASQUE COUNTRY (2018-2023)

Year / academic year	2018 2019	2019 2020	2020 2021	2021 2022	2022 2023	Change 2018-2023
Basic VET	1.128	1.321	1.444	1.447	1.515	34,3%
Intermediate Level VET	1.468	1.646	1.786	1.877	1.946	32,6%
Higher Level VET	1.378	1.537	1.700	1.803	1.970	43,0%
Total university education	2.912	3.090	3.022	3.235	3.320	14,0%
Total VET	3.974	4.504	4.930	5.127	5.431	36,7%

Source: Produced by the VET Observatory, based on MEFP-MU-Educabase data

In response to this reality, the European Commission acknowledges that as the economy, industry and demographic dynamics evolve, there is an overriding need to adapt the social model, the education system, vocational qualifications and employment rights, so as to guarantee inclusion and fairness in socioeconomic development. The Executive Vice-President of the European Commission for People, Skills and Preparedness thus takes responsibility for addressing shortcomings in terms of qualifications and labour force, as well as fostering education and training. In line with these principles, the Presidency of the Basque Government is promoting the 2030 Basque Strategy for Demographic Challenge, an initiative which aims to offer a comprehensive and realistic approach to challenges such as generating opportunities for young people, promoting personal autonomy, and integrating the migrant population within the social and economic structure.

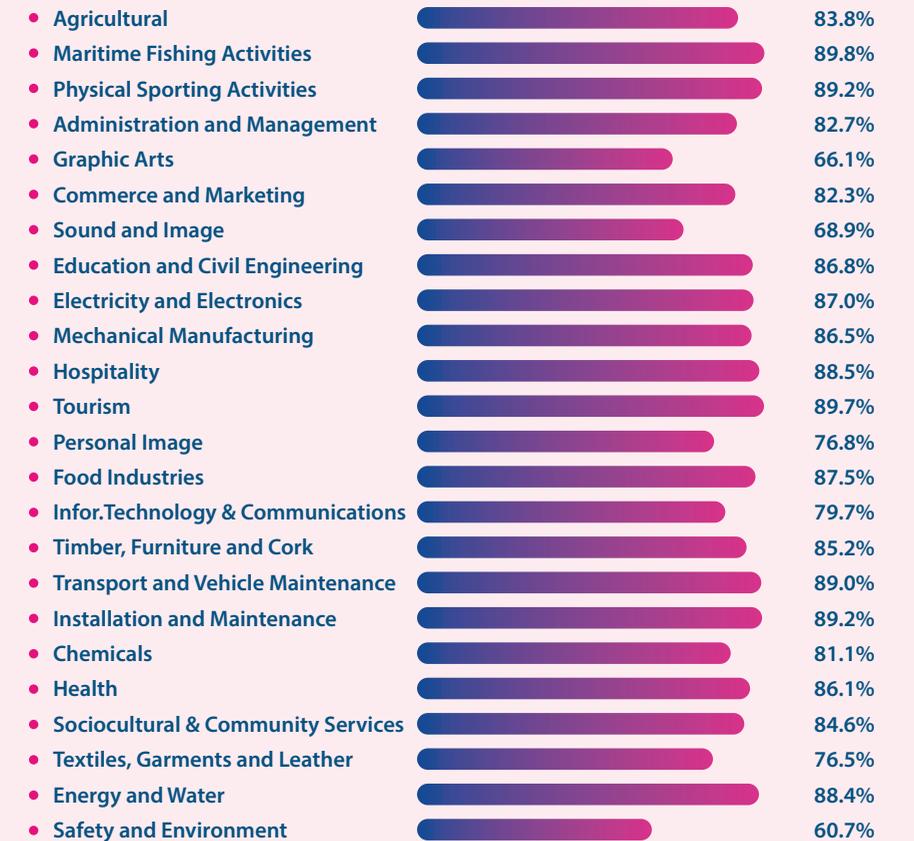
The Basque Government is promoting the 2030 Basque Strategy for Demographic Challenge, an initiative which aims to offer a comprehensive and realistic approach to challenges such as generating opportunities for young people, promoting personal autonomy and integrating the migrant population within the social and economic structure.

## 2.2 EMPLOYMENT AND INCLUSION

Training and access to employment represent two key dimensions in processes of social inclusion. Both factors have a decisive impact on people's capacity to actively participate in society and to access the resources needed for a decent life. They furthermore underpin the sense of belonging, by allowing each individual to express their identity, and to develop within a specific cultural and social framework.

In this regard, Vocational Education and Training is generating a particularly notable level of employability. As may be seen in the graph below, in 2024 the employment rate for those holding Vocational Education and Training qualifications in the Basque Country overall rose to 84.6% one year after they had completed their studies. This high level of employability is not a recent phenomenon, but rather a sustained and structural feature of the Basque Vocational Education and Training system, which has historically proven itself to be closely aligned with the needs of the productive sector. Even in adverse economic contexts, Vocational Education and Training in the Basque Country has maintained employability levels significantly higher than the average for other forms of training, making it one of the most effective gateways to quality employment. This consistency reasserts the strategic role of Vocational Education and Training as a driver of social cohesion, competitiveness and professional development, in particular in industrial and technological sectors that are vital to the future of the territory.

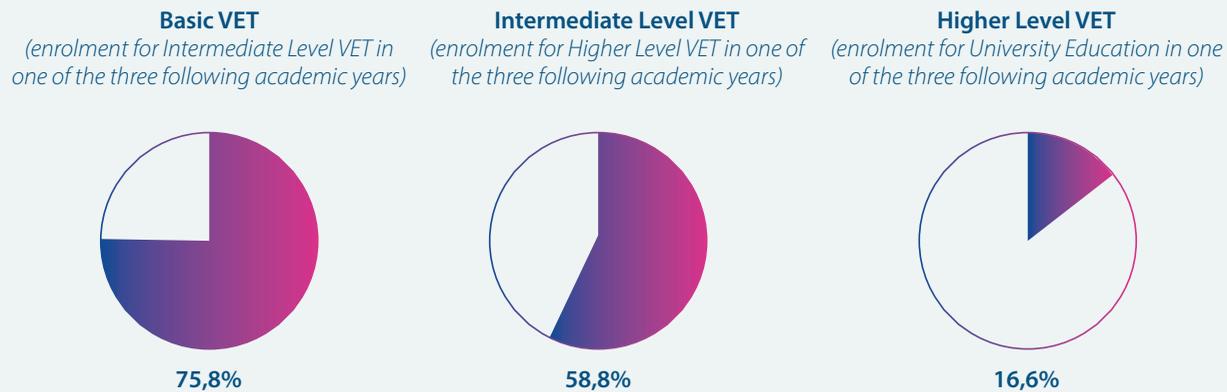
#### EMPLOYMENT RATE BY PROFESSIONAL FAMILY IN 2024, FOR STUDENTS QUALIFYING IN 2023



Source: Lanbide VET alumni survey, 2024 cohort

Vocational Education and Training which, given the breadth of its offering, ranges from Initial Vocational Education and Training to Specialist Courses, attracts students with a very wide range of social, personal and educational profiles, and facilitates the transition between the different levels. As may be seen below, promotion and continuation of training is more pronounced at the less-qualified training levels.

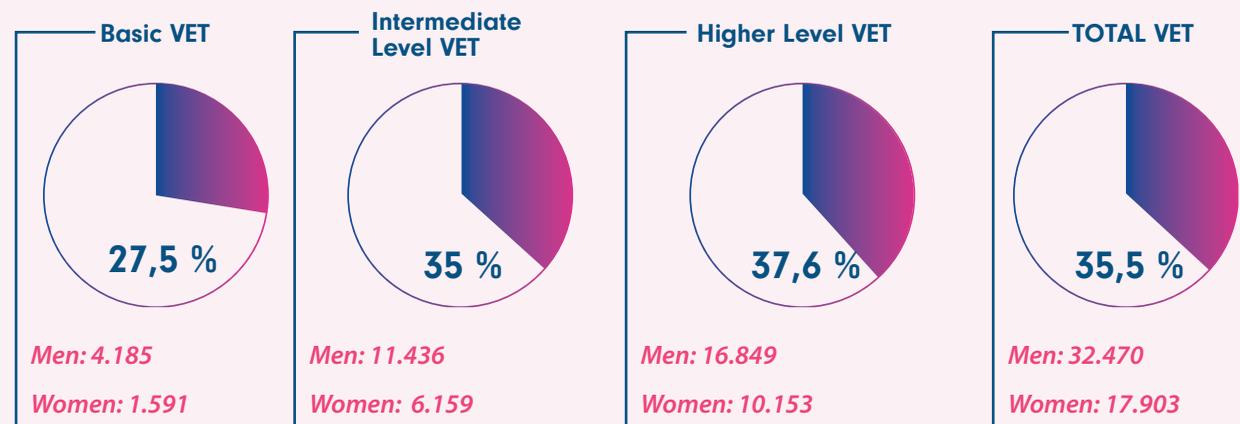
**PERCENTAGE OF VOCATIONAL EDUCATION AND TRAINING GRADUATES ENROLLING IN ONE OF THE THREE ACADEMIC YEARS FOLLOWING THE STUDY IN QUESTION TO CONTINUE THEIR EDUCATION.**



Source: VET educational monitoring statistics, Spanish Ministry of Education (Data for 2019-2020 alumni)

One aspect which we should still emphasise is the presence of women in Vocational Education and Training, accounting for just 35.5% of all students enrolled. This proportion drops in Basic Vocational Education and Training to 27.5%, a level representing the main source of access to the professional development system for many people from vulnerable groups.

**VET ENROLMENT IN THE BASQUE COUNTRY, BY SEX AND EDUCATIONAL LEVEL (2024-25 ACADEMIC YEAR)**



Source: Vice-Ministry of Vocational Education and Training, Basque Government

Furthermore, female participation tends to be concentrated to a greater extent in those professional families linked to the service sector. The low enrolment rate of women in more industrial and technological spheres of Vocational Education and Training is the result of a combination of social, cultural and educational factors, notably including: gender stereotypes, lack of information about professional prospects, or lack of role models. A number of initiatives are being promoted within Vocational Education and Training in the Basque Country to redress this dynamic and encourage the active presence of men and women in all sectors, supporting their personal and professional development.

In terms of employment and inclusion, we see confirmation within the institutional framework of a commitment to strengthen Vocational Education and Training as the guarantor of quality employment and inclusion. In 2021, the European Commission adopted a clear position with regard to the need for Vocational Education and Training in Europe to provide students with professional skills both at the technical and the personal and social level, with the aim of facilitating their access to a dynamic and constantly evolving labour market. It likewise emphasises that Vocational Education and Training must guarantee standards of quality and inclusion, ensuring fair opportunities for all social groups.

In accordance with these principles, the 2030 Basque Employment Strategy implemented by the Department

of Labour and Employment in 2021 has the aim of strengthening the social function of companies and improving working conditions, by adapting to transformations in the labour market, and promoting inclusion and equality. Within this context, Vocational Education and Training once again plays a central role in key strategy areas, such as aligning training provision with the demands of the labour market, encouraging lifelong learning, and the development of mechanisms to facilitate the employability of groups at risk of social exclusion.

More specifically, the 2023-2026 Basque Country Educational Guidance Strategy, promoted by the Department of Education and referred to above, helps to integrate the migrant population and address the low levels of female enrolment in industrial sectors.

Along similar lines, as indicated in the subsection concerning demographic transition, in terms of social cohesion, the Vice-Ministry of Vocational Education and Training has developed an Basic Vocational Education and Training model the purpose of which is to address students with a range of profiles, and in particular groups in a situation of social vulnerability. This model proposes Basic Vocational Education and Training characterised by flexible pathways in line with the specific needs of different groups, so as to guarantee inclusive and accessible education.

“ This model proposes Basic Vocational Education and Training characterised by flexible pathways in line with the specific needs of different groups, so as to guarantee inclusive and accessible education.

# 2.3

## TECHNOLOGICAL DEVELOPMENT AND DIGITAL TRANSFORMATION

Technological development and digitalisation represent one of the factors most clearly influencing our social and economic model, with a particular focus on the eruption of Artificial Intelligence. An increasing number of voices are warning of the onset of a new industrial revolution, with the capacity completely to redefine society and the labour market. There are numerous implications of this process for Vocational Education and Training: there will be an increase in the demand for technological professional roles, and those connected with the development, implementation and maintenance of digital solutions. Similarly, some occupations could become less relevant, and practically all workers will need to deal with digital tools to perform their work. Furthermore, given the fast pace of technological innovation, knowledge must be constantly refreshed, giving a new meaning and significance to training for workers.

This process is already under way. One example of this dynamic would be that between 2018 and 2024, jobs connected with technical ICT personnel in the sphere of Vocational Education and Training registered an increase of almost 63.7% in the Basque Country. In comparison, general employment in the Basque labour market grew by 6.9% over the same period.

### EVOLUTION OF ICT EMPLOYMENT IN THE BASQUE COUNTRY, 2018-2024



Source: Microdata from EPA, INE

Within this context, AI is taking on particular significance, and is seen as the key technology that will catalyse the next industrial revolution. According to the Report on the Future of Work produced by the World Economic Forum in 2025, the expectation is that the incorporation of AI will establish itself as the most transformative business trend up to 2030, as indicated by 86% of the employers surveyed. The growing integration of AI in a range of economic activities is giving rise to considerable demand for professionals with the skills to lead innovation and digital transformation processes at companies. In this regard, the report Occupational and Skills Analysis of AI-related Vocational Education and Training Profiles<sup>1</sup>, produced by the AI Excellence and Big Data VET Centres, identifies a total of 15 jobs directly linked to training delivered through Vocational Education and Training (Cloud Architects, Database Integrators, IoT Developers and others).

<sup>1</sup> Ministry of Education, Vocational Education and Training and Sport. Occupational and skills analysis of AI-related Vocational Education and Training profiles. Primary project no. 4: detection of profile needs in the Artificial Intelligence and Big Data sector/subsector. State network of Vocational Education and Training centres of excellence. July 2024.

Industry, which is a strategic vector in the economic development of the Basque Country, is likewise transforming productive models in all industrial sectors through the incorporation of technologies such as advanced automation, additive manufacturing, data analysis and machine learning. This technological transformation means minimising routine tasks, alongside a growing demand for versatile technical roles, with greater digital skills, analytical capacity, adaptability to complex and connected environments, skills for lifelong learning and problem-solving. Vocational Education and Training stands out here as one of the main providers of technical personnel in response to these new occupational and skills demands, both within consolidated professional profiles and other more novel roles (technical personnel for maintenance, robotic systems, or supervision and control of smart manufacturing systems, among others). A vital role is here played by the technological equipment of centres, the training of the teaching staff and the development of training pathways offering an agile response to an evolving labour market. Hence the recent inclusion of the digitalisation module in all Vocational Education and Training cycles, to provide students with the basic skills to master digital environments, addressing the secure use of technologies, data management, network communication and the application of digital tools in productive processes.

