

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



VNIVERSITAT
DE VALÈNCIA

Fernando Marhuenda Fluixá

E+ Ref. 574124-EPP-1-2016-1-DE-EPPKA2-CBHE-JP

(2016-2971/001-001)

Valencia, 1.3.2017

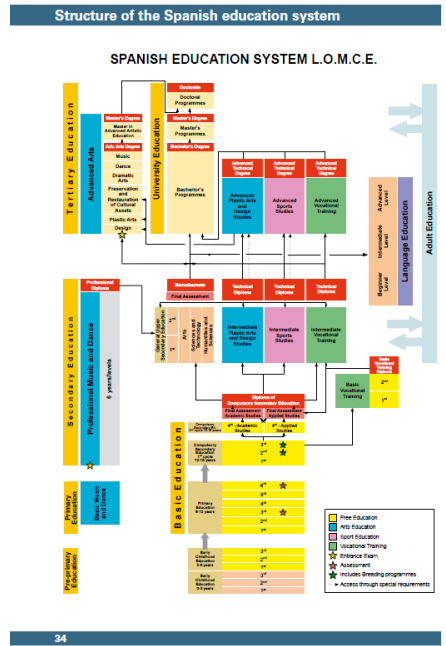
- Spanish VET
- Teachers and teacher training
- VET architecture
- Trends
- Debates

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



Students

Students by autonomous community

Distribution of students in the non-university general education system by autonomous community, 2015-2016 school year

	Total	Early childhood education	Primary education	Special education	Compulsory secondary education	Baccalaureate	Vocational training	Other training progr. (1)
TOTAL	100,0	100,0	100,0	100,0	100,0	100,0	100,0	100,0
Andalucía	19,9	19,9	19,9	20,2	20,3	21,4	17,5	1,7
Aragón	2,6	2,7	2,6	2,6	2,6	2,5	2,8	4,0
Asturias (Principado de)	1,7	1,5	1,7	1,2	1,7	1,8	2,2	0,1
Baleares (Illes)	2,2	2,1	2,4	1,9	2,3	1,8	1,8	1,0
Canarias	4,4	3,3	4,3	5,1	4,7	5,3	5,5	3,5
Cantabria	1,2	1,1	1,1	1,1	1,1	1,1	1,5	2,1
Castilla y León	4,4	3,8	4,3	3,7	4,5	5,4	5,2	0,1
Castilla-La Mancha	4,5	4,4	4,5	4,0	4,6	4,6	4,7	0,8
Cataluña	16,4	17,2	16,7	20,8	16,1	13,2	16,4	57,2
Comunitat Valenciana	10,6	10,2	10,8	8,9	10,5	9,1	12,3	3,6
Extremadura	2,3	2,1	2,2	1,9	2,4	2,5	2,4	2,1
Galicia	5,0	4,9	4,7	3,4	4,8	5,5	6,4	1,3
Madrid (Comunidad de)	14,3	16,1	14,2	14,7	13,9	15,3	10,6	15,1
Murcia (Región de)	3,5	3,3	3,7	3,5	3,7	3,7	3,2	4,0
Navarra (Comunidad Foral de)	1,4	1,4	1,4	1,8	1,4	1,3	1,1	2,6
País Vasco	4,6	5,1	4,4	3,8	4,3	4,3	5,0	0,6
Rioja (La)	0,7	0,7	0,7	0,7	0,7	0,6	0,8	0,1
Ceuta	0,2	0,2	0,3	0,4	0,2	0,2	0,3	0,0
Melilla	0,3	0,3	0,3	0,3	0,2	0,2	0,2	0,1

(1) Marginal students of basic professional training are included (initiated during this school year).

