

# VET'S CLIL IN CATALONIA

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**Departament d'Educació**

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The VET's CLIL project is aimed at widening the opportunities of VET students in a globalised world by implementing the content and language integrated learning (CLIL) methodology in the curricula.



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# 1. THE EDUCATIONAL SYSTEM IN CATALONIA

## 1.1. THE EDUCATIONAL SYSTEM

The educational system in Catalonia is the same that in Spain. The education system provides the following levels of education: Pre-primary Education, Primary Education, Compulsory Secondary Education (*Educación secundaria obligatoria*, ESO), General Upper secondary education, Vocational Training, Adult Education, University Education, which have been called General Regulation Areas — *Enseñanzas de Régimen General* — to date, as well as Language Education, Arts Education and Sports Education, which have been called Special Regulation Education areas — *Enseñanzas de Régimen Especial* — to date.

The educational system is compulsory up to the age of 16.

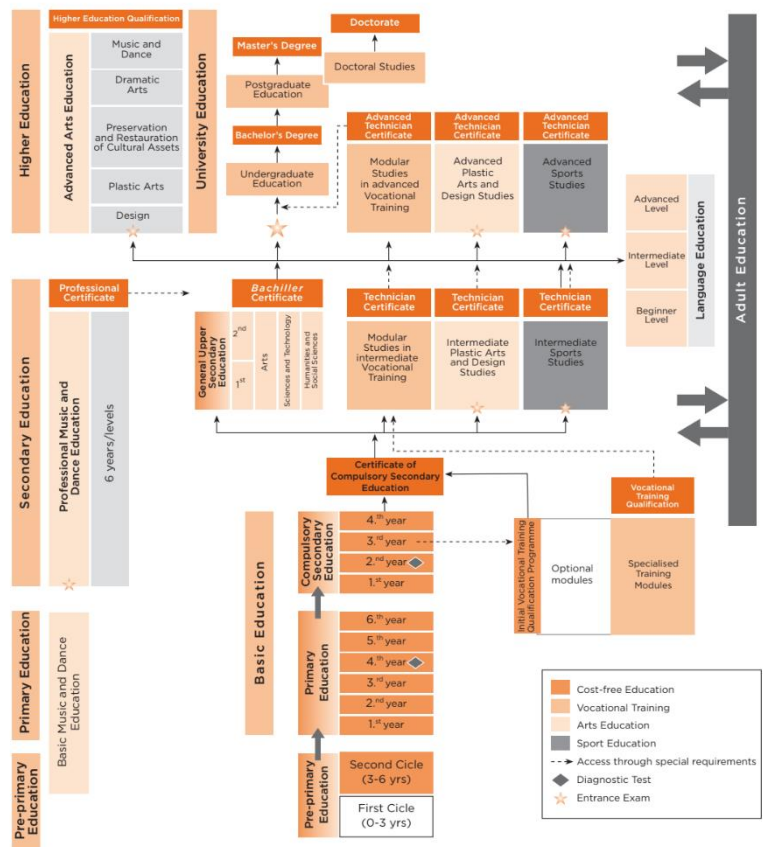


Figure 1. Structure of the Spanish Education System in accordance the 2006 LOE (organic act of education). Source: Ministry of Education

Basic Education is made up of Primary Education and ESO. Secondary Education is divided into ESO and post-compulsory secondary education, the latter comprising General Upper Secondary Education, intermediate Vocational Training, intermediate level Professional Music and Dance Education and intermediate level Sports Education.

The Spanish education system covers Higher Education, which is made up of University Education, Advanced Vocational Training, advanced level Professional Music and Dance Education and advanced level Sports Education.

The Spanish Constitution establishes that the “wealth of linguistic variety in Spain is part of a cultural heritage, which shall be the object of special respect and attention”. Based on this constitutional provision, the Status of Autonomy of Catalonia encompasses the coexistence of the Catalan and Spanish language. Catalan language is the language of instruction with the Spanish language being taught as a single subject.

The Spanish education system is based on a decentralised model and all Central Government, Autonomous Communities, Local Administrations and schools have areas of responsibility.

The **Ministry of Education** is the **Central Government** authority responsible for the proposal and implementation of general guidelines on education policy, Vocational Training and universities. It has control over the homogeneity and fundamental unity of the education system, which guarantees basic equality for all Spanish citizens.

