

Project: DUAL-T

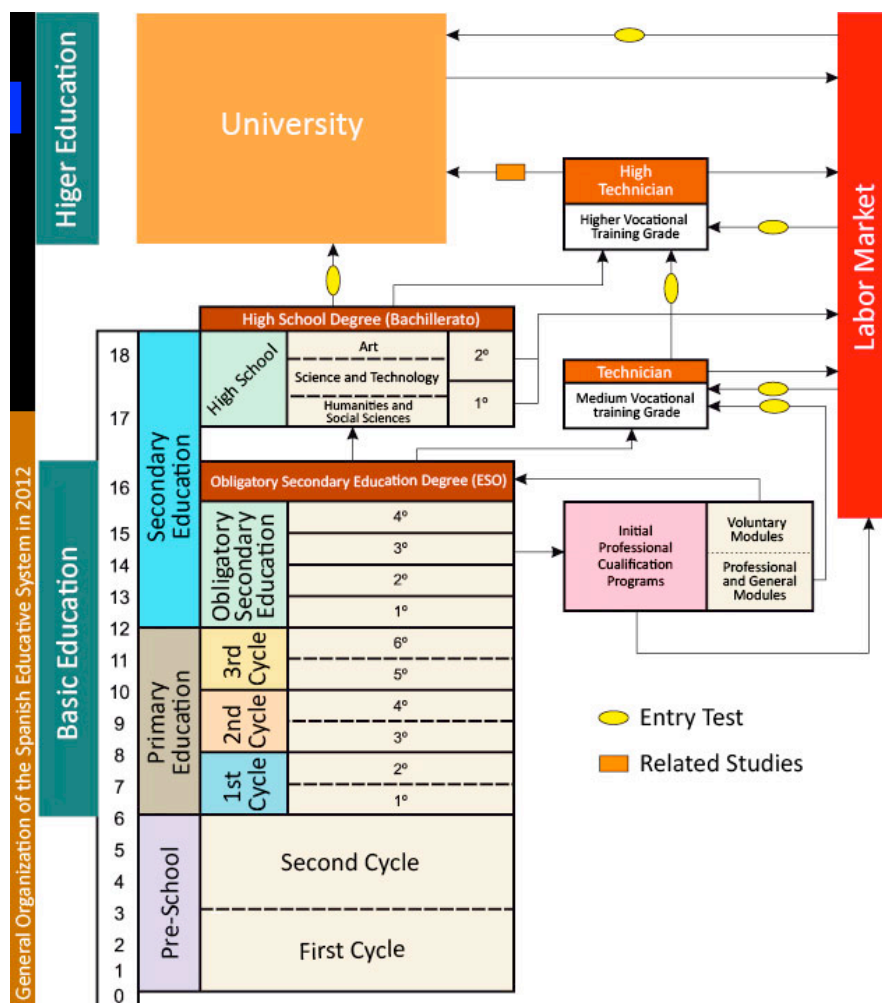
WP2. Analysis and Design of European Good Practices Survey

FILECARD for comparison of the VET-system of the countries of the involved partners

Content:

1. The school system of country XY

- How is the general school system built up?



According to the Constitution, the powers in educational matters are divided among the various agencies and administrations in the State. Basically, the central administration reserves the exclusive jurisdiction to regulate the structure of the different educational levels and the conditions for obtaining, issuing and recognition of academic and professional qualifications.

The organic law of education, adopted in May 2006, establishes that the basic education comprises ten years of schooling which are developed on a regular basis between six and sixteen years of age. Basic education is organized in primary education and secondary

education. In addition, the law organized pre-school education, post-compulsory secondary education, artistic teachings, sports lessons, the teaching of languages and adult and distance education

Pre-school education is the educational stage that serves children from birth to six years with the aim of contributing to their physical, emotional, social and intellectual development. It is ordered in two cycles: the first comprises up to three years; the second, which is free, from three to six years of age. Voluntary, this second cycle has been generalized in all Spain, so that today almost 100% of children and 3 to 6 year-olds attend school free of charge. Early schooling is considered a great achievement that will positively affect the improvement of future school performance, that other initiatives such as the program educates 3 now encourage the creation of new educational places for children less than 3 years.