Students

Students in the non-university education system by sex and school ownership/financing. 2015-2016 school year

	Students	Sex ⁽¹⁾		Owned/financed by			
		% Male	% Female	% Public	% Gov. dep. inst. ⁽²⁾	% Private inst. ⁽²⁾	% Indep. private inst. ⁽²⁾
General education system	8 106 884	51,7	48,3	67,8	25,8	6,4	
Early childhood education	1 806 620	51,7	48,3	65,7	25,5	10,8	
Early childhood education, first stage ⁽³⁾	444 402	52,0	48,0	51,4	15,4	33,8	
Early childhood education, second stage	1 362 128	51,6	48,4	67,7	28,6	3,7	
Primary education	2 024 463	51,5	48,5	67,7	28,5	3,8	
Special education	34 989	62,9	37,1	57,9	42,0	0,2	
Compulsory secondary education	1 889 594	51,4	48,6	65,6	30,9	3,5	
Baccalaureate	694 224	47,6	52,4	76,2	10,1	13,7	
Baccalaureate - classroom attendance required	643 163	47,4	52,6	74,7	10,8	14,5	
Baccalaureate - distance education	51 061	50,7	49,3	95,8	0,0	4,2	
Vocational training	767 528	55,6	44,4	78,4	17,3	6,3	
Basic vocational training	62 025	71,4	28,6	77,3	22,6	0,1	
Intermediate vocational training (classroom attendance required)	325 047	57,8	42,2	74,5	22,2	3,3	
Advanced vocational training (classroom attendance required)	309 528	54,1	45,9	75,8	14,3	9,9	
Distance vocational training	70 928	40,2	59,8	86,7	0,0	13,3	
Initial vocational qualification programmes	205	69,0	31,0	54,1	45,2	0,7	
Other training programmes	12 272	68,3	31,7	68,1	11,5	20,5	
Specialised education system	683 168	37,9	62,1	91,9	-	8,1	
Arts and design	28 322	38,3	61,7	90,7	-	9,3	
Intermediate vocational training	3 952	53,2	46,8	95,2	-	4,8	
Advanced vocational training	13 942	38,4	61,6	95,3	-	4,7	
Higher studies	11 228	33,3	66,7	83,5	-	16,5	
Music	323 893	45,9	54,1	85,2	-	14,8	
Elementary education	44 808	42,7	57,3	88,5	-	11,5	
Professional education	45 505	46,6	53,4	91,4	-	8,6	
Higher studies	8 619	58,9	41,1	78,2	-	21,8	
Non-formal studies ⁽⁴⁾	224 761	45,9	54,1	93,5	-	16,5	
Dance	34 370	7,0	93,0	64,1	-	35,9	
Elementary education	4 918	6,8	93,2	78,0	-	22,0	
Vocational education	3 664	11,9	88,1	91,5	-	16,5	
Higher studies	760	15,8	84,2	86,0	-	14,0	
Non-formal studies ⁽⁴⁾	25 038	6,0	94,0	58,2	-	41,8	
Drama	2 421	40,1	59,9	86,6	-	13,4	
Master in arts	226	61,9	38,1	58,0	-	42,0	
Official schools of languages	462 342	33,5	66,5	100,0	-	0,0	
Sport studies	11 294	90,2	9,8	43,8	-	56,2	
Formal adult education	303 541	47,5	52,5	97,3	-	2,7	
Non-formal adult education	234 571	29,0	71,0	99,0	-	1,0	

(1) Figures for the 2014-2015 school year.
 (2) The distribution of private education with and without government financing is estimated on the basis of data for the 2014-2015 school year.
 (3) Students enrolled at schools authorized by the education authorities. In government dependent private education, this refers to subsidised education.
 (4) Education attaining no academic or vocational certificate, provided in schools regulated by the education authorities.

7

Levels of education

Vocational training

Trends in student enrolment in vocational training

	2006-2008	2010-2011	2015-2016
TOTAL	454.053	582.576	767.528
Basic vocational training	-	-	62.025
Intermediate vocational training (classroom attendance required)	230.174	289.508	325.047
Distance intermediate vocational training	1.975	8.309	25.179
Advanced vocational training (classroom attendance required)	217.255	266.072	309.528
Distance advanced vocational training	4.649	18.687	45.749

