

# VET'S CLIL IN THE BASQUE COUNTRY

February 2019



REGIONAL REPORT



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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. VET EDUCATION IN THE BASQUE COUNTRY: MULTILINGUAL EDUCATION IN PUBLIC VET CENTRES

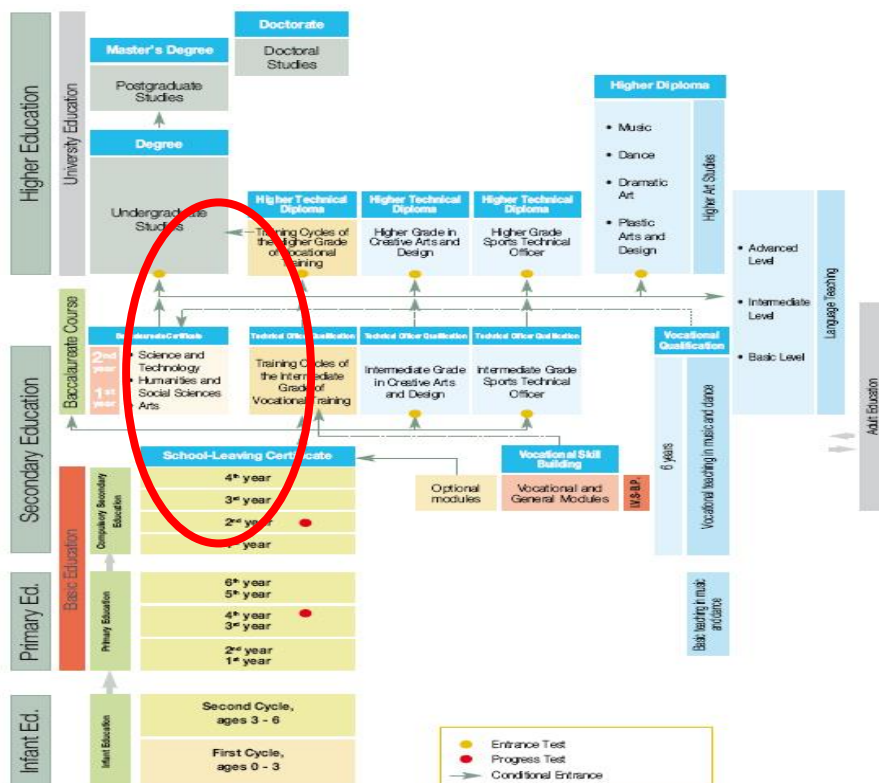
## 1.1. MAIN CHARACTERISTICS OF THE ADMINISTRATION IN THE EDUCATIONAL SYSTEM

**a) Decentralisation:** educational competences are shared between the General State Administration (Ministry of Education, Culture and Sport) and the authorities of the Autonomous Communities (Departments for Education):

- The **central education administration** executes the general guidelines of the Government on education policy and regulates the basic elements or aspects of the system.
- Regional education authorities** develop the State regulations and have executive and administrative competences for managing the education system in their own territory.

Schools have pedagogical, organisational and managerial **autonomy** for their resources.