The trend towards digital development is underpinned at the EU level by the 2030 Digital Compass: the European way for the Digital Decade, reflecting the commitment to support Europe's economy, industry and society through the development of digital skills. Within this context, initiatives such as the Union of Skills and the Digital Education Action Plan (2021-2027) act as catalysts. The latter takes on particular significance in the sphere of education, setting out initiatives for an inclusive and digitally skilled Europe, and focusing on two priorities: foster an effective digital education ecosystem, and strengthen digital capacities and skills for progress in digital transformation. Tools such as the Digital Competence Framework for Educators contribute to progress in this direction, allowing Vocational Education and Training to continue to play a fundamental role in the development and strengthening of essential skills in the sphere of digitalisation. In this regard, the Osnabrück Declaration (2021-2025) proposes that Vocational Education and Training be configured as a key element to facilitate economic recovery and guarantee fair transitions towards digital and sustainable economies.

“ This technological transformation involves minimising routine tasks, and growing demand for versatile technical roles, with greater digital skills, analytical capacity, adaptability to complex and connected environments, skills for lifelong learning and problem-solving.



At level, emphasis should be placed on the 2025 Basque Country Digital Transformation Strategy ('ETDE2025'), promoted by the Department of Economic Development, Sustainability and Environment, and aligned with the global trend of integrating advanced technologies within digitalisation processes. Vocational Education and Training takes on substantive relevance in implementing this approach, mainly in promoting digital skills at organisations and within society in general, along with acceleration, experimentation and the use of digital technologies at companies (in particular SMEs).

It is here that the 2022-2024 Basque Education System Digital Transformation Plan has facilitated digital transformation in Vocational Education and Training, by launching the initiatives set out in the various areas of intervention. In this regard, progress has been made, among other aspects, towards (1) the development of a digital maturity model to provide a structured framework for the evolution of the education system; (2) the development of the digital skills of teaching staff and students; and (3) the strengthening of infrastructure for data mining as part of the Vocational Education and Training information system.

It is likewise expected that the new 2025-2029 Basque Education System Digital Plan, entitled Adimen Digitala (Digital Intelligence), will underpin this task and allow continued progress by establishing the guiding principles serving as the fulcrum for this digital transformation, with the following aim: assist in the development of skilled individuals, drive digital fairness and coverage of diversity, offer hybrid, flexible and open training, boost digital sovereignty, guarantee digital security, and promote the critical, responsible and healthy use of technology.

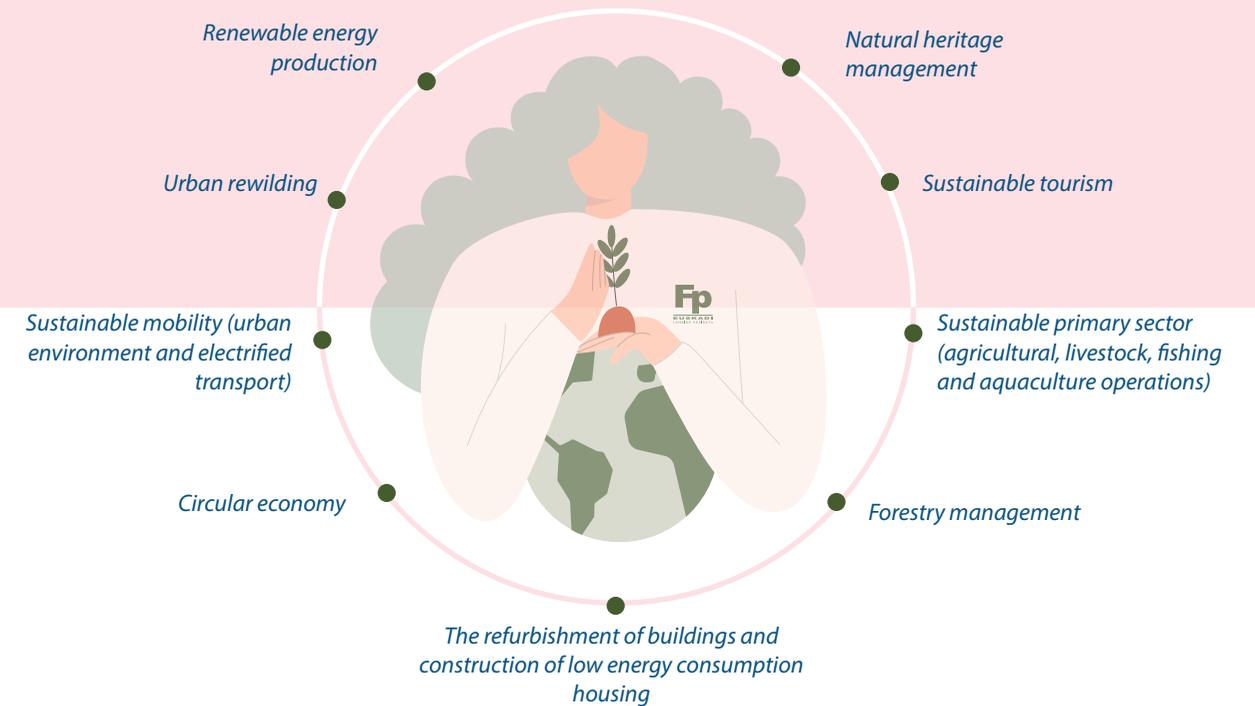
## 2.4 ENERGY AND ENVIRONMENT

The green transition is one of the main contemporary challenges, demanding a far-reaching reconfiguration of our consumption models and economic structure. The regions play a key role in this process, to the extent that they are estimated to be responsible for implementing 70% of climate change mitigation policies and 90% of adaptation policies (European Committee of the Regions: Commission for the Environment, Climate Change and Energy et al., 2022).

Vocational Education and Training represents an essential component in sectors transforming towards more sustainable models, such as construction, energy and industry. In this regard, the 2024 Vocational Education and Training Observatory Report sets out a series of green transition challenges in which Vocational Education and Training plays a critical role (VET Observatory Report, 2024).

### GREEN TRANSITION CHALLENGES LINKED TO VET.

The 2024 VET Observatory Report listed a series of essential green transition challenges in the sphere of both climate change and biodiversity which directly involve VET:



Source: 2024 VET Observatory Report (Caixabank Dualiza)

It is therefore vital to align the main challenges of the green transition with those Vocational Education and Training cycles that can act as levers of change. Cycles linked to the manufacturing sector are also particularly notable in the Basque Country, in line with its productive specialisation (Orkestra, 2023). These training programmes reveal considerable potential to generate green employment, opening up the opportunity to strengthen the development of skills focused on the transformation of production processes, as well as the design of more sustainable products and services.

**MAIN VET CYCLES SUPPLYING POTENTIALLY GREEN OCCUPATIONS IN THE BASQUE COUNTRY**

PROFESSIONAL FAMILY	CYCLE
Electricity and Electronics	Automation and Industrial Robotics (Higher Level)
Electricity and Electronics	Electrotechnical and Automated Systems (Higher Level)
Mechanical Manufacturing	Machining (Intermediate Level)
Mechanical Manufacturing	Design in Mechanical Manufacturing (Higher Level)
Mechanical Manufacturing	Production Programming in Mechanical Manufacturing (Higher Level)
Installation and Maintenance	Electromechanical Maintenance (Intermediate Level)
Installation and Maintenance	Maintenance of Thermal and Fluids Installations (Higher Level)
Installation and Maintenance	Industrial Mechatronics (Higher Level)
Chemicals	Analysis and Quality Control Laboratory (Higher Level)
Transport and Vehicle Maintenance	Automotive Sector (Higher Level)

Source: Orkestra, Competitiveness Report, 2023

In turn, beyond training per se, Vocational Education and Training centres can perform other functions in introducing regional sustainable development, such as through participation in green applied innovation projects in partnership with the productive sector.

In this regard, the Recommendation of the European Council (2020), and once again the Osnabrück Declaration (2021-2025), highlight the fundamental role of Vocational Education and Training in the transition towards greater sustainability, emphasising that green skills act as a core element of educational transformation. All this is aligned with the Green Deal, the European Union’s growth strategy to achieve climate neutrality by 2050, aiming to transform the way we produce, consume and live in Europe, guaranteeing a fair and inclusive ecological transition.

Along these lines, at the regional level, the 2030 Basque Country Environmental Framework Programme, promoted by the Department of Economic Development, Sustainability and Environment for the period 2023-2030 sets the target of establishing the Basque Country as a leading region in the sphere of environmental sustainability. Vocational Education and Training can make an active contribution in implementing a new model based on research and innovation as the essential levers guaranteeing a sustainable and inclusive recovery. The 2030 Basque Country Energy Strategy, promoted by the Department of Economic Development and Competitiveness for the period 2020-2030, likewise establishes guidelines in the sphere of energy, incorporated within Vocational Education and Training system programmes, thereby underpinning the commitment to energy transition and sustainability.

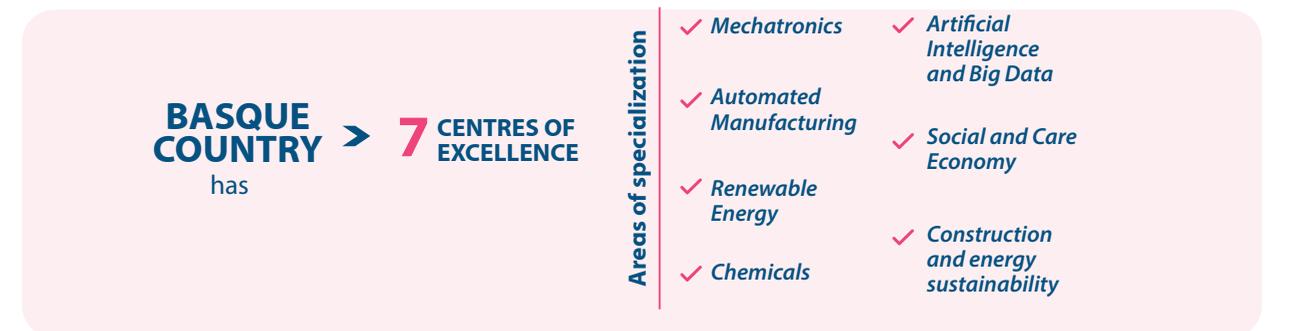
# 2.5

## COMPETITIVENESS AND WELL-BEING

Vocational Education and Training in the Basque Country is a strategic cornerstone in developing the talent needed to address challenges in the key sectors of the Basque economy. Its impact can in particular be seen in the energy, manufacturing, digital and care sectors, where a high proportion of workers have Vocational Education and Training qualifications. Manufacturing Industry stands out in particular, with 48.4% of workers having such training, followed by sectors including Water Supply and Waste, and Information and Communications, both with 44.6%. Meanwhile, the contribution in the healthcare and sociocultural field highlights the role of such training in strengthening the care economy.

These close ties to the productive sector make Vocational Education and Training a key tool in improving the competitiveness of the Basque economy. Its capacity to adapt to the needs of the labour market, in particular in such powerhouse sectors as energy, automotive, machine tools and ICT, underpin its role as a catalyst for regional development. In order to provide an effective response to the challenges raised, Vocational Education and Training in the Basque Country is based on an established ecosystem of innovation and quality, structured by means of three technical and advisory bodies for Vocational Education and Training, dependent on the Vice-Ministry of Vocational Education and Training: Tknika, IVAF and iTlent, which act as the drivers of continuous modernisation and links to the reality of the socioeconomic context.

Particular mention should in turn be made of the Spanish network of Vocational Education and Training centres of excellence, with centres serving as flagships within the system in specific knowledge areas. These centres lead advanced innovation and analysis projects, with the aim of subsequently transferring this knowledge to the system as a whole. The Basque Country has seven centres of excellence specialising in fields such as: Mechatronics, Artificial Intelligence and Big Data, Renewable Energies, Automated Manufacturing, Chemicals, and the Social and Care Economy.



The network of Vocational Education and Training centres in the Basque Country plays a vital role in promoting innovation. The Tkgune programme promoted by Tknika is one notable element, linking Vocational Education and Training centres to companies in order to develop applied innovation projects, above all at SMEs. This programme helps to improve company competitiveness and to refresh the knowledge of both teaching staff and Vocational Education and Training centres.

As Vocational Education and Training centres are firmly rooted around the region, they can reach out to a high percentage of companies located in non-urban districts, which are further removed from the agents traditionally driving innovation. Vocational Education and Training thus boast unique capabilities in the Basque Country, given the nature of its productive sector, in driving innovation and business competitiveness.

In turn, Vocational Education and Training centres also foster entrepreneurship through the Ikasapresa and Urratsbat programmes, which help with entrepreneurial outreach among students, teaching staff and the centres themselves. Ikasapresa has the specific goal of using learning to promote the development of individuals with the initiative and capacity to drive change, capable of transforming their ideas into projects at both the personal and professional level. Urratsbat, meanwhile, is a programme which helps students and alumni to set up their own business with the support of their educational centre. This initiative turns Vocational Education and Training centres into start-up incubators.

All the above makes Vocational Education and Training particularly significant in a range of regional strategies aiming to boost the competitiveness and well-being of the Basque Country.

The set of initiatives undertaken by Vocational Education and Training in the sphere of entrepreneurship in strategic sectors has helped bring about the development of the 2024 Inter-institutional Entrepreneurship Plan, by strengthening incubator networks and promoting inclusive entrepreneurship.

Economic development is one of the cornerstones of competitiveness and well-being, and the 2021-2024 Industrial Development and Internationalisation Plan therefore found Vocational Education and Training to be an effective ally, with this cooperation set to continue throughout the period covered by the current 2030 Basque Country Industry Plan. The fact is that Vocational Education and Training provides industry with a real boost in adapting professional skills to personal capabilities, along with cooperation initiatives, support for technology and innovation, and the fostering of innovative entrepreneurship. Vocational Education and Training will remain aligned with the new 2030 Basque Country Industry Plan, and continue to contribute as it has done up until now.

With regard to innovation, particular mention should be made of the alignment between Vocational Education and Training and the PCTI 2030 plan, closely linked to the Smart Specialisation Strategy ('RIS3'), promoted by the Department of Science, Universities and Innovation. Vocational Education and Training in practice incorporates the commitment to improve economic competitiveness and advance towards a sustainable growth model by fostering research and technological innovation, on the basis of a strategic prioritisation of smart specialisation in the Basque Country. These efforts focus on (i) contributing to scientific excellence by training talent specialised in applied research; (ii) fostering technological industrial leadership through the transfer of technology to the productive sector, to optimise its competitiveness; and (iii) promoting open innovation by catalysing and consolidating the innovation ecosystem. This task in fostering innovation through Vocational Education and Training must also be placed within the context of the European 2021-2027 Horizon Europe framework, an extensive research and innovation programme which aims to help foster the competitiveness, growth and well-being of Europe.

Likewise, the fundamental role played by Vocational Education and Training in building a competitive future based on well-being can only be fully understood with reference to Agenda 2030 and the SDGs (United Nations). Its importance here lies not only in its direct and effective integration within Vocational Education and Training, but also specific application in regional policies. The Basque Country Agenda 2030, promoted by the Basque Presidency for the period 2018-2030, is currently the chief example of this. The initiative establishes a strategic framework aligning economic development, environmental protection and social well-being. Within this context, Vocational Education and Training promotes innovation focused on well-being, with the aim of bringing about a more sustainable and inclusive development model, to guarantee competitiveness and well-being.

All of which is aligned with the European Union's Competitiveness Compass, which sets three major goals: reduce differences in innovation, advance towards competitive decarbonisation, and strengthen resilience. This all provides the overarching structure for an operational framework focused on consolidating Vocational Education and Training in line with the changing dynamics of the economy and society, highlighting flexibility, inclusion and accessibility to all citizens. The recently published Union of Skills allows progress in this direction, having

established as its goals: (1) build skills for quality jobs and lives, through an inclusive lifelong learning approach; (2) incentivise upskilling and reskilling, so that people can master the digital and green transition, with a particular focus on intermediate and lower-level qualifications; (3) circulate skills thanks to freedom of movement throughout the EU; and (4) attract, develop and retain talent.