The **Autonomous Communities (*Comunidades Autónomas*)** take the legislative responsibilities of developing national regulations and regulating the non-basic aspects of the education system, as well as executive-administrative responsibilities of managing the system, except for those which are reserved for the state.



The **Local Administration** is the third level within the general administration of the education system. **Autonomous Communities** and the **Ministry of Education** can delegate duties to the municipalities.

At the autonomous community level there are also other bodies, like the **Vocational Training Councils**, which perform functions related to planning, coordination and evaluation of the education system in matters of Vocational Training.

In Catalonia we can find both public sector and private establishments. **Public sector schools** are managed by Public Administrations and supported with public funding. Individuals of private bodies own **private schools**. These establishments can be further subdivided into grant-aided private schools, if they receive financial support from the state, and non-grant-aided private schools, entirely financed by private capital.

**Schools** are free to draw up, endorse and implement their own educational and management projects, as well as their organizational and operational rules. They enjoy a high level of autonomy as regards curriculum development, pedagogical decisions, and the distribution and administration of resources.<sup>1</sup>

## 1.2 VOCATIONAL EDUCATION AND TRAINING

### GENERAL DIRECTION FOR VET AND SPECIALISED STUDIES

Within the **Regional Government of Catalonia, Department of Education**, there is the **General Direction for VET and Specialised Studies**. Its main functions are the following:

1. It deals with all the actions involving school-enterprise links: close co-operation with local companies and professional associations.
2. It has the control on 45% of the pedagogical curricular for VET: it sets up training programmes for IVET students and supports training centres.

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<sup>1</sup> Information extracted from *Spanish Education System 2009* by the Spanish Ministry of Education.

3. It coordinates the compulsory work placement of all the vocational students in the country through an online platform (Qbid). It holds the responsibility of all the work placements and exchanges for the 400 Vocational Training Centres of the region.
4. It develops training of trainers and the revision of pedagogical path.
5. It promotes mobility projects all over Europe, in programmes such as POCTEFA, the Lifelong Learning Program and Erasmus +.

### 1.3. VET STUDIES. STRUCTURE AND ORGANIZATION

The VET programmes are divided into different levels.

The intermediate Vocational Training, intermediate-level Professional Music and Dance Education, intermediate-level Sports Education, and initial professional qualification programs are located within Secondary Education. The advanced Vocational Training programme is located in Higher Education.

- VET Intermediate Level (EQF level 3-4) (Students are over 16)
- VET Advanced Level (EQF level 5) (Students are over 18)
- Initial Professional qualification programs (Students are over 16)

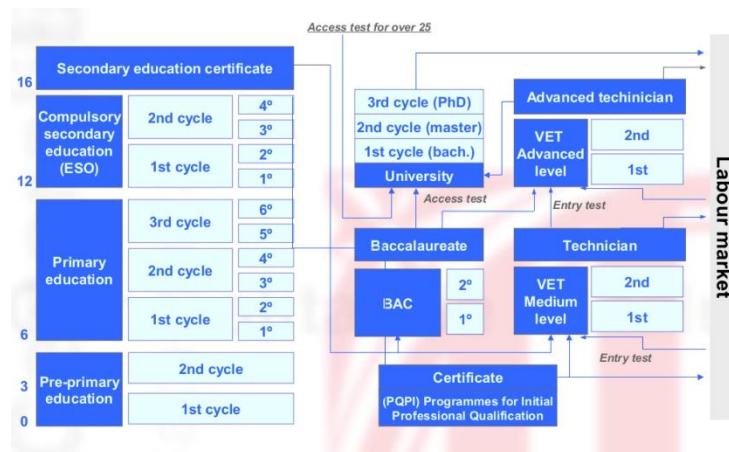


Figure 2. The educational system. Source: Generalitat of Catalonia

Despite the differences or levels, all these programmes are taught at *Instituts de Secundaria* and we can find some Advanced Vocational Training Programmes in Universities.