**b) Participation of the education community** in the schools' organisation, governance, running and evaluation.



**Figure 1. The Basque Education System**  
(same as Spanish education system)

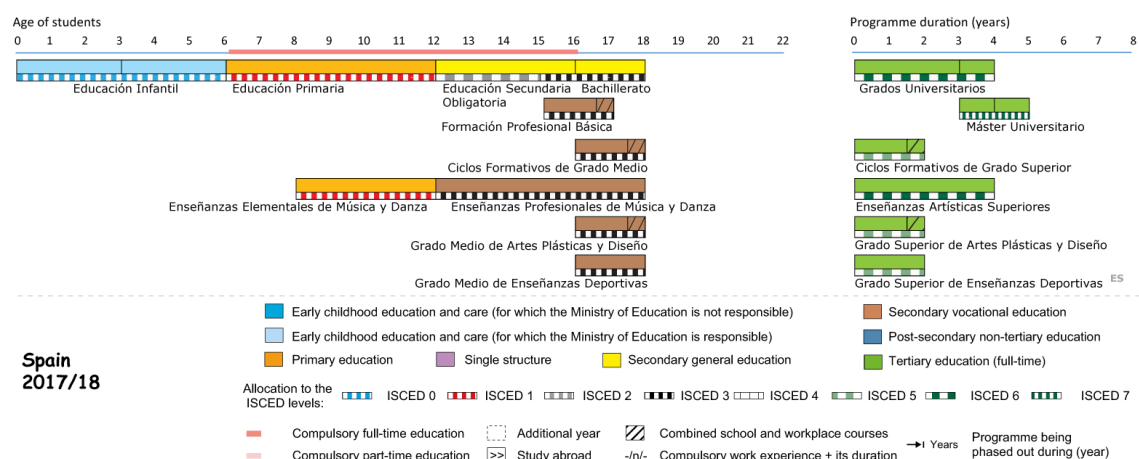
Upper secondary education is provided in secondary schools. It lasts two academic years, usually studied between the ages of 16 and 18. It offers two possibilities: Bachillerato (general branch) and **Intermediate vocational training** (professional branch). The latter is also provided in vocational training integrated institutions and in national reference institutions.

The reforms of vocational training provision include:

- Creation of basic vocational training cycles: they can be taken by students aged 15-17, among other entry requirements that have been established.
- Development by the education authorities of dual vocational training in the education system.

Higher education comprises university and professional studies. University education is provided in universities and **advanced vocational training** is provided in the same institutions as those offering intermediate vocational training.

Adult education and training cover different types of provision offered by the education and employment authorities, provided by institutions of different nature. Classroom-based education leading to the award of official degrees of the education system is provided in ordinary schools or specific schools for adults. Adult education and training are aimed at people aged over 18 and, as an exception, workers aged over 16 who cannot attend school in ordinary regime or high-performance athletes.



**Figure 2: Structure of the National Education System**

(source: Eurydice 2017-2018)



## 1.2. VET VICE-MINISTRY IN THE BASQUE COUNTRY

The Basque Government has a VET Vice-Ministry that oversees the management of all the actions related to VET in the region. It has two directorates: Directorate of Planning and Organisation and Directorate of Technology and Advanced Learning.

The Vice-Ministry has two organisations which collaborate with it in actions considered strategic and a priority:

- Basque Centre of Research and Applied Innovation in VET (TKNIKA).
- Basque Institute of Knowledge in VET (IVAC).

There is also an interinstitutional organisation, the Basque Council of VET, which brings together the whole social tissue involved in vocational education and training (both education and employment). Through different plans, the Vice-Ministry manages all the VET of the Basque Region. Finally, it counts on a network of integrated VET centres, which provide VET education at different levels.

The VET Vice-Ministry functions are:

- 🌿 Developing the Basque VET Plan
- 🌿 Designing and implementing the lifelong learning strategy
- 🌿 Defining the VET and lifelong learning policies
- 🌿 Vocational Training in the Educational System
- 🌿 Qualifications of the VET teaching staff

### KEEI-IVAC, BASQUE INSTITUTE OF KNOWLEDGE





The main aims of this organisation are the following:

- 🌿 Guarantee that the requisites of the Basque productive sector are identified, understood and transferred to the VET centres.
- 🌿 Develop the basic curricula designed by the Spanish Ministry of Education.
- 🌿 Develop a prospective work: detect the future needs of the labour market and adapt the training provision to them.
- 🌿 Recognise and certify the work experience of workers.

### TKNIKA – BASQUE CENTRE OF RESEARCH AND APPLIED INNOVATION IN VET

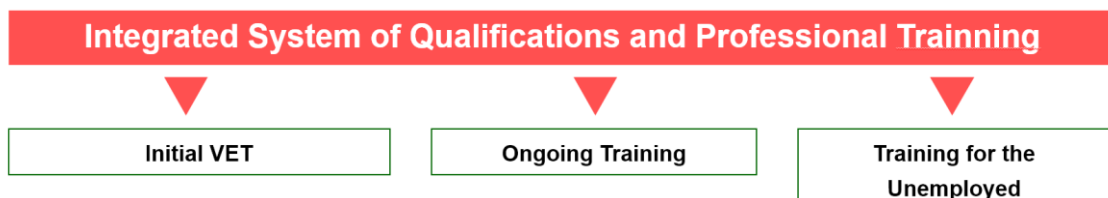
This organisation was established by the Vice-Ministry of Education in 2005 to promote innovation, creativity and entrepreneurship in VET centres of the