## 2.6 INTERNATIONAL CONTEXT AND GLOBALISATION

In a profoundly interconnected world, the set of external factors that can influence each region has grown exponentially. The current geopolitical uncertainty thus raises challenges which may have an intense impact on the prevailing socioeconomic model, forcing regions to strengthen their resilience in strategic economic sectors.

Thanks to its commitment to excellence, Vocational Education and Training is driving the Basque Country's international profile as a leading player at the European and international level. Of particular note in this regard is the involvement in the Centres of Vocational Excellence (CoVEs), an initiative promoted by the EU with the aim of establishing international networks and alliances to make Vocational Education and Training a driver of innovation, regional development and competitiveness.

Vocational Education and Training has in fact taken on a key role within the Government Plan of the 13th Legislature, establishing various areas for action involving a pre-eminent international Vocational Education and Training model, to help position the region both within the European project, and as part of other networks and international bodies. This thus continues the acknowledged lead role of Vocational Education and Training as one of the cornerstones of the Knowledge and Innovation System within the 2025 Basque Country International Strategy, promoted by the Basque Presidency for the period 2021-2025, with the aim of underpinning the presence of the Basque Country on the international stage, and improving its global competitiveness.

Basque Vocational Education and Training likewise has its own approach in terms of the international environment and globalisation: the Basque Country VET Internationalisation Strategy for the period 2025-2028. This strategy establishes the fundamental principles allowing the Basque Vocational Education and Training system to operate in coordination.

### These include in particular the following functions:

1. Manage and coordinate the international activities of the Basque Vocational Education and Training System.
2. Foster the mobility of students and teachers.
3. Promote participation in international projects.
4. Attract talent to the Basque Country.
5. Consolidate the international profile of Vocational Education and Training in the Basque Country.

# 03

**BASELINE  
POSITION**

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## 03

3.1 Background

3.2 Execution of the sixth plan

# 3.1

## BACKGROUND

Vocational Education and Training has undergone a constant evolution in the Basque Country over recent decades, driven by a series of strategic plans focused on responding to changes in society, the productive sector and the labour market. Each of these plans has meant progress in consolidating the system, establishing new goals and tools to ensure quality VET, suited to present and future challenges.

### BASQUE VET PLAN I

(1997)

The first Basque VET Plan, approved in 1997, marked a milestone in establishing a structured and coordinated framework for VET in the Basque Country. Its main purpose was to integrate the various training initiatives within a uniform system offering a better response to the needs of the day. Three fundamental pillars were established in what was known as the Integrated System: improved training quality, the creation of an Integrated Professional Qualifications System and

the development of a network of VET centres. This plan also drove the creation of the Basque Vocational Education and Training Qualifications Institute (IVAC), with the aim of structuring and certifying the skills acquired by professionals, facilitating the recognition of qualifications in the occupational sphere.

### BASQUE VET PLAN II

(2004 - 2007)

The second Basque VET Plan was presented in 2004, running up until 2007, consolidating Vocational Education and Training as a cornerstone of economic development and competitiveness in the Basque Country. The focus was on modernising the system, aligning it with changes in markets, technologies and values. This plan defined four strategic strands: (1) update and improve the integrated qualifications and VET system; (2) ensure quality assurance in the Basque

VET; (3) promote innovation in Basque VET; and (4) introduce new technologies within Vocational Education and Training. Tknika, the Applied Innovation Centre for Vocational Education and Training in the Basque Country, was set up as part of this advance, as a flagship in the modernisation of methodologies and the link between training and enterprise.

### BASQUE VET PLAN III

(2011-2013)

Approved in 2009 and in force between 2011 and 2013, the third Plan had as its central strand the consolidation of the Integrated VET System. This plan was aligned with the European ET2020 strategy, placing particular emphasis on economic and social sustainability, underpinning the role of VT as the driver of transformation and adaptability in response to changes in the labour market and the new demands of the productive sector.

The structure of the plan was based on four strategic goals: (1) foster lifelong learning and mobility, (2) improve the quality and effectiveness of VET, (3) promote fairness and social cohesion, and (4) increase creativity and innovation in training.

### BASQUE VET PLAN IV

(2014-2017)

The fourth Basque VET Plan was designed in 2014, with the aim of transforming the system, making it more agile and adaptable to the needs of the labour market, in both the short and long terms. It was seen as essential here to improve people's employability and underpin the competitiveness of the Basque business sector within a global context, while also strengthening social cohesion. One of its main contributions was to bring in a new Combined VET Model, based on three key elements: integrated training, applied innovation and active entrepreneurship. This plan also strengthened the internationalisation of the system and consolidated the concept of VET centres as key agents in training and talent specialisation.

Its main guiding principles were above all a commitment to an integrated approach to VET, with people at its heart, focusing on knowledge and innovation, sustainability, social responsibility, engagement with companies, and inter-institutional and public-private partnership. Specific measures were promoted, such as the creation of the Institute of Applied Creativity in VET, the transformation of the Basque Qualifications Institute into the Basque Institute of Knowledge, and the launch of strategic platforms for collaboration between companies and VET centres to improve products, processes and services. The Network Nodes were also established, as sectoral groupings focused on forging stronger bonds between VET and the productive needs of the Basque Country.

## BASQUE VET PLAN V

(2018-2021)

The fifth Plan, in force between 2018 and 2021, was a response to the challenges of a society in constant transformation, shaped by progress in digitalisation and the fourth industrial revolution, in turn demanding an emphasis on social values and the essence of humanity. The plan was thus devised as a model of sustainable human development, driving talent through the acquisition of the skills and qualifications needed to address changes on the occupational, economic, scientific and cultural landscape.

The plan was structured in terms of nine major lines of action: (1) future learning, focused on identifying market needs and trends; (2) industry 4.0, strengthening applied innovation and the development of new technological skills; (3) collaborative intelligence and transformative

flexibility, to strengthen the adaptability of the system; (4) sustainable development and bioscience, integrating tools to implement sustainability within training; (5) internationalisation, expanding partnership with other VET systems worldwide; (6) continuous improvement, promoting sustainable management at training centres; (7) complexity management, with a focus on the transformation of centres towards more efficient and inclusive models; (8) smart, high-performance organisations, to boost educational quality; (9) specialised structures with a focus on meeting social, economic and technological challenges.

## BASQUE VET PLAN VI

(2022-2024)

The sixth Plan, in force since 2022, aims to align VET with technological, social and economic changes, in harmony with such strategies as Agenda 2030, the Basque Smart Specialisation Strategy (RIS3), and the Basque Country Digital Transformation Plan. The emphasis was specifically on progress towards sustainable and inclusive human development, boosting the talent of individuals by incorporating advanced learning models in response to the challenges derived from a new, smarter, more technological and digital productive environment.

The structure of the plan covered four key strategies: (1) incorporation of new technologies within VET, including AI, Big Data, Blockchain and Additive Manufacturing; (2) innovation in teaching methodologies, through simulations, digital twins and challenge-based learning; (3) promotion of Dual

VET, strengthening links with companies to improve occupational inclusion; (4) heightened digital security and cybersecurity, preparing students for the challenges of the digital transformation. The plan furthermore promoted internationalisation, underpinning collaboration with universities and facilitating international recognition of Basque VET. It likewise boosted flexibility and lifelong learning, ensuring accessible training adaptable to the needs of the labour market, in a constantly evolving climate. During this period the Basque Talent Institute (iTlent) was set up with the aim of transforming and evolving the concept of learning. Meanwhile, the Basque Future Learning Institute (IVAF) evolved out of the Basque Vocational Training Qualifications Institute (IVAC).

# Evolution of VET Plans

## BASQUE VET PLAN I

(1997)

Unification of the system: Qualifications system implementation, improved VET quality and development of network of VET centres.

IVAC

## BASQUE VET PLAN II

(2004-2007)

Modernisation of the Integrated System.

TKNIKA

## BASQUE VET PLAN IV

(2014-2017)

Combined VET model: integrated training, applied innovation and active entrepreneurship. Greater internationalisation of the system.

IDEATK

## BASQUE VET PLAN III

(2011-2013)

Consolidation of the Integrated System. Greater adaptability of VET in line with the productive sector.

## BASQUE VET PLAN V

(2018-2021)

Sustainable human development model within the context of the fourth industrial revolution and digitalisation.

## BASQUE VET PLAN VI

(2022-2024)

Boost for talent focused on new technologies and methodologies, promoting dual VET and strengthening digital security.

ITLENT (previously IDEATK)  
IVAF (previously IVAC)

Basque VF support bodies.

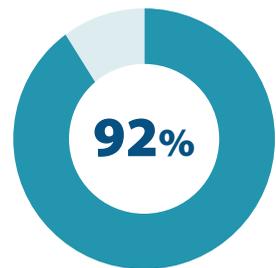
# 3.2

## EXECUTION OF THE SIXTH PLAN

The sixth Basque VET Plan serves as the inevitable starting point for the 2030 Basque Country VET Strategy. Without aiming to engage in a detailed analysis of the implementation of the latter, we would emphasise that 96% of the objectives have been achieved. The most significant aspects in terms of execution are set out below:

### A | TECHNOLOGY, DIGITALISATION AND SMART SYSTEMS

- 1. Digital Transformation
- 2. Technological development and applied intelligence



### B | STRATEGIC INNOVATION AND DISRUPTIVE TRANSFORMATION

- 3. Disruptive innovation
- 4. Innovation applied in strategic environments



### C | MANAGEMENT OF INTELLIGENCE AT VOCATIONAL TRAINING 5.0 CENTRES

- 5. Management of applied intelligence
- 6. Management of complexity
- 7. Change management



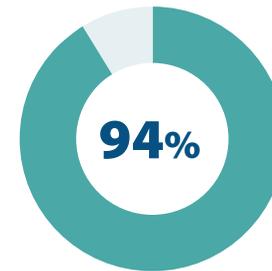
### D | BIOTECHNOLOGY, REGENERATION AND WELL-BEING

- 8. Bioscience and sustainability
- 9. Sustainable VET centres



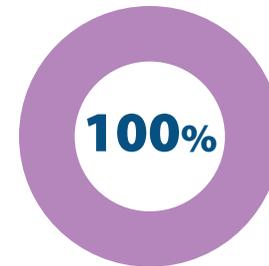
### E | HUMAN DEVELOPMENT. PEOPLE AS PROTAGONISTS OF TRANSFORMATION

- 10. High-performance training
- 11. The human dimension in VT
- 12. High-Qualification training
- 13. Inclusive training



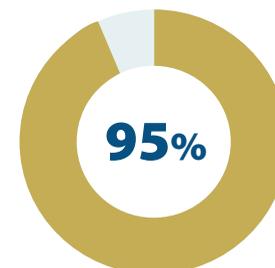
### F | SMART VET 5.0 CENTRES

- 14. New VT centre model



### G | INTERNATIONALISATION OF THE BASQUE VT SYSTEM

- 15. Internationalisation of the Basque Vocational Training system



# 04

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## BASQUE VET

# 04

- 4.1 The Basque VET network
- 4.2 Knowledge generation network
- 4.3 Innovation system
- 4.4 Entrepreneurship
- 4.5 Internationalisation

# BASQUE VET

As may be seen, the development of prior Vocational Education and Training plans has successfully brought us to the current situation of Vocational Education and Training in the Basque Country: a robust and advanced VET structure, interlinked with society and the productive sector, and focused at all times on personal development.

VET in the Basque Country is a learning system that generates knowledge in the service of the well-being of individuals and society, an innovation system committed to technological development, and an open system operating in a network from the local to the international level.

## ➤ An evolutionary and networked system at the service of people, companies and society

VET in the Basque Country takes the form of a smart and cooperative network structure, focused on people and their holistic development, as well as support for companies and society as a whole.

## ➤ A system at the service of well-being

VET in the Basque Country acts as a key lever in addressing the challenges of well-being and social cohesion, integrating economic development and social progress with a perspective committed to fairness and sustainability.

## ➤ The VET system as an open network

The structuring of the networked system, both internally and externally, turns VET centres into smart nodes which cooperate to absorb, generate and spread knowledge and innovation.

## ➤ The internationalisation of the system

The international profile of Basque VET is based on participation in global innovation and training projects, consolidating a locally rooted system which is open to the world.

## ➤ The VET system as an innovative system

Innovation, an essential part of VET in the Basque Country, is seen as a strategic and continuous process, integrating values, knowledge, technology, cooperation and leadership to anticipate and respond to social and productive changes.

## ➤ The VET system as a source of knowledge

VET in the Basque Country drives high-performance learning by structuring knowledge, talent and technology with the aim of strengthening the skills of individuals and companies.

## ➤ The VET system committed to technological development

The integration of advanced and disruptive technologies – from artificial intelligence to additive manufacturing and bioprinting – turns VET centres into key platforms for technical learning aligned with the strategic sectors of the future.

## ➤ The VET system fostering entrepreneurial culture

VET in the Basque Country develops people's entrepreneurial attitude and drives the creation of companies through resources, training and collaborative networks.

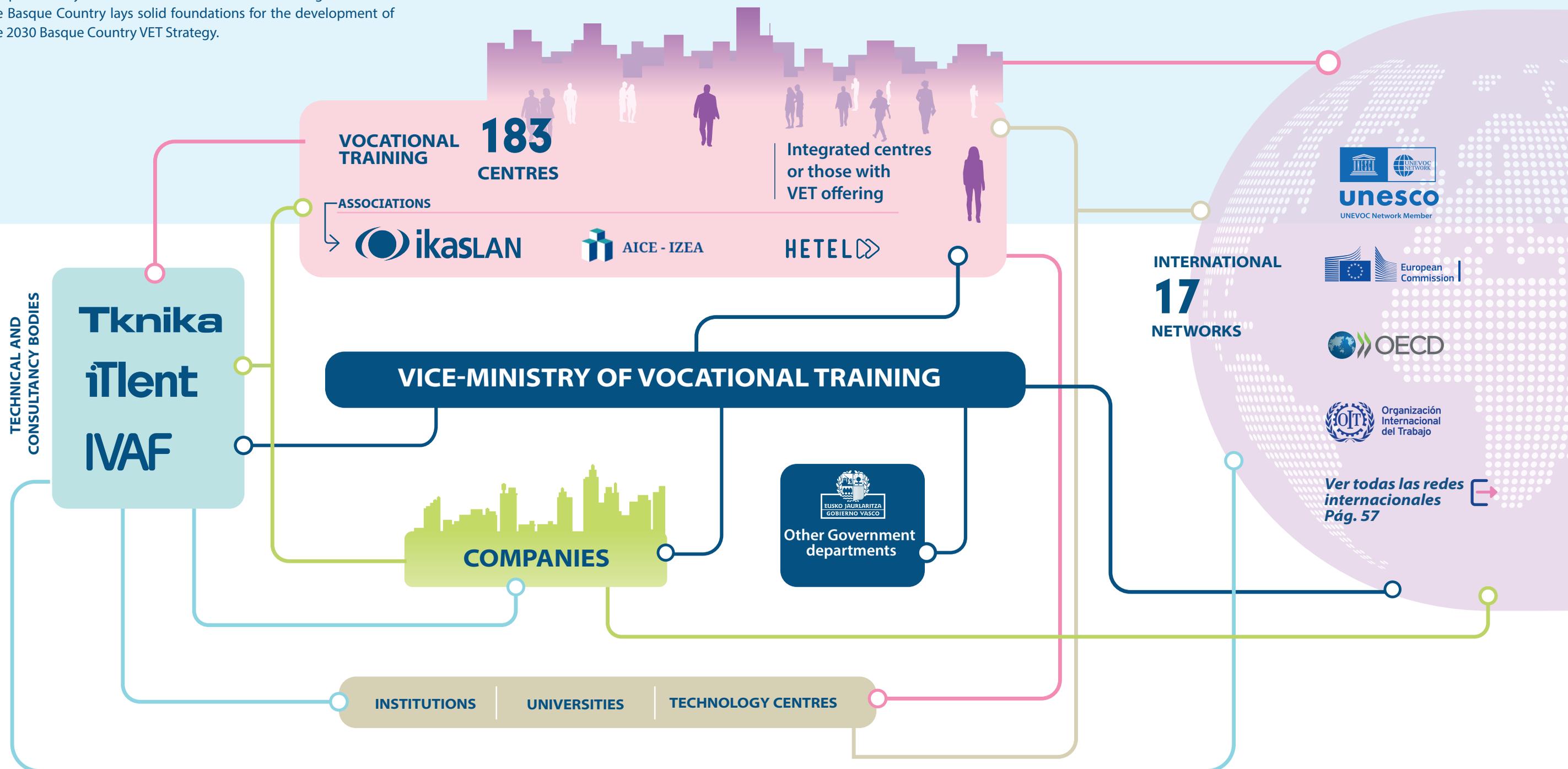
# 4.1

## THE BASQUE VET NETWORK

The figures presented below show a clear and descriptive image of the current situation of Vocational Education and Training in the Basque Country. The Vocational Education and Training network of the Basque Country lays solid foundations for the development of the 2030 Basque Country VET Strategy.

