The importance of quality VET in Spain

To create an inclusive learning environment which empowers all citizens to tap their potential, to secure employability and better lives. (CEDEFOP 2014)

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European Forum of Technical and Vocational Education and Training
Valencia, 27 October 2016
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Introduction

Personal development

Welfare state

Social development and social inclusion

Changing economic model

Economic development and technological progress
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Stakeholders’ involvement

1. The definition of occupational standards in all sectors.
2. The specification of professional profiles for vocational training qualifications and the design of their curricula.
3. The participation of the Government’s consultation bodies in vocational training issues.
4. All channels for participation open by education administrations.
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- At state level: Ministry of Education, Culture and Sport.
- At autonomous communities level: Education Administrations.
- Consultation bodies, with the participation of social agents.
- Schools.
- Society in general.
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Employment situation of VET graduates

Catalonia 2015
(1 year after graduation)

- Work: 46.58%
- Study: 14.00%
- Unemployed: 39.42%

Cantabria 2013
(6 months after graduation)

- Work: 35%
- Study: 33%
- Unemployed: 32%

Galicia 2013
(6 months after graduation)

- Work: 40.5%
- Study: 38.8%
- Unemployed: 20.7%

Basque Country 2012

- Work: 36.2%
- Study: 24.9%
- Unemployed: 38.9%
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Students enrolled in VET programmes.

INCREASED 62.49%

Students enrolled in Baccalaureate and intermediate VET

INCREASED 9.20%

INCREASED 41.03%

Relevance of competences
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Relevance of competences

Intermediate VET (Upper secondary): students enrolled by age (Face-to-face learning). School year 2014/2015

<table>
<thead>
<tr>
<th>Age</th>
<th>3,55%</th>
<th>12,81%</th>
<th>17,60%</th>
<th>14,71%</th>
<th>51,33%</th>
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</thead>
<tbody>
<tr>
<td>up to 16</td>
<td>11,841</td>
<td></td>
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<tr>
<td>17</td>
<td>42,719</td>
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</tr>
<tr>
<td>18</td>
<td>58,719</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>49,052</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20 and older</td>
<td>171,210</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

School-age students: up to 16, 17, 18, 19, 20 and older.
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Relevance of competences

HVET: students enrolled by age (Face-to-face learning).
School-year 2014/2015

SCHOOL-AGE STUDENTS

OVER SCHOOL-AGE STUDENTS
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Relevance of competences

Wide range of training programs

Offer: 155 qualifications
- Basic VET_28
- Intermediate VET_51
- Higher VET_78

26 VET Families
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Work-based learning

Competency-based training and assessment.

Facilities and equipment: simulation of real situations.

All students: 20% of their training in workplaces (about 350,000 students each year)

Dual VET projects:

15,304 students participate
5,665 companies involved
Curso 2015-2016
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Equity, Flexibility and Accessibility

Lifelong Learning

- Measures for those without access requirements to training offers
- Possibility to accumulate and capitalize on learning
- Full-time or part-time studies
- E-learning
- Validation of non-formal and informal learning
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Transparency to facilitate knowledge and recognition

Diplomas described in learning outcomes

Level corresponding to the EQF

Principles of ECVET

Credit transfer opportunities VET / HVET

Europass documents

EQAVET principles and indicators
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Integral development of skills

- Needs of the productive sectors
- Model of society needs
- KEY AND TRANSVERSAL Competences
- Development needs of the person
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Integral development of skills

- Employability
- Knowledge transfer
- Adaptation

- Job placement

Polyvalence

Specialisation
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Teacher quality

- Degree related
- Teacher training master’s degree
- Possibility of a specialist teacher
- In public education: specialty test
- Continuous teacher training:
  - courses
  - placements in enterprises,
  - innovative activities
  - ...

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Guidance System

Multidisciplinary teams

Primary Education

Compulsory Secondary Education

Preschool Education

Basic VET

Intermediate Level VET

Baccalaureate

University Degree

Higher Level VET

Guidance departments at schools

Guidance departments at universities

Master's degree
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Abstract

Stakeholders’ involvement
Relevance of competences
Work-based learning
Equity, Flexibility and Accessibility
Transparency to facilitate knowledge and recognition
Integral development of skills
Guidance System