



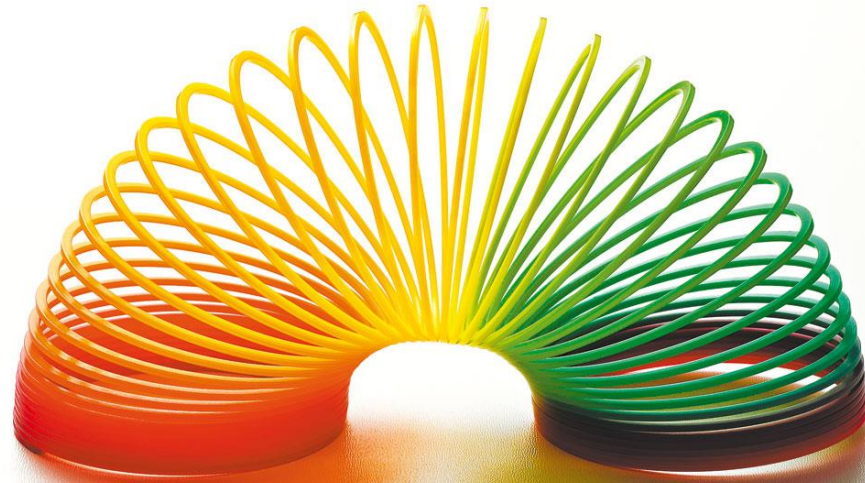
JORNADA HACIA UNA FORMACIÓN PROFESIONAL **DUAL**

9 DE OCTUBRE DE 2018
VALLADOLID

**ATRACTIVA PARA EMPRESAS,
CENTROS EDUCATIVOS
Y ESTUDIANTES**



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?
 Betriebs- und Unternehmenskultur & Innovation
 **WIR**  **WKO**

Dual IVET Castilla y León

CONSEJERÍA DE EDUCACIÓN
JUNTA DE CASTILLA Y LEÓN



**Good for Youth
Good for Business**

European Alliance for Apprenticeships

Work-based learning (WBL), a key aspect of VET, is directly linked to its goal of helping learners acquire the knowledge, skills and competences with direct relevance for the labour market. There are broadly three main forms of WBL:

WORKING TIME IN THE COMPANY

75 %

Apprenticeships

50-30 %

School-based VET with on-the-job training

25-0 %

Work-based learning in school



Apprenticeships

Apprenticeships formally combine substantial work-based learning in companies and other workplaces with learning based in education or training institutions, leading to nationally recognised qualifications. In most cases, these are characterised by a contractual relationship between the apprentice, the employer and/or the vocational education and training institution, with the apprentice being paid or compensated for her/his work.



**Good for Youth
Good for Business**

European Alliance for
Apprenticeships

SPAIN:

- EMPLOYMENT CONTRACT FOR TRAINING AND LEARNING (ONE YEAR).
- FOR UNEMPLOYED WORKERS
- 80% OF TIME WORKING AND 20% TRAINING TO OBTAIN A CERTIFICATE OF PROFESSIONALISM (WITHOUT ACADEMIC VALIDITY, ONLY LABOUR VALIDITY) -300-700 h OF TRAINING IN A CENTER AUTHORIZED BY THE LABOR ADMINISTRATION-
- ONE ACCREDITED QUALIFICATION; USUALLY LEVEL ISCED 2
- MANAGED BY LABOR ADMINISTRATION

Work-based learning in school

WBL can also be integrated in a school-based programme through on-site labs, workshops, kitchens, restaurants, junior or practice firms, simulations or real business/industry project assignments. The aim is to create 'real life' work environments, establish contacts and/or cooperation with real companies or clients, and develop entrepreneurship competences.



**Good for Youth
Good for Business**

European Alliance for
Apprenticeships

SPAIN:

- IVET DEVELOPED IN EDUCATIONAL CENTERS
- 2.000 h OF TRAINING TO OBTAIN A TITLE OF THE EDUCATIONAL SYSTEM (WITH AT LEAST TWO ACCREDITED PROFESSIONAL QUALIFICATIONS) -ISCED 3 AND 5B-
- 1.640 h OF TRAINING DEVELOPED IN AN EDUCATIONAL CENTER AND 360 h OF PRACTICE TRAINING DEVELOPED IN A WORKPLACE IN A COMPANY
- THE TITLE HAS ACADEMIC VALIDITY AND ALLOWS TO ACCESS SUPERIOR STUDIES
- MANAGED BY EDUCATIONAL ADMINISTRATION

School-based VET with on-the-job training

This second form of WBL includes on-the-job training periods in companies. These periods vary in length and typically cover shorter internships, work placements or traineeships that are incorporated as a compulsory or optional element of VET programmes leading to formal qualifications.