The three technical and consultancy bodies currently available to the Vice-Ministry of Vocational Education and Training (Tknika, IVAF and iTlent) facilitate, promote and guarantee connections among the lines of training and action of Vocational Education and Training centres and the needs of the productive sector.

Their efforts have served to consolidate a model capable of drawing in cutting-edge knowledge, and disseminating this among the teaching staff, the fundamental agent serving as the fulcrum of the entire Vocational Education and Training system.



# 4.2

## BASQUE VET GENERATING KNOWLEDGE

In response to the challenges raised by the continuous changes and progress occurring in different professional sectors with increasing speed, VET in the Basque Country adapts its training offering to provide an agile response to needs arising in different productive sectors. This offering emphasises:

- A Levels** (Partial accreditation of skills)
- B Levels** (Skills certificates)
- C Levels** (Professional Certificates)
- D Levels** (Basic Technician, Technician and Higher Technician)
- E Levels** (Specialist Technician and Master of VET) Specialisation Programmes

In the Basque Country, for the 2025-26 academic year we have 156 training cycles in place (D Levels), 35 Professional Certificates (C Levels), 22 specialisation courses (E Levels), and 16 specialisation programmes covering 23 professional families.

In turn, the specialisation programmes and courses allow a direct response to the needs of the productive sector.

### SPECIALISATION PROGRAMMES.

High-performance training established by the Department of Education of the Basque Government, following proposals by the Vice-Ministry of Vocational Education and Training, intended to improve the employability of individuals and the competitiveness of companies.

The priority is placed on delivering these courses through the Dual VET framework on an intensive basis for those undertaking a Vocational Education and Training cycle, as training to supplement the skills already acquired.

To date, **42** specialisation programmes have been designed, in response to the needs of more than **160** companies, training over **1,400** participants.

### SPECIALISATION COURSES.

This is specialist (E Level) training focused on emerging fields in the occupational sphere. These courses provide supplementary training for those holding Vocational Education and Training qualifications.

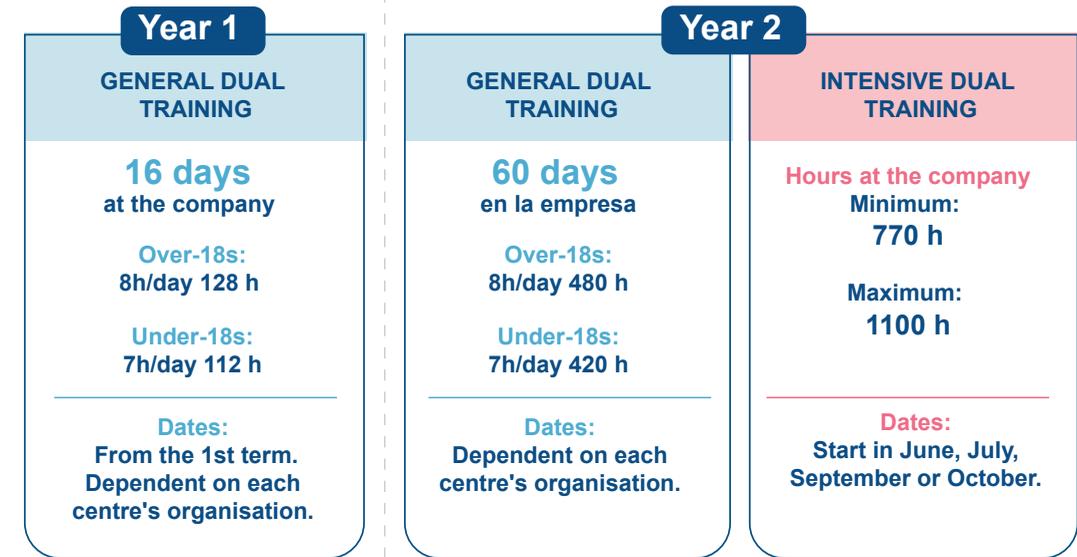
Depending on their complexity, they may be at tier 2 (Intermediate Level) or tier 3 (Higher Level).

**71** groups are currently studying some of the **22** specialisation courses which have been implemented.

We have 70 Integrated Vocational Education and Training centres, 67 of which have implemented the new organisational structures.

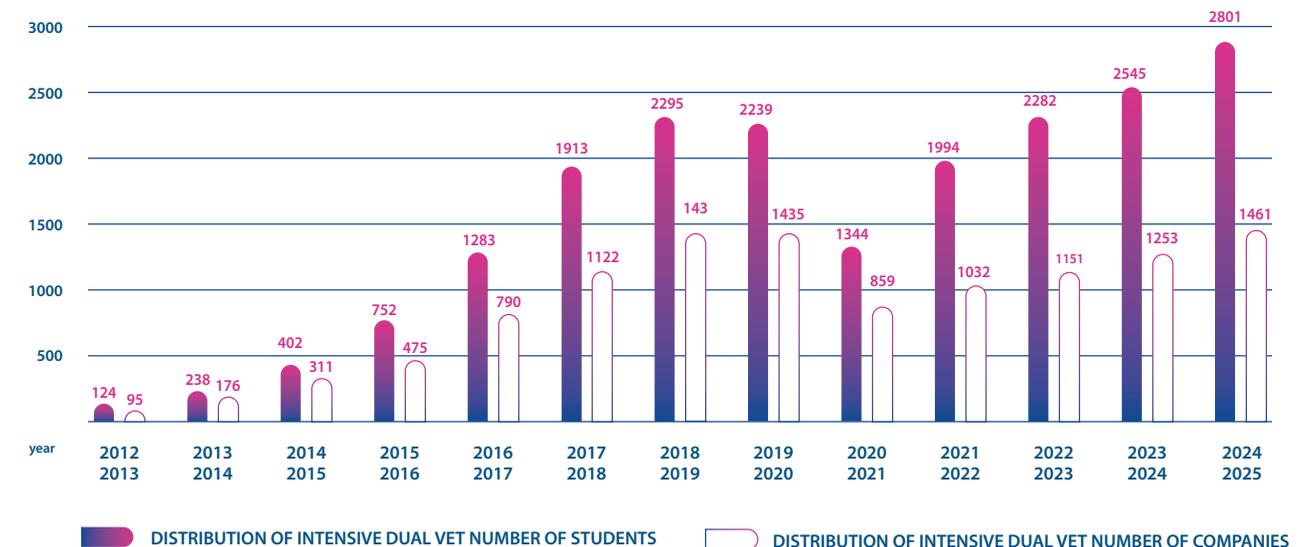
In the 2021-2022 academic year, the General Dual system was progressively started up in the Basque Country with a pilot initiative in the first years of Intermediate and Higher Level. In the 2024-2025 academic year, 100% of the training offered in the Basque Country is Dual format, under both the general and intensive regimes.

Meanwhile, in the 2021-22 academic year, the Basque Country progressively started up the General Dual system, previously known as Workplace Training, with a pilot initiative for the initial years at Intermediate and Higher Level. In the 2024-2025 academic year, 100% of the training offered in the Basque Country is Dual format, under both the general and intensive regimes.



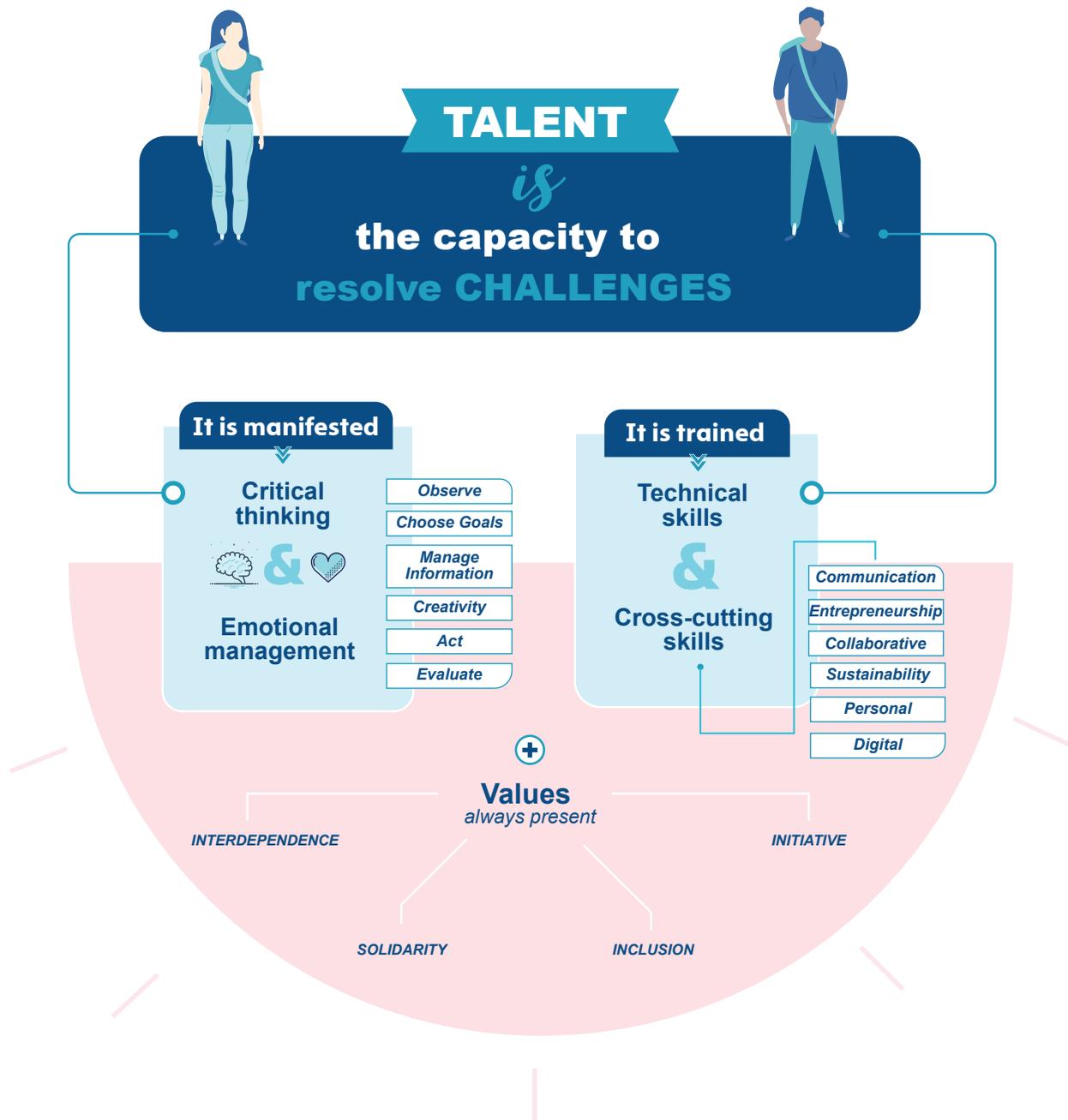
The following graph shows the evolution of participation in intensive dual education since its implementation in the 2012–2013 academic year. It shows the impact of the pandemic on the 2020–2021 academic year and the relevance that this model has been acquiring in recent years.

EVOLUTION OF INTENSIVE DUAL TRAINING FROM 2012–2013 TO 2024–2025

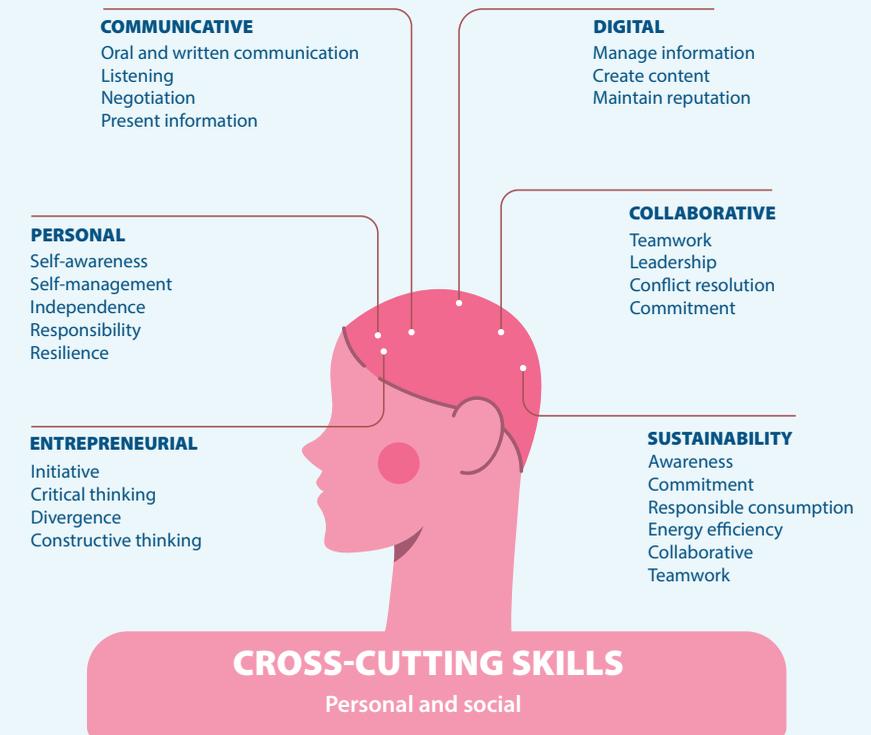


Source: Vice-Ministry of Vocational Education and Training, Basque Government

Talent generation is a priority for Basque VET. We view talent as a quality that every individual has, manifested in situations bringing into play critical thinking and emotional management to observe reality, select valuable goals based on values, manage information to understand and derive resolute ideas leading that person to act and constantly evaluate the process and outcomes.