Primary education is compulsory and free. Comprises three cycles of two years each, total of six academic courses, which will ordinarily be followed between six and twelve years of age. With character general, students and the students were incorporated into the first year of primary education in the calendar year in which met six years. The current educational system allows to choose the most suitable training option in every situation, to obtain a degree that will facilitate the incorporation into the labour market in the best possible conditions. Primary education is organized in areas with a global character and inclusive and will be taught by teachers who shall have jurisdiction in all areas of this level. The teaching of music, physical education and foreign languages, will be taught by teachers with specialization or corresponding qualification

Compulsory secondary education (ESO) is a free and compulsory education stage who completes basic education. It consists of four academic courses that will be ordinarily carried out between 12 and 16 years of age. The Government sets minimum teachings from the that in order to ensure a common training to all students within the Spanish educational system, as well as the validity of the corresponding titles to facilitate continuity, progression and consistency of learning, in the case of geographical mobility of the students. A student and his parents can decide, from the moment in which he is 16-year-old, terminate compulsory schooling at this stage, in which case will extend the corresponding certificate of schooling completed age and materials containing

Studies related to the occupations and the job market are those of vocational training and, at present, due to its wide range, its modular nature and facilities to perform them, even over the internet, make it a very attractive option with a high percentage of job placement

Vocational training offer around 150 training cycles, with contents theoretical and practical, suitable to the various professional fields. The qualifications are valid throughout the State, with academic and professional value.

Vocational training is also in permanent contact with the different economic sectors and respond to their needs, by what you earn in recognition at all countries of the European Union and their qualifications are becoming more popular. This makes the training professional an attractive option, of quality and that fits the needs of each individual for the improvement of his professional career.

- Which graduation entitles to the admission of a vocational education?

TO BE IN A BASIC FP COURSE THEY NEED:

The access to the cycles of training professional Basic will require the compliance simultaneous of the following conditions:

- Having reached fifteen years or reach them during the calendar year in course and not exceed the seventeen years of age at the time of access or during the calendar year in progress.
- Have completed the first cycle of compulsory secondary education or, exceptionally, have completed the second year of compulsory secondary education
- Having proposed the teaching team parents, mothers or legal guardians the incorporation of the student to a cycle of basic vocational training.

TO BE IN A MEDIUM FP COURSE THEY NEED:

- Be in possession of the diploma of secondary education.
- Be in possession of a diploma of technician or technical assistant.
- Having overcome the second course polyvalent unified baccalaureate (BUP).
- Having passed the test of access to vocational training of medium grade (will be required having, at least seventeen years old in the year of testing).

TO BE IN A TOP FP COURSE THEY NEED:

- Be in possession of a Bachelor's.
- Be in possession of a diploma of technician or technician.
- Having passed the course of University orientation (COU).
Having passed the test of access to higher level training cycles (will require having at least nineteen years old in the year of testing, or eighteen if you have a Bachelor's degree between).

2. The VET-system of the country XY

2.1 Information, indenture and framework of the vocational education, vocational school and company

- Who concludes the education contract?

The contract is a contract that has made the public employment service and is the company who signs a contract with the student. Previously there is an agreement of collaboration with the training centre and the company.

- Do frame plans exist for the vocational education in the respective occupation?
If so, how are these structured?

The training includes studies that apply to:

- The set of training activities to enable to performance qualified for different professions.

- Access to employment and active participation in the social, cultural and economic life.
 - The teachings of initial vocational training.
 - The actions of inclusion and re-employment of workers.
 - Actions aimed at continuing training in enterprises that allow acquisition and continuous updating of professional skills
- Do vocational schools exist? If so, how the lessons are arranged there?

Yes, there are vocational training centres. For the dual training can be imparted must be one of the following:

- Centers of education systems.
- Centers and entities included in the register of centres of their respective autonomous community.
- Authorized schools to impart vocational training cycles and to establish cooperation agreements with companies of the sector in question.