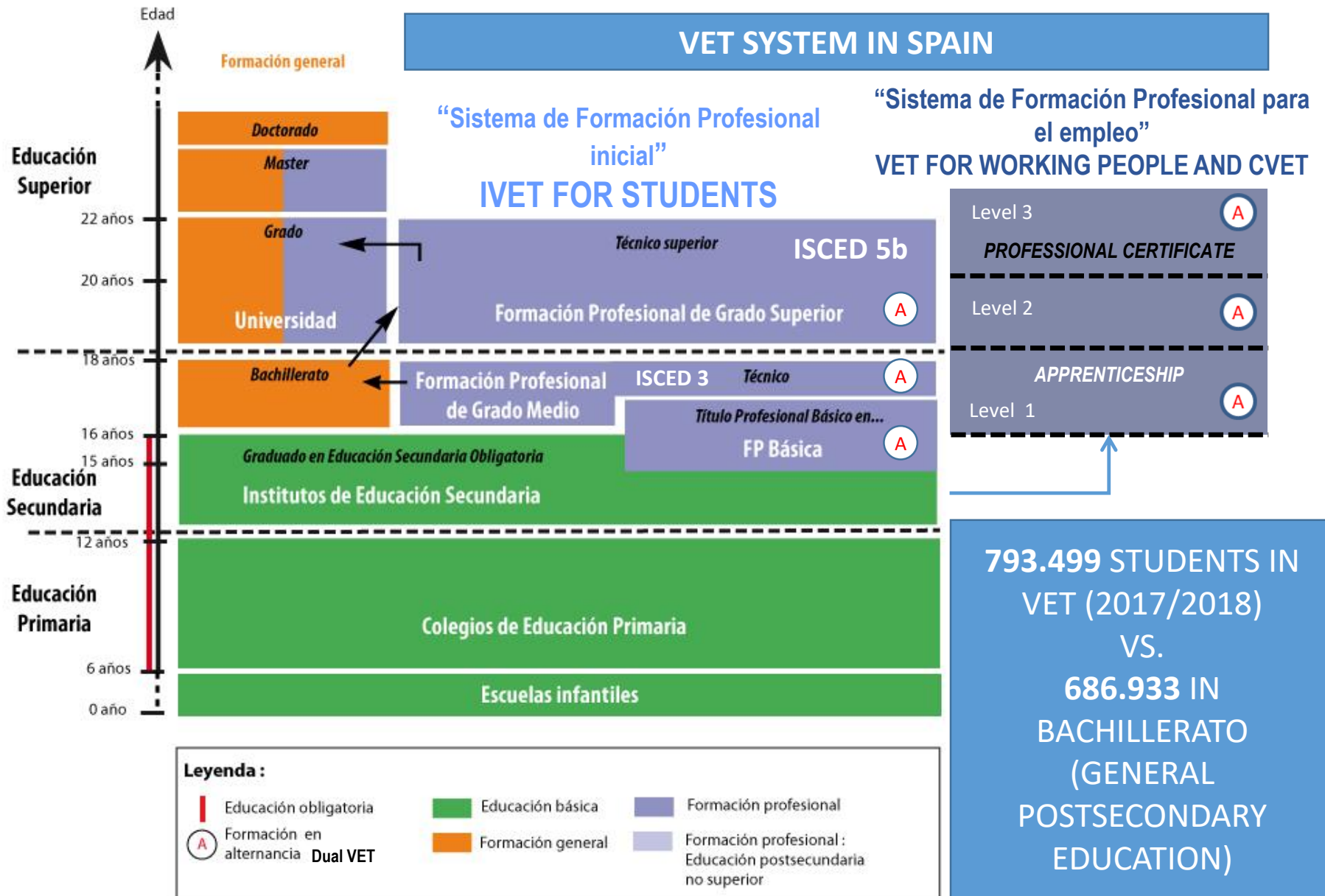
**Good for Youth
Good for Business**

European Alliance for
Apprenticeships

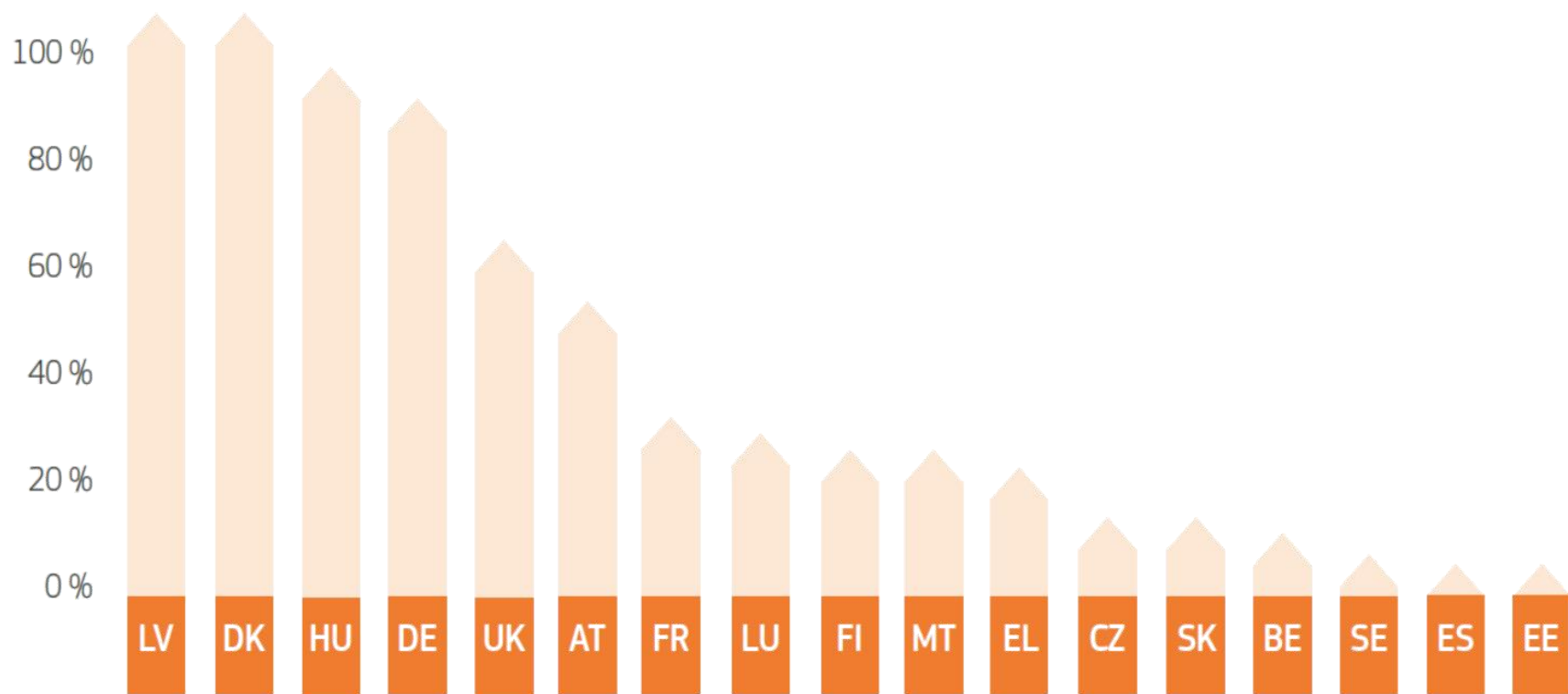
DIVET CASTILLA Y LEÓN (SPAIN):

- TO STUDENTS WITHOUT EMPLOYMENT CONTRACT. THERE IS NO LABOR RELATIONSHIP WITH THE COMPANY. THERE IS AN ECONOMIC COMPENSATION FOR THE WORK CARRIED OUT IN THE COMPANY, THROUGH SCHOLARSHIP PROVIDED BY THE COMPANY.
- DEVELOPED THROUGH A PROJECT DESIGNED JOINTLY BETWEEN AN EDUCATIONAL CENTER AND ONE OR SEVERAL COMPANIES
- IVET DEVELOPED IN EDUCATIONAL CENTERS TO OBTAIN A TITLE OF THE EDUCATIONAL SYSTEM (WITH AT LEAST TWO ACCREDITED PROFESSIONAL QUALIFICATIONS) -ISCED 3 AND 5B-
- 2.000-2.800 h OF TRAINING (ISCED 3 AND 5B). AT LEAST 1.340 h OF TRAINING DEVELOPED IN AN EDUCATIONAL CENTER AND 660-1.800 h OF TRAINING DEVELOPED IN A WORKPLACE IN A COMPANY
- TO SELECT TALENT
- MANAGED BY EDUCATIONAL ADMINISTRATION WITH THE COLLABORATION OF THE CHAMBERS OF COMMERCE AND INDUSTRY OF CASTILLA Y LEÓN

SPANISH EDUCATIONAL SYSTEM



PARTICIPATION IN VOCATIONAL TRAINING PROGRAMS IN DIFFERENT COUNTRIES



Fuente: Eurostat (UOE, 2014), online data code educ_uoe_enrs04. Los programas combinados basados en el trabajo y el centro educativo son programas en los que menos del 75 % del currículo se presenta en el entorno escolar o a través de la educación a distancia. La definición difiere en RO.

