

***TRANSNATIONAL
COOPERATION:
TRAINING, WORK AND
BUSSINES.
THE ANDALUSIA EDUCATIVE
MODEL***

PEST, 22nd September 2010



Index

- *I.-INTRODUCTION*
- *II.- EDUCATIVE SYSTEM IN ANDALUSIA*
- *III.-EU PRIORITIES*
- *IV.-MOBILITY MODEL*
- *V.-DESCRIPTION OF VET AND LLP*
 - *G.D. studies and public offer*
 - *Range of legal competence*
 - *VET regional System*
 - *LLP schools and public system*
 - *Entrepreneurship programme*
 - *Info web pages*
- *VI.-SOME FIGURES*



I.-Introduction: Background

- ***Andalusia** is the most populated and the second largest of the seventeen autonomous communities of Spain. Its capital and largest city is Seville.*
- *The region is divided into eight provinces: Almería, Cádiz, Córdoba, Granada, Huelva, Jaén, Málaga y Seville.*



I.-General Information

- **Capital**
 - **Area**
 - **Population**
 - **Parliament representation**
 - Congress seats
 - Senate seats
- Seville
 - 87,268 km²
 - 8,059,431
 - 62
 - 40



I.-Economy

- *Economy in Andalusia is based on:*
 - *Agriculture*
 - *Service sector including tourism, retail sales, and transportation.*
 - *Building sector undergoing high rate of unemployment.*
 - *The industrial sector is less developed than in other regions in Spain.*
- *According to the Spanish “Instituto Nacional de Estadística”, the GDP per capita of Andalusia (€18.507, €) 2009.) Spain (24.020, €) and EU (25.100, €).*



I.-Political Administration

- *Autonomous Region.*
 - *One of the 4 Historic Spanish Regions*
 - *The Regional Assembly of Andalusia is made up of a Parliament, a Government Council and a Regional Assembly President.*
 - *Ministries that include Presidency, Tourism and Sport, Economy and Treasury, Government, Justice, Public Administration, Employment and Technological Development, Institutional Relations, Public Transport, Agriculture and Fisheries, Health, Education, Culture, Environment and Social Affairs.*



I.-Andalusia

- *The National Education Government retains responsibility for the general regulations, inspection, general grants and guarantee educative rights*
- *Regional Education System: Educative responsibilities transferred to the regional government*