Basque Country. Through networking and direct involvement of the teaching staff, the centre develops innovative projects in the areas of technology, education and management. Its aims are the following:

-  Investigate in the field of professional training and applied innovation, promoting the relationship of the VET centres with companies, technology centres and different university and non-university research departments.
-  Train VET teachers in the different technologies that are emerging in the various productive sectors.
-  Advance in new environments that improve the different learning processes, promoting the internationalization of professional training and developing continuous improvement in professional training.
-  Promote entrepreneurship among VET students, through the VET teachers and centres.

### 1.3. AN INTEGRATED AND COMBINED FRAMEWORK

The Basque VET centres are conducting major changes to adapt to the new times. These changes can be summarised by saying that the Basque VET system is an Integrated System of VET, meaning that it provides initial training, ongoing training and training for the unemployed.



Furthermore, it is a combined framework of training innovation and entrepreneurship, meaning that, apart from providing training to workers, the unemployed and initial students, VET centres are also in charge of promoting entrepreneurship (acting as a promoter of entrepreneurial culture and business incubator) and innovation (services to SMEs, participating in projects in TKNIKA, developing centre projects).



## Combined Framework of Training, Innovation and Entrepreneurship

VET System

Applied Innovation System

Active  
Entrepreneurship  
System

## 2. VET TRAINING OFFER IN THE BASQUE COUNTRY

VET comprises a series of studies related to occupations and the labour market. It is a lifelong process which encompasses initial training, ongoing training and training for the unemployed. All these training actions qualify people for different professions and all of them are integrated in the National Qualifications System.

The Basque VET system offers around 170 titles divided in 26 different professional families which are organised in three levels: Basic VET (EQF level 2), Intermediate VET (EQF level 3) and Higher VET (EQF level 5).

VET is distinguished by its flexibility, which allows not only initial students, but also workers, to be trained through the part-time offer. Likewise, it provides workers with the opportunity of having their experience recognised and acquiring a certificate.













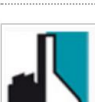



All VET diplomas have a duration of 2,000 hours. It is compulsory, in all VET levels, to follow a Work Placement in a company (between 400 and 600 hours) to achieve the certificate. Lately, the Dual VET is gaining relevance through two main modalities:

- 2 academic years with between 1,400 and 1,600 hours in a company. The aim is to strengthen the competences of the VET diplomas.
- 3 academic years with between 3,400 and 4,700 hours in a company. The aim is to provide a tailored answer to the more technologically advanced needs of the Basque companies.

### 2.1. PROFESSIONAL FAMILIES

The Basque VET system offers about 170 diplomas divided in 26 different professional families, listed below.



	ADMINISTRACIÓN Y GESTIÓN - ADG		ACTIVIDADES FÍSICAS Y DEPORTIVAS - AFD		AGRARIA - AGA
	ARTES GRÁFICAS - ARG		ARTES Y ARTESANÍAS - ART		COMERCIO Y MARKETING - COM
	ELECTRICIDAD Y ELECTRÓNICA - ELE		ENERGÍA Y AGUA - ENA		EDIFICACIÓN Y OBRA CIVIL - EOC
	FABRICACIÓN MECÁNICA - FME		HOSTELERÍA Y TURISMO - HOT		INDUSTRIAS EXTRACTIVAS - IEX
	INFORMÁTICA Y COMUNICACIONES - IFC		INSTALACIÓN Y MANTENIMIENTO - IMA		IMAGEN PERSONAL - IMP
	IMAGEN Y SONIDO - IMS		INDUSTRIAS ALIMENTARIAS - INA		MADERA, MUEBLE Y CORCHO - MAM
	MARÍTIMO PESQUERA - MAP		QUÍMICA - QUI		SANIDAD - SAN
	SEGURIDAD Y MEDIO AMBIENTE - SEA		SERVICIOS SOCIOCULTURALES Y A LA COMUNIDAD - SSC		TEXTIL, CONFECCIÓN Y PIEL - TCP
	TRANSPORTE Y MANTENIMIENTO DE VEHÍCULOS - TMV		VIDRIO Y CERÁMICA - VIC		



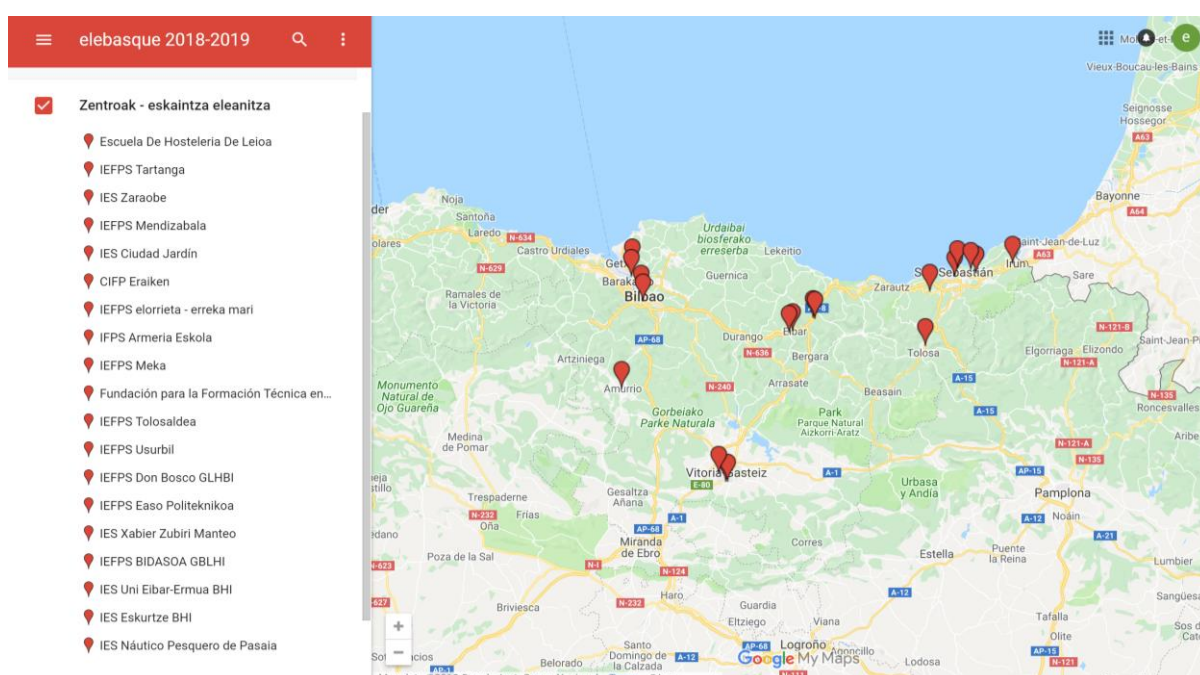
### 3. CLIL FACTS IN THE BASQUE COUNTRY

In this section, we will focus on the Plurilingualism Program implemented by the VET Vice Ministry in public VET centres. This experience is carried out in Intermediate Vocational Training and Higher Vocational Training to promote the use of a third language in technical modules with the aim to improve student's internationalisation skills.

This program is not ruled as CLIL, though teachers are aware that it is a second or third language for students. The multilingualism experience started in 2006.



	CENTRES INVOLVED	STUDENTS
2006-2007	5	20
2007-2008	12	35
2018-2019	21	**

In the current school year (2018-2019) there are 21 VET centres involved in the program, which means 42 VET courses with some subjects offered in English and/or French. In these courses, 71 teachers are teaching 142 VET subjects in English in public centres all over the Basque Country (see map below).



The plurilingual experience is ruled by an administrative resolution published every year, based on the current Basque Vocational Training Plan, and following the [Law on Vocational Training](#).

The V Basque Vocational Training Plan 2019-2021 (Vocational training in the context of the 4<sup>th</sup> industrial revolution), developed by the Vice-Ministry of VET, includes, among its lines of action:

-  Scope 1: Learning in context 4.0;
-  Objective 7: Training in linguistic reinforcement “implementing a multilingual model with special attention to the Basque language and promoting continued support for the acquisition of other languages. To this end, the “development of a trilingual model is promoted through the strengthening of the offer of professional training in Basque and promoting the acquisition of a third language, primarily English, which reinforces the possibilities of employability and professional development of our students.”

For its part, the Law 4/2018, of June 28, on Vocational Training of the Basque Country, features plurilingualism in the training processes in its chapter 7, article 28 “Plurilingualism in training processes.” In section 3 of the aforementioned article 28 it is determined that “within the Autonomous Community of the Basque Country, multilingualism in vocational training will be specified in a trilingual model within which vocational training courses will be imparted in both official languages and another foreign language that will be, mainly, English, having as objective to reach a basic and sufficient capacity of oral and written communication in the specific professional field in question.”

The Administrative Resolution’s purpose is to regulate the call for the experimentation of plurilingual teaching in training cycles of Vocational Training in public centres of the autonomous community. VET centres interested in taking part in the program must follow the ruling resolution to provide tuition in a foreign language. Nowadays, the languages covered are English and French; the latest only in Tourism courses.



The Administrative Resolution's main characteristics are the following:



- ✦ The experimentation for students will cover the entire training cycle and will be implemented progressively. Therefore, the experience begins for the students in the first course and concludes in the 2nd year.
- ✦ The centre that requests the experience commits to develop it in its entirety, training and implementation.
- ✦ The languages of the multilingual teaching will be Basque or Spanish, plus a foreign language.
- ✦ The students must study in the foreign language at least one professional module and a maximum of two professional modules per course, and it will be valued that the experience is shared by more than one teacher.
- ✦ Prior to the implementation of the experience with the students, the teachers who commit themselves and who meet the requirements, will go through a training period during the academic year. The linguistic evaluation/accreditation of the teaching staff will be carried out both prior to the training period and during the same.
- ✦ The availability and competence of the teaching staff as well as the criteria of the teaching centre itself will determine which professional modules will be taught in the different languages.
- ✦ The curriculum of professional modules will continue to be the official curriculum.

The requirements for teachers to take part in the program are the following:

- ✦ For Higher VET: C1 level (Common European Framework of Reference for Languages)
- ✦ For Intermediate VET: B2 level (Common European Framework of Reference for Languages)

Training courses were organised for teachers to take part in the multilingualism program from 2006 to 2017. The aim of these courses was to train technical teachers to teach technical subjects in English. The training course took 6 hours per week for 2 school years. Teachers also created materials in English during these two years. Teachers upload the materials they create and the resources they may use to the Elebasque Platform as a requirement of the plurilingualism program. The aim of the Elebasque Platform is to work in plurilingualism using networks, promoting best practices, sharing knowledge and fostering common initiatives that develop the learning process and projects based on teamwork. Each teacher decides on their material sharing options.

Once the VET centre has teachers trained, it can offer the course. Students who want to enrol in these courses need to fulfil some requirements:

-  To enrol in Higher VET courses, there are three options:
  1. B2 certificate
  2. English language mark over 7 (7/10) in the Baccaulaureate's 2nd year.
  3. Entry exam (level B2)
  
-  To enrol in Intermediate VET courses, there are two options:
  1. B2 certificate
  2. Entry exam (level B1)

Apart from this program, VET centres can offer language training courses, for both their teachers and their students. Each VET centre can organise language training courses for teachers in English or French.

### **3.2. RESULTS AND AMBITIONS FOR CLIL IN VET EDUCATION IN THE BASQUE COUNTRY**

The CLIL in VET education offers different opportunities in the Basque Country. The adopted plurilingualism model is effective in Higher VET but it should be improved in Intermediate VET. Being these Intermediate VET students one the Erasmus+ KA2 BOOST to it! VET's CLIL project target groups, on the one hand, it could be useful to encourage language learning among the Intermediate VET students. Although there are language courses offered, the number of students taking them in Intermediate VET is quite low as students language level is often lower than required.

On the other hand, it can offer our VET teachers the opportunity to get training in the CLIL methodology, which will be helpful to prepare teaching materials for the above-mentioned student group. There could also be a side effect very important for us, which is to have the opportunity to work in these materials with teachers from other countries. This fact, apart from being enriching, it could promote study mobilities among our VET centres and teachers and partner organisations.