The cross-cutting skills that VET in the Basque Country aims to develop in the professionals of the future and that represent an essential component in generating talent, are as follows:



We understand that the generation of talent requires training, to which end we employ the collaborative learning model based on ETHAZI challenges. This approach fosters the development of technical and cross-cutting skills, integrating a value-based vision that enriches the commitment to learning with a strong human focus.

Following initial implementation of the ETHAZI model in the 2013-2014 academic year, with a pilot scheme involving 5 centres and 5 training cycles, the ETHAZI model is now, in the 2024-2025 academic year, in operation at 89 Vocational Education and Training centres, on 745 training cycles in 25 professional families, representing the involvement of some 30,000 students.

With the aim of fostering values among students, and also approaching them from a general perspective, the Values 4.0 project has been implemented since 2017, so as specifically to integrate this facet within the learning process. During the 2024-2025 academic year, the figures for the implementation of this project are as follows: 50 Vocational Education and Training centres working on the incorporation of these values, 310 teaching staff trained in how to integrate them into the educational process, and an impact of approximately 6,000 students developing these values across their training cycles.

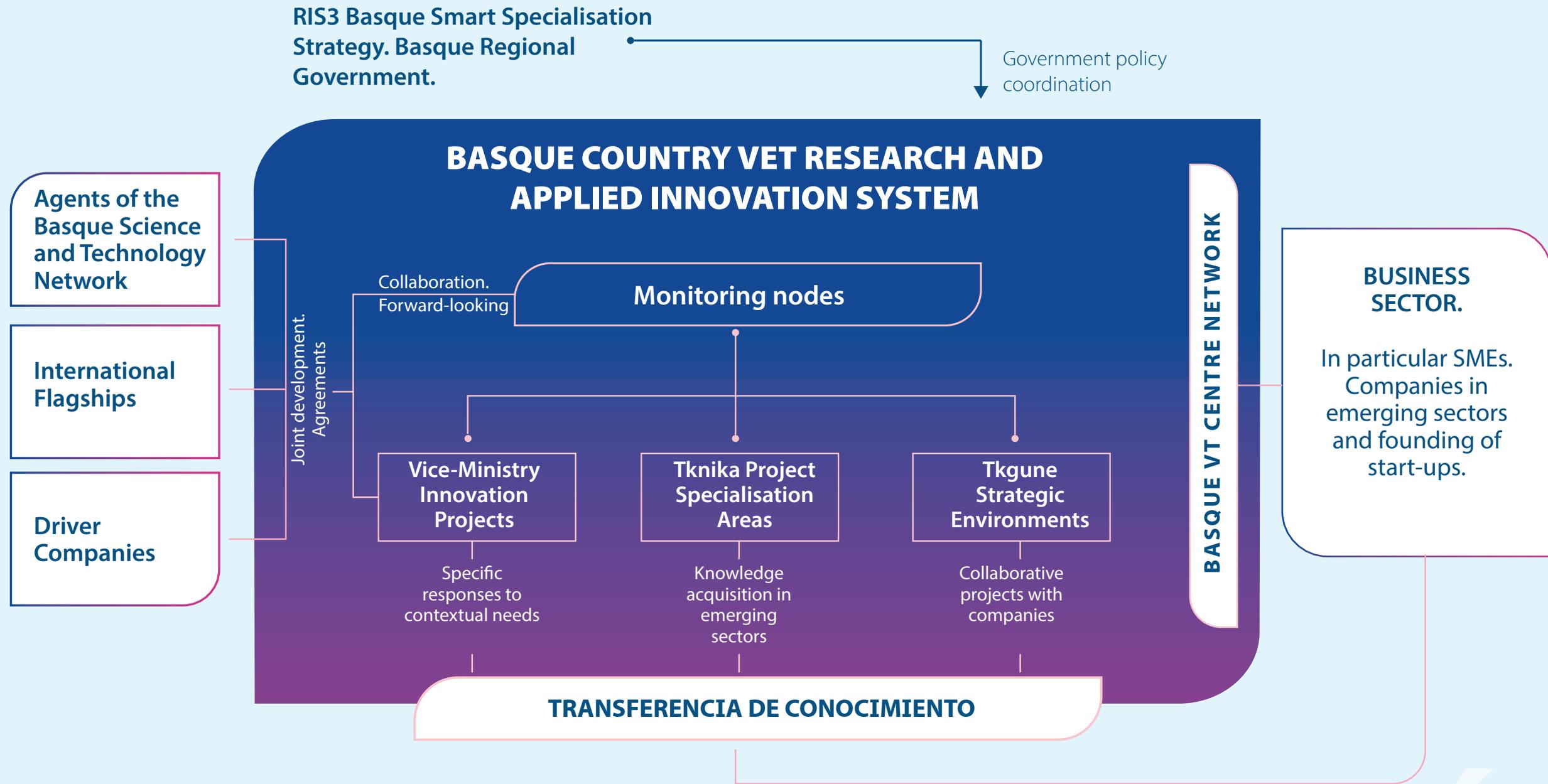
Recognized as a good practice by UNEVOC:  
[https://unevoc.unesco.org/pub/entrepreneurship\\_tknika\\_ethazi.pdf](https://unevoc.unesco.org/pub/entrepreneurship_tknika_ethazi.pdf)



# 4.3

## INNOVATION SYSTEM

The innovation system is based on a monitoring process organised through what are known as Monitoring Nodes, proposing three lines of action with the aim of transferring knowledge to the Basque VET Training Network.



## Network nodes focused on monitoring

The network nodes are structured as groupings of specialist centres which share themes and objectives. Their purpose is to develop, consolidate and provide the productive sector with access to the distinctive skills needed in each strategic field. These nodes allow systematic monitoring of trends, and facilitate the incorporation of new technologies, methodologies or applications at Vocational Education and Training centres.

Over the course of recent years, this model has continued to evolve and expand. In the 2025-2026 academic year, it is made up of 8 nodes involving 26 VET centres, one of the priorities being that the results of their work should be made available to all teaching staff and the entire network of Vocational Education and Training centres.

### 8 NODES

Advanced Manufacturing	Energy	Autonomous Robotics	Creative Industries
Digital and Connected Factory	Biosciences and Biotechnology	Quantum Technologies	Health

## Lines of action

This monitoring has resulted in the development of the following lines of action, for the purpose of knowledge transfer: specialisation areas, innovation projects of the Vice-Ministry, and Tkgune strategic environments.

### SPECIALISATION AREAS

The aim of these specialisation areas is to develop projects to generate knowledge and skills in those emerging areas earmarked as priorities in Basque Government policy. Work is currently ongoing in 19 specialisation areas:



## VICE-MINISTRY INNOVATION PROJECTS

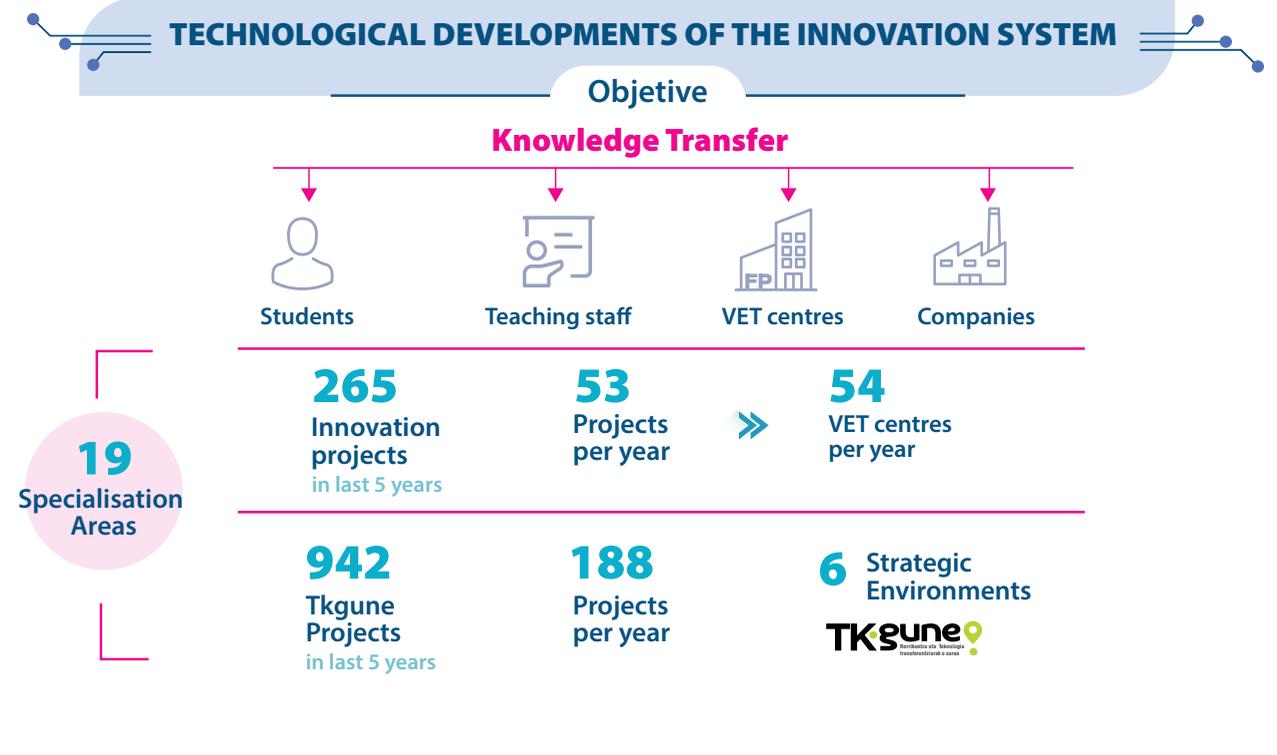
The Innovation Projects of the Vice-Ministry are short-term initiatives (typically lasting one academic year), focused on developing technological solutions in line with the strands of the Vocational Education and Training Plan in force, and proposals made by the and Training centres themselves. Their main aim is to transfer knowledge to students, teaching staff and Vocational Education and Training centres across the Basque Country, along with the business sector, in particular SMEs.

During the last five academic years, 265 innovation projects have been developed, a yearly average of 53 projects at 54 vocational education and training centres per year.

## TKGUNE STRATEGIC ENVIRONMENTS

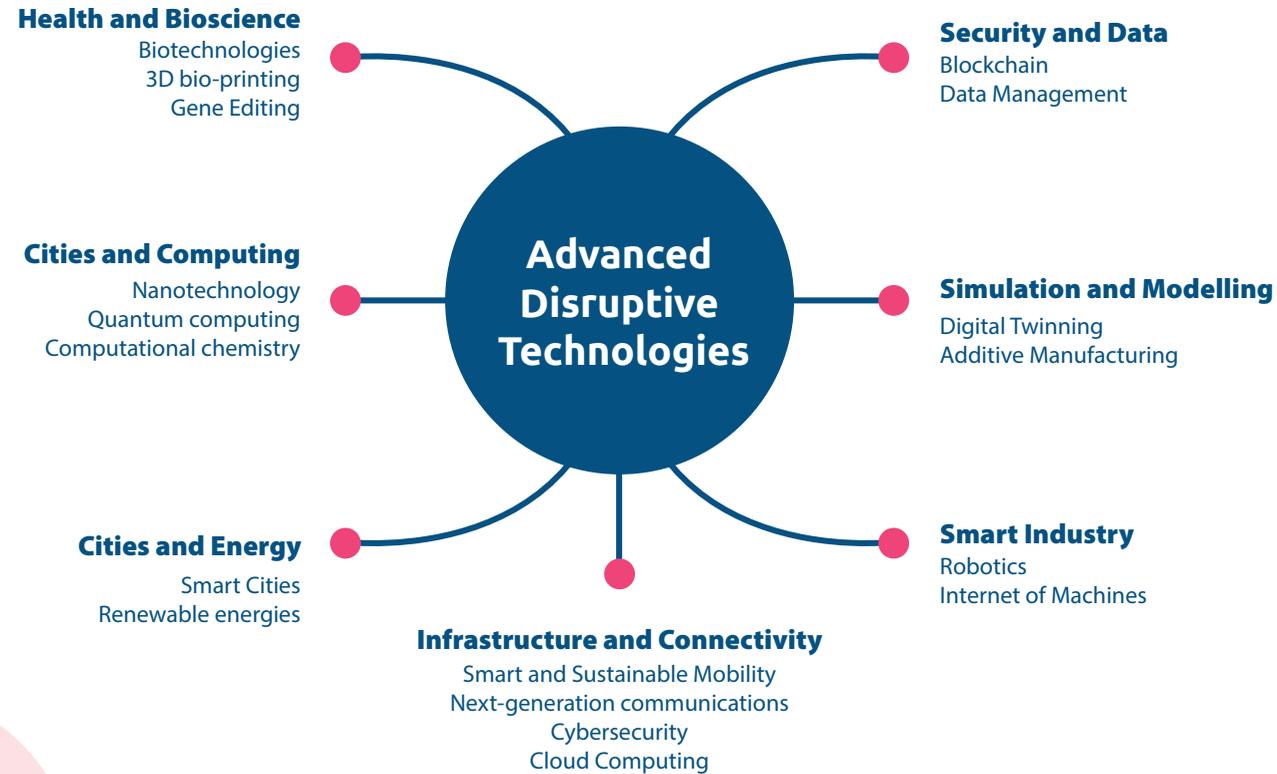
The aim of Tkgune is to drive applied innovation projects in partnership with companies, so as to offer a response to the scientific and technological refresher needs of teaching staff and promote innovation both at companies (above all SMEs) and Vocational Education and Training centres.

Over the last five academic years, 942 Tkgune applied innovation projects have been developed in partnership with companies, making an average of 188 projects per year, deployed in six strategic environments and at 51 Vocational Education and Training centres.



*Vocational Training drives innovation projects that generate knowledge in response to the needs of the Basque Country's productive sector and strengthen partnership with companies, ensuring technology and knowledge transfer to companies and the network of centres, while also helping to develop the talent of the future professionals of the Basque Country.*

## DISRUPTIVE STRATEGIC TECHNOLOGIES



For Vocational Education and Training centres in the Basque Country, digital transformation is an inevitable necessity. Key aspects include:



### TRAINING AND MODERNISATION

- Lifelong learning and teacher accreditation plan



### INTERACTIVE AND IMMERSIVE TECHNOLOGIES

- Interactive technologies
- Immersive technologies (augmented reality, virtual reality, blended reality)
- Dynamic digital content generation spaces

## 4.4 ENTREPRENEURSHIP

Stimulation of entrepreneurship within the in the Basque VET System Country is based on two pillars: Ikasempresa and Urratsbat, which integrate entrepreneurial culture within training, boosting employability and regional competitiveness.

Ikasempresa: a programme focused on learning entrepreneurship by developing real enterprise ideas in the classroom. Since it was first launched in 2006, 52,388 students belonging to 87 vocational education and training centres have addressed entrepreneurial culture through 9,981 enterprise simulation projects.

Urratsbat: an enterprise creation support programme intended for students at vocational education and training centres, alumni of the centre, and anyone connected with a centre through Training courses.

2,496 entrepreneurial projects have been handled since 2013, leading to the launch of 1,160 companies, with an average survival rate of 69% three years after they are founded.