Vocational training students by autonomous community. 2015-2016 school year

	Total	Basic voc. training	Intermediate voc. training		Advanced voc. training	
			Classroom	Distance	Classroom	Distance
TOTAL	767 528	62 025	325 047	25 179	309 528	45 749
Andalucía	134 507	11 985	62 679	862	53 148	5 833
Aragón	21 184	2 361	8 391	761	8 133	1 538
Asturias (Principado de)	16 724	638	6 111	1 651	6 846	1 478
Baleares (Illes)	13 749	1 719	6 424	746	4 012	848
Canarias	42 514	3 140	14 225	4 750	14 508	5 891
Cantabria	11 774	691	4 517	1 094	4 313	1 159
Castilla y León	39 817	3 804	16 508	1 668	15 809	2 028
Castilla-La Mancha	36 403	4 094	15 295	1 484	13 148	2 382
Cataluña	125 942	0	59 566	3 022	54 927	8 427
Comunitat Valenciana	94 157	9 442	40 110	3 060	34 315	7 230
Extremadura	18 337	2 148	7 454	479	6 863	1 393
Galícia	48 968	3 496	19 717	2 098	20 710	2 947
Madrid (Comunidad de)	81 544	8 614	32 734	1 435	35 894	1 967
Murcia (Región de)	24 404	3 288	9 816	1 104	8 275	921
Navarra (Comunidad Foral de)	8 823	819	3 693	276	3 445	590
País Vasco	38 676	4 064	13 945	359	19 851	457
Rioja (La)	5 951	885	2 495	68	2 007	496
Ceuta	2 147	350	663	258	762	114
Melilla	1 907	487	704	4	562	150

8

Levels of education

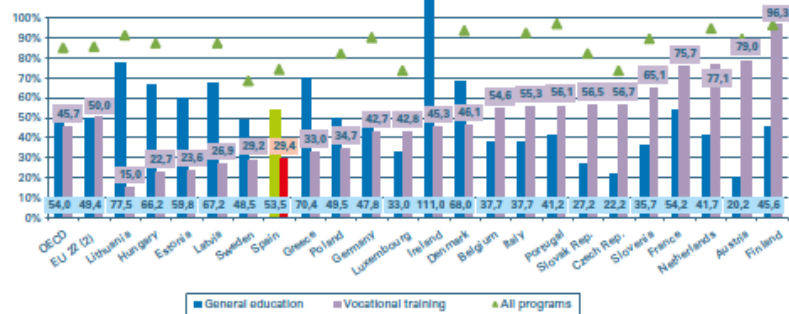
Students enrolled in vocational training ⁽¹⁾ by vocational family, sex and form of admission. 2014-2015 school year

	Basic voc. training		Intermediate			Advanced		
	Total	% Females	Total	% Females	% Admissions testing	Total	% Females	% Admissions testing
TOTAL	39.867	28,6	355.120	43,0	12,3	856.520	47,7	23,5
Physical and athletic activities	0	-	8.018	19,6	13,3	18.482	18,5	19,4
Marine and fishing activities	8	-	1.659	5,7	9,8	1.701	9,7	25,7
Administration	7.658	48,4	54.579	62,0	10,6	53.762	64,3	23,5
Agricultural activities	2.312	20,1	7.591	12,6	15,1	5.988	17,2	26,8
Graphic arts	254	44,1	3.290	37,4	11,0	1.978	47,6	22,1
Crafts	0	-	0	-	-	98	42,9	-
Sales and marketing	2.012	50,6	14.857	57,1	12,9	22.376	49,1	22,4
Building and civil engineering works	384	16,4	896	11,4	13,8	5.347	30,0	17,8
Electricity and electronics	5.761	4,9	32.732	2,5	13,5	23.634	4,9	30,9
Energy and water	0	-	0	-	-	2.780	9,7	22,4
Mechanical manufacturing	2.910	3,4	12.550	2,7	13,8	8.264	9,1	31,9
Hospitality and tourism	3.448	36,0	20.956	38,4	12,7	21.275	57,3	19,1
Personal image	3.273	85,2	20.762	93,3	10,9	6.750	95,2	20,9
Communication, audiovisual media	0	-	3.638	42,9	14,0	13.460	34,8	17,7
Food industries	166	36,1	4.802	53,1	12,3	2.068	48,5	21,3
Extractive industries	0	-	57	-	32,0	0	-	-
Computer science	6.045	19,9	29.943	9,4	13,1	40.435	13,5	26,8
Maintenance and production services	148	1,4	13.225	1,8	12,3	12.308	15,4	28,7
Wood and furniture	1.030	7,5	2.955	6,1	11,2	779	21,2	32,7
Chemistry	0	-	3.160	56,6	13,4	7.350	50,9	21,0
Health	0	-	68.849	71,9	11,3	41.111	72,9	21,2
Safety and environment	0	-	36	2,8	13,9	659	40,1	22,3
Social, cultural and community services	121	72,7	20.457	85,5	10,6	54.197	88,4	23,4
Textiles, garment making and leather/fur	229	50,2	1.110	86,2	8,5	1.261	87,6	10,2
Automobile maintenance	4.064	2,0	28.956	1,9	15,3	10.438	2,8	29,1
Glass and ceramics	44	31,8	42	11,9	..	19	15,8	..

