

**ITE-VET**  
2016–2018



Co-funded by the  
Erasmus+ Programme  
of the European Union



# **The Spanish VET System**

## **A school based system participated by social agents**

The following report is a result of the ITE-VET project which is part of the Erasmus+ Programme of the European Union.

This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

# The Spanish VET System

A school based system  
participated by social agents



Fernando Marhuenda Fluixá

E+ Ref. 574124-EPP-1-2016-1-DE-EPPKA2-CBHE-JP (2016-  
2971/001-001)

Ivano-Frankivsk , 8.11.2017

VNIVERSITAT  
DE VALÈNCIA

- Spanish VET
- Teachers and teacher training
- VET architecture
- Trends
- Debates



1.

Spanish VET



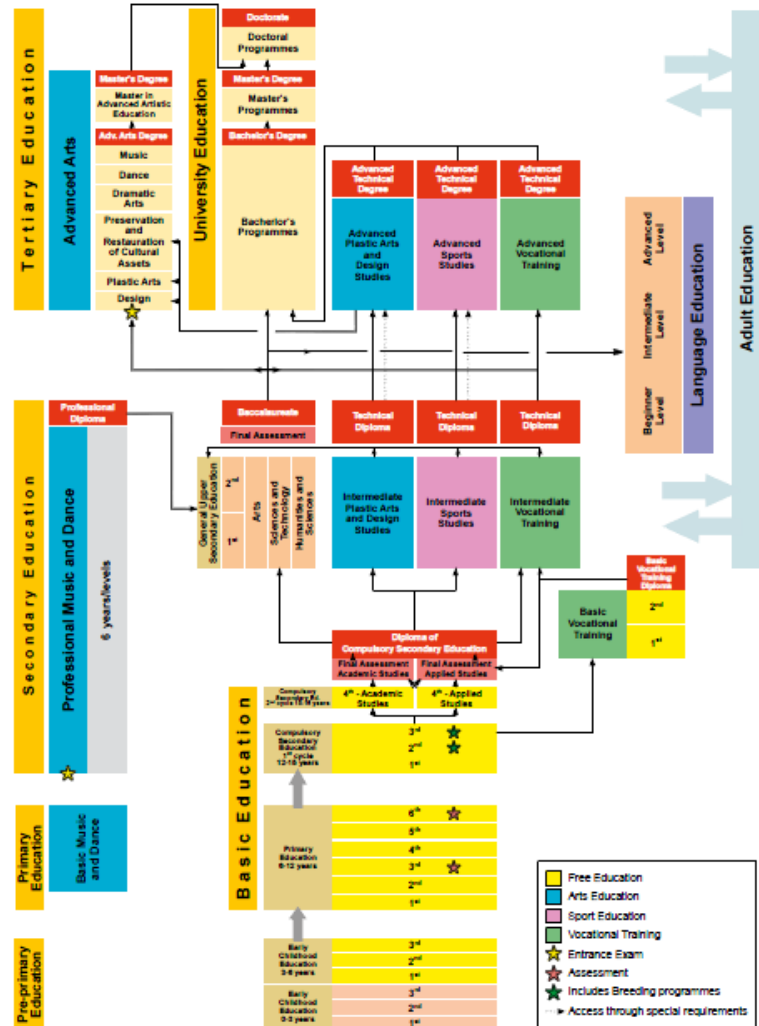
# Historical background

	POLITICS	VET FOCUS	LAW
1970s	Democracy: 1975-1978	VET is schooled	LGE 1970
1980s	Europe: 1986	Non formal VET for the unemployed	
1990s	Social dialogue*: 1993	Continuing VET	LOGSE 1990
2000	Integration of subsystems Mobility of workers	Accreditation of learning Integration of non formal VET	LCFP 2002 RD 2007
Today	Financial crisis Unemployment	De-schooling VET? Dual VET Basic VET	LOMCE 2013