AUSTRIAN SYSTEM

DUAL VOCATIONAL TRAINING

(80% Company based training + 20% classes as part-time vocational school of apprenticeship time)

38 % are trained in a legally recognised apprenticeship occupation (199+15)

ISCED 3B

89.112 Apprentices in 2013

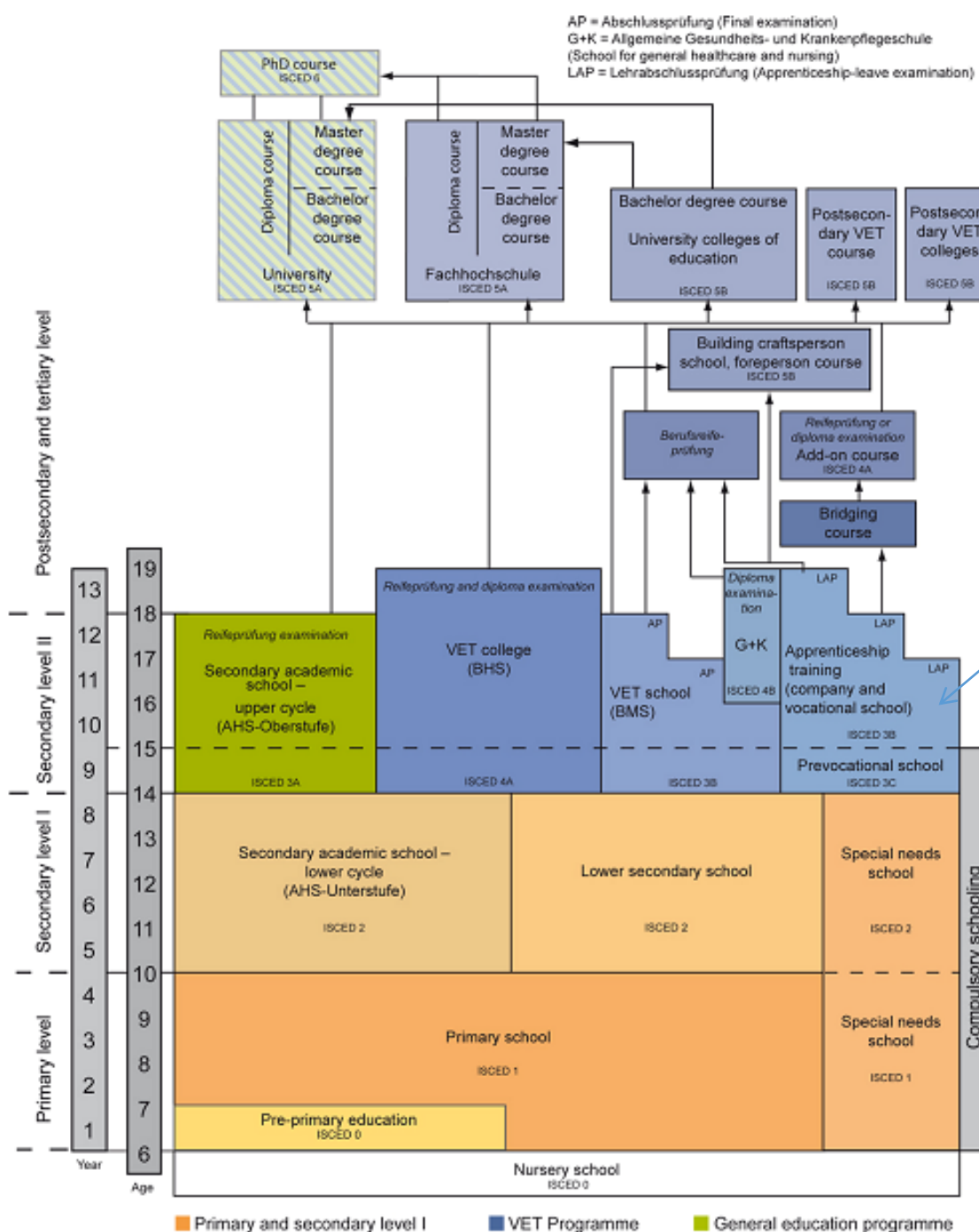
43,1% Crafts, trades and services

35.580 15-year-olds

39 % are trained in VET school or VET College

(Full time VET school –ISCED 3B- or College –ISCED 4A)

