IN SUPPORT OF TECHNICAL EDUCATION

The entity............................................................ in view of the approach to the teaching of technology in the Draft Law for the Improvement of Educational Quality (LOMCE) submitted by the Ministry of Education, Culture and Sport the month of September 2012, is to need to state the following:

- We understand that if this law is intended to solve the weaknesses of the education system and is sustainable over time must be agreed by all social and political actors involved in it.
- Technology Education in Secondary Education guarantees given culture and technological preparation necessary for XXI century citizenship and orients and trains to the scientific-technological university, ensuring demand for qualified technical professionals and researchers.
- Incorporating technological subjects in the education of young allows the integration into value-added sectors of the workplace, so necessary in the times we live today. It also promotes research motivation, entrepreneurial culture and increased innovation.
- Technology education is a fundamental pillar in the contemporary education system, as it is a matter that rests on integrating methodologies based on real problems and projects, power core competencies, and helps improve performance in PISA tests.
- The status of technology education in the surrounding countries allows them to improve the results in the PISA tests. Several reports of UNESCO, universities and companies include considerable commitments to Technology Education from an early age, because it is a security integration skills for life.
- The success of non-compulsory education depends largely on the existence of a real coordination between Secondary Education, Vocational Training and Universities, so that should meet the needs and demands when they establish their curricular organization.

THEREFORE, we believe it is a very worrying situation in the draft of the LOMCE have underestimated the importance of technology in the formation of a youth and in particular to decline at an alarming presence of technology in the first three years of ESO is removed the area of Technology in 4th of ESO and materials disappear from the mode of "Science and Technology" Baccalaureate related to technology, such as Industrial and Electrical Technology.

We ask that you include and enhance the content of the proposed technology in Draft Law for the Improvement of Educational Quality, and take into account any representations made by the State Platform Technology Teacher Associations.

- Develop an education law stable, flexible and consensual.
- Maintain Technology studies in Secondary Education.
- Keep modality in Science and Technology High School, including the subjects of Industrial Technology I and II and Electrical Engineering.

And for the record, this signature

.................., .... of ............... , 2012

Signed: .................................................. .........
MANAGE THE WRITING:
State Platform Technology Teacher Associations (PEAPT)
Section 142 of Santiago de Compostela (A Coruña) CP15702
peaptechnologia@gmail.com

IMPORTANT:
☐ I am aware / to and consent that, pursuant to the provisions of the Organic Law of Protection of Personal Data 15/99, the data collected is this form are automatically processed and added PEAPT files, with the sole purpose of presentation to the MECD and display them in the web of associations in defense of Technology. www.peapt.blogspot.com.es,
You may at any time exercise their rights of access, rectification, cancellation and opposition under the terms established by law. The controller is PEAPT, established, Apartado 142, Santiago de Compostela. A Coruña. C.P.15702