# SPANISH EDUCATION SYSTEM LOMCE 2013

## Structure of the Spanish education system

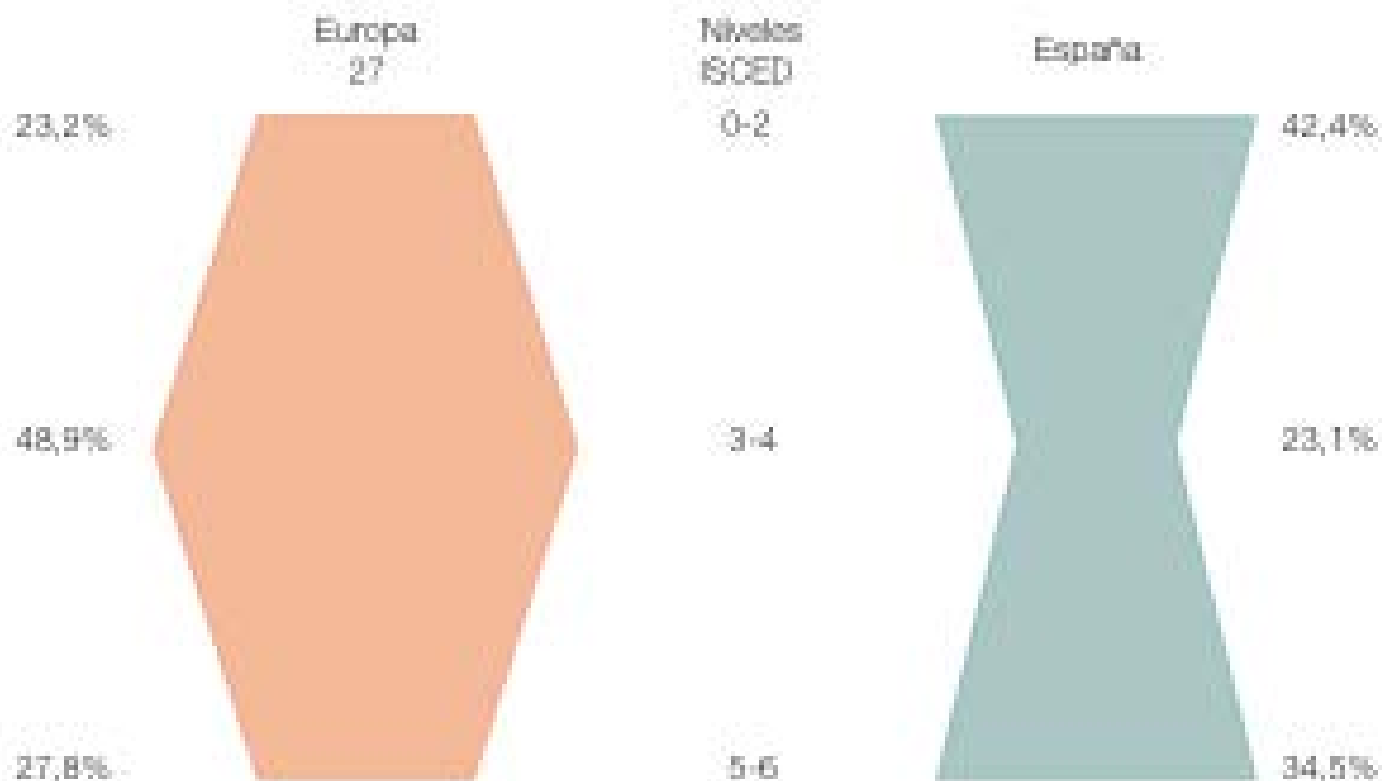
### SPANISH EDUCATION SYSTEM L.O.M.C.E.



## Modelos de cualificación en Europa y España

Año 2007

PORCENTAJE DE POBLACIÓN OCUPADA DE 25 A 64 AÑOS SEGÚN LOS NIVELES DE EDUCACIÓN



Fuente: Eurostat, LFS.



**European Union (EU)**

**European Area**

United States

Japan

- N/A
- <6%
- 6-10%
- +10-15%
- +15-20%
- >20%

Source: <http://www.tradingeconomics.com/european-union/unemployment-rate>





2.

Teachers and  
teacher education

## Trends in teaching staff <sup>(1)</sup> in the non-university general education system

	2005-2006	2010-2011	2014-2015	2015-2016 <sup>(2)</sup>
<b>Total</b>	<b>594.018</b>	<b>683.509</b>	<b>673.279</b>	<b>682.258</b>
Public schools	434.956	496.800	478.062	484.293
Primary school teachers	212.369	244.995	241.587	244.732
Secondary school teachers	164.641	179.924	171.683	173.926
Vocational training teachers	20.886	24.459	27.975	28.339
Other teachers <sup>(3)</sup>	37.060	47.422	36.817	37.296
Private schools	159.062	186.709	195.217	197.965

