

Initial Vocational Education and Training in Catalonia

Introduction

Spanish Education System

Catalan Education System

Adapting and making the VET Offer flexible

Adaptation to companies and territory

- ✓ Joint implementation of **two or more** VET courses.

An example would be the creation of a new professional profile combining Office Management and Trade skills, so that the student can get both diplomas in three years; this is of interest mainly in small populations where more multi-skilled workers are sought.

- ✓ Implementation of a VET course **complemented with** some professional modules and/or training units from other courses

For instance in the main Catalan wine-producing region the Sales Management and Marketing VET course has been complemented with grape growing and wine production skills.

- ✓ Experimentation with the **apprenticeship** system in several VET training centres.
- ✓ In Catalan regions with a low population density, **blended learning** is on offer so that students don't need to travel long distances or move to larger urban centres.



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Adaptation to people

- ✓ Implementation of VET courses with **adapted timetables** for workers.

For instance VET courses are offered to workers in a petrochemical complex, adapted to their timetable and in the company premises.



- ✓ Partial enrolment.
In order to allow workers or people with other obligations, to follow their training pathways at a different pace, **partial enrolment** in specific professional modules or training units is also possible.

- ✓ **Blended learning** allows a student to attend to at least to 50% of the lessons; the rest of the tuition will be carried out outside the training centre.



- ✓ Distance learning (IOC).
The Open Institute of Catalonia offers **distance learning/e-learning** (full VET courses or professional modules) to its more than 25.000 students in Catalonia and worldwide.



Adapting and making the VET Offer flexible

The Validation programme.

- ✓ It's a training **validation model**, that provides to unemployed and active workers, guidance and recognition to improve their qualifications.
- ✓ There are three areas covered:
 - ❑ Training offer to **specific target groups**. VET training centres can implement training units bearing in mind workers from a company.
 - ❑ The validation of the **training delivered in companies** provides academic certificates to people having successfully undergone the established assessment procedures.
 - ❑ The validation of **informal education**.
- ✓ In all cases, the candidates can obtain a training certificate, useful for the **accumulation** of training units which lead to the achievement of a VET qualification.
- ✓ About 16.000 people **have already achieved** some kind of validation.



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Participation in European projects.

The Catalan Ministry of Education has participated in several European projects to develop the **European dimension** in Vocational Education and Training.

- ✓ The **ECVET** principles have set the guidelines for the experimentation and implementation projects.
- ✓ The main topics are the transparency, transfer and recognition of learning outcomes, and the **accumulation** of credits to achieve a qualification.



European
Commission - DG
Education and
Culture



Hairdressing
Machining
EQF 3-4



International
trade
Commerce
EQF 5



Industrial vehicle
EQF 5



Cooking – Electricity – Sports
Car maintenance – Health
EQF 3-4-5



Initial Vocational Education and Training IVET in Catalonia

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- VET Studies in Catalonia - *23, May, 2014*

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Departament d'Ensenyament

More information:

<http://www20.gencat.cat/portal/site/ensenyament>

http://www.xtec.cat/estudis/fp/nova_fp/



Generalitat de Catalunya
Departament d'Ensenyament

THE DUAL VET SYSTEM



Cap a una
FP Dual
de qualitat



The Context

- ❑ New productive model, with more innovation and added value
- ❑ Quality Production and Services, not a low cost one
- ❑ High demand of qualified HHRR
- ❑ HHRR improvement
- ❑ Need to increase:
 - ❑ VET attractiveness
 - ❑ VET prestige
 - ❑ Youth employment
 - ❑ Companies participation

2012	The Active population of shown ages	
Educational levels	A- Catalonia 25 to 64 y	B - Catalonia 25 to 34 y
< compulsory	45,6 %	36,4 %
= compulsory		
Post Compulsory (BAUC / VET L2)	22,1 %	23,8 %
Higher Education	32,3 %	39,8 %
Total	100 %	100 %
	From: MECD, Explotación de las variables educativas de la Encuesta de Población Activa...2012 (publicado en marzo de 2013)	

