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# Experiences from the territorial approach in Spain of early leaving vocational education and training

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**transnational and state-wide exchange of programs that support young people to succeed in their Vocational Education and Training (VET)**  
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# Experiences from the territorial approach in Spain of early leaving vocational education and training (1)

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Intermediate level of VET (FPGM-CFGM)

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# I. Introduction

National system for qualifications and vocational training:

- ✓ Vocational Education and Training in the Spanish Education system and in the employment system.
- ✓ Recognitions systems between both training programmes and tendancy towards integration.

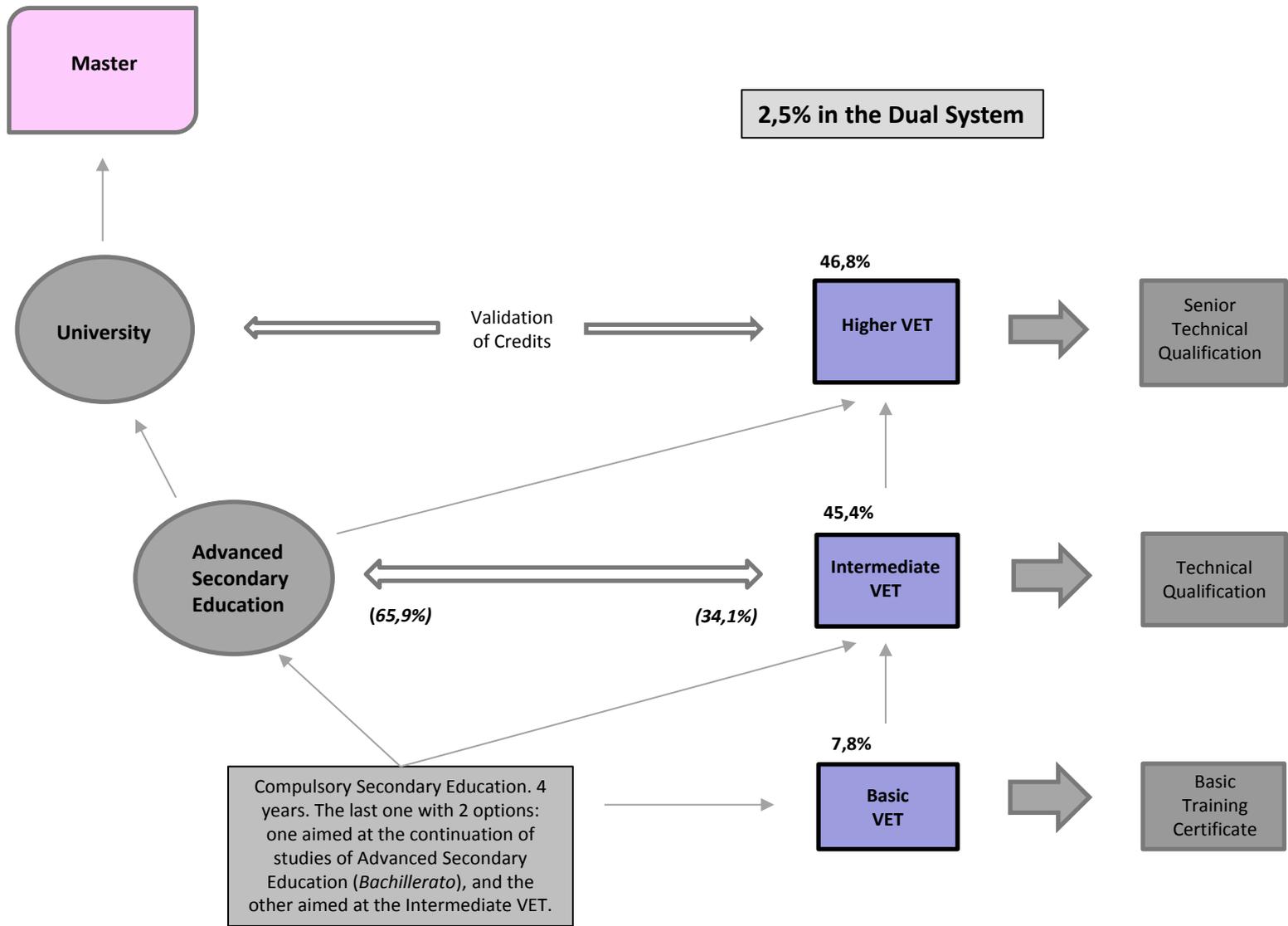
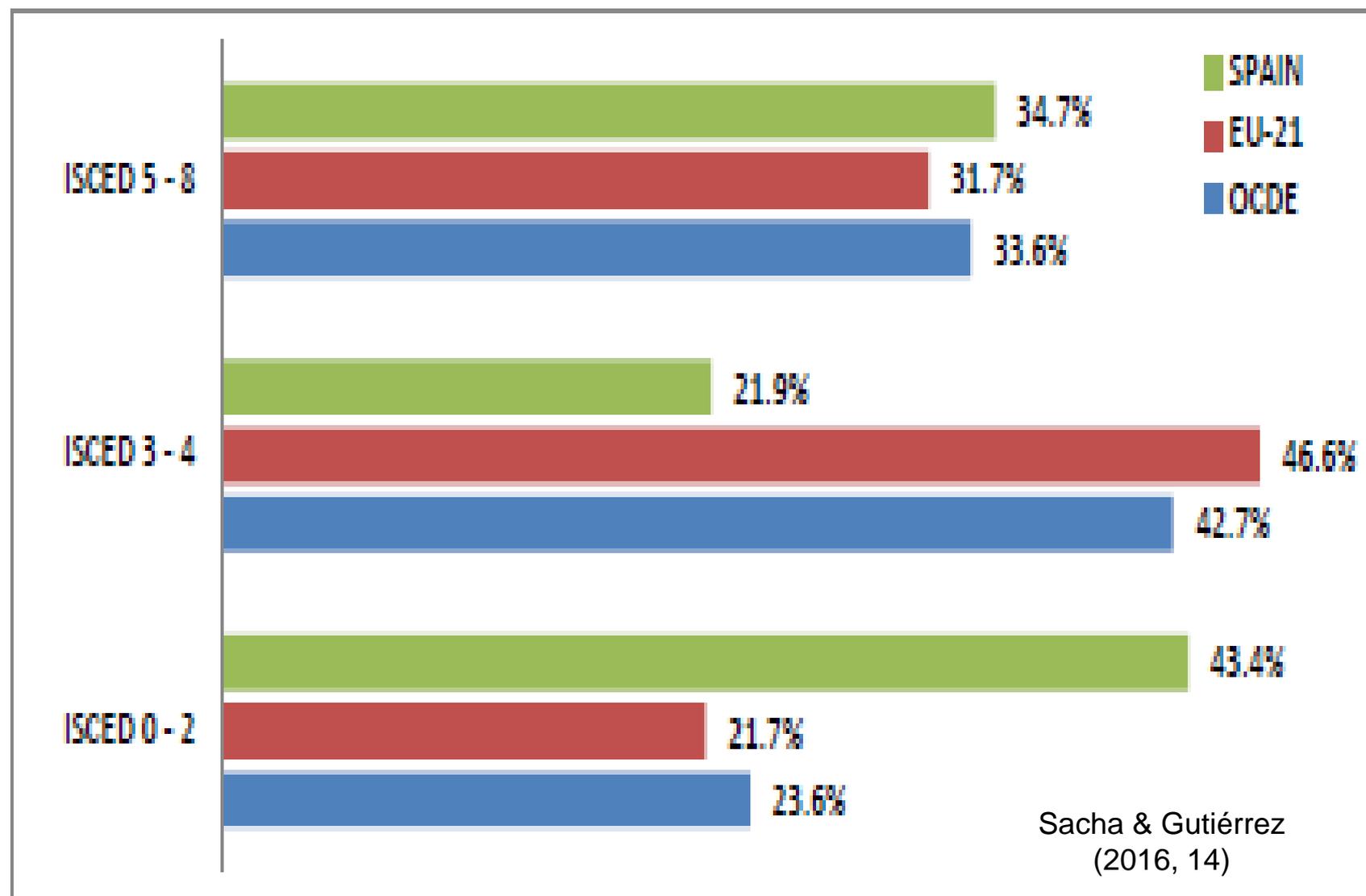
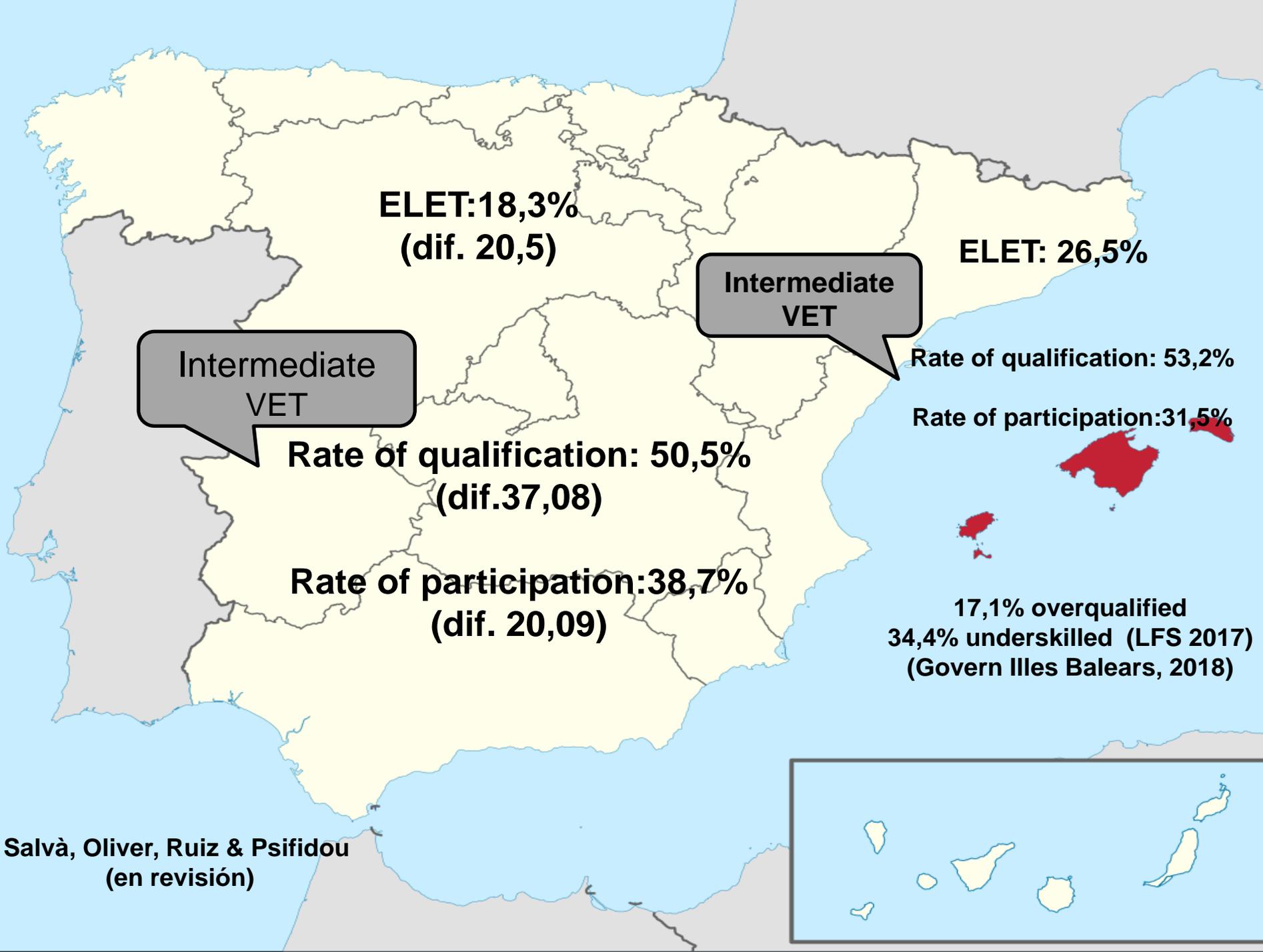