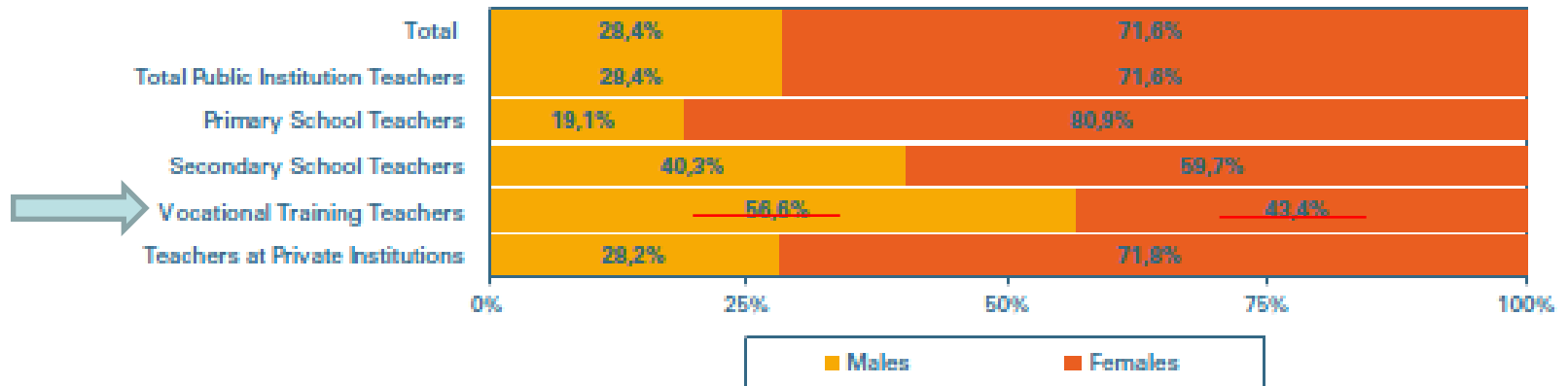
(1) "Teachers" include all staff engaged directly in teaching at schools during schools hours.

(2) Advance figures estimated by Public Teaching Staff distribution

(3) This includes other teachers who provide student care in stage 1 early childhood education, religion teachers and other categories not included in the teacher groups listed above.

# Teachers

## Distribution of non-university general education system teachers by sex. 2014-2015 school year



## Distribution of non-university general education system teachers by age. 2014-2015 school year

	Total	Less than 30	30 to 39	40 to 49	50 to 59	60 and more
<b>Total teachers</b>	<b>100,0</b>	<b>6,8</b>	<b>29,6</b>	<b>29,8</b>	<b>28,8</b>	<b>4,9</b>
Total public institution teachers	100,0	4,6	28,7	30,3	32,6	3,8
Primary school teachers	100,0	6,3	33,5	25,2	31,8	3,2
Secondary school teachers	100,0	0,9	22,6	37,1	35,0	4,4
Vocational training teachers	100,0	0,9	20,6	36,4	37,7	4,3
Teachers at private institutions	100,0	12,4	32,0	28,4	19,7	7,5

## Students in initial teacher training

	Primary school teacher training - 1st and 2nd stage <sup>(1)</sup>		Primary school teacher training - Bachelor's degree <sup>(1)</sup>		Master's degree for teachers of secondary school and Baccalaureate, voc. training and language schools <sup>(1)</sup>		Advanced vocational training in early childhood education	
	Enrollment <sup>(2)</sup>	Graduates <sup>(3)</sup>	Enrollment <sup>(2)</sup>	Graduates <sup>(3)</sup>	Enrollment <sup>(2)</sup>	Graduates <sup>(3)</sup>	Enrollment <sup>(3)</sup>	Graduates <sup>(4)</sup>
TOTAL	135	757	118.680	30.691	24.914	16.302	36.338	12.506
Andalucía	87	409	23.793	5.220	3.572	2.915	4.570	1.781
Aragón	-	28	3.352	676	508	345	893	211
Asturias (Principado de)	11	33	1.735	331	208	168	624	165
Baleares (Illes)	-	-	1.910	404	387	216	679	172
Canarias	-	40	3.714	685	571	372	2.911	487
Cantabria	-	-	1.372	267	139	102	490	148
Castilla y León	20	-	7.995	1.058	733	317	1.704	500
Castilla-La Mancha	-	90	3.495	2.942	337	735	2.256	452
Cataluña	1	1	10.926	2.693	1.526	1.002	7.639	3.054
Comunitat Valenciana	14	112	12.088	2.969	2.741	2.389	4.383	1.867
Extremadura	-	-	3.260	511	426	327	917	203
Galicia	-	-	4.789	1.004	778	629	1.866	600
Madrid (Comunidad de)	2	44	17.862	5.928	3.588	2.115	3.904	1.585
Murcia (Región de)	-	-	5.266	1.371	1.161	661	941	331
Navarra (Com. Foral de)	-	-	1.450	372	123	133	415	145
País Vasco	-	-	5.733	1.391	380	327	1.344	612
Rioja (La)	-	-	899	184	115	84	318	100
Ceuta	x	x	x	x	x	x	233	46
Melilla	x	x	x	x	x	x	251	47
Univ. no presenciales	-	-	9.041	2.685	7.621	3.465	-	-