Fuente: Statistics Austria, BMBF + IBW calculations



DUAL IVET CASTILLA Y LEÓN



**FULL-TIME INITIAL
PROFESSIONAL
TRAINING IN THE
EDUCATIONAL CENTER
WITH PRACTICES IN
WORK CENTER**

Model of school VET in Austria,
Germany or Spain

**MIXED MODEL OF
TRAINING IN THE
EDUCATIONAL
CENTER AND IN THE
WORK CENTER**

**PROFESSIONAL
TRAINING OF
APPRENTICES
(MAJORITY IN THE
WORKPLACE)**

Training and Learning Contract
or "apprenticeship" models in
Austria, Germany and also in
Spain

DUAL IVET CASTILLA Y LEÓN

EUROPEAN FRAMEWORK FOR QUALITY AND EFFECTIVE APPRENTICESHIPS

"Making vocational education and training a first choice" is one of the 10 actions of the Skills Agenda for Europe. Vocational education and training, including apprenticeships, is an excellent way to develop skills and find a job in the future.

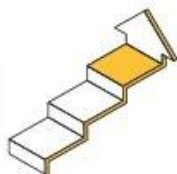
We want to make sure that apprenticeships are of high quality and reached the desired effect. The European Framework for Quality and Effective Apprenticeships sets out **14 criteria that improve the quality and effectiveness of apprenticeships**, to the benefit of learners, companies and society.

THE FRAMEWORK SETS OUT:

7 criteria for learning and working conditions



Written agreement



Learning outcomes



Pedagogical support



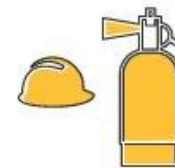
Workplace component



Pay or compensation



Social protection



Work, health and safety conditions

7 criteria for framework conditions



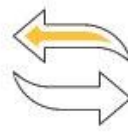
Regulatory framework



Involvement of social partners



Support for companies



Flexible pathways and mobility



Career guidance and awareness raising



Transparency

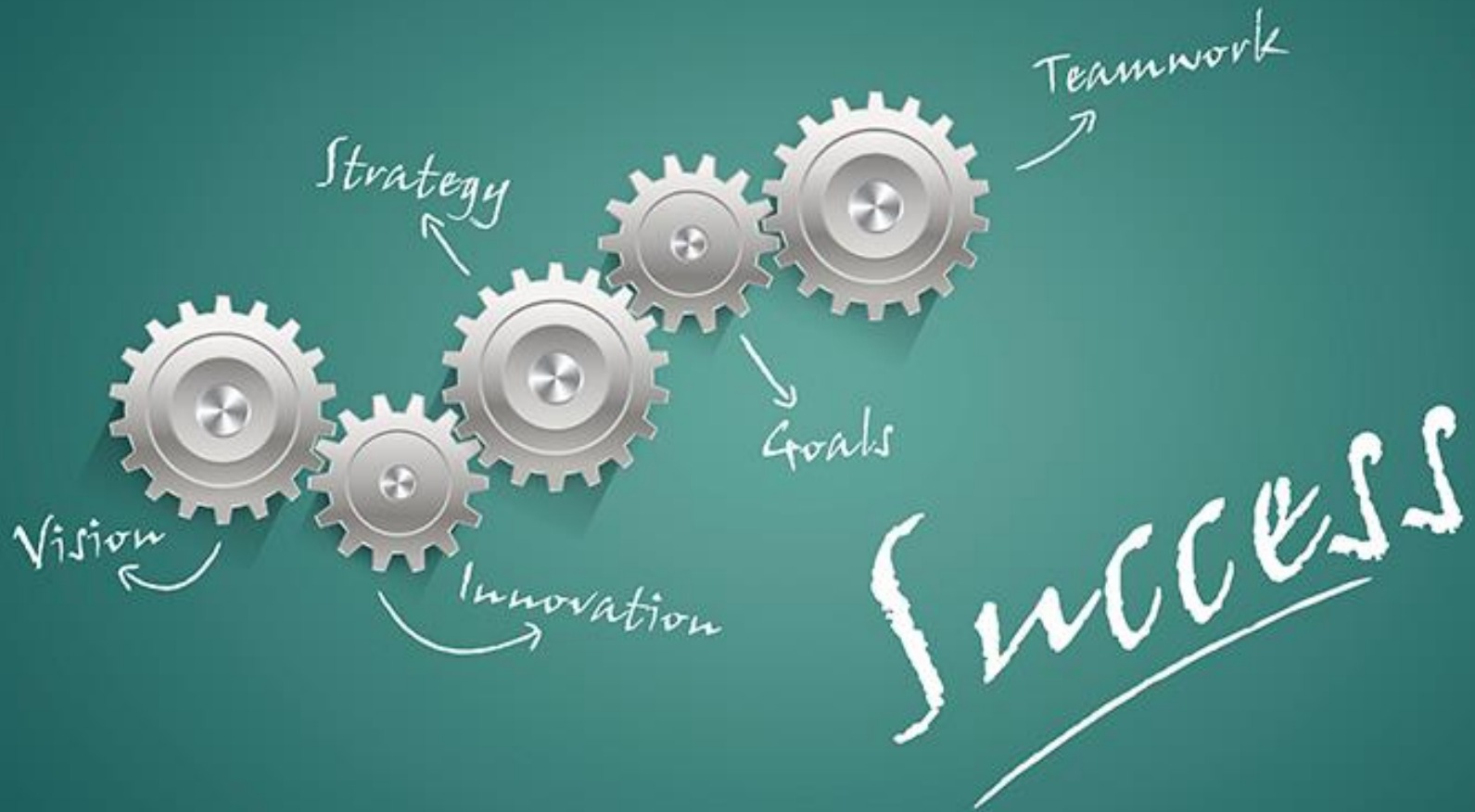


Quality assurance and tracking of apprentices

OUR ROADMAP TO FOSTER WORK-BASED LEARNING IN IVET



SUCCESS FACTORS FOR THE DUAL IVET SYSTEM IN CASTILLA Y LEÓN (SPAIN)



IN RELATION WITH THE ROADMAP TO FOSTER WORK-BASED LEARNING IN IVET
OF THE INSTITUT FÜR BILDUNGSFORSCHUNG DER WIRTSCHAFT (AUSTRIA)

1. GOVERNANCE AND FINANCING

LEGAL FRAMEWORK AGREED WITH SOCIAL AGENTS



Boletín Oficial de Castilla y León

BOCYL

Núm. 9

Lunes, 16 de enero de 2017

Pág. 1366

I. COMUNIDAD DE CASTILLA Y LEÓN

A. DISPOSICIONES GENERALES

CONSEJERÍA DE EDUCACIÓN

DECRETO 2/2017, de 12 de enero, por el que se regula la Formación Profesional Dual del Sistema Educativo en la Comunidad de Castilla y León.

INCORPORATED TO THE REGIONAL EMPLOYMENT AND TRAINING STRATEGY

1. GOVERNANCE AND FINANCING

LEGAL BASIS: LEGAL FRAMEWORK AGREED WITH SOCIAL AGENTS. REGULATION OF THE RESPONSABILITY OF ADMINISTRATION AND COMPANIES. DEFINE THE RIGHTS AND DUTIES OF ALL THE CONCERNED PARTIES

EXECUTIVE AUTHORITY: REGIONAL AUTHORITY IN EDUCATION
CONSEJERÍA DE EDUCACIÓN (DIRECCIÓN GENERAL DE FORMACIÓN PROFESIONAL Y RÉGIMEN ESPECIAL).

FINANCING STRUCTURE: CO-FINANCING -EDUCATIONAL ADMINISTRATION (TRAINING IN THE EDUCATIONAL CENTER) AND COMPANIES (TRAINING AND PRACTICE IN THE WORKPLACE AND REMUNERATION TO THE APPRENTICE)-.

QUALITY ASSURANCE AND CONTROL: DEVELOPED BY INSPECTION SERVICE OF THE EDUCATIONAL ADMINISTRATION

RECOGNITION AND ACCREDITATION: BY EDUCATIONAL ADMINISTRATION

2. BASED ON A VOCATIONAL CONCEPT: HOLISTIC NOTION OF COMPETENCE

VOCATIONAL PRINCIPLE: AS A CONSTITUENT ELEMENT OF AN APPRENTICE **PROFESSION** VS. COMPETENCES THAT QUALIFY FOR STRICTLY DEMARCATED WORK (A **JOB**).

AREA OF ACTIVITY: DUAL IVET-CyL PROVIDE ACCESS TO AN AREA OF ACTIVITY.

FULLY PROFESSIONAL QUALIFICATION: THE TRAINING PROGRAM OF THE APPRENTICE INCLUDES AT LEAST TWO PROFESSIONAL QUALIFICATIONS RELATED TO A PROFESSION AND A WIDE NUMBER OF COMPETENCES, NOT ONLY THOSE DEVELOPED IN THE WORKPLACE.

