

Spanish VET Reform

**Jordi Planas, GRET- Universitat Autònoma de
Barcelona**

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Three kinds of changes in the Spanish VET systems:

☐ a) legal-institutional reforms,

(The restructuring of initial vocational training cycles (LOGSE, 1990) & "Qualifications and Vocational Training Act" (2002))

☐ b) changes in the behaviour of users,

☐ c) changes related to the model of skill production.

Drivers of VET changes.

- ❑ Globalisation (stress of competition, place in the international division of work...).
 - ❑ Technological changes.
 - ❑ Increasing demand for skills, less predictable and deregulated skill's needs.
 - ❑ Increasing spaces that produce skills and a more complex and deregulated process of acquiring skills.
 - ❑ Demography (strong decrease in current young generations).
 - ❑ Companies' behaviour and traditions.
 - ❑ People's behaviour.
 - ❑ School failure residue as unsustainable in the LLL perspective.
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Challenges to be faced.

A. Vocational training in a new model of skill production

- ❑ To reduce school failure to make lifelong learning possible.
 - ❑ To incorporate mechanisms of cooperation between schools and companies, mainly at a local level, in order to improve the adjustment capacity regarding necessary training.
 - ❑ To avoid “early retirement” in lifelong learning.
 - ❑ To increase the integration of general training and vocational training.
 - ❑ To promote lifelong access to general or basic training.
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Challenges to be faced.

B. Management of VET systems and of the mechanisms for skill recognition

- ☐ To obtain the recognition of the certifications corresponding to the NSQVET (*SNCFP*) in the labour market. School legitimisation versus legitimisation through the market.
 - ☐ Articulating national developments with GLOBAL development.
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