Integrating values into the Basque Country's VET learning model

Spain

https://ethazi.tknika.eus/es/valores-4-0/

DESCRIPTION

Since the academic year 2017/2018, the **Basque VET learning model**, also known as the **ETHAZI model**, provides an optimal framework for effectively addressing **comprehensive training that covers both personal and social competences and the values of solidarity, inclusion, initiative and interdependence**. To promote the integration of values in vocational training in the Basque Country, Tknika proposed the Values 4.0 initiative. Here's an overview of the essential features of this initiative:

- **Interdisciplinarity:** The pedagogical approach involves **presenting interdisciplinary challenges to students, which reflect real-world business and social situations**. These challenges often have a **solidarity-driven purpose** and can also **promote values such as inclusion and interdependence**. Here are a few concrete examples:
  - Students pursuing **oral hygiene technician training programme** conduct **oral examinations and assessments** for **individuals residing in a local refugee centre**. This enhances their technical skills, while also exposing them to different social realities and nurturing their sense of **solidarity**. Industrial training courses can also address solidarity challenges effectively. For instance, students specialising in **welding** create **structures or trolleys and grills for barbecues**, which are donated to **local retirement homes**.
  - In the **graphic arts training programme**, students create an **inclusive calendar** by covering appropriate imagery and language. Additionally, they are encouraged to include significant **international dates related to vulnerable groups**. This exercise not only develops their technical skills but also promotes social awareness and **respect for diversity**.
- **The Team as a Learning Tool**: Students **collaborate in teams to find the best solutions**. Throughout this process, they learn to **reach agreements, resolve conflicts, and make decisions based on the promoted values**. The creation of a **team contract** serves as a valuable tool. It covers **practical aspects**, while also encompassing essential ethical elements such as **mutual respect, fairness, and honesty**. In this way, **the team makes a contract to establish a collaborative framework that encourages compliance with shared ethical principles** and contributes to the **development of an ethically responsible working environment**.
- **Teachers working as a Team**: The teaching team **collaborates to design and implement the learning challenges, assess students, and fulfil other educational responsibilities**. This collective effort ensures the **consistent integration of values into student education. Values work permeates the educational experience**. This comprehensive and consistent approach ensures that values are meaningfully integrated into the educational experience, providing students with ongoing opportunities to develop their understanding and practice of them.
- **Flexibility: Teaching teams enjoy the autonomy and flexibility to integrate values-based training** into the daily dynamics of the classroom. These teams are responsible for **defining the outcomes profile** of the students in their training programme, which involves making decisions about the personal and social competences that are key in their specific professional family, as well as the values they wish to promote among the group of students.

In addition, the teaching team **defines the competences to be addressed**, considering the values underlying these competences.

- ○ For instance, when defining a **soft skill** like the **teamwork**, the teaching team can go beyond a neutral definition, for example by **incorporating criteria of solidarity and inclusion into the definition**. For example, they could state that teamwork implies the ability to collaborate with others, showing a willingness to help others, and ensuring that all voices are heard and have the opportunity to contribute to collective success. In this way, solidarity and inclusion are fostered.

- ○ Similarly, in the **industrial sector**, the teaching team can **broaden the definition of technical competences**, such as the assembly of automated systems, by integrating environmental criteria. The competence can be in fact defined as the ability to carry out the assembly of an automated system while considering and minimising its environmental impact. This approach encourages students to not only excel in the technical task itself but also to consider sustainability principles and environmental stewardship during the assembly process.

- ○ Likewise, in the **service sector**, such as web design for Internet users, the teaching team has the option to **expand the definition of technical competences** by **incorporating principles of solidarity and inclusion**, by defining the competence as the ability to construct appealing web pages for users while considering accessibility criteria for individuals with disabilities. By adopting this perspective in defining technical competences, the teaching staff promotes social awareness among the students, enabling them to apply principles of equality and accessibility in their work.

- ● **Assessment for Learning**: **Assessment directly involves students as the main agents of their own learning**, encouraging reflection not only on the development of their competences, but also on the values that support them. Assessment is conceived as an opportunity for students to reflect on their progress, identify areas for improvement and recognise how ethical and social values are intrinsically linked to their academic and personal growth. This approach cultivates a **culture of self-reflection and responsibility**, where students are encouraged to develop a discerning and ethical consciousness throughout their learning journey.