**“IKASEMPRESA RAISES STUDENT AWARENESS AND PREPARES THEM, THROUGH URRATSBAT, TO SET UP REAL COMPANIES”**



### ikasempresa

Gaitasunak lantzen  
Trabajando competencias

**52.388**  
Students  
since 2005

**87**  
VET centres  
participating

**9.981**  
Enterprise simulation  
projects

Recognized as a good practice by UNEVOC:  
<https://unevoc.unesco.org/pub/promisingpractices-tnika5.pdf>



### urratsbat

Enpresak sortzen  
Creando empresas

**2.496**  
Projects  
undertaken

**1.160**  
Enterprises  
created

**927**  
Projects  
undertaken

**393**  
Enterprises  
created

Since 2013

2020-2024

# 4.5

## INTERNATIONALISATION IN BASQUE VET

The Basque Vocational and Trainins system, understood as the group made up of Vocational Training centres, associations of centres and directors, business associations, Tknika and the Department of Education of the Basque Government, undertakes activities for the internationalisation of Basque Vocational Education and Training.

There has been involvement in international projects funded by a range of programmes, most of them European, such as Erasmus+, Interreg and Horizon Europe. **443 international projects** have been undertaken since the 2021-2022 academic year, an **average of 89 per year**.

Relations with leading international bodies, such as



Recognized as a good practice by UNEVOC:



**EXAM 4.0**  
THE EXCELLENT ADVANCED MANUFACTURING 4.0

<https://unevoc.unesco.org/home/Promising+Practices+in+TVET/lang=en/id=6400#detail>



The Department of Education encourages European mobility, with the aim of improving the language skills and cross-cutting skills of both students and teachers within Vocational Education and Training. 5,000 mobility stays have been co-funded since the 2021-2022 academic year.

**+5.000**  
**Mobility**

Since the 2021-2022 academic year

# 05

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## MISSION, PRINCIPLES AND VALUES

# 05

- 5.1 Mission
- 5.2 Corporate principles
- 5.3 Our defining values

# 5.1

## MISSION

The Basque Vocational Education and Training system promotes the training of free, responsible individuals and skilled professionals, equipped with the knowledge, values and capabilities allowing them to engage with the process of transforming society. We set out the mission of Vocational Education and Training in the Basque Country in the following terms.

*The mission of the Vocational Education and Training System of the Basque Country is to develop talent for a more prosperous, cohesive, competitive, sustainable and innovative Basque Country, in close collaboration with companies and social agents.*

In short, we are in the service of people and society in the interests of progress in sustainable and inclusive social development. Hence the motto of this Plan:

**“VOCATIONAL EDUCATION AND TRAINING AT THE SERVICE OF PEOPLE AND SOCIETY.”**

The development of Vocational Education and Training in the Basque Country is based on a robust corporate identity, rooted in principles and values that steer its actions and define its role within society. Our very purpose is the continuous improvement of Vocational Education and Training, raising the level of specialisation, guaranteeing inclusiveness and contributing to the progress of both people and the business sector of the Basque Country.



# 5.2

## CORPORATE PRINCIPLES

The principles guiding our daily efforts lay the foundations for our identity and operational strategy.

### COMMITMENT TO HIGH-QUALITY, DIVERSE, INCLUSIVE TRAINING, TAILORED IN RESPONSE TO PRESENT AND FUTURE CHALLENGES

We are committed to a training model that promotes specialisation, tailored to the needs of companies, and with a high level of academic and professional rigour.

Inclusion is a fundamental cornerstone: we address all of society, excluding no one, and adapting our offering to different groups and professional profiles.

### SUPPORT FOR INNOVATION AND TRANSFORMATIVE TECHNOLOGIES

Digital transformation and innovation form part of our identity. We integrate advanced technologies to contribute to the competitiveness and efficiency of companies and improve job opportunities.

We not only provide training in technology, but also use it as a key tool for inclusion and to improve training quality.

### COMMITMENT TO THE BASQUE LANGUAGE AND THE CULTURAL IDENTITY OF THE BASQUE COUNTRY

The promotion and use of the Basque language in Vocational Education and Training is a priority, both as a means of communication and an essential element of our identity.

### COMMITMENT TO COMPETITIVENESS AND SOCIOECONOMIC DEVELOPMENT

We work in close collaboration with the business sector to help improve its productivity, by training highly qualified professionals.

We foster the professional development of individuals, helping them to find quality jobs that contribute to their personal and professional growth.

### FLEXIBILITY IS THE BASIS OF THE TRAINING WE OFFER

We design flexible training pathways, tailored to the changing needs of the economy and society.

We offer a wide range of qualifications in different formats, as well as varying methodologies and services to reach out to different groups and professional profiles.

We are committed to lifelong learning, allowing any individual to refresh their knowledge and skills at any time.

### PROFESSIONAL, PERSONAL AND TALENT DEVELOPMENT

We work to develop the personal and social skills of our students, enhancing abilities such as leadership, critical thinking, communication and teamwork.

We foster democratic culture, ethical growth, and the establishment of robust values allowing each individual to address their professional development with responsibility and commitment.

### INTERNATIONAL OPENNESS

We adopt a global vision in our work, forging international alliances to position the Vocational Education and Training of the Basque Country at the global forefront.

We promote and take part in international projects, such as mobility programmes for students and teachers, fostering collaborative learning with a focus on innovation.

### EQUAL OPPORTUNITIES WITH A GENDER FOCUS

We foster equal opportunities in training, promoting the active presence of women and men in all sectors, supporting their personal and professional development.

# 5.2

## OUR DEFINING VALUES

The values steering the approach of Vocational Education and Training in the Basque Country are aligned with its commitment to excellence, inclusion and sustainable development.



### 1 ETHICAL COMMITMENT

We act responsibly and transparently in all our initiatives, guaranteeing respect for the people and institutions with which we cooperate.

### 2 EMPATHY AND FOCUS ON PEOPLE

People are at the heart of our system. We strive to understand their needs and offer personalised solutions.

We promote an environment of respect and cooperation, where each individual is able to develop their talent.

### 3 COOPERATION AND NETWORKING

We believe in cooperation as the driver of progress. We encourage alliances among centres, companies, public authorities and social agents to enrich the training we offer.

### 4 INNOVATION AND CREATIVITY

We are committed to the research and development of new ways of teaching and learning.

We apply creativity in resolving challenges and to generate new training and employment opportunities.

### 5 SUSTAINABILITY AND COMMITMENT TO THE FUTURE

We integrate sustainability criteria at every level of our action, promoting a green economy, respect for the environment, and fostering social inclusion, cultural fairness and social cohesion, recognising diversity and traditional know-how as a fundamental part of sustainable development.

We train professionals capable of leading the change towards more sustainable and responsible production models.

### 6 RIGOUR AND EXCELLENCE

We always aim for the highest quality standards in training, in content and also methodology and assessment.

We demand the best of those belonging to Vocational Education and Training to ensure that training has a real and positive impact on society.

In short, Vocational Education and Training in the Basque Country is not only an educational system, but a model of social and economic development based on inclusion, innovation and excellence. Our principles and values are the cornerstone on which we build a more prosperous future for the people and companies of the Basque Country. With a firm commitment to culture and the Basque language, with flexibility as our hallmark and technology as a key tool for transformation, we continue to progress so as to consolidate a Vocational Education and Training structure in the international vanguard.

We work every day to ensure that Vocational Education and Training in the Basque Country is synonymous with quality, specialization and opportunities for everyone, contributing to the progress of our society and to the competitiveness of our business sector.



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# VISION 2030. STRUCTURAL STRANDS AND STRATEGIC OBJECTIVES



# 06

- 6.1 TALENT FOR THE BASQUE COUNTRY: “People, companies and society”
- 6.2 ADVANCED BASQUE COUNTRY: “Innovation and entrepreneurship”
- 6.3. SUSTAINABLE BASQUE COUNTRY: “Sustainability and democratic culture”
- 6.4. DIGITAL BASQUE COUNTRY: “Digital transformation”
- 6.5. GLOBAL BASQUE COUNTRY: “Internationalisation and globalisation”

# INTRODUCTION

When we speak of a world in transformation, we are talking about people who are transforming the world. Because the world, society, companies are transformed through people linking up with others, at a particular place and time and in a given context, to advance and progress our well-being. Which is why the vision of our Vocational Education and Training system is reflected in summary in the slogan accompanying its strategic positioning:

## VOCATIONAL EDUCATION AND TRAINING AT THE SERVICE OF PEOPLE AND SOCIETY

Transformation processes led by individuals are reflected in the surrounding world and give rise to a social impact of highly varied characteristics, all of which are important, in both quantitative and qualitative terms. This approach to our vision of the Vocational Education and Training system in the Basque Country for the new scenario highlights the existence of five structural strands on which the different strategic objectives are based.



The five structural strands of the vision, which accompany and develop the mission and identity of the VET system, are interrelated, expressing a way of understanding the strategic objectives that will shape the 2030 Basque Country VET Strategy.

# 20 STRATEGIC OBJECTIVES



- 1 Foster talent through training
- 2 Promote inclusive Vocational Education and Training, tailored to those with the greatest difficulties in accessing or continuing traditional pathways
- 3 Consolidate a continuous learning system
- 4 Consolidate a robust, accessible and inclusive Dual Vocational Education and Training model
- 5 Promote Vocational Education and Training aligned with productive sectors and with a high degree of specialisation
- 6 Achieve progress in training in Basque and multi-lingualism to promote international profile and cultural roots
- 7 Reduce the gender gap in VET
- 8 Consolidate and promote Vocational Education and Training in new spheres of industry, as well as other strategic and emerging sectors
- 9 Drive an integrated and continuous development model for teaching staff
- 10 Catalyse the applied innovation system in VET, promoting collaboration among educational centres, teaching staff, companies and knowledge-generating agents
- 11 Drive entrepreneurial culture in VET and new enterprise creation in both current sectors and emerging strategic sectors
- 12 Strengthen the network of smart centres
- 13 Establish a network of centres as a cooperative working model, facilitating the transfer of knowledge to support centre- companies capillarity
- 14 Foster democratic culture and a sense of community in VET, as the driver of social transformation
- 15 Promote Vocational Education and Training committed to sustainability and aligned with the Sustainable Development Goals
- 16 Transform the VET system and its centres to lead a digital transformation that addresses the responsible use of digital technologies
- 17 Prepare skilled individuals ready to tackle the challenges of digital transformation through integration and the responsible use of digital technologies in the learning process
- 18 Showcase the Basque Vocational Education and Training system as an international flagship, promoting active collaboration with global partners
- 19 Boost the international mobility of students to enrich their training and prepare them for a global environment
- 20 Help to attract and retain international talent, generating conditions for onboarding, training and occupational integration

# 6.1

## TALENT FOR THE BASQUE COUNTRY: People, companies and society

Inclusion and adaptability are the cornerstones of this strategy, ensuring that no one is excluded from access to training and job opportunities. All within the context of a culture of active innovation, focused on the development of skills and values, and above all developing the talent of all individuals, so that they can grow in independence, initiative and creativity within a changing environment, which demands adaptability, critical thinking and constant innovation. Training will to this end focus on fostering talent through the ETHAZI model (challenge-based collaborative learning).

Talent development will be the central strand, tailoring teaching and learning to the diversity of the student population so as to maximise their capabilities. Efforts will likewise be made to reduce the gender gap in VET, promoting equal opportunities in every sphere of training and employment.

Flexible VET will be promoted, with personalised pathways in line with the needs of all individuals, ensuring that each of them can design their own training pathway, irrespective of their socioeconomic situation, prior level of education or specific needs. For those with greater difficulty accessing or continuing traditional pathways,

flexible pathways will be promoted, integrating different levels and degrees, and in semi-remote format as a means of access particularly intended for adults and those in work.

VET will consolidate its position as a lifelong learning system, strengthening professional guidance services and underpinning the diversification of language models, increasing the offering in the Basque language and developing new multilingual options.

The VET system will be aligned with the demands of the productive sector, in particular in emerging sectors, and anticipate future needs with a high degree of specialisation. Within this context, a commitment to the enterprise sector is essential in order to cooperate in developing competitiveness at the service of progress, social well-being and the deployment of collective talent. Dual VET will be strengthened as a formula for strategic collaboration between VET centres and companies.

All of which will help build a training ecosystem that places the talent of people, companies and society at the heart of progress in the Basque Country.

“ The strategy is committed to inclusive, flexible, talent-oriented Vocational Education and Training, tailored to diversity and fostering equal opportunities. The aim is to promote an innovative training ecosystem which boosts the talent and competitiveness of the Basque Country.

### SO1: Foster talent through training

#### Action 1.1 Support the ETHAZI model to develop talent

Promote an active culture of pedagogical innovation at VET centres through the ETHAZI model (challenge-based collaborative learning), fostering skills such as autonomy, initiative, creativity, adaptability and critical thinking.

#### Action 1.2 Development of critical thinking among students as a fundamental element of their talent

Implement strategies and activities that foster analytical capability, reflection and critical evaluation of information, allowing students to reach informed decisions, resolving challenges effectively and generating value.

### SO2: Promote inclusive VET, tailored to those with the greatest difficulties in accessing or continuing traditional pathways

#### Action 2.3 Development of Basic Training pathways with flexible learning structures

Promote Basic Training pathways with flexible learning structures that allow students to progress at different paces and with personalised support.

#### Action 2.4 Design of integrated pathways between tiers and levels

Create integrated pathways between tiers within one single level and between different levels, to facilitate the continuity of study without academic disruptions or barriers.

#### Action 2.5 Increase in the offering of blended training

Expand the offering of the blended training format, focused in particular on adults, those in work or who find it difficult to attend a fully in-person format, so as to make the system more accessible.

### SO3: Consolidate a continuous learning system

#### Action 3.6: Support for Professional Guidance

Strengthen the professional guidance departments to enhance participation in training pathways and in professional skills accreditation processes.

#### Action 3.7: Versatile and combined educational pathway offering

Develop a flexible educational offering at levels A, B and C to allow individuals to assemble training pathways suited to their lifelong needs.

#### Action 3.8: Design of joint training pathways with universities

Establish joint training pathways with universities, allowing those with Higher Level VET qualifications to study for university degrees with effective credit recognition.

## SO4: Consolidate a robust, accessible and inclusive Dual VET model

### Action 4.9: Strengthening of the general and intensive dual model

Expand and consolidate the Dual VET model in both modes (general and intensive), through agreements with companies and organisations, ensuring that such collaboration has a direct impact in improving the student learning process.

## SO5: Promote VET aligned with productive sectors and with a high degree of specialisation

### Action 5.10 Development of pathways and programmes, and specialisation courses, tailored to the productive sector

Design specialisation programmes and implementation of E Levels focused on key sectors of the economy, with the aim of strengthening competitiveness, innovation and sustainable development. All of which should take place in close collaboration with companies, institutions and other organisations, in response to their needs.

## SO6: Achieve progress in training in Basque and multi-lingualism to promote international profile and cultural roots

### Action 6.11 Diversification of the Basque language and multilingual offering

Increase the number of cycles available in the Basque language, and develop new multilingual options, guaranteeing linguistic continuity at all tiers.

## SO7: Reduce the gender gap in VET

### Action 7.12 Gender diagnosis in the training available

Analyse the gender distribution by training cycle to identify male- and female-dominated sectors, and detect gender-based entry barriers.