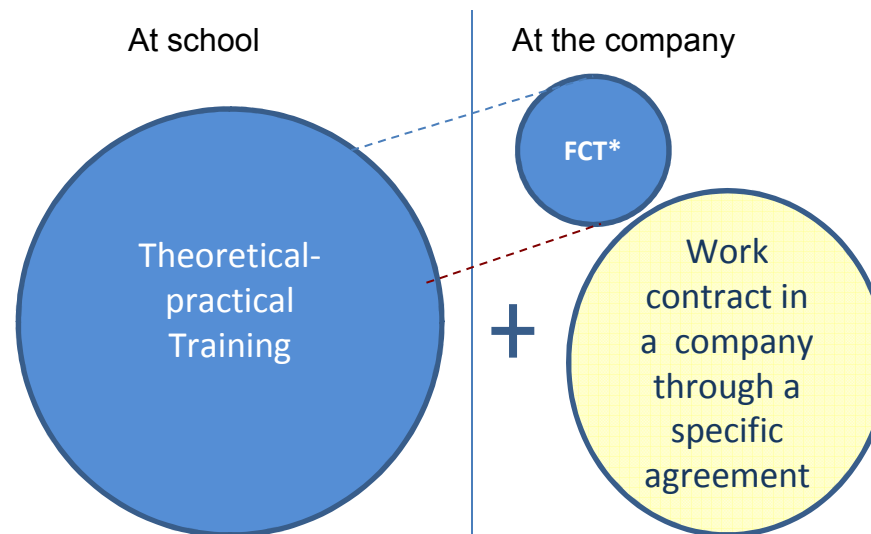
It is a VET system alternating work placements with school-based training, in which the tasks are coordinated between the training centre and the company with the recognition of the learning outcomes acquired by the trainees during their activity in the company

Initial Vocational Education and Training in Catalonia

VET in simple alternance

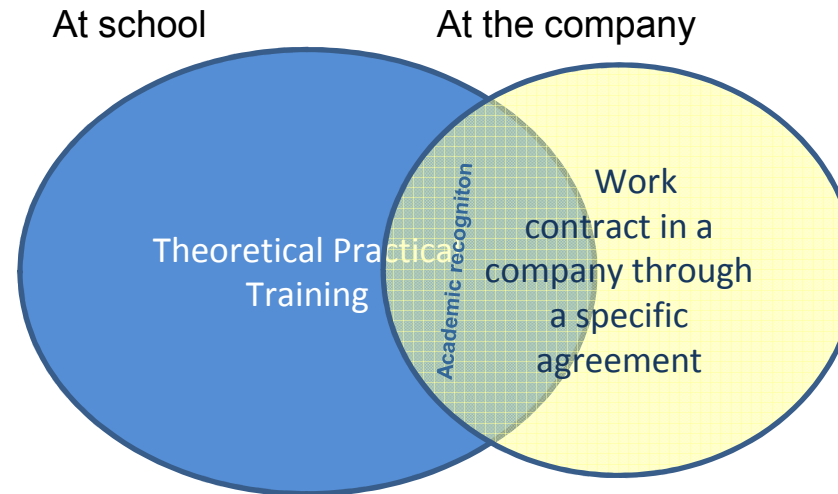
Resolució ENS/1204/2012, de 25 de maig (*Diari Oficial de la Generalitat de Catalunya*, 22-06-12)

- **Simple alternance** combines the usual training time at school with a working weekly time at the company **without the recognition of the knowledge acquired at the company**



(*) Compulsory in-company training

The Dual VET System



□ **Dual VET System with academic recognition of the knowledge acquired in a company through:**

- work
- An internship grant
- Vocational training in the company

The Dual VET System: offer and duration

- Offer
 - It is possible to do it in all the VET qualifications from level 3 to level 5
 - It is offered to all the students in a group class

- Duration of a qualification in the VET Dual System
 - In general, the same as ordinary VET qualifications: 2 academic years
 - The qualification could be organised in three years, especially if some training alternative or complementary units are added
 - In any case it can be shorter than the one stated officially in the curriculum.
 - In general the internship grant or the work contract takes place in the second academic year of the qualification

Dual VET System: The school and the company

- ❑ Dual VET projects are implemented through an agreement
- ❑ Company's responsibilities
 - Welcoming the trainee with the internship grant or work contract
 - Assigning an adequate work place to the agreed training tasks (with enough time to acquire the agreed correspondent competence)
 - Following up of the tasks performance and reporting back to the school
- ❑ School's main responsibilities
 - Programming, Organization and Coordination of the training process and recognition of the learning outcomes acquired by the trainee through work and training carried out at the company.
 - Time allocation to each training module (in general, 2 hours work at the company equals 1 hour of training at school)
 - Assessment of the trainee's performance, both at school and at the company
 - Evaluation of the acquired learning outcomes
 - Setting up of the actions needed to improve the trainee's competence acquisition needed correcting actions on student's training process to favour competence acquisition