(1) Source: S.G. de Coordinación y Seguimiento Universitario. Secretaría Gral. de Universidades. Ministerio de Educación, Cultura y Deporte.

(2) Preliminary data 2015-2016 school year.

(3) 2014-2015 school year.

(4) 2013-2014 school year.



3.

VET architecture

# Two sub-systems

	Formal VET	Non formal VET
Administration	Education	Employment
Funding	Own budget	European funds Social agents
Institutions	VET schools	VET schools Employer federations Trade unions Private providers Municipalities Non profit providers
Teachers	Civil servants	Low requirements
Curricula	State mandated	State mandated
Time frame	September-June	No pattern

# Common features

- Curriculum design participated
- Workplace learning

# VET architecture - 1

1. Formal VET
2. Non formal VET
  1. National Qualification System
  2. National Employment system
  3. Regional and local agreements on Employment and Vocational Training



# VET architecture - 2

- National catalogue of vocational qualifications
- Modular training catalogue
- Procedure for recognition, assessment and accreditation
- Information and guidance
- Quality assurance

# VET architecture - 3

- Vocational education offer
- Training for specific populations

# Qualification architecture

- Name, level, vocational family
- Competence units
- Length
- Skills, assessment criteria and contents
- Requirements on education and training providers

# Basic VET

- Purpose
  - Guaranteeing the right to education
    - Retention within/outside the education system
  - Initiation into an occupation
    - Providing a basic qualification for low achievers
  - Safeguarding transition into adulthood
    - Personal development
- Staff
  - Educators
  - Trainers
- Institutions promoting them
  - Schools
  - NGOs
  - Municipalities
  - Trade unions and employer confederations
  - Legal establishment/changes
    - 1994, 2006, 2013



# Basic VET as educational context

- Qualification level 1
- Between retention and rejection
  - Occupational development
  - Personal and social development
  - Academic learning
- Affective learning environments
  - Voluntary attendance
- Occupation between exploration and preparation

# CFGM and CFGS - VET

- Purpose
  - Achieving a formal certification
  - Access to a profession
  - Facilitation of further education
- Staff
  - Teachers
- Institutions promoting them
  - Secondary schools
  - Integrated vocational schools
  - National reference schools
  - Universities



# CFGM and CFGS VET as educational context

- Qualification level 2 and 3
- Vocational education
  - Occupational development
  - Academic learning
  - First contact with the world of work
- Effective learning environments
- Vocational choice

# Uniqueness of VET

1. Exception among education
2. Legal diversion
3. Coordination between State and regions
4. Participation of social agents
5. Articulation between public and private
6. Open school organization





4.

Trends

# Trends - 1

1. Upskilling the workforce
2. Individual pathways
3. Increasing qualifications of the youth

## Trends - 2

1. Retention in education
2. Accreditation
3. Cooperation between public institutions
4. Regional and local planning?

## Trends - 3

1. De-schooling the system?
2. What further involvement of social agents?
3. What role for the State (national and regional)?

5.

Debates

# Debates - 1

1. Stable and sufficient offer
2. Coordination between institutions
3. Information to provide effective guidance
4. Legal developments
5. Assuring funding
6. Teacher education



# Debates - 2

- Pedagogies of VET
- Import (and export) of reforms/systems
- Governance and quality of VET systems
- VET relations to higher education
- Career and career development



VNIVERSITAT  
DE VALÈNCIA

Fernando Marhuenda Fluixá  
marhuend@uv.es