The Government, after consultation with the General of the vocational training Council, will establish the basic requirements that shall meet the centers. Administrations may establish specific requirements that will meet these centres.

- It will be up to Governments the:
 - o Creation.
 - o Authorization.
 - o standardization.
 - o Component type-approval.

Appropriate mechanisms shall be established the training they receive public funding to offer centres or directly by the companies, through concerts, conventions, grants or other procedures.

The competent authorities shall establish mechanisms of monitoring and control of the quality of the training activities to ensure the adequacy of:

- a) Facilities and equipment.
- b) Trainers and students access requirements.
- c) Assessment and educational planning.
- d) Procedures and methods of teaching.
- e) The didactic and technical means used in teaching.
- f) The evaluation of the learning outcomes.

- Does the vocational education take place in the training company? If so, do frameworks exist for the vocational education in the company?

It is one of the modalities of dual vocational training. Companies can participate in the arrangements in the following ways: either by way of participation of the company, or sharing the training company and the Centre itself or exclusively in the company.

There is a framework that regulates this training, which marks the Convention programming each of the professional modules; where is fixed This collaboration

agreement is the way to formalize the collaboration between the participating centres and companies of the sector in question. In this collaboration agreement must be set the activities performed in the Center and the company and its duration; the number of participating students, scholarship scheme; the day and time in the training centre and the company. And also the assessment and grading criteria are set. As the execution of the FP Dual corresponds to the CCAA it assumes that there is a disparity between the content of learning agreements

2.2 Examinations and certification exam

- Are examinations conducted at the end of the vocational education?

If so:

- Are these accredited?
- Who conducts these examinations?
- Are the contents of the examinations regulated?

The competent labour administrations shall establish procedures and measures necessary to ensure the adequacy and quality of training in all its forms, by establishing mechanisms of evaluation, monitoring and control of the conditions and the development of training results.

The assessment of students is the responsibility of teachers of the modules of the centers. Taking into account the contributions of the trainers of the company and of the activities carried out there.

Trainers that impart training actions will carry out a continuous assessment of students, which will be conducted by modules and, if necessary, by training units, in order to check the results of learning and, consequently, the acquisition of professional skills.

It will be developed in a systematic way, to conform to a plan which shall include, at least, for each module and, where appropriate, training unit, an estimate of dates scheduled for the evaluation, the spaces in which this will take place, the assessment instruments that will be used and duration resulting from its application.

Results from learning to check the training modules will be referred to both the knowledge and the practical skills and abilities listed in capabilities and the same assessment criteria, allow, together, they demonstrate the acquisition of professional skills, in accordance with the descriptors set out in the recommendation 2008/C 111/10 of the European Parliament and of the Council of 23 April 2008 on the establishment of the European qualifications framework for lifelong learning. For accreditation of units of competence, it will be necessary to overcome with positive evaluation, in terms of fit, training modules associated to each one of them.

2.3 Constitution of responsibilities

- Who is responsible for the regulation of the vocational education?

There are five institutions that play a key role in the regulation and coordination of the system:

1. Sectoral conferences of education and work: negotiating and coordinating body where they are represented at the highest level of the autonomous communities. It is a body that is influenced by the political situation but that too often assume negotiations on important decisions about the distribution of

resources or the development of reform processes. National and regional vocational training Council: consultative State body of Government in which the main State and regional institutional agents involved in formation are represented. They have advisory powers to the Government and preparation of the strategic programming of the system. The last setting is made for the years 1998-2002.

2. Public employment service (SPEE).
3. ripartite Foundation: the role of this body is subordinate to the of the SPEE. Their functions are within the management of the telematics system to reward the formation of demand of enterprises and the process of justification of subsidies, as well as proposals to finance, through grants to social agents, offer statewide training plans. I.e., the formation of companies demand management depends on the tripartite Foundation.
4. Institutions of qualifications (INCUAL) they are in charge of define, develop and keep updated are in the national catalogue of professional qualifications and the corresponding modular vocational training. This catalogue is constituted as centerpiece of the entire system which facilitates transmission between different subsystems and the same catalogue of the labour market

- Are there differences between the competence of governments and regional governments?