### Action 7.13 Strategies to encourage female presence in industrial sectors

Design and implement strategies to foster the presence of women in industrial and technological sectors and increase occupational balance.

# 6.2

## ADVANCED BASQUE COUNTRY: Innovation and entrepreneurship

It is essential to update and align the priorities of Vocational Education and Training with the Basque innovation strategy so as to generate wealth and well-being, and the team must serve as a lever contributing to the threefold technological-digital, energy-ecological and social/healthcare transition. Applied innovation and entrepreneurship will therefore be promoted as key elements in fostering a learning environment focused on creativity and problem-solving, through Vocational Education and Training centres.

To this end, VET has a monitoring structure in place, comprising network nodes that identify specialised strategic spheres and define specialisation areas in key emerging sectors for the productive economy of the Basque Country.

The monitoring process results in the development of innovation projects which not only provide the necessary knowledge for VET centres to collaborate actively with companies, in response to their current and future needs, but also allow this knowledge to be passed on to the entire network of VET centres and companies themselves, thereby underpinning the competitiveness and sustainability of the productive system.

The commitment of Vocational Education and Training centres to strategic innovation, deployed through the different factors enabling this, inevitably serves to foster entrepreneurial culture. In truth, every process of innovation needs to be imbued with the entrepreneurial spirit, so it can be applied and prove useful and lasting.

Society needs entrepreneurial figures who take on a commitment to the surrounding context to improve the quality of people and shared well-being, and develop an active personal and occupational attitude.

Hence the fact that Vocational Education and Training centres all have a shared vision of the Basque model of entrepreneurship, its values, objectives and operational principles, helping to build an increasingly complete, active, interlinked and synergistic ecosystem.

The inference that may be drawn from the above is that the Vocational Education and Training centres of the Basque Country are engaged in a far-reaching transformation of the ways they organise themselves and approach their operational management, with the professional development of teaching staff being a key factor. Because applied intelligence management demands new ways of acting and organising, new structures, new roles and new leadership models. In short, it demands a model of smart centres to enable applied innovation.

As well as existing for the benefit of personal growth and progress, Vocational Education and Training centres are also communities that transform society, accompanying students in their process of learning and evolution, while they themselves are transformed. Within this context we see the promotion of close collaboration between educational centres, teaching staff, companies and knowledge-generating agents. Such a networked approach is vital in order to share lessons learned, scale up good practices and generate synergies. Hence the promotion of a network of Vocational Education and Training centres which, in cooperation with the socioeconomic context, acts as an agent of development and excellence in every district of the Basque Country.

## **SO8: Consolidate and promote VET in new spheres of industry, as well as other strategic and emerging sectors**

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### **Action 8.14 Development of specialisation areas at VET centres**

Promote the creation and consolidation of specialisation areas at vocational Education and Training centres, in line with regional innovation, development and competitiveness priorities.

### **Action 8.15 Active participation in technological monitoring nodes**

Foster engagement by VET centres in technological monitoring nodes and initiatives to anticipate changes in key sectors, helping to strengthen the education system and the connection with realities.

### **Action 8.16 Strengthening and support for the health sector, and every link of the food value chain**

Expand Vocational Education and Training in the spheres of health and agri-food, by undertaking a diagnosis to identify new market niches and create a support strategy for sectors with a need for generational handover, and emerging sectors. Similarly, develop activities focused on bringing students into closer contact and raising their awareness of innovations, advances and opportunities arising in these sectors.

## **SO9: Drive an integrated and continuous development model for teaching staff**

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### **Action 9.17 Implementation of a new professional teaching development model**

Implement a comprehensive and continuous professional development module for Vocational Education and Training staff, aiming not only to refresh knowledge and empower teachers, but also to ensure that students receive training of the utmost quality, that is up-to-date, relevant and aligned with present and future challenges. Because only well prepared, motivated and constantly evolving teachers can offer students a transformative training experience, to equip them with the key skills needed to find employment and achieve personal development in a context undergoing significant changes.

## **SO10: Catalyse the applied innovation system in VET, promoting cooperation among educational centres, teaching staff, companies and knowledge-generating agents**

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### **Action 10.18 Development of innovation projects aligned with strategic sectors**

Promote applied innovation projects developed at VET centres in line with the needs of strategic and emerging sectors, to deliver an effective response to the needs and challenges of companies, undertaken through cooperation between educational centres, teaching staff, companies and knowledge-generating agents.

## **SO11: Drive entrepreneurial culture in VET and new companies creation in both current sectors and emerging strategic sectors**

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### **Action 11.19 Development of an entrepreneurial culture at VET centres**

Implement awareness-raising programmes and activities intended to arouse an interest in entrepreneurship among Vocational Education and Training students.

### **Action 11.20 Support for new companies creation**

Provide the tools and resources needed to stimulate innovation and support the creation of new companies, in particular in technological and sustainable sectors.

## **SO12: Strengthen the network of smart centres**

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### **Action 12.21 Introduction of organisational structures to enable innovation development**

Drive strategies to provide integrated Vocational Education and Training centres with an organisational structure allowing them to develop the purposes and functions attributed to smart centres, facilitating their adaptation to a modern, technological educational environment.

## **SO13: Establish a network of centres as a cooperative working model, facilitating the transfer of knowledge to support centre- companies capillarity**

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### **Action 13.22 Strengthening of knowledge transfer networks**

Promote knowledge transfer initiatives within Vocational Education and Training networks, facilitating the dissemination of good practice and innovative experiences among educational centres, teaching staff, companies and knowledge-generating agents. This will foster more efficient management and constant cooperation between educational centres and companies.

# 6.3

## SUSTAINABLE BASQUE COUNTRY: Sustainability and democratic culture

The Sustainable Development Goals (SDGs) address a broad and complex range of social, economic, environmental and cultural challenges. An effective response to these issues will demand far-reaching transformations in how our societies and economies function, and the way we interact with the planet. Within this context, education, research, innovation, leadership and the fostering of a democratic culture stand out as key elements in driving a collective response to these challenges.

2030 Agenda and the SDGs represent not only a challenge, but also a valuable opportunity for Vocational Education and Training in the Basque Country, as they are fully aligned with its core strategy: advance towards sustainable human development, guaranteeing the training of all and promoting economic growth that generates higher-quality employment.

Democratic culture takes on a central role within this context. Democracy is more than the sum of its institutions: it demands the support of values, shared practices and attitudes. It is vital to integrate such a democratic culture within Vocational Education and Training so as to achieve this goal, as it provides students with the values, attitudes and skills allowing them to live and work in diverse societies, to respect human rights, engage in dialogue, peacefully manage disputes and commit to the common good. VET thus directly contributes to the SDGs linked to inclusive and quality education, reduced inequalities, gender equality,

peace, justice and strong institutions, and decent work and economic growth, while also facilitating environmental sustainability, thereby underpinning a sense of community.

Thanks to its task of generating and disseminating knowledge, its extensive and diverse offering across professional families and training cycles, and support for a shared democratic culture, Vocational Education and Training in the Basque Country is destined to play a key role in achieving the Basque Country Agenda 2030 goals.

In this regard, and within the context of what the United Nations has called the “Decade for Action”, Basque VET will focus its contribution towards the 17 Sustainable Development Goals, as well as Goal 18, specific to the Basque Agenda: “Guarantee the presence and recognition of all languages.



### SO14: Foster democratic culture and a sense of community in VET, as the driver of social transformation

#### Action 14.23 Active participation in initiatives to promote democratic values

Engage the educational community in activities to foster respect, inclusion, solidarity and social commitment, maximising their talent to contribute to the common good.

### SO15: Promote Vocational Education and Training committed to sustainability and aligned with the Sustainable Development Goals

#### Action 15.24 Integration of sustainability within VET through sustainable development plans and educational practices that foster environmental respect and responsible coexistence

Foster a culture of environmental responsibility at all VET centres, using sustainable development plans as a key tool in achieving these objectives.

These plans will help integrate sustainability within the learning and skills development of teaching staff, allowing us to tailor our VET structure to the demands of the socioeconomic context, optimising resources and continuously evaluating the impact of sustainable initiatives, ensuring that both students and VET centres make an active contribution to the development of a greener and more responsible future.

#### Action 15.25 Support innovation in the circular economy

Create and develop innovative initiatives seeking to reduce environmental impacts, promoting the responsible use of natural resources, and contributing to social and ecological sustainability. Promote the circular economy and green innovation towards more responsible practices.

# 6.4

## DIGITAL BASQUE COUNTRY: Digital transformation

Continuing the 2022-2024 Basque Education System Digital Plan, the new plan for the period 2025-2029, by the name of Adimen Digitala (Digital Intelligence), addresses the digital transformation process from both the technological dimension and the personal or digital awareness dimension. In the era of disruptive digital technologies such as Artificial Intelligence, which have had such an impact on the learning process and on management processes at educational institutions, the development of digital awareness, on the part of both organisations and the persons involved in them, is, if anything, becoming even more important. Guaranteeing the responsible, critical, ethical and secure use of such technologies will be one of the main aims of the Adimen Digitala (Digital Intelligence) Plan.

Assist in the development of skilled individuals, drive digital fairness and the response to diversity, offer a hybrid, flexible and open education, promote digital sovereignty, guarantee digital security and expand the critical, responsible and healthy use of digital technology: these will be the 6 principles guaranteeing an inclusive, sustainable and secure digital transformation. All the objectives and actions set out in the Adimen Digitala (Digital Intelligence) Plan are in response to these principles, and are integrated within 5 areas of intervention.

Consideration will be given both to the development of a system to address the challenges of digital transformation and guarantee digital leadership and governance at educational centres, and also the digital transformation to improve the process of learning, led by professionals who promote such improvements in the classroom, with the aim of preparing people for tomorrow's society.



The “Adimen Digitala (Digital Intelligence)” 2025-2029 Plan continues the Basque Education System Digital Plan, addressing the digital transformation from a twofold dimension: technological and personal. Within a context shaped by Artificial Intelligence, it aims to promote critical, ethical and secure use of technology

### **SO16: Transform the VET system and its centres to lead a digital transformation that addresses the responsible use of digital technologies**

#### **Action 16.26 Support for digital sovereignty by developing alternatives that fulfil the needs of centres**

Support digital sovereignty through the implementation of smart management systems, with security and data protection as fundamental cornerstones of the centres and their process management.

#### **Action 16.27 Consistent and sustainable deployment of digital transformation throughout the stage of Vocational Education and Training**

The development of digitally competent centres will be promoted through a Maturity Model incorporating disruptive technologies such as Artificial Intelligence, new employment contexts and digital technologies.

#### **Action 16.28 Strengthen the resilience of the VET centres to address cybersecurity threats**

Address cybersecurity as an integrated process, developing capabilities and optimising resources to strengthen VET centres against possible threats, in line with the established standards.

### **SO17: Prepare skilled individuals ready to tackle the challenges of digital transformation through integration and the responsible use of digital technologies in the learning process**

#### **Action 17.29 Establishment of a hybrid, flexible, inclusive and personalised learning process**

Enable flexible and inclusive learning processes in response to different paces and needs, through the development of a training offering that complements in-person activities by taking advantage of the opportunities afforded by digital technologies.

#### **Action 17.30 Enrichment of the learning process with new digital technology and employment contexts**

Enrich learning processes with advanced and disruptive digital technologies such as Artificial Intelligence and extended reality technologies, to heighten the development of both technical and cross-cutting skills.

#### **Action 17.31 Integration of innovative digital technologies that impact learning through secure, responsible and ethical use**

Promote the continuous updating of teachers' digital skills, integrating the use of new technologies with an impact on improving the learning process.

#### **Acción 17.32 Fostering of digital awareness among students**

Promote actions to foster a critical, secure, ethical and responsible attitude in the use of technologies, both within society and in the professional context, to ensure the development of digital well-being and awareness.

# 6.5

## GLOBAL BASQUE COUNTRY: Internationalisation and globalisation

Within a context where the forces of globalisation are proving decisive, it becomes particularly important to remain alert to our surroundings, in the broadest sense. In this scenario, internationalisation becomes a fundamental structural element in achieving suitable and sustainable progress.

Hence the priority placed on building strategic alliances to convey an image of excellence on the part of Basque Vocational Education and Training around the world. Such partnerships will allow the exchange of good practice, foster student and teacher mobility, and give rise to synergies underpinning our position on an increasingly competitive market.

The aim is to consolidate the Basque Vocational Education and Training system as an international flagship, combining inclusion, innovation and specialisation. This will thus help us build a fairer and more sustainable society, ready to tackle current and future challenges.

To drive this internationalisation and guarantee its development in a global context, it is vital for the Basque Vocational Education and Training system to align, coordinate and harmonise with European Vocational Education and Training policies. This will then strengthen the visibility and adaptability of the system in line with EU dynamics and standards.



The aim is to consolidate an inclusive, innovative and specialised system, aligned with European policies, to position Basque VET as an international reference, and contribute towards a fairer and more sustainable society.

### **SO18: Showcase the Basque VET system as an international reference, promoting active collaboration with global partners**

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#### **Action 18.33 Development and deployment of the Basque Country VET Internationalisation Strategy**

Strengthen the international strategy through the planning and implementation of the Basque Country Vocational Education and Training Internationalisation Strategy forging robust ties to European and international organisations.

#### **Action 18.34 Support for active participation in international networks, projects and collaborations**

Foster active participation in global networks, execution of international projects, mobility schemes and strategic partnerships, along with the continuous assessment of their impact, to guarantee their relevance and alignment with overall objectives.

### **SO19: Boost the international mobility of students to enrich their training and prepare them for a global environment**

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#### **Action 19.35 Support for student involvement in international mobility programmes**

Promote mobility through programmes such as Erasmus+ and other co-funded initiatives, encouraging the development of the centres' own projects.

#### **Action 19.36 Offering of foreign language training to facilitate mobility and international inclusion**

Offer training opportunities to acquire skills in foreign languages. These experiences will help improve student employability and facilitate their integration on a globalised job market.

### **SO20: Help to attract and retain international talent, generating conditions for onboarding, training and occupational integration**

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#### **Action 20.37 Attraction of international talent**

Develop coordinated programmes to attract talented people to the Basque Country, creating mechanisms to assist them from arrival onwards. These will include recognition of prior skills, adapted training (including models such as Dual VET) and support for their inclusion on the labour market. All with an efficient and organised strategy to facilitate the integration of international talent within the Basque socioeconomic ecosystem.