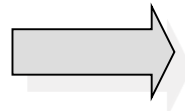
RECOGNITION OF PROFESSIONAL TRAINING: PROFESSIONAL TRAINING STANDARDS AND VOCATIONS ACROSS THE COUNTRY, AND THROUGH EUROPEAN CREDIT TRANSFER SYSTEM (ECTS). INTEGRATED INTO THE NATIONAL TRAINING HIERARCHY.

NATIONAL QUALIFICATIONS CATALOG STRUCTURE

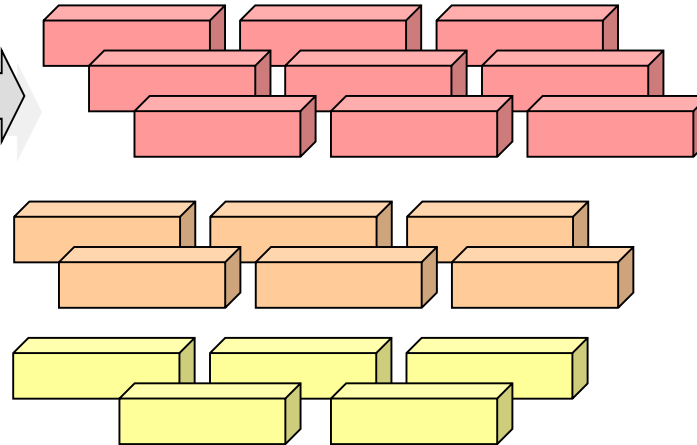


JOBS IN THE PRODUCTIVE SYSTEM

REFERECE TO DEFINE



PROFESIONAL QUALIFICATIONS



26 Professional families

MORE THAN 650 QUALIFICATIONS

QUALIFICATION LEVEL

Level 3
(EQF Level 5)

Level 2
(EQF level 3-4)

