



Lifelong Learning Programme

“Electrical engineers vocational education transparency – ELEVET” 518429-LLP-1-2011-1-PL-LEONARDO-LMP

Report from the Meeting of the Spanish National Focus Group ELEVET Project Madrid, 26th October 2012

The Meeting of the Spanish National Focus Group was held in Madrid during the Annual CECE Congress on 26th October 2012.

- **Invitations:**
 - CECE Conference Participants (as a Parallel Session)
 - Email sent at the end of September to VET Schools in the area, enterprises we collaborate with and local institutions and authorities.
- **Meeting:**
 - When: 26 October 2012
 - Where: CECE Annual Conference (Madrid)
 - Participants: 52 VET teachers, 15 school principals and 20 experts on VET.

Agenda of the Meeting

- Welcome by Mariano del Castillo (CECE Director).
- Short introduction by Selina Martin to the project result until now (WP2, WP3):
 - Report on existing qualifications and titles,
 - Compendium of best practices,
 - Questionnaires for companies,
 - Report on Consultation (on the base of the questionnaires replies).
- Challenges facing electrical VET engineer's education in Spain, focus on the follow questions.
 1. What are the strong points in the electrical engineer's education?
 2. What are the weak points in the electrical engineer's education?
 3. What kind of Soft skills do you think an electrical engineer needs?
 4. What kind of Business skills do you think an electrical engineer needs?
 5. Any other skill to consider in the electrical engineer education?

The focus group was conducted by:

Selina Martin – CECE Project ELEVET Manager

- a) The basic description of the ELEVET project and state of his realization.
- b) Principles of the National System for Qualifications and Vocational Education and Training System.
- c) Instruments and schemes of the National System for Qualifications and Vocational Education and Training System.

Final conclusions:

- The tendency to convert the VET practical lessons in a “master class” as if the students were at the university is significantly increasing.
- Teachers lack of developed the practical skills in electricity.
- The electric materials and devices are quite expensive, and with groups of 30 people in each class, it is impossible for VET schools to have one complete set of tools, devices and materials for each student, lack of resources.
- Student’s background, VET student’s origin is quite diverse. Some students choose VET because they think it will be easier for them than High School, but they are not motivated at all in the topic they are registered in. Moreover some of them have serious problems with math and other subjects very important in the electric field as, mainly, “schema interpretation”.
- Spanish VET curricular systems are continuously changing.
- Better coordination between school-based and work-based learning.
- Integration of cognitive elements, attitude and skills
- Adopting a learning outcomes approach when developing curricula, valuing what a learner knows, understands and is able to do on completion of a learning process – irrespective of how, when and where this learning takes place.



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