(1) Classroom and distance studies are included, except for admission data, which only refer to studies requiring classroom attendance.

9

Upper secondary education: comparison of graduation rates in vocational training and general education ⁽¹⁾. European Union countries. 2014



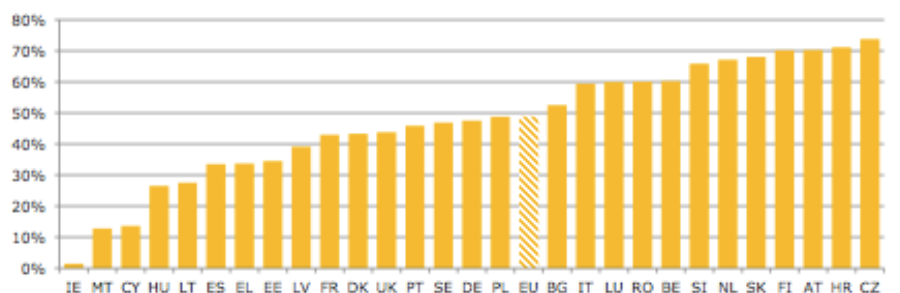
(1) Countries with no information available are not included. "All programs" is not available for Belgium, Estonia, France, Greece and Ireland.

(2) Average of the 22 EU countries in the OECD.

Source: Education at a Glance 2016. OECD.

10

Figure 3.3.2. Share of upper secondary students in VET

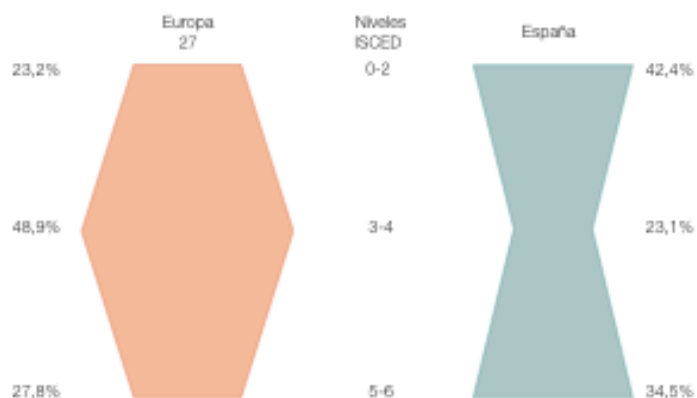


Source: Eurostat (UOE, 2013). Online data code: educ_uoe_ens05. Note: The indicator captures the share of upper secondary students participating in vocationally oriented educational programmes.

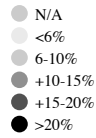
Modelos de cualificación en Europa y España

Año 2007

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



Fuente: Eurostat. LFS.