Yes, there are differences and could be summed up in that the State has the competence of global system regulation although the autonomous communities have extensive regulation capabilities. And the autonomous communities define them more their management skills since much of the responsibilities on the practical training system operation rests with them. Are there authorities who supervise the vocational education?

Educational administration is responsible for the monitoring and evaluation of training projects. The implantation of the dual training is the responsibility of the autonomous communities.

2.4 Financing of the education

- Who finances the vocational education in the companies?
- Who finances the vocational education in the vocational school?

Sources of financing of vocational training:

- Ministry of education, culture and sport.
- Councils of the autonomous communities with full powers.
- Local corporations.
- Private funds.
- European structural funds.

As largest supplier of training we have to the State and the autonomous communities are responsible for financing regional sphere. This formative offer is also taught in private and concerted centres (centres private with public subsidy).

You notice a change in the structure of expenditure of initial vocational training in recent years. The participation of the autonomous communities has increased considerably. The change is due to the gradual transfer of competencies of education towards regional areas which assume spending.

The national funds are complemented by the contribution made by the European structural funds.

It is necessary to finance the adjustment that should make companies so their participation brings quality to the dual FP. The incentives are elementary for their implementation but will be cautious with subsidies to avoid is to implant the culture of the grant or leave the dual FP without stable pillars.

Companies participating in the training professional Dual receive incentives, taking cuts in quotas for Social Security, a 100% quota business when the staff of the company is less than 250 people or 75% if it is equal to or greater. And 100% of the hired worker.

Sold out its duration maximum, if it becomes indefinite enterprises will be entitled to a reduction in fees of € 1500 for the three Social security early and €1800 in case of a woman. It is necessary to finance the adjustment which should make the companies to offer participation in the FP Dual quality. Very important to do so for at least the first years of implementation.

2.5 Education of the instructors

- Do the companies need certain qualifications to be allowed to train?

Companies can provide training whenever available:

- The signing for the training activity and information thereof to the legal representation of workers.
- Request and authorization of the formative activity starts.
- Allocation to the working person a job related to the training activities.
- Have adequate facilities and staff with appropriate technical and didactic training.
- Designation of a person with the qualification and appropriate professional experience to exercise mentoring in the field of the company.

In many Spanish Chambers of Commerce, as it is the case of the Catalan and the Navarra, have adapted to a specific agenda for the workers of the company which will be trainers or guardians of students in the dual training. A need to educate these workers to give them the tools to transmit the knowledge of different tasks to the office and at the same time that this tutor know to evaluate each of the phases of training has been. The tutor in the training centre is responsible for the programming and monitoring of the training, coordination of evaluation with teachers and at the same time is partner with the company. And the guardian in the company deserves to be responsible for follow-up, coordination of work with the training activity and communication with the training centre.

Training should be adjusted to tutors, including the accreditation of competencies to ensure his role as tutor/mentor.

2.6 Qualification frames and freedom to choose

- Is implemented of the EQR at state level? How does this national framework look?
- Is there a permeability of educational domains given in the form of the validation and transfer process?

Vocational training in the educational system is regulated by the RD 1538 / 2006 of 15 December and includes a set of training courses organized in professional modules of variable duration and theoretical and practical content appropriate to the different

professional fields; it includes a training module in workplace (FCT).

The training courses can be intermediate and higher level and are referenced to the national catalogue of professional qualifications. The curriculum of these teachings conforms to the requirements arising out of the national system of qualifications and vocational training (SNCFP).

They are issued by the relevant authorities and will have the effects which they are entitled pursuant to the regulations of the European Union concerning the general system for the recognition of the vocational training in the Member States of the European Union and other States signatories of the agreement on the European economic area. These degrees and certificates certify the corresponding professional qualifications who have obtained them. Recognition of professional competences as well evaluated, when not complete the qualifications listed under any title of vocational training or certificate of professionalism will take place through a cumulative partial accreditation with the aim, in his case, complete the education leading to the obtaining of the corresponding title or certificate