Trainee at the company

- Work Contract
 - All types of contracts, to be fixed by the company
 - We recommend: “contrato para la formación y el aprendizaje”
 - Salary*: It's established in the agreement (proportional to the time worked).
- Training grant
 - Minimum of 2 months and maximum of 10, in 1 academic year
 - Possibility of an extension if the required learning outcomes and competence have not been acquired
 - Monthly allowance*: to be negotiated between the school and the company. The reference index is 'IPREM' (in the percentage of effective time worked)
 - Social security as an employee
- Compulsory-in-company-training (FCT)
 - An unpaid in-company-period, previous to the contract or to the training internship grant, some 'FCT' hours', can be agreed to facilitate a first contact with the company. There's a special agreement signed by the school and the company with a contracted insurance policy.

*It's recommended to fix only one type (contract or grant) and the same amount of money for all the companies taking part in the same VET Dual Project



General Organization of the Dual VET System

- An intensive general training period at school during the first year is highly recommended.
- During the 2nd year, the alternance between the school and the company happens as follows:
 - Daily alternate attendance: some hours at school and some at the company
 - Weekly alternate attendance : some intensive days at school and some at the company
 - Attendance in agreed periods:
 - Alternate internship; for instance 2 weeks in the company, one at school,...
 - Intensive internships at the company during school holidays,...

Company Staff work experience and recognition of the training

Resolució ENS/1891/2012, de 23 de agosto

- The company and the school can agree upon:
 - The academic recognition of learning outcomes acquired through work experience by the company unqualified staff
 - The validation of learning outcomes acquired through in-service training schemes within the company by trainees and unqualified staff

Dual VET System Added Value

- Increase of trainee's employability due to a greater contact and knowledge of the world of labour between trainee and company
- The company becomes actively involved in the training of their prospective future workers.
- Advantages for the company
 - Direct knowledge of trainee's potential, which might help the company when replacing retired staff
 - Training at the company with own equipment, processes, **values...**
 - Increase of the company's potential thanks to new opportunities and the improvement of the staff's work competence and qualification
 - Greater adaptability of the qualifications of the labour market
 - Incorporation of new trainees in the in-service training scheme so that both the trainees and the unqualified company staff, can obtain the academic recognition of this training
 - ...

Spanish Legislation on Training Contracts

- **Reforma del Estatuto de los trabajadores**
 - Real Decreto-Ley 3/2012 de 10 de febrero, de medidas urgentes para la reforma del mercado de trabajo (BOE de 11 de febrero)
<http://www.boe.es/boe/dias/2012/02/11/pdfs/BOE-A-2012-2076.pdf>

- **Desarrollo reglamentario**
 - Real Decreto 1529/2012, de 8 de noviembre, por el que se desarrolla el contrato para la formación y el aprendizaje y se establecen las bases de la formación profesional dual.
<http://www.boe.es/boe/dias/2012/11/09/pdfs/BOE-A-2012-13846.pdf>

- **Modelo de contrato y de acuerdo para la actividad formativa**
 - http://www.sepe.es/contenido/empleo_ formacion/empresas/pdf/Mod. 226.Ene ro12.pdf
 - http://www.sepe.es/contenido/empleo_ formacion/empresas/pdf/Mod. 229.Ene ro12.pdf

Information on Internship Grants

□ Becas para estudiantes

- Real Decreto 1493/2011, de 24 de octubre, por el que se regulan los términos y las condiciones de inclusión en el Régimen General de la Seguridad Social de las personas que participen en programas de formación, en desarrollo de lo previsto en la disposición adicional tercera de la Ley 27/2011, de 1 de agosto, sobre actualización, adecuación y modernización del sistema de la Seguridad Social
- http://www.boe.es/diario_boe/txt.php?id=BOE-A-2011-16819

□ Becas para titulados

- Real Decreto 1543/2011, de 31 de octubre, por el que se regulan las prácticas no laborales en empresas
- <http://www.boe.es/boe/dias/2011/11/18/pdfs/BOE-A-2011-18062.pdf>

□ Datos del IPREM

- <http://www.iprem.com.es/>

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