# 07

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## INDICATORS

# 07

- 7.1 TALENT FOR THE BASQUE COUNTRY: "People, companies and society"
- 7.2 ADVANCED BASQUE COUNTRY: "Innovation and entrepreneurship"
- 7.3. SUSTAINABLE BASQUE COUNTRY: "Sustainability and democratic culture"
- 7.4. DIGITAL BASQUE COUNTRY: "Digital transformation"
- 7.5. GLOBAL BASQUE COUNTRY: "Internationalisation and globalisation"

# 1

## TALENT FOR THE BASQUE COUNTRY: People, companies and society

Strategic objective	Actions	Indicators
1. Foster talent through training	1 Support the ETHAZI model to develop talent	% of D Level groups working within the ETHAZI model % of D Level students working within the ETHAZI model % of centres with training spaces adapted to the ETHAZI model
	2 Development of critical thinking among students as a fundamental element of their talent	No. of actions focused on developing students' critical thinking
2. Promote inclusive VET, tailored to those with the greatest difficulties in accessing or continuing traditional pathways	3 Development of Basic Training pathways with flexible learning structures	No. of adapted Basic VET cycles
	4 Design of integrated pathways between tiers and levels	No. of pathways designed between different tiers at the same level No. of pathways designed between different levels
	5 Increase in the offering of blended training	No. of cycles and levels in semi-remote training offering
3. Consolidate a continuous learning system	6 Support for Professional Guidance	% of integrated centres trained in guidance No. of actions focused on improving Professional Guidance
	7 Versatile and combined educational pathway offering	No. of levels offered (A, B and C) with a focus on improving people's qualifications
	8 Design of joint training pathways with universities	Number of university degree programmes analysed with possibilities of implementing a 2 + 3 pathway
4. Consolidate a robust, accessible and inclusive Dual VETmodel	9 Strengthening of the general and intensive dual model	No. of companies involved in General DUAL % of students enrolled on Intensive DUAL courses No. of companies involved in Intensive DUAL
5. Promote VET aligned with productive sectors and with a high degree of specialisation	10 Development of pathways and programmes, and specialisation courses, tailored to the productive sector	No. of Specialisation Courses implemented (with DCB) (E LEVELS) No. of Specialisation Programmes designed

Strategic objective	Actions	Indicators
6. Achieve progress in training in Basque and multi-lingualism to promote international profile and cultural roots	11 Diversification of the Basque language and multilingual offering	% of cycles by model A, B and D
		No. of multilingual groups No. of multilingual cycles
7. Reduce the gender gap in VET	12 Gender diagnosis in the training available	Diagnosis performed (yes/no)
	13 Strategies to encourage female presence in industrial sectors	No. of actions developed to strengthen the presence of women in industrial sectors



Strategic objective	Actions	Indicators
<b>8. Consolidate and promote VET in new spheres of industry, as well as other strategic and emerging sectors</b>	14 Development of specialisation areas at VT centres	No. of specialisation areas
	15 Active participation in technological monitoring nodes	No. of monitoring nodes at VT centres No. of integrated centres involved in monitoring nodes
	16 Refuerzo y fomento del sector de la salud, así como de todos los eslabones de la cadena de valor alimentaria	No. of actions driving innovation in the health and agri-food sector
<b>9. Drive an integrated and continuous development model for teaching staff</b>	17 Implementation of a new professional teaching development model	Teacher training actions
		Specific ETHAZI teacher training actions
		No. of teachers on innovation projects (projects of Vice-Ministry, areas, Tkgune, internationalisation)
		Measurement of the impact of training actions on teaching practice (YES / NO)
<b>10. Catalyse the applied innovation system in VET, promoting collaboration among educational centres, teaching staff, companies and knowledge-generating agents</b>	18 Development of innovation projects aligned with strategic sectors	No. of innovation projects at centres (combined Vice-Ministry, Ministry of Education and Science, and others)
		No. of innovation projects in collaboration with companies
		% of integrated centres involved in centre innovation projects (combined Vice-Ministry, Ministry of Education and Science, Tkgune)
		No. of innovation system knowledge transfer days
<b>11. Drive entrepreneurial culture in VET and new companies creation in both current sectors and emerging strategic sectors</b>	19 Development of an entrepreneurial culture at VET centre	% of integrated centre students participating in the Ikasenpresa programme
		No. of entrepreneurial projects generated by students
		% of integrated centre students undergoing awareness-raising through the Urratsbat programme

Strategic objective	Actions	Indicators
<b>11. Drive entrepreneurial culture in VET and new companies creation in both current sectors and emerging strategic sectors</b>	20 Support for new companies creation	% of integrated centres with Urratsbat promotional representative
		No. of companies created
		% of companies created with a technological basis and focused on new, sustainable economic models, such as the circular economy
		No. of entrepreneurial projects generated to set up a company
<b>12. Strengthen the network of smart centres</b>	21 Introduction of organisational structures to enable innovation development	% of integrated centres with new organisational structures
		No. of actions underpinning Smart Centres
<b>13. Establish a network of centres as a cooperative working model, facilitating the transfer of knowledge to support centre-companies capillarity</b>	22 Strengthening of knowledge transfer networks	No. of collaborative knowledge transfer networks
		No. of participants in collaborative knowledge transfer networks

Strategic objective	Actions	Indicators
<b>14. Foster democratic culture and a sense of community in VET, as the driver of social transformation</b>	23 Active participation in initiatives to promote democratic values	Number of solidarity initiatives developed with local and institutional agents.
		No. of groups working on the Values 4.0 project
<b>15. Promote Vocational Education and Training committed to sustainability and aligned with the Sustainable Development Goals</b>	24 Integrate sustainability within VET through sustainable development plans and educational practices that foster environmental respect and responsible coexistence	No. of centres with sustainability plan being implemented
		No. of Values 4.0 training initiatives
		No. of sustainability training initiatives
	Support innovation in the circular economy	No. of actions fostering the circular economy

Strategic objective	Actions	Indicators
<b>16. Transform the VET system and its centres to lead a digital transformation that addresses the responsible use of digital technologies</b>	26 Support for digital sovereignty by developing alternatives that fulfil the needs of centres	% of integrated centres undertaking actions focused on implementing digital technologies to guarantee digital sovereignty
	27 Consistent and sustainable deployment of digital transformation throughout the stage of Vocational Education and Training	% of integrated centres basing their digital transformation strategy on the updated Maturity Model
	28 Strengthen the resilience of the VET centres to address cybersecurity threats	% of integrated centres fulfilling the agreed cybersecurity standards.
<b>17. Prepare skilled individuals ready to tackle the challenges of digital transformation through integration and the responsible use of digital technologies in the learning process</b>	29 Establishment of a hybrid, flexible, inclusive and personalised learning process	% of students at integrated centres who receive digitally complemented learning, with the possibility of greater flexibility, accessibility, inclusion.
	30 Enrichment of the learning process with new digital technology and employment contexts	No. of spaces allowing students to enrich their learning through advanced and disruptive digital technologies (XR and Artificial Intelligence)
	31 Integration of innovative digital technologies that impact learning through secure, responsible and ethical use	% of teaching staff at integrated centres capable of enriching the learning process and transferring knowledge as a result of training initiatives connected with teachers' digital skills
	Fostering digital awareness among students	% of students at integrated centres involved in initiatives aligned with the development of a critical attitude, awareness and digital well-being

Strategic objective	Actions	Indicators
<b>18. Showcase the Basque VET system as an international reference, promoting active collaboration with global partners</b>	33 Development and deployment of the Basque Country VET Internationalisation Strategy	Published strategy
	34 Support for active participation in international networks, projects and collaborations	No. of network involvements
		No. of international projects
<b>19. Boost the international mobility of students to enrich their training and prepare them for a global environment</b>	35 Support for student involvement in international mobility programmes	% of integrated centres with their own mobility project
		No. of students involved in international mobility programmes
<b>20. Help to attract and retain international talent, generating conditions for onboarding, training and occupational integration</b>	36 Offering of foreign language training to facilitate mobility and international inclusion	Development of initiatives to acquire language skills (YES/NO)
		37 Attraction of international talent



**BUDGETARY  
DIMENSION AND  
MONITORING**

**08**

## BUDGETARY DIMENSION

This subsection sets out the economic scale of the 2030 VET Strategy, in order to quantify the economic effort and impact resulting from its implementation. Both the strategy and these economic dimensions have been drawn up in accordance, among other aspects, with the objectives set, the commitments established in the government programme, and in parallel with the preparation of the 2026 budgetary proposal. This analysis thus precisely reflects the dimension corresponding to 2026, and forecasts how this will evolve over the subsequent years.

The calculation of the economic dimension takes into account those items linked to the specific strategy objectives. This does not include investments in infrastructure that will be generated, funding from European projects or programmes, nor the costs of staff assigned to direct teaching or ordinary centre management. Consideration has, meanwhile, been given to staff items connected with the implementation of specific strategy objectives, such as innovation projects, internationalisation, SME support programmes, professional and educational guidance, linguistic normalisation programmes, development of multilingualism, design and implementation of training programmes with specific pathways, and the expansion of semi-remote training, among other aspects.

The analysis of the budgetary dimension of the strategy, calculated with the aforementioned parameters, is as follows:

STRUCTURAL STRANDS	2026	2027	2028	2029	2030	TOTAL
<b>TALENT FOR THE BASQUE COUNTRY:</b> People, companies and society	€ 31.435.909	€ 32.226.201	€ 33.037.145	€ 33.869.302	€ 34.723.243	€ 165.291.800
<b>ADVANCED BASQUE COUNTRY:</b> Innovation and entrepreneurship	€ 16.587.490	€ 17.002.218	€ 17.427.730	€ 17.864.317	€ 18.312.276	€ 87.194.03
<b>SUSTAINABLE BASQUE COUNTRY:</b> Sustainability and democratic culture	€ 965.100	€ 989.737	€ 1.015.027	€ 1.040.987	€ 1.067.637	€ 5.078.488
<b>DIGITAL BASQUE COUNTRY:</b> Digital transformation	€ 13.050.354	€ 13.339.570	€ 13.635.417	€ 13.938.053	€ 14.247.640	€ 68.211.034
<b>GLOBAL BASQUE COUNTRY:</b> Internationalisation and globalisation	€ 2.588.250	€ 2.655.630	€ 2.724.825	€ 2.795.887	€ 2.868.867	€ 13.633.459
<b>TOTAL</b>	€ 64.627.102	€ 66.213.355	€ 67.840.145	€ 69.508.546	€ 71.219.663	€ 339.408.811

## MONITORING OF STRATEGY

The logic of the deployment and evolution of the 2030 Basque Country VET Strategy inevitably prompts us to use annual Management Plans as the ideal mechanism to evaluate fulfilment. The evaluation of the annual degree of budgetary execution, accompanied by the corresponding monitoring report on the fulfilment of the strategic objectives, thus constitutes the natural monitoring mechanism.

Irrespective of the above, an additional monitoring mechanism will be set up for the Strategy, comprising a comprehensive evaluation of its progress halfway through the execution period, ending in the year 2027.

Since this is a Strategy covering a forecast period up until 2030, it is deemed necessary to perform such a special evaluation, in case it proves necessary to incorporate corrective measures, beyond merely cyclical aspects.

The Basque Vocational Education and Training Council will be the body responsible for evaluating the Vocational Education and Training system, on the terms set forth in Act 4/2018, of 28 June 2018, on Vocational Education and Training in the Basque Country.

“ Since this is a Strategy covering a forecast period up until 2030, it is deemed necessary to perform such a special evaluation, in case it proves necessary to incorporate corrective measures, beyond merely cyclical aspects

# GLOSSARY

09



# GLOSSARY

## CVET

Continuing Vocational Education and Training- Education or training after initial education and training - or after entry into working life, aimed at helping individuals to: improve or update their knowledge and/or skills; acquire new competences for a career move or retraining; continue their personal or professional development. - **Source:** Cedefop: Terminology of European education and training policy. Terminology of European education and training policy | Introduction | CEDEFOP ([europa.eu](http://europa.eu)).

## IVET

Initial Vocational Education and Training- Cedefop defines Initial and continuing VET as “general or vocational education and training carried out in the initial education system, usually before entering working life”. This type of initial education can be followed at any EQF level and in different modalities: school-based training, apprenticeships, etc. - **Source:** Glossary | CEDEFOP ([europa.eu](http://europa.eu)).

## HVET

Higher Vocational Education and Training- As a subtype of higher education, higher vocational education and training refers to vocational education and training studies at level 5 of the European Qualifications Framework or above. According to the definitions of vocational education and training provided by Cedefop and UNESCO, higher VET is included under VET.

## Basic VET

Basic vocational education and training programmes (ISCED 353, EQF 3) have been part of the education system since 2014, offered alongside general secondary education for 15-year-old learners. Education professionals recommend these programmes to students who would benefit most from this pathway to complete their studies and/or prevent early school leaving, particularly those at risk of dropping out. Students undertake a two-year course leading to a basic vocational qualification (VET diploma) as well as the ESO diploma, which marks the end of compulsory education. Graduates can progress directly to intermediate VET programmes. In Spanish, these programmes are called Formación Profesional Inicial; however, they are not translated as “initial VET” in English to avoid confusion with the term “Initial VET” as defined by Cedefop.

## Integrated VET centre

Integrated Vocational Education and Training Centre- Multifunctional type of VET centre that follows the combined VET model established by the 2018 Basque VET Law. These centres work on training, innovation, entrepreneurship and internationalisation, providing a wide range of services, well beyond training provision, to the society.

## VET -Vocational Education and Training

The 2020 Council Recommendation on vocational education and training for sustainable competitiveness, social fairness and resilience defines VET as the education and training which aims to equip young people and adults with knowledge, skills and competences required in particular occupations or more broadly on the labour market. It may be provided in formal and in non-formal settings, at all levels of the European Qualifications Framework (EQF), including tertiary level, if applicable.

## VET centre

Vocational Education and Training Centre- is a training institution providing VET studies.

## Skill

We follow the Union of Skills when it says that “skills should be understood in a broad sense through the entire Strategy. It encompasses skills, knowledge and competences for life, well beyond the skills needed for the labour market”.

## CoVE

Centre of Vocational Excellence- Cedefop defines CoVEs as follows: In education and training, ecosystem of local partners, such as VET providers, employers, research centres, development agencies, and employment services who cooperate to develop high quality curricula and qualifications focused on sectoral skill needs, and contribute to regional, economic and social development, innovation, and smart specialisation strategies. As we can see, Cedefop sees CoVEs as ecosystems aimed at: Developing high quality curricula and qualifications focused on sectoral skill needs, and Contributing to regional, economic and social development, innovation, and smart specialisation strategies. Based on the following typology, the ETF has a definition which includes a variety of options: - One single institution. A VET provider providing high quality VET and setting the example in the country/region. - One institution (not necessarily a VET provider) coordinating VET providers, companies and other stakeholders and promoting VET excellence in the country/region. - A cluster of organisations collaborating at the local/regional/national level. This has often a sectoral dimension. - An international approach. A platform, a big array of actors that engage with stakeholders. We will understand a CoVE as a multifunctional vocational education and training centre which, in addition to training, has an impact on the interaction with other actors and on the competitiveness of the region (considering competitiveness in the sense of beyond GDP) within its regional (and especially local) system. - **Sources:** TVETipedia Glossary ([unesco.org](http://unesco.org)) - Glossary | CEDEFOP ([europa.eu](http://europa.eu))

## Ecosystem

The ecosystem concept is built on the natural ecosystem analogy, defined as a biotic community, its physical environment, and all the interactions possible in the complex of living and non-living components. The concept of (business, entrepreneurial, innovation, skills) ecosystem is focused on the co-evolution in social and economic systems, in particular networks of organisations that together constitute a system of mutual support and co-evolving contributions with specific goals (business goals; entrepreneurial activity; innovation purposes; skilling activities). The concept challenges the idea that the market principle is the only principle structuring relationships in the economy As a new form of economic coordination, the ecosystem concept allows us to make understandable how practices are structured in another way that would be expected from market exchanges. Trust, relationships, co-creation, alignment and collective learning are needed to create and sustain new value in specific contexts. - **Source:** BEYOND 4.0 research project (Warhurst et al 2019).

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# 2030 BASQUE VET STRATEGY

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