The intermediate and advanced VET diplomas, initial professional qualification programs and professional certificates are grouped into 26 vocational fields established in the national qualification framework:



- Physical and sports activities
- Administration and management
- Agrarian
- Arts and crafts
- Graphic arts
- Trade and marketing
- Building and civil works
- Electricity and electronics
- Energy and water
- Mechanical manufacture
- Wood, furniture and cork
- Hotels and tourism
- Image and sound
- Personal image
- Food industries
- Extractive Industries
- Computing and communications
- Installation and maintenance
- Maritime-fishing
- Chemistry
- Health
- Safety and environment
- Socio-cultural and community services
- Textiles, clothing and leather
- Transport and maintenance of vehicles
- Glass and ceramic

## 2. VET QUALIFICATIONS AND THEIR CURRICULA

All VET qualifications:

- Consist of 2,000 tuition hours, distributed in two academic years.
- Are classified in different levels:
  - VET Intermediate Level (EQF 4)
  - VET Advanced level (EQF 5)
- Are based on a curricular model that is modular in Catalonia, organized into Professional Modules (PM), that belong to different categories:
  - PMs linked to one or more professional-related competences.
  - Supporting PMs contain information common to several VET qualifications (e.g. electricity or electronics/vehicle maintenance)
  - PMs that are common to all qualifications, related to guidance for work and entrepreneurship.



- Synthesis, in the intermediate VET diploma, and Final Project, in the advanced diploma, thought to put into practice many of the competences acquired during the VET course.
-  Have an in-company training module, the duration ranging between 350 and 410 hours. It is formalized through a training agreement signed by the student, the school and a company of a related professional field.
-  Foreign language as a subject and/or its implementation as part of the working methodology in the class.

The curricular model in Catalonia is modular and the **Professional Modules** are organized into Training Units and each Training Unit has between 30 and 60 hours. The Professional Modules can be divided into one or more Training Units.

**Training Units** have didactic coherence in the learning process:

- Are valuable in the labour market.
- Allow the age of adults (early school leavers) to formal education.
- Can be used in lifelong learning programs.

The elements building up the **Training Units** are:

- **Learning outcomes** (*Resultats d'aprenentatge*).
- **Assessment criteria** (*Criteris d'avaluació*).
- The **contents** related to each of the learning outcomes (knowledge, skills and competences).

VET programmes have two main **objectives**:

- To **increase** the training and qualifications levels of the working population.
- To promote the **adaptation** and innovation of the educational offer.

The result is an improvement of lifelong learning and the quality of education, by the adaptation of the educational offer to students' special personal or professional situations. This can be obtained by adapting the VET offer and making it more flexible.

VET training programmes are open to the whole society, and therefore adult learners who wish to obtain a professional qualification can also enrol these programmes. Due to its modular character, in order to obtain a qualification, each of the Training Units that made up a Professional Module must be overtaken. In order to obtain the diploma, all professional modules must have been overtaken.



People with work experience can accredit the competences for training units through an accreditation process.

There is also the possibility of curricular adaptations that consist in changing part of one specific curriculum in order to make it closer to a specific professional sector, adapting it to the companies, the territory and the people.

VET courses can be adapted for workers with special timetable. A partial enrolment is also possible in specific professional modules or training units. VET courses can also be offered in blended learning, allowing a student to attend at least 50% of the lessons; the rest is done on-line. The Open Institute of Catalonia also offers distance learning /e-learning (full VET courses or professional modules).

In recent years, VET programmes in the dual system are increasing. They refer to 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<sup>2</sup>.

## 2.1. SOME FIGURES ABOUT VET IN CATALONIA

In Catalonia, 140 VET Qualification Programmes are offered in 443 Vocational Training Centres and taught by 6.043 Vocational Teachers.

The following table shows information about student enrolment in VET courses in the academic year 2018-2019. It shows that public schools have more VET students than private schools. There are more male than female students, but the difference is not very large.

Studies	Public and private schools			Public schools			Private schools		
	TOTAL	Females	Males	TOTAL	Females	Males	TOTAL	Females	Males

<sup>2</sup> Information extracted from Study Visit presentation for education and vocational training Specialist from Switzerland by José Antonio Martín.