Figure 5. Population aged 25-64 by qualification level, 2015



Source: OECD (2015). *Education at a Glance 2015: OECD Indicators*. Paris: OECD Publishing.  
<http://dx.doi.org/10.1787/eag-2015-en>



Salvà, Oliver, Ruiz & Psifidou  
(en revisión)



## II. Educational practices to prevent drop-outs in FPGM(2)

- ✓ In Spain, research on the contribution of educational practices to prevent ELVET are limited and very partial, standing out studies such as Tarabini's (2015) or Benito and González's (2007) that demonstrate the importance of the institutional habitus and school bonding in pathways leading to success in VET.
- ✓ Our presentation focuses on the educational practices that prevent school drop-outs in FPGM.
- ✓ Case Study of 2 centres with satisfactory results of permanence of students: the Integrated Centre of VET (Centro Integrado de Formación Profesional - CIFP) of Son Llebre (public) and of Es Liceu (cooperative).

- ✓ Selection of informant subjects of each Centre: intentional sampling of both staff and students, in order to facilitate the participation of the individuals with greater explanatory ability to respond to the issues of research.
- ✓ Sample: 39 subjects, of which 17 are students and 13 teachers (4 members of the management team) - all of them, people with privileged knowledge of their community.
- ✓ 4 in depth interviews (two in each of the selected centres, to members of the management team with high bonding to VET, with the aim of obtaining a more institutional vision and more macro of the study).
- ✓ 6 discussion groups with 6 people in each one, with students and teachers of the two selected centres.

- ✓ The analysis of the collected data has been made without a previous categorization. Thus, the conceptual structure that occurs is derived from what is known as a naturalist categorization that emerges from the data itself (Flick, 2014).
- ✓ Educational practices that prevent drop-outs: proximity and availability of teachers, confidence in student potential, requirement and assessment of students, active dynamic of classes, proximity with the world of work.

## 1. Proximity and availability of teachers

- ✓ Both students and teachers give a decisive weight to the relationship established between each other. A relationship in which teachers explicitly manifest their concern for the welfare of young people, show proximity and establish a personal communication in which students feel, above all, heard.

*I think that the people who work here are very human. They give a very human treatment, and show that they are doing what they are doing because it is what they really like and that they want to help with their guidance, and I think this is what, in some sense, makes us continue forward. Everyone is very close, you can go and talk about everything. (S)*

- ✓ This proximity is key when a student weighs the possibility of dropping out from school:

*Before going to the school counsellor or to sign my leaving, I wanted to speak with my tutor and asked him what he thought, because I was unmotivated and knew that I wouldn't make it, and he advised me and encouraged me to not leave my studies, he told me that I could give more and that I could change my attitude, and finally, I'm still here.(S)*

- ✓ The proximity and availability of teachers is extensible to the relationship with the families: integrate families into the commitment made by the teachers. The coordinator expresses this like follows:

*The strength we have before them is this alliance with parents, and especially mothers. Parents are very quiet when they feel that their children are in good hands, and they are in good hands if they see you are committed as a teacher. We always say that their children's success is our success as teachers, and their failure is our failure. This has great importance when wanting to link young people*

## 2. Confidence in the potential of students

- ✓ Both students and teachers reach this confidence in various aspects: positive expectations, flexible curriculum based on individual needs, specific support and flexible curricular content.

*There are many who come with a story of failure and with very little expectations, and come back to a teacher that tells you I believe in you, you're able to do it, it makes them grow, knowing that someone trusts in them after being a disaster and having failed everything. (T)*

### 3. Requirement and assessment of students

- ✓ Confidence presented in the previous category is reinforced by the exigency and the demand of effort towards students, which makes young people more capable of achieving what they have been proposed, and more willing to deal with the work involved.

*I think that there are teachers who are demanding that they get the best of us, that you go home and say... go!*

*[...] They can be very demanding and be super people, empathetic and close. (S)*

- ✓ Feed-back: the time devoted to individual or collective tutorials favours their compliance with the necessary care.

## 4. Active dynamics of classes

- ✓ The responses of students and teachers agree in the goodness of the proposals, but not so much in their constant and widespread presence in the classroom. Teachers exhibit that they try to organize dynamic classes, with varied activities and not very long lasting in time to keep the attention of young people awoken. Young people positively highlight situations in which they have experienced it, but are very critical when the class is based in oral presentations of the teacher and textbook reading.
  - ✓ *If they don't dynamize classes, you get bored and you leave. If they place me a teacher in front who begins to explain, I start to get very bored and I finally fall asleep. If it is not a stimulating class, a little fun, a little that makes you get into the matter and you say I'm learning something, I like it. If not, no... (S)*

## 5. Proximity to the work world

- ✓ It is widely valued by students and teachers.
- ✓ Students also value that teachers have work experience and that they share with them their experiences, without hiding the vexations of the profession:

*....they put you in the role of work. I like to be treated as a worker during VET.(S)*

## The organizational aspects that facilitate this educational practices are:

- ✓ Few teachers per group, more teaching hours with the same group.
- ✓ Reduced groups.
- ✓ Small centres where everybody knows each other.
- ✓ Stability of teachers.
- ✓ Teacher coordination.

### III. Discussion/Conclusions

- ✓ These results are consistent with the literature on the subject and especially the contributions of NCVER (2005), Dore & Lüscher (2011), Tarabini (2015), Sureda, Salvà & Jiménez (en revisión) which say that the teachers are a key agent to explain the process of educational attachment. In this regard, it is important to highlight the confidence in students, based not in academic criteria, because it is addressed to ensure that they learn to rely more on themselves and are recognized as valid individuals. We refer, therefore, to a positive, optimistic and confident look that values and that makes young people feel valued, that constitutes a provision and makes the student protagonist of educational actions and of his or her own life (Pérez de Lara, 2000).

- ✓ Ultimately, we underline that the majority of studies focus on the characteristics and traits of the students in relation to the commitment, participation, interest and emotional bonding with the school. In our case, we focus on the factors of the centres that may be promoting this linkage, and, consequently, school success. And between them, as pointed out by Orthner, Cook, Rose, Randolph et al. (2002), we need to power the culture of caring that emphasizes in early identification of students at risk and in paying a special attention to it.

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