Level 1

National Qualification Catalog

STRUCTURE OF A PROFESSIONAL QUALIFICATION IN SPAIN

Set of competencies
with significance for
employment

PROFESSIONAL QUALIFICATION

Identification data

GENERAL COMPETENCE

Professional context

UNIT OF COMPETENCE

ASSOCIATED TRAINING

UNIT OF COMPETENCE 1

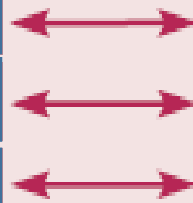
TRAINING MODULE 1

UNIT OF COMPETENCE 2

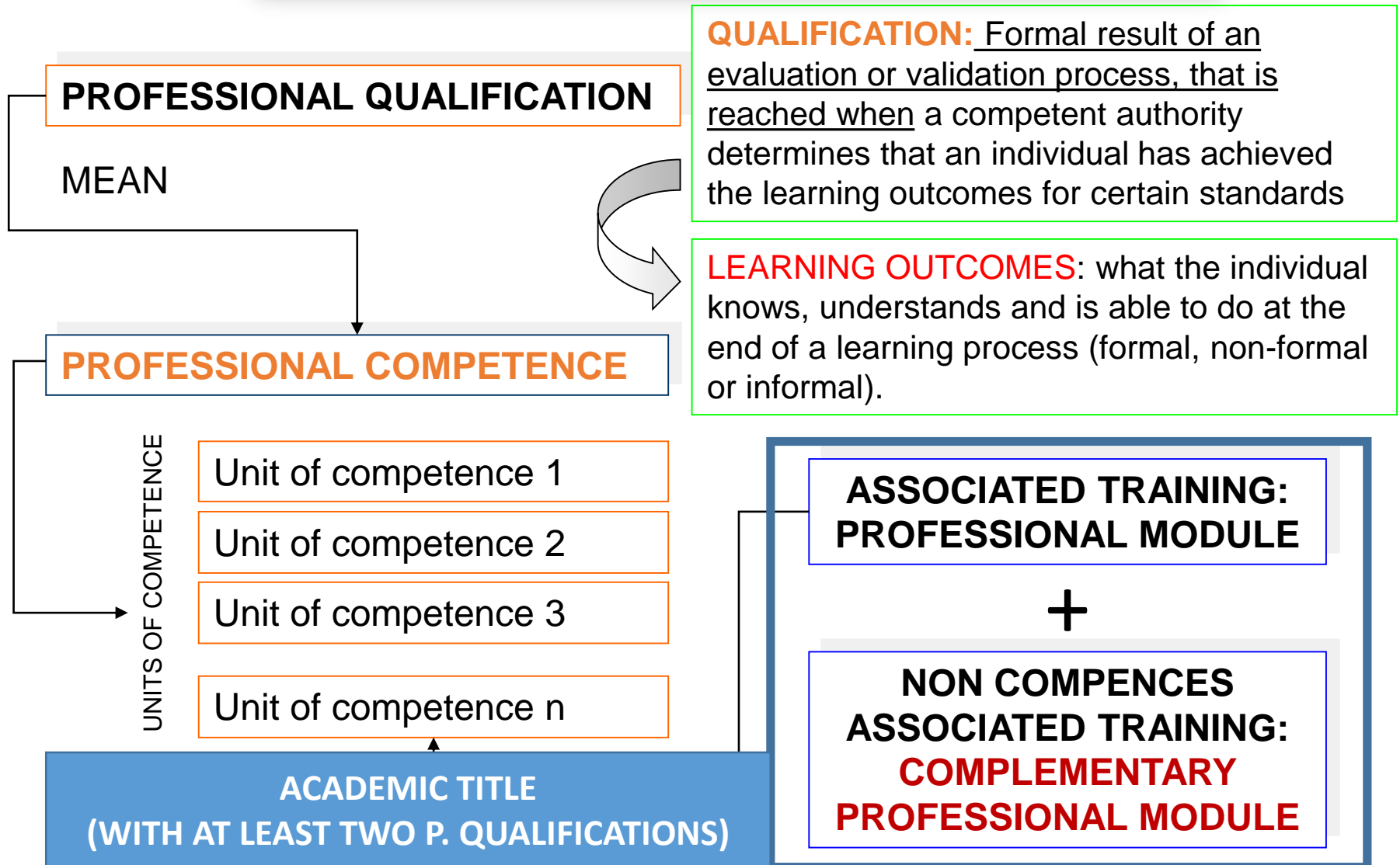
TRAINING MODULE 2

UNIT OF COMPETENCE N

TRAINING MODULE 3



2. BASED ON A VOCATIONAL CONCEPT: HOLISTIC NOTION OF COMPETENCE



3. RETURN OF INVESTMENT FOR COMPANIES

SELECTION PROCESS: THE COMPANY COPARTICIPATES IN THE SELECTION PROCESS OF THE MOST SUITABLE APPRENTICE FOR THE WORK POSITION

COST STRUCTURE: TRANSPARENT COST STRUCTURE IS DEFINED IN THE LEGAL REGULATION. COMPANIES SHOULD COMPENSATE ECONOMICALLY TO THE APPRENTICE WITH AT LEAST 50% OF THE MINIMUM INTERPROFESSIONAL SALARY AND MUST PAY THE COSTS OF SOCIAL SECURITY

RATIO COST-BENEFIT: THE ECONOMIC COMPENSATION HAS BEEN CALCULATED SO THAT THE COMPANY COULD COVER THE COSTS OF THE TRAINING DURING THE TIME OF STAY OF THE STUDENT APPRENTICE IN IT.

SUPPORT SERVICES: COMPANIES HAVE ACCESS TO SUPPORT SERVICES AS THE TRAINING OF TUTORS (TRAINING DEVELOPED WITH THE COLLABORATION OF THE CHAMBERS OF COMMERCE AND INDUSTRY OF CASTILLA Y LEÓN).

4. MECHANISMS OF QUALITY ASSURANCE

QUALITY OF SCHOOL BASED LEARNING: THE ASSURANCE OF THE QUALITY OF TRAINING IS CARRIED OUT AS IN THE REST OF THE TEACHINGS, BEING SUBJECT TO THE CONTROL OF THE EDUCATIONAL INSPECTION SERVICE

QUALITY OF COMPANY BASED LEARNING: THE ASSURANCE OF THE QUALITY OF TRAINING IN THE COMPANY IS CARRIED OUT BY THE DUAL PROFESSIONAL TRAINER TUTOR OF THE EDUCATIONAL CENTER WITH THE TUTOR OF THE COMPANY, FOLLOWING A PREVIOUSLY ESTABLISHED FOLLOW-UP PROTOCOL BETWEEN BOTH

LEARNING OUTCOMES: THEY ARE PREVIOUSLY DEFINED IN THE TRAINING PROGRAM AND THEIR ACHIEVEMENT IS DETERMINED BY THE TEACHER OF THE EDUCATIONAL CENTER.

COMPETENCES DEVELOPMENT: THE DEVELOPMENT OF COMPETENCES IN THE WORKPLACE IS EVALUATED BY THE TEACHER OF THE EDUCATIONAL CENTER USING PERFORMANCE SCALES AND ALSO INFORMATION PROVIDED BY THE COMPANY TUTOR

5. MECHANISMS FOR THE ADJUSTMENT OF COMPETENCES

LEARNING OUTCOME-ORIENTED PