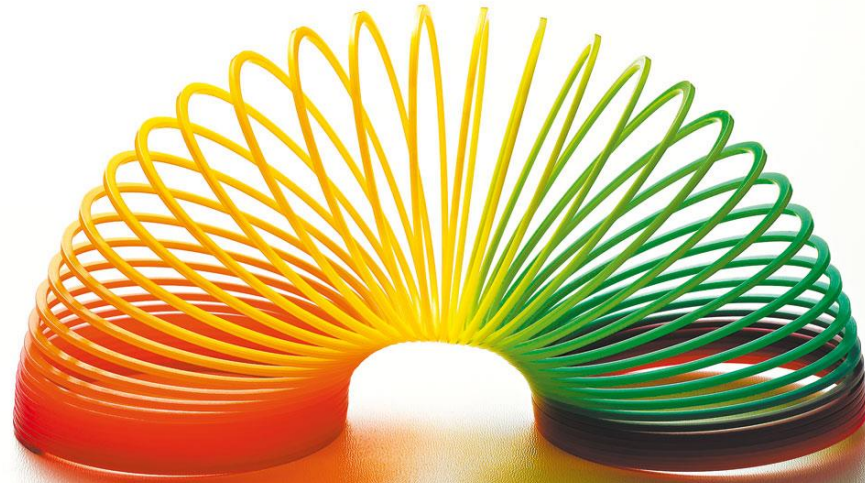


iid
 improving
 implementing **dual VET**



 **Erasmus+**


Junta de Castilla y León

 **Regione Emilia-Romagna**


 INSTITUTO DO EMPREGO
 E FORMAÇÃO PROFISSIONAL

Cámaras
 Castilla y León

 **AHK**
 Deutsch-Italienische
 Handelskammer
 Camera di Commercio
 Italo-Germanica

UM SERVIÇO
 **AHK**
 Deutsch-Portugiesische
 Industrie- und Handelskammer
 Câmara de Comércio e Indústria
 Luso-Alemã

60
 ANOS

 **DUAL**
 QUALIFICAÇÃO PROFISSIONAL

 **ifo**
 Sapere utile

 **BILDUNGSWERK**
 der Baden-Württembergischen Wirtschaft e. V.

Wie schaut auf Lehrlinge und Fachkräfte?
 Daten in Unternehmen & Unternehmen

 **WIR**
 WIRTSCHAFTSRECHT

 **WKO**



OBJECTIVES, ACTIVITIES AND EXPECTED RESULTS

Dr. Agustín F. Sigüenza
Director General de Formación Profesional y
Régimen Especial



