

Regional Profile

Valencian Community

Key facts

Population (2020): 5.057.353

Territory (sq. km): 23.255

Regional GDP (2022) (€): 26.300

Educational provision in the Valencian Community

The intake of education and training has significantly changed in Spain between 2000 and 2020. According to the State System of Educational Indicators (SSEI), in primary and secondary education **the proportion of foreign-born students has increased from 2% to 10%** in these two decades. In the Valencian Community the share was 12,5% in 2020. The SSEI reports an average ratio of educational spending per student and GDP per capita of Spain among EU member states. In the Valencian Community, **spending per student amounts to 6.310€** in public primary and secondary schools.

In Spain, Adult Training Centres deliver literacy and the main academic programmes, and **the rate of adult students is slowly increasing in Vocational Education and Training**. Public employment services deliver career guidance and short-term training, to the extent that education and employment departments depend on **different budgeting and timing schemes**, the coordination of these adult education programmes has remained weak since the inception of active labour market policies in the 1980s.

In the Valencian Community, while participation of 16-15-year-olds in upper-secondary VET programmes is relatively low among Spanish regions (Salvà-Mut, et al, 2020), the SSEI notices **a relatively high proportion (17%) of 25-65-year-olds who participated in adult learning and education** in 2022.

Learning outcomes in Spain

The 2020 wide-ranging Education Reform Act organised compulsory education on the grounds of **formative assessment and universal design of learning**.

The 2022 VET Act fits the outcomes of **both formal and non-formal education** in a common gradient, whether learning had taken place in a school, in a programme delivered by the employment service or in the workplace.

These reforms aim at reducing early school leaving, integrating vocational education delivered by schools, public employment services and employers, and finally, facilitating the recognition of prior learning of the adult population.

Socio-economic characteristics of the Valencian Community

The NEET rate exceeds the EU average in Spain, not least because of persisting prevalence of **long-term unemployment** even during economic recovery. Male and female youngsters share a similar score above that average, with young people living in towns and suburbs recording a significantly higher score than young people living in cities and rural areas. In the Valencian Community the NEET rate is close to the EU average.

The population of both Spain and the Valencian Community is exposed to a higher risk of poverty and social exclusion than the EU average. **Child poverty** probably contributes to low attainment. As a rule, the population with an individual or a family migrant background is more deprived than the autochthonous population.

The NUTS3 province of Castelló lagged behind the GDP per capita of Spain between 2000 and 2020. The gap between the province and the whole country widened during this period.

Migrant backgrounds, long-term unemployment and early leaving from education and training are the main drivers of social and educational disadvantages.

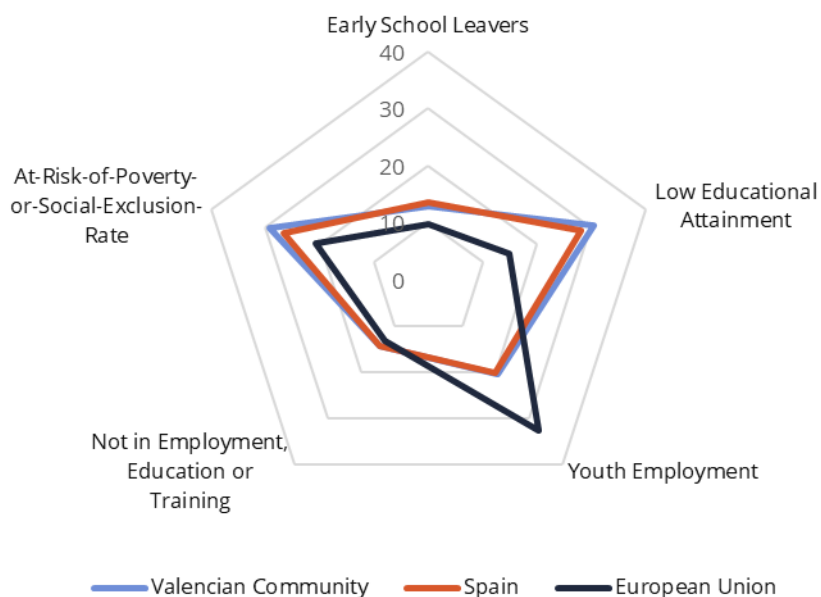
Regional performance

The SSEI estimates that, in 2021, 10% of 17-year-olds had dropped out of education and training in Spain and the Valencian Community. The figure is quite like the EU average.

However, early school leaving is much higher in the Valencian Community and Spain if the population 18-to-24-year-olds considered. In a similar vein, low educational attainment amounts to about 30% in both territories.

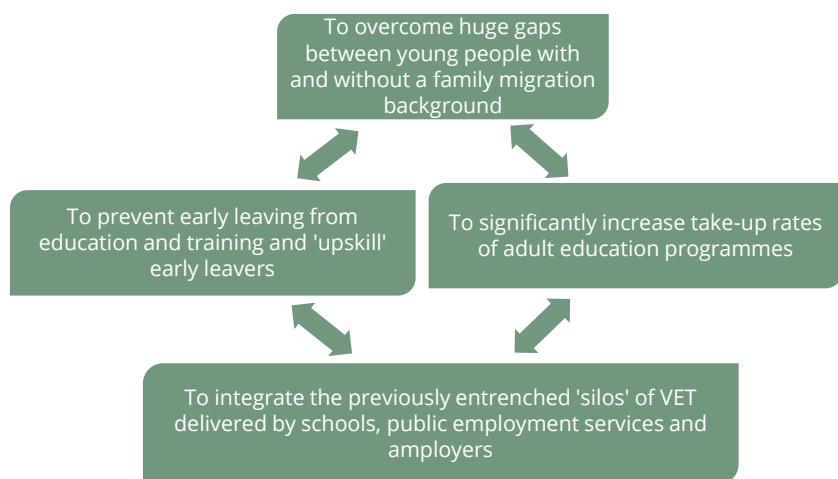
The Valencian Community and Spain also score similar rates of youth employment. Since these figures lie below the EU average, education and training does not open significant opportunities for many youths in the region.

The efforts to **improve the social conditions** of young people greatly depend **on wider institutional arrangements** of support during the life course. Thus, in the whole country upskilling initiatives seldom reach the most disadvantaged groups, although some non-profits and a few employers' associations have launched projects to recognise prior learning of the adult population (Marhuenda-Fluixà, 2018).



Source: Eurostat, 2023

Policy challenges



Further reading

Marhuenda-Fluixà, F. (2018). Learning at work: Researching personal development and competence building in work integration companies. In *Educar* (Vol. 54, Issue 2, pp. 491–509).

Salvà-Mut, F.; Ruiz- Pérez, M.; Psifidou, I.; Oliver-Trobat, F. (2020) Formación Profesional de grado medio y abandono temprano de la educación y la formación en España: una aproximación territorial. *Bordón. Revista de Pedagogía*, 72 (4), 95-116.



Project title: Constructing Learning Outcomes in Europe: a multi-level analysis of (under)achievement in the life course

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Project partners

- University of Münster
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- University of Vienna
- University of Lisbon
- University of Porto
- University of Genoa
- University of Urbino
- Codici Cooperativa Sociale
- University of Plovdiv
- Aristotle University of Thessaloniki

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