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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Deputy Director General for VET

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

The definition of occupational standards in all sectors.

The specification of professional profiles for vocational training qualifications and the design of their curricula.

The participation of the Government's consultation bodies in vocational training issues.

All channels for participation open by education administrations.
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Actors involved in VET Quality in the Education System

- 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: 39.42%
- Unemployed: 14.00%

Cantabria 2013
(6 months after graduation)
- Work: 32%
- Study: 33%
- Unemployed: 35%

Galicia 2013
(6 months after graduation)
- Work: 40.5%
- Study: 38.8%
- Unemployed: 20.7%

Basque Country 2012
- Work: 38.9%
- Study: 36.2%
- Unemployed: 24.9%
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Students enrolled in VET programmes.

Students enrolled in Baccalaureate and intermediate VET

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 Group</th>
<th>Percentage</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>up to 16</td>
<td>3.55%</td>
<td>11,841</td>
</tr>
<tr>
<td>17</td>
<td>12.81%</td>
<td>42,719</td>
</tr>
<tr>
<td>18</td>
<td>17.60%</td>
<td>58,719</td>
</tr>
<tr>
<td>19</td>
<td>14.71%</td>
<td>49,052</td>
</tr>
<tr>
<td>20 and older</td>
<td>51.33%</td>
<td>171,210</td>
</tr>
</tbody>
</table>

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Relevance of competences
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Relevance of competences

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

<table>
<thead>
<tr>
<th>Age Group</th>
<th>School-age students</th>
<th>Over school-age students</th>
</tr>
</thead>
<tbody>
<tr>
<td>up to 18</td>
<td>18,183</td>
<td>138,878</td>
</tr>
<tr>
<td>19</td>
<td>39,543</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>46,353</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>41,997</td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>34,351</td>
<td></td>
</tr>
<tr>
<td>older than 23</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: The percentages are as follows:
- 5.69%
- 12.38%
- 15.52%
- 13.15%
- 10.76%
- 43.49%
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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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The Education System

Equity, Flexibility and Accessibility

Tertiary Level

- Bachelor’s Programmes
  - Admission Procedure

Secondary Level

- Access University studies
  - Exam
- Upper Secondary Programmes (Baccalaureate)
  - Exam

- Baccalaureate Access
- VET Access
  - Compulsory Secondary Education
    - 4
    - 3
    - 2
    - 1

- Basic VET
  - Admission Procedure

- Intermediate VET
  - Entrance Course

- Higher VET
  - Admission Procedure

Age (years):
- 18+
- 12+
- 18
- 12
- 17
- 11
- 16
- 10*
- 15
- 9
- 14
- 8
- 13
- 7
- 6
- 5
- 4
- 3
- 2
- 1

Validation Process
- Access Test

Access Test
- >25 YEARS
- >19 YEARS
- >17 YEARS

Admission Procedure
- >17 YEARS
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Equity, Flexibility and Accessibility

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

Lifelong 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
- EQAVET principles and indicators
- Europass documents
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Integral development of skills

- Needs of the productive sectors
- Model of society needs
- Needs of the person

Professional competences

Social competences

Personal competences

KEY AND TRANSVERSAL Competences
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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

In public education: specialty test

Possibility of a specialist teacher

Continuous teacher training:
- courses
- placements in enterprises,
- innovative activities
- ...
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Guidance System

Multidisciplinary teams

Guidance departments at universities

Guidance departments at schools

Preschool Education

Primary Education

Compulsory Secondary Education

Basic VET

Intermediate Level VET

University Degree

Higher Level VET

Baccalaureate

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