GENERAL OBJECTIVES



Transfer of
knowledge and
experience

Mutual learning



SPECIFIC OBJECTIVES

Improve VET curricula

Address barriers of DVET

Improve the quality of DVET

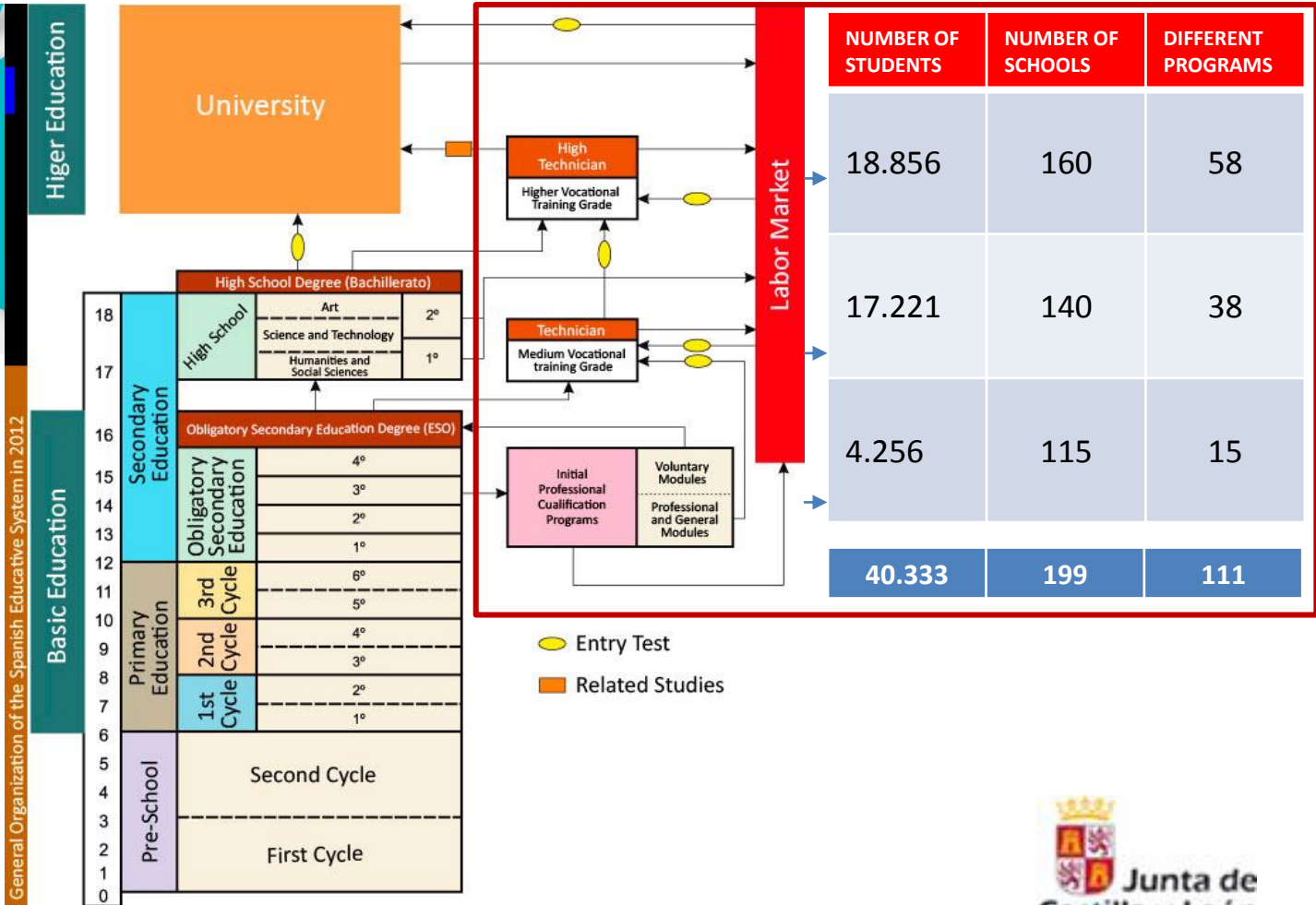
Develop a new international mobility model

Development of networks to work transnationally

Develop guidance & recommendations



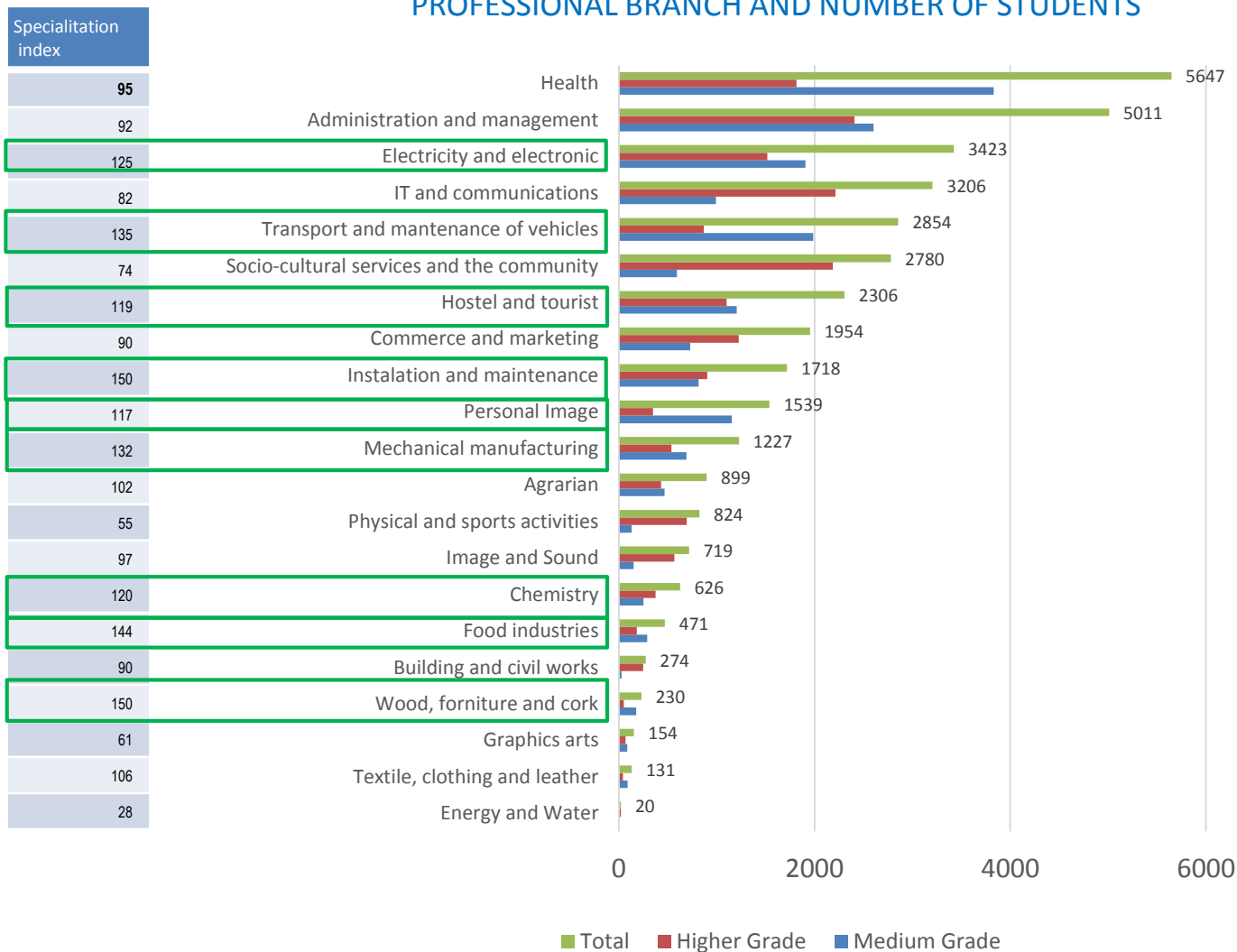
VOCATIONAL AND EDUCATIONAL TRAINING IN CASTILLA Y LEÓN



iid
improving
implementing
dual **VET**

VOCATIONAL AND EDUCATIONAL TRAINING IN CASTILLA Y LEÓN

PROFESSIONAL BRANCH AND NUMBER OF STUDENTS



VOCATIONAL AND EDUCATIONAL TRAINING IN CASTILLA Y LEÓN

PRODUCT AND SMART SPECIALISATION

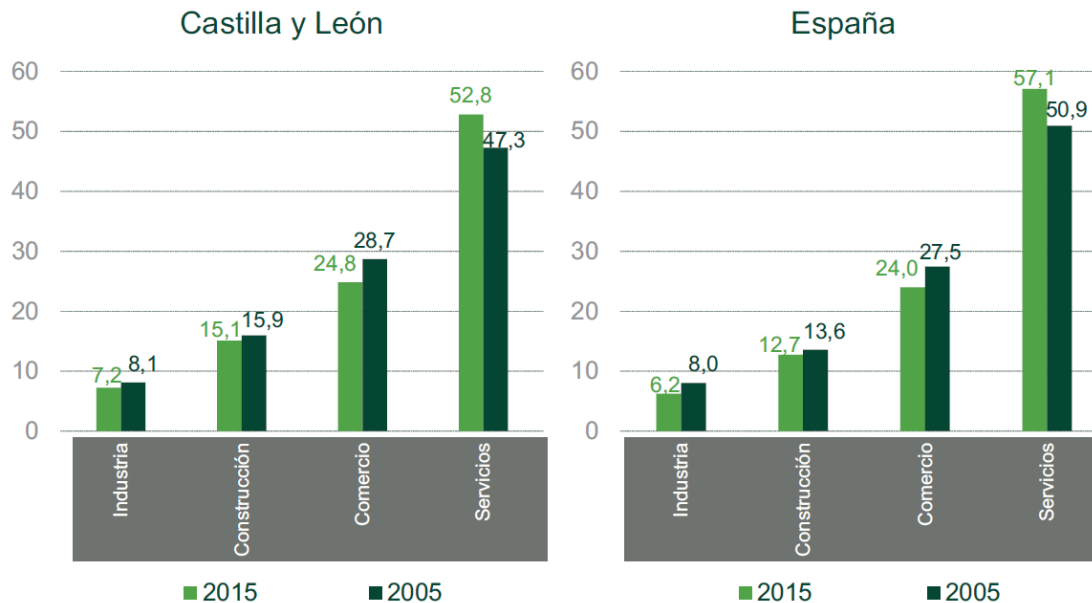
MORE THAN 161.000 COMPANIES

Ámbito territorial	96,4 %		3,1 %	0,4 %	PYME 0-249	0,06 %	Nº empresas
	Microempresas 0 asalariados	1-9	Pequeñas 10-49	Medianas 50-249		Grandes 250 y más	
ESPAÑA	1.751.964	1.297.861	110.086	18.497	3.178.408	3.913	3.182.321
ANDALUCÍA	258.013	204.676	14.730	1.921	479.340	329	479.669
ARAGÓN	47.920	37.852	3.328	501	89.601	86	89.687
ASTURIAS (PRINCIPADO DE)	36.618	28.364	2.011	304	67.297	52	67.349
BALEARIS, (ILLES)	47.338	36.297	2.855	459	86.949	76	87.025
CANARIAS	72.874	54.262	4.622	785	132.543	131	132.674
CANTABRIA	19.713	16.052	1.227	207	37.199	35	37.234
CASTILLA Y LEÓN	87.074	68.073	4.976	648	160.771	112	160.883
CASTILLA-LA MANCHA	67.232	53.961	3.858	441	125.492	55	125.547
CATALUÑA	329.636	227.416	21.714	4.063	582.829	826	583.655
COMUNIDAD VALENCIANA	183.296	142.010	11.655	1.853	338.814	314	339.128
EXTREMADURA	34.942	27.300	1.835	251	64.328	19	64.347
GALICIA	104.495	83.924	5.908	893	195.220	142	195.362
MADRID (COMUNIDAD DE)	299.653	184.787	18.322	3.961	506.723	1.337	508.060
MURCIA (REGIÓN DE)	47.917	37.988	3.333	494	89.732	88	89.820
NAVARRA (C. FORAL DE)	23.888	16.870	1.802	355	42.915	69	42.984
PAÍS VASCO	74.809	65.153	6.709	1.194	147.865	224	148.089
RIOJA (LA)	12.290	9.612	947	134	22.983	13	22.996
CEUTA Y MELILLA	4.256	3.264	254	33	7.807	5	7.812

VOCATIONAL AND EDUCATIONAL TRAINING IN CASTILLA Y LEÓN

PRODUCT AND SMART SPECIALISATION

Distribution of the large productive sectors



- 11.672 Industrial sector
- 24.295 Building sector
- 40.022 Commerce sector
- 85.130 Service sector

... a partir del DIRCE, INE.