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

European Union (EU)

European Area

United States

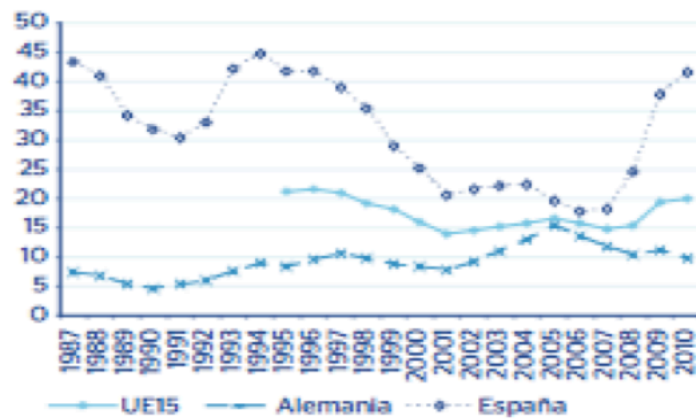
Japan

Youth unemployment - 1

Gráfico 1

Tasa desempleo juvenil

(% de activos desempleados menores de 25 años)



Fuente: BBVA Research a partir de Eurostat

VET development

1970	System building Formal VET
1982 1984	Provision: FIP plans – training provision Alternance training within VET
1990 1993	System restructuring – modernisation and prestige Continuing VET
2002 2009	Specific VET Law – LCyFP System integration Accreditation of qualifications
2011	First VET Map
2012 2013	Dual VET? Apprenticeship contracts? LOMCE - Basic VET qualification?

2.

Teachers and
teacher education

Teachers

Trends in teaching staff ⁽¹⁾ in the non-university general education system

	2005-2006	2010-2011	2014-2015	2015-2016 ⁽²⁾
Total	594.018	683.509	673.279	682.258
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 ⁽³⁾	37.060	47.422	36.817	37.296
Private schools	159.062	186.709	195.217	197.965

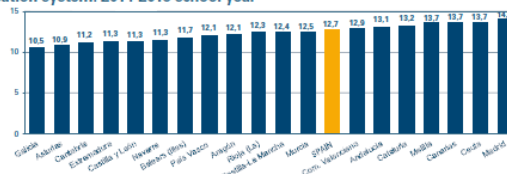
(1) "Teachers" include all staff engaged directly in teaching at schools during schools hours.

(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.

17

Ratio of students to teaching staff ⁽¹⁾ by autonomous community. Non-university education system. 2014-2015 school year



(1) Calculated full-time equivalent students and teachers.

Ratio of students to teaching staff ⁽¹⁾. EU Countries. 2013-2014 school year

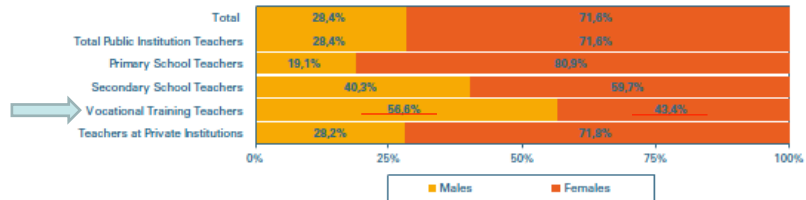
	Primary and Secondary Ed.	Primary Ed.	Lower Secondary Ed.	Upper Secondary Ed.
European Union	--	14,8	12,5	12,7
OECD	--	15,1	13,0	13,4
Germany	13,9	15,4	13,4	13,1
Austria	10,1	12,0	8,8	10,0
Belgium	10,8	12,7	9,2	9,9
Bulgaria	14,0	17,8	13,0	12,2
Croatia	10,8	14,3	9,3	10,3
Cyprus	11,4	13,6	9,8	10,0
Denmark	12,0	11,9	11,0	13,1
Slovenia	12,7	15,9	8,3	13,7
Spain	12,4	13,5	11,8	11,3
Estonia	12,5	12,9	9,9	14,6
Finland	13,0	13,3	8,9	16,2
France	15,1	19,4	15,4	10,4
Greece	--	9,4	7,8	--
Hungary	11,6	11,5	10,9	12,5
Ireland	--	16,3	--	--
Italy	12,2	12,4	11,6	12,5
Latvia	9,8	11,2	7,6	10,0
Lithuania	8,2	10,2	7,4	8,1
Luxembourg	9,4	8,9	10,9	8,9
Malta	9,2	11,4	7,0	8,8
Netherlands	--	16,6	16,2	--
Poland	10,8	11,0	10,4	10,0
Portugal	11,3	14,0	10,1	8,9
United Kingdom	17,2	19,6	15,0	16,3
Czech Republic	13,8	18,7	11,9	11,7
Slovak Republic	14,0	17,2	12,5	13,5
Romania	15,2	18,8	12,6	15,1
Sweden	12,9	12,7	12,2	13,8

(1) Calculated full-time equivalent students and teachers.
Source: Eurostat and Education at a Glance 2016 (OECD).

18

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
Total teachers	100,0	6,8	29,6	29,8	28,8	4,9
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

19

Students in initial teacher training

	Primary school teacher training - 1st and 2nd stage ⁽¹⁾		Primary school teacher training - Bachelor's degree ⁽¹⁾		Master's degree for teachers of secondary school and Baccalaureate, voc. training and language schools ⁽¹⁾		Advanced vocational training in early childhood education	
	Enrollment ⁽²⁾	Graduates ⁽³⁾	Enrollment ⁽²⁾	Graduates ⁽³⁾	Enrollment ⁽²⁾	Graduates ⁽³⁾	Enrollment ⁽²⁾	Graduates ⁽⁴⁾
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.

20

The international educational mobility

European programs

Erasmus+ Programme: Participants y mobility. Call 2016 ⁽¹⁾

	Participating teachers		Participating students		T. amount (thousand euros)
	Total	Participants in mobility	Total	Participants in mobility	
SCHOOL EDUCATION					17.149,2
Staff mobility (key action 1)	2.150	2.150	-	-	3.855,4
Strategic partnerships between schools ⁽²⁾ (key action 2)	425	425	1.226	1.226	9.778,4
Strategic partnerships toward Primary Education (key action 2)	415	415	249	249	3.417,4
HIGHER EDUCATION					97.494,1
Student mobility for studies ⁽³⁾ (SMS) (key action 1)	-	-	33.514	33.514	65.548,6
Student mobility for practicum ⁽³⁾ (SMP) (key action 1)	-	-	10.352	10.352	13.497,8
Staff mobility for teaching assignment (STIA) (key action 1)	2.773	2.773	-	-	2.872,5
Staff mobility for training (STT) (key action 1)	1.637	1.637	-	-	1.716,6
Student mobility (key action 1)	-	-	2.082	2.082	10.344,9
Staff mobility (key action 1)	1.015	1.015	-	-	1.940,8
Strategic partnerships toward Higher Education ⁽²⁾ (key action 2)	753	753	-	-	1.572,9
ADULT EDUCATION					4.968,1
Staff mobility (key action 1)	315	315	-	-	572,1
Strategic partnerships toward Adult Education ⁽²⁾ (key action 2)	371	371	-	-	4.396,0
VOCATIONAL TRAINING					29.067,2
Staff and students mobility (key action 1)	1.289	1.289	6.102	6.102	21.903,4
Strategic partnerships toward Vocational Training ⁽²⁾ (key action 2)	-	-	-	-	7.163,8
TOTAL					148.678,6

(1) Provisional data from the initial grant of funds under the 2016 call for proposals.
 (2) Collect only the data of the Spanish centers project coordinators. Pending the resolution of Spanish partners participating in projects.
 (3) It includes MECD co-financing amounting to 29 million euros.
 Note: See the programme definitions in the Explanatory Notes.
 Source: Servicio Español para la Internacionalización de la Educación (SEPIE).

Erasmus+ Programme: Participants y mobility. 2014-15 academic year

	Students participating			T.Amount (Thousands euros)
	Total	Studies mobility	Traineeships mobility	
TOTAL	12.389	11.610	779	23.522,6
University programmes	11.758	11.385	373	22.507,1
Non-university programmes	631	225	406	1.015,5

Note: See the programme definitions in the Explanatory Notes.
 Source: Secretaría General de Universidades. MECU.

21

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