<b>Intermediate VET</b>	<b>59.475</b>	<b>23.984</b>	<b>35.491</b>	<b>45.050</b>	<b>18.582</b>	<b>26.468</b>	<b>14.425</b>	<b>5.402</b>	<b>9.023</b>
1st year	35.936	15.379	20.557	27.119	11.763	15.356	8.817	3.616	5.201
2nd year	23.539	8.605	14.934	17.931	6.819	11.112	5.608	1.786	3.822
<b>Advanced VET</b>	<b>58.858</b>	<b>26.754</b>	<b>32.104</b>	<b>40.142</b>	<b>18.402</b>	<b>21.740</b>	<b>18.716</b>	<b>8.352</b>	<b>10.364</b>
1st year	29.255	13.261	15.994	20.052	9.128	10.924	9.203	4.133	5.070
2nd year	29.603	13.493	16.110	20.090	9.274	10.816	9.513	4.219	5.294
<b>Intermediate Plastic and Design studies</b>	<b>1.383</b>	<b>711</b>	<b>672</b>	<b>1.224</b>	<b>654</b>	<b>570</b>	<b>159</b>	<b>57</b>	<b>102</b>
1st year	767	393	374	680	365	315	87	28	59
2nd year	616	318	298	544	289	255	72	29	43
<b>Advanced Plastic and Design studies</b>	<b>3.350</b>	<b>2.083</b>	<b>1.267</b>	<b>3.165</b>	<b>1.994</b>	<b>1.171</b>	<b>185</b>	<b>89</b>	<b>96</b>
1st year	1.623	979	644	1.532	939	593	91	40	51
2nd year	1.727	1.104	623	1.633	1.055	578	94	49	45
<b>Total</b>	<b>123.066</b>	<b>53.532</b>	<b>69.534</b>	<b>89.581</b>	<b>39.632</b>	<b>49.949</b>	<b>33.485</b>	<b>13.900</b>	<b>19.585</b>

Table 1: Academic year 2018-2019 student enrolments.  
Source: Department of Education. Servei d'Indicadors i Estadística

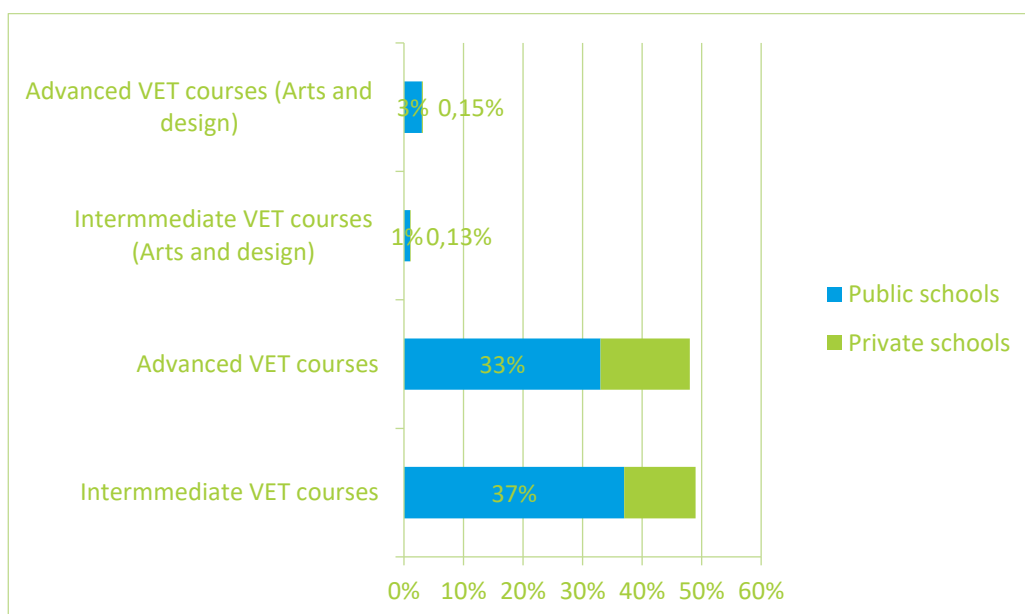


Figure 3. Student Enrolments in percentage, academic year 2018-2019.

The three vocational sectors with more students are Administration and Management, Computing and Communications, and Health.