RELATIONSHIP BETWEEN VOCATIONAL AND EDUCATIONAL TRAINING AND PRODUCTIVE ACTIVITY IN CASTILLA Y LEÓN

PRODUCTIVE SECTORS	Agrarian	Extractive and energy	Manufacturing	Building	Commerce, transport and hostel	IT and communications	Finance and insurance	Selling houses activities	Company services	Education, Health and Public administration	Arts, leisure and others
Avila	Overrepresented	Overrepresented	Overrepresented	Overrepresented	Overrepresented	Overrepresented	Overrepresented	Overrepresented	Overrepresented	Overrepresented	Overrepresented
Burgos	Overrepresented	Overrepresented	Overrepresented	Overrepresented	Good balanced	Overrepresented	Overrepresented	Overrepresented	Overrepresented	Overrepresented	Overrepresented
León	Overrepresented	Overrepresented	Overrepresented	Overrepresented	Good balanced	Overrepresented	Overrepresented	Overrepresented	Overrepresented	Overrepresented	Overrepresented
Palencia	Overrepresented	Good balanced	Overrepresented	Overrepresented	Good balanced	Overrepresented	Overrepresented	Overrepresented	Overrepresented	Overrepresented	Overrepresented
Salamanca	Overrepresented	Overrepresented	Overrepresented	Overrepresented	Good balanced	Overrepresented	Overrepresented	Overrepresented	Overrepresented	Overrepresented	Overrepresented
Segovia	Overrepresented	Overrepresented	Overrepresented	Overrepresented	Good balanced	Overrepresented	Overrepresented	Overrepresented	Overrepresented	Overrepresented	Overrepresented
Soria	Overrepresented	Good balanced	Overrepresented	Overrepresented	Overrepresented	Overrepresented	Overrepresented	Overrepresented	Overrepresented	Overrepresented	Overrepresented
Valladolid	Overrepresented	Overrepresented	Overrepresented	Overrepresented	Good balanced	Overrepresented	Overrepresented	Overrepresented	Overrepresented	Overrepresented	Overrepresented
Zamora	Overrepresented	Good balanced	Overrepresented	Overrepresented	Overrepresented	Overrepresented	Overrepresented	Overrepresented	Overrepresented	Overrepresented	Overrepresented