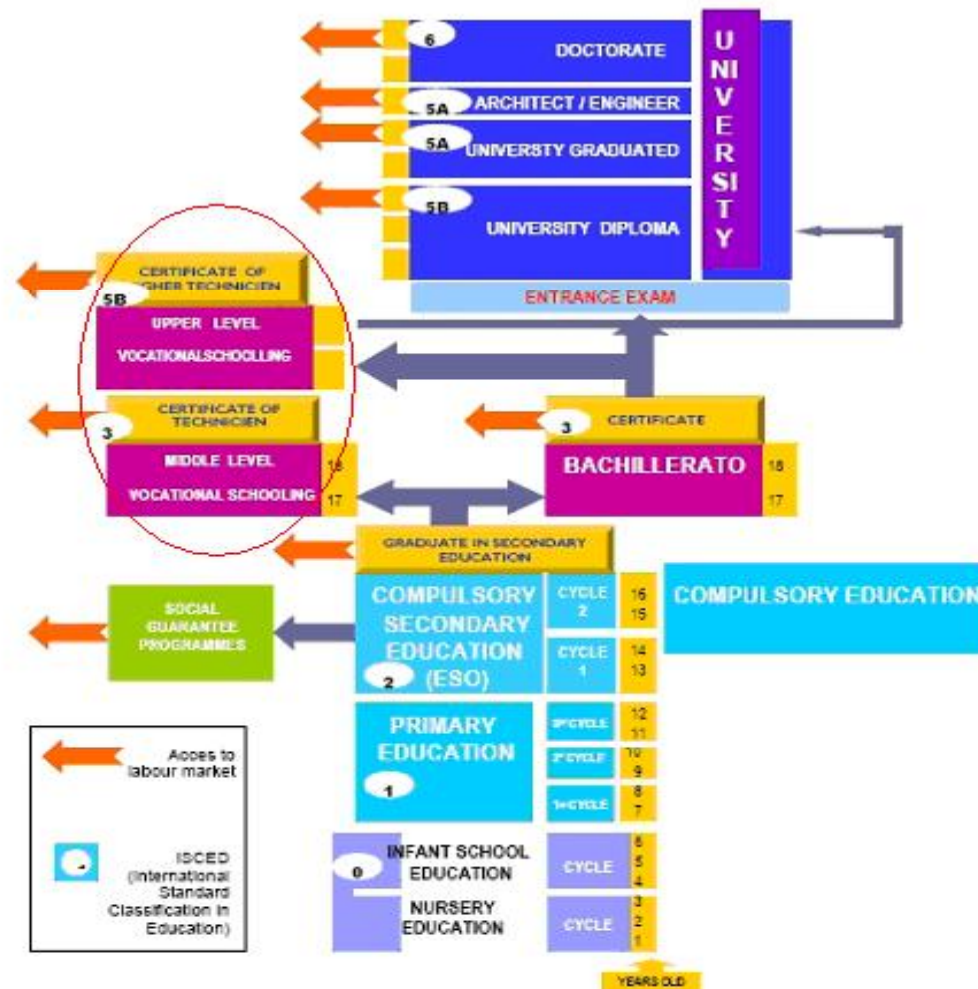
II.-Spanish Educativo System

CONSEJERÍA DE EDUCACIÓN



Consejería de Educación

D.G. de Formación Profesional y Educación Permanente



III.-EU priorities

- *European Priorities undergone by Andalusian Government:*
 - *Early School Leavers: implementation of the basic Vocational Qualification Programme (P.C.P.I.)*
 - *Improve mathematics, science and technology. ICT equipment in most public schools and Internet access.*
 - *Special Plans: Special learning needs; Special Social needs; Equality and Coeducation; Work and Life; Promoting mother culture for inmigrant students; Spanish L2 for inmigrant students; Promoting literacy plan and enhancing reading skills*
 - *Mobility programmes: Secondary and bachillerato; Vocational Education and training*





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MAIN OBJECTIVES IN SPAIN

Avoid early school leavers school drop-out rate

Make VET easy access to citizens, of any age and condition by flexible offerings and pathways

Increase the number of people who get a VET post-compulsory qualification

Reconcile working life with the learning along life





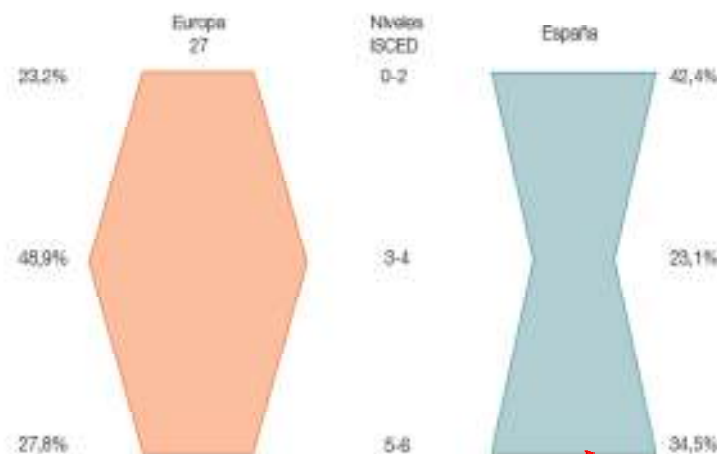
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QUALIFICATIONS MODELS IN EUROPE AND SPAIN

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.

In Europe the qualification of the productive system lays on a basis of intermediate skills

In Spain the qualification of the productive system lays on a basis of low and high qualifications

Loss of talent approx. 25 %. Inactive, unemployment and underemployed

The Spanish labour market presents a low efficiency in the use of well qualified work force. VET is the way to change this pattern.





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Initial professional qualification programs

Purpose Art.30.2 (LOE)

development of
personal and
social skills to
have a
successful life
plan

facilitate a successful
job placement. Level 1
Qualification

expand basic skills to
continue their studies
(Graduate school access to
professional teaching exam)





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INSTRUMENTS OF THE NEW VOCATIONAL TRAINING

INTEGRATED INFORMATION AND CAREER GUIDANCE SYSTEM

IN THE TRAINING OFFER

MARKET RESEARCH SYSTEM. SISTEMA DE PROSPECCIÓN. OBSERVATORY OF THE LABOUR MARKET AND THE TRAINING NEEDS

VOCATIONAL TRAINING CENTRES NETWORK

ASSESSMENT AND RECOGNITION OF PROFESSIONAL COMPETENCIES



IV.-Mobility Model

Objectives:

- *Invest and support in well qualified students which allow them into a quality job insertion in an European environment*
- *Enhance students language and personal skills for a changing labour market.*
- *Create a competitive regional economy to be able to reach the European Strategy 2020*
- *Active cooperation with regional and local educative authorities to strengthen policies implementation.*



IV.-Mobility model

Financial support by Junta de Andalucía:

- Annual Call for proposals. 200 vocational education and training student work placements. Compulsory internship.*
- 3 months stay in other European countries firms according to the student professional profile.*



IV.-Mobility model

- *Supported by LLP and Junta de Andalucía*
- *Projects:*
 - *Leonardo da Vinci: “Nuevo Andalucía con Leonardo II” for 150 students. Middle degree*
 - *MoVIT. Schools provide their own contacts*
 - *Erasmus “FCT-Erasmus IV”. Higher VET*
 - *ERIEVET partnership network. More than 12 regional and local educative authorities.*



IV.-Mobility model

– *Transnational cooperation: Bilateral Agreements:*

- *Tuscany Region: Mobility projects and Information Transfer projects: PREVALET; PRECOLL*
- *Lower Saxony*
- *France*
- *EARLALL*



V.-LEGAL BASIS AND MAIN ACTIONS in Andalusia

❖ ***New legal frame: flexible offer, pathways and access to official certificates.***

- ***A National Education Law (LOE 2/2006).***
- ***A Regional Education Law (LEA 17/2007).***

❖ ***Validation and passed in formal learning and recognition of non-formal learning (also certified).***

❖ ***Creation of a regional net (30) of LLL schools: coordination and search for education needs in each net.***

❖ ***Permanent supporting innovation and resources for schools, teachers and learners.***

▪ ***Tecnical resources: high speed internet access, PCs, info websites and on-line LMS based on MOODLE.***

▪ ***Didactic resources through the web: digital books and multimedia on-line content for both formal and non-formal learning.***

▪ ***Teacher's training courses on MOODLE based LMS and on-line learners tutoring and monitoring***



a) DG STUDIES COMPETENCE AND PUBLIC OFFER

- ❖ **Vocational education and training** : Acquiring knowledge as well as professional competence corresponding to a profession: \pm 91.000 learners.
 - Level I (IVET)- 7.800
 - Level II (Lower, aimed at obtaining a Certificate of EXPERT) 49.109
 - Level III (Upper, aimed at obtaining a Certificate of ADVANCED EXPERT) 34.190

- ❖ **Adult formal and non formal learning**: \pm 150.000 learners.
 - Formal courses leading to secondary and post-secondary official certificates.
 - Non- formal courses to support official certificates and reinforce key competences (European Parliament and Commission document, december 2006).
 - Public extraordinary test to access VET or official secondary and post-secondary certificates.
 - Entrepreneurship programmes for all school levels.

- ❖ **Face to face, blended and on-line learning public offer, to adapt to te citizens needs.**



b) RANGE OF LEGAL COMPETENCE

- ❖ *The regional education authority is in charge of public learning offer at all levels, except for University.*
- ❖ *That involves nearly 40% of curriculums designs and 100% of financial support for over 3000 schools and 95.000 teachers, to cover a population of nearly 8 million.*
- ❖ *Particularly, “La DG de Formación Profesional y Educación Permanente” is in charge of VET and Longlife Learning public offer, involving about 250.000 learners.*



c) VET REGIONAL SYSTEM I

- ❖ *About 1000 secondary schools.*
- ❖ *Access:*
 - *IVET (inserted in SE with a professional profile for potential drop outs).*
 - *VET level II (SEC or access exam).*
 - *VET level III (upper SEC or access exam).*
- ❖ *Duration: 2.000 hours, in 2 yearly courses.*
- ❖ *Organization:*
 - *In professional modules, each of them corresponding to a Unit of Competence of the National Catalogue, that enables the trainee to develop a professional area.*
 - *They have a theoretical-practical character and can be certified independently from the rest.*
 - *Each year course will have between 10 and 15 modules approximately, being the last one in the second year an apprenticeship period in a company.*
 - *In-Company-Training (FCT) module (between 300 and 700 hours) is carried out in a real company, with a work program is agreed between the high school and the company. Trainees are assessed by a tutor from the company and a tutor from the school.*