### 3. THE ENGLISH LANGUAGE IN VET DIPLOMAS

The needs of a labour market integrated in the European Union will make English a fundamental language for labour insertion. On the other hand, it is necessary to give answer to the commitment with the objectives on English language for the next years by the European Union. This is why English<sup>3</sup> has been introduced in the curricula of VET diplomas:

1. As a Technical English subject (EOP/ESP) (99h)
2. As learning outcomes
3. In the project module

1. Technical English has been included in all intermediate VET diplomas and in some advanced VET diplomas. The learning outcomes of the Technical English subject are related to:

- Listening comprehension
- Reading comprehension
- Speaking
- Writing
- Sociocultural and professional environment knowledge

2. In order to incorporate and formalize the use of the English language in habitual professional situations and in decision-making process in the work context, it will be necessary to design learning activities that incorporate the English language in a professional module. The learning outcomes that can be dealt with in any of the professional subjects other than technical English are related to:

- Professional information (reading, writing). In all VET diplomas.
- Communication in English (speaking, writing) in professional situations. In some VET diplomas only.

3. It is compulsory to introduce English in the synthesis or project module designing teaching-learning activities in all VET diplomas:

- In the preparation of the written documentation.
- In the presentation of the project.

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<sup>3</sup> Adaptation of the 2006 LOE, organic act of education, in Catalonia.

- In the development of any of the activities includes in the project.

### 3.1. OTHER FOREIGN LANGUAGES

In addition to English, there are some VET diplomas that have a second foreign language: Technical French or German.

## 4. IMPLEMENTING CLIL TRAINING IN CATALONIA<sup>4</sup>

In the following section, we will have a look at the different projects promoted by the department to boost the learning of foreign languages.

*Pla de millora de l'ensenyament i l'aprenentatge de les llengües estrangeres a l'ensenyament reglat*, also known as the "Orator projects," was a five-year action plan to improve the teaching and learning of foreign languages. Orator, a Catalan government plan to improve foreign language learning in compulsory education, involved primary and secondary schools. The aim was encouraging students to reach a certain level of communication in a foreign language, mainly English. CLIL was one of the options of the programme. This was an integrated programme addressed to students, teachers and schools. From 1999 to 2004 more than 400 Orator projects were developed throughout Catalonia.

Since the late 1990's, recognised authorities in CLIL as David Marsh and Do Coyle, were visiting Catalonia annually to directly observe school experiences.

In 2005, the Department of Education decided to create the experimental programme in foreign languages (**PELE, Programa experimental de llengües estrangeres**) that was carried out from 2005 to 2011. The main objective of this programme was to increase the effective time of use of the foreign language. The

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<sup>4</sup> Information retrieved from Report and evaluation of the development of CLIL Programmes in Catalonia. <https://www.raco.cat/index.php/TempsEducacio/article/viewFile/274640/362671>



project was aimed at primary and secondary schools. It proposed to use quality CLIL and project-work approaches with the incorporation of ICT tools.





This programme was changed into a ***Pla d'impuls de llengües estrangeres***. The plan includes other European languages. The ***Pla*** was designed to address the entire school community: teachers, students, families and other educational agents. Several actions were planned; for example, one action allowed schools to have grants to take students abroad or to start a PELE project. PELE offered 300 annual school grants to carry out CLIL, project work, or activities for oral skills development. Between 2005 and 2010, 1,345 projects in different languages (English or French) were carried out.

In 2012, a new multilingual initiative was shaped under a foreign-language integrated plan. The ***Pla Integrat de Llengües Estrangeres (PILE)*** was an evolution of the PELE plan. PILE was designed to include all the post-obligatory levels, **and VET programmes were included**. Foreign languages were commonly absent from vocational studies until 2009.






In the academic year 2017-2018, the Department of Education initiates the program of innovation ***Generació Plurilingüe (GEP)***. The actions of the GEP programme are aimed, on the one hand, at increasing the exposure time of students to foreign curricular languages and, on the other hand, at accompanying schools in the process of developing and consolidating their own multilingual project. The programme lasts for three school years. During this time, the teachers of the participating schools, who must have sufficient accreditation of knowledge in a foreign language, receive training on CLIL and EMILE. The school management teams receive guidelines for the implementation of the multilingual programme in the centre, the design of an action plan and the preparation of a final report.

The specific objectives of the GEP are, according to the different groups to which it is addressed, the following:





Students:

-  Improve the communicative competence in a foreign language.
-  Develop key skills for the 21st century (basics, thinking and attitude, or personal).
-  Encourage cooperative and project work.
-  Acquire strategies for autonomous learning (learning to learn).