- VET Overrepresented
- VET Underrepresented
- VET Good balanced



HOW IS DUAL VET (APPRENTICESHIPS) IN CASTILLA Y LEÓN?

IMPROVING THE QUALITY AND EFFECTIVE OF APPRENTICESHIPS

Trying to incorporate Council Recommendation on an European Framework for Quality and Effective of Apprenticeships

“Dual VET may be effectiveness in easing people's access to the labour market, and improving their career chances”

Criteria for learning and working conditions

Criteria for framework conditions



DUAL VET IN CASTILLA Y LEÓN

Criteria for learning and working conditions

Written contract

Learning outcomes

Pedagogical support

Workplace component

Pay and/or compensation

Social protection

Work, health and safety conditions



TERMS & CONDITIONS



DUAL VET IN CASTILLA Y LEÓN

Criteria for learning and working conditions

Written contract

Before the start of the apprenticeship a **written contract** between the employer, the apprentice and the vocational training institution should be concluded, **defining each party's rights and obligations related to training and work**

WORKER WHO LEARNS STUDYING IN A VET SCHOOL VS. STUDENT WHO LEARNS WORKING IN A COMPANY



DUAL VET IN CASTILLA Y LEÓN

Criteria for learning and working conditions

Learning outcomes

A set of **comprehensive learning outcomes** should be defined by the employers and vocational training institutions **ensuring a balance** between **specific job-related skills** and **key competences** supporting both the personal development and lifelong career opportunities of the apprentices with a view to adapt to changing career patterns.

A COMPETENCES BASED LEARNING APPROACH



DUAL VET IN CASTILLA Y LEÓN

Criteria for learning and working conditions

Pedagogical support

In-company trainers should be designated and tasked to cooperate closely with vocational education and training providers and teachers to provide **guidance to apprentices and to ensure mutual and regular feed-back**. Teachers, trainers and mentors should be supported to update their skills and competences in order to train apprentices according to the latest teaching and training methods and labour market needs.



THE ROLE AND TRAINING OF MENTORS, TEACHERS AND TRAINERS



DUAL VET IN CASTILLA Y LEÓN

Criteria for learning and working conditions

Workplace component

A substantial part of the learning experience, meaning at least **half of the apprenticeship duration, should be carried out in a workplace.** This should include opportunities to undertake part of such placements abroad.

HOW MUCH LEARNING TIME IN THE COMPANY IS NECESSARY?.
REALLY THIS IS A QUESTION OF TIME?



DUAL VET IN CASTILLA Y LEÓN

Criteria for learning and working conditions

Pay and/or compensation

Apprentices should receive **pay and/or compensation**, in line with **national or sectoral requirements** or **collective agreements** where they exist, and taking into account **cost-sharing arrangements** between employers, apprentices and public authorities.

A SALARY OR A GRANT?



DUAL VET IN CASTILLA Y LEÓN

Criteria for learning and working conditions

Social protection

Apprentices should be entitled to **social protection**, including necessary insurance **in line with national legislation**.

AS A WORKER OR AS A STUDENT?



DUAL VET IN CASTILLA Y LEÓN

Criteria for learning and working conditions

Work, health and safety conditions

The host workplace should comply with **relevant rules and regulations on working conditions**, in particular health and safety legislation.

AGAIN WORKING CONDITIONS. ALSO FOR STUDENTS?



DUAL VET IN CASTILLA Y LEÓN

Criteria for framework conditions

Regulatory framework

Involvement of social partners

Support for companies

Flexible pathways and mobility

Career guidance and awareness raising

Transparency

Quality assurance and graduate tracking



DUAL VET IN CASTILLA Y LEÓN

Criteria for framework conditions

Regulatory framework

A **clear and consistent regulatory framework** should be in place based on a fair and equitable partnership approach, including a structured and transparent dialogue among all relevant stakeholders. This may include **accreditation procedures for companies and workplaces** that offer apprenticeships.



AT NATIONAL LEVEL AND AT
REGIONAL LEVEL



DUAL VET IN CASTILLA Y LEÓN

Criteria for framework conditions

Involvement of social partners

Social partners, including at sectoral level, **should be involved** in the design, governance and implementation of apprenticeship schemes, **in line with national industrial relations systems and education and training practices.**

SOCIAL DIALOGUE: AN
ESSENTIAL REQUIREMENT



DUAL VET IN CASTILLA Y LEÓN

Criteria for framework conditions

Support for companies

Financial and/or non-financial support should be provided, particularly for small, medium-sized and micro-companies, based on cost-sharing arrangements between employers, apprentices and public authorities, enabling cost-effective apprenticeships for companies.



AN IMPORTANT PROBLEM FOR ALL



DUAL VET IN CASTILLA Y LEÓN

Criteria for framework conditions

Flexible pathways and mobility

Entry requirements for apprenticeships should take into account relevant informal and non-formal learning. **Apprenticeships should lead to a nationally recognised qualification referenced in accordance with the European Qualifications Framework, and should allow access to other learning opportunities, including at higher education and training levels, and career pathways. Transnational mobility of apprentices should be a component of apprenticeship qualifications.**



NATIONAL FORMAL RECOGNITION WITH ACADEMIC AND LABOR VALIDITY?



DUAL VET IN CASTILLA Y LEÓN

Criteria for framework conditions

Career guidance and awareness raising

Career guidance, mentoring and learner support should be provided during the apprenticeship to ensure successful outcomes and reduce drop-outs. Apprenticeships should be promoted through awareness-raising activities.

ESSENTIAL REQUIREMENT



DUAL VET IN CASTILLA Y LEÓN

Criteria for framework conditions

Transparency

The transparency of, and **access to apprenticeship offers** within and between Member States should be ensured with the **support of public and private employment services**, and by using Union tools such as EURES when appropriate.

PUBLIC AND PRIVATE EMPLOYMENT SERVICES?



DUAL VET IN CASTILLA Y LEÓN

Criteria for framework conditions

Quality assurance and graduate tracking

Quality assurance approaches should be in place in coherence with European Quality Assurance Reference Framework for Vocational Education and Training (EQAVET), including a **valid and reliable assessment of the learning outcomes**. The tracking of employment and career progression of the apprentices should be ensured.

WHO SHOULD DO IT?



MOBILITY IN VOCATIONAL AND EDUCATIONAL TRAINING IN CASTILLA Y LEÓN

DEVELOPING STUDENTS MOBILITY THROUGH ERASMUS+

CONSORTIUM WITH 105 VET SCHOOLS OF CASTILLA Y LEÓN

NUMBER OF MOBILITIES ERASMUS+

LEVEL	AVAILABLE PLACES	REQUESTED PLACES
INITIAL AND MEDIUM VOCATIONAL TRAINING GRADE	20	66
HIGH VOCATIONAL TRAINING GRADE	72	136



MOBILITY IN VOCATIONAL AND EDUCATIONAL TRAINING IN CASTILLA Y LEÓN

MAIN PROBLEMS TO MOBILITY

1. THE STUDENTS GO TO COMPANIES (TO PERFORM PRACTICES) NOT TO SCHOOLS (TO PERFORM STUDIES) IN OTHER COUNTRIES.
2. WE HAVE DIFFICULTIES TO GET COMPANIES IN OTHER COUNTRIES
3. USUALLY IT IS NECESSARY TO HAVE INTERMEDIARIES
4. WE HAVE DIFFICULTIES TO GET A RELATIONSHIP BETWEEN VET SCHOOL
5. THE STUDENT HAS DIFFICULTIES TO FIND ACCOMMODATION.
6. THE STUDENT HAS DIFFICULTIES TO RELATE WITH OTHERS STUDENTS



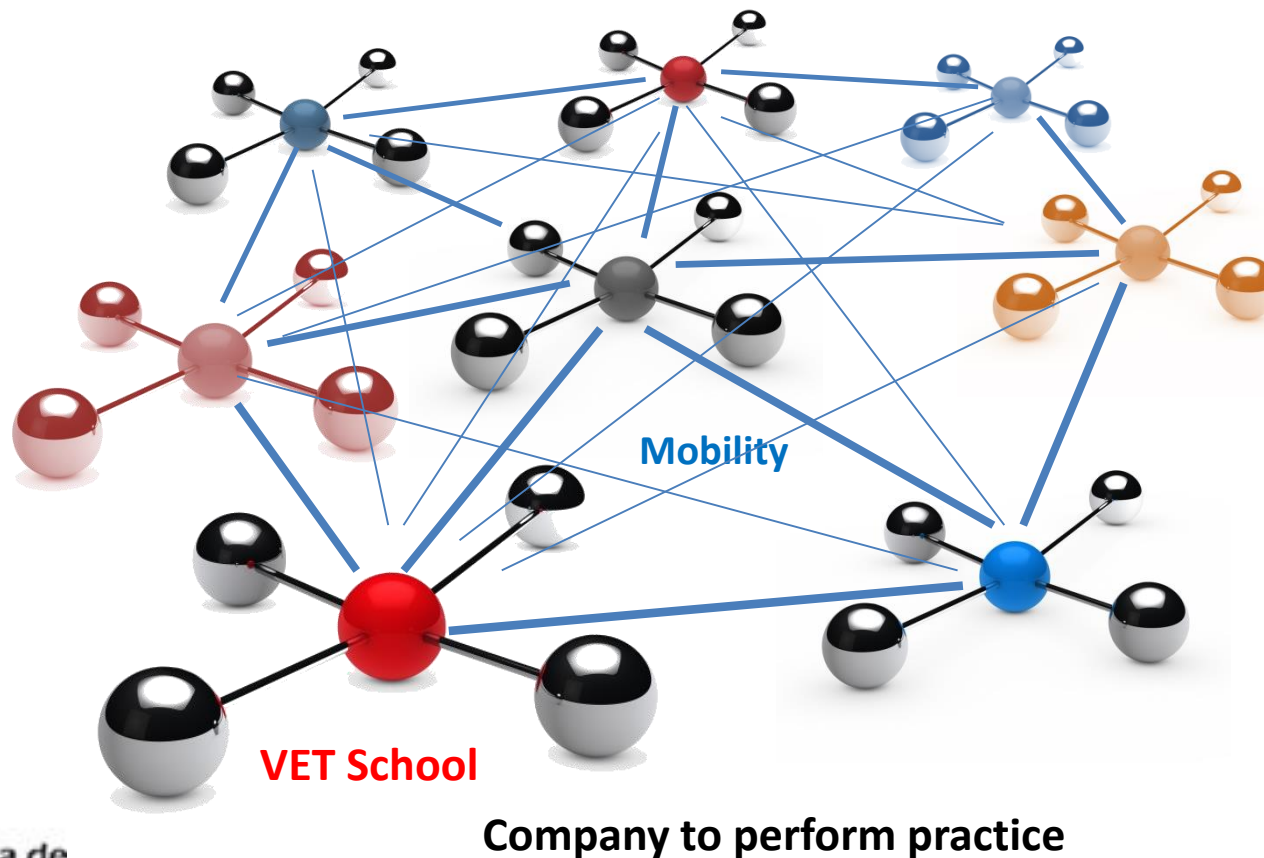
MOBILITY IN VOCATIONAL AND EDUCATIONAL TRAINING IN CASTILLA Y LEÓN

COLLABORATIVE NETWORK



MOBILITY IN VOCATIONAL AND EDUCATIONAL TRAINING IN CASTILLA Y LEÓN

COLLABORATIVE NETWORK (VETS to VETS)



IN SUMMARY: TWO MAIN QUESTIONS

1. HOW TO IMPROVE THE QUALITY AND EFFECTIVE OF DUAL VOCATIONAL TRAINING SYSTEM FOR APPRENTICESHIPS?.
2. HOW TO CREATE A NETWORK BETWEEN EDUCATIONAL CENTERS OF DIFFERENT COUNTRIES TO INCREASE THE MOBILITY AND TO FACILITATE PERFORM PRACTICE LEARNING AT COMPANIES?.



Thank you
very much