Teachers:

-  Incorporate CLIL and project-based learning strategies into teaching.
-  Reinforce cooperative work.
-  Acquire knowledge and inter-compression strategies.
-  Develop transversal global projects.
-  Increase their competence in foreign languages.

School management teams:

-  Offer, in a progressive way, non-linguistic materials in a foreign language.
-  Facilitate teaching cooperation, especially between the specialised VET teacher and the foreign language specialist.
-  Exchange experiences and good practices with other centres.
-  Encourage the involvement of the educational community in the multilingual project of the school.

The following map shows the Catalan schools involved in multilingual programmes.

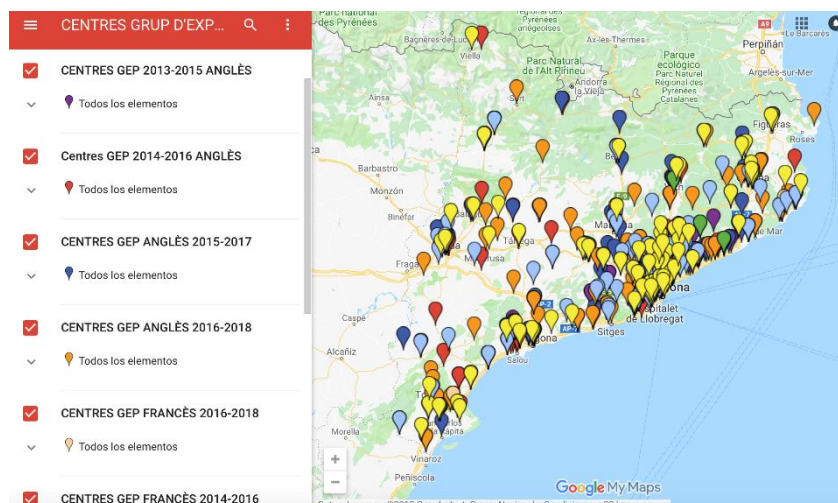




Figure 5. Schools involved in multilingual projects in Catalonia.<sup>5</sup>

The following table shows information about the number of VET schools involved in the multilingual programmes running through different editions.

Multilingual programmes editions	Number of VET schools
2013-2015	6
2004-2016	7
2015-2017	5
2016-2019	4
2017-2020	4
2018-2021	6
Total	32

Figure 6. schools involved programmes. Number of VET in multilingual

## 5. CLIL IN VET

As mentioned in the previous section, schools providing vocational education and training may be part of the GEP program. However, the introduction of English in the curricula has made it necessary to develop specific actions with VET teachers.

In 2012, a network for the creation of CLIL vocational teaching materials in English started. Teachers worked in separate groups according to their VET sector. The teachers who designed the materials were coordinated by a VET teacher (same vocational field as the teacher) and an English-language teacher. The materials were uploaded on a cooperative online platform.<sup>6</sup>

Two courses under the CLIL approach have been developed since 2013: an initial CLIL level and an advanced CLIL level. 459 teachers have been trained since then.

VET teachers are offered the possibility of carrying out a training action in CLIL through the Erasmus+ programme.

<sup>5</sup>

Source:

[http://xtec.gencat.cat/ca/projectes/plurilinguisme/programes/institucionals/gep/centres/.](http://xtec.gencat.cat/ca/projectes/plurilinguisme/programes/institucionals/gep/centres/)

<sup>6</sup> Website: <http://apliense.xtec.cat/arc/cercador/t-12305>.



In order to promote the CLIL approach among teachers, the CLIL profile for teachers was created. To obtain this profile it is necessary to accredit a B2 level in English and 90 hours of training in CLIL.

To encourage teachers to learn English and other foreign languages, language courses are offered at official language schools (*EOI*).

## 6. OUR GOALS

One of our goals is to increase the number of teachers with CLIL training and a CLIL profile. The VET's CLIL project MOOC course will offer training opportunities to teachers living in areas far from urban centres.

This course will also offer the opportunity to bring together teachers from the same professional sector from different countries. This is an opportunity for synergies that goes beyond the creation of CLIL materials.

Another objective is to increase the number of CLIL quality materials ready to use. Although there is an on-line platform in Catalonia with CLIL class material, it does not cover all the needs of our teaching staff.

Although English is the foreign language present in all VET diplomas, it is interesting to have CLIL material in other foreign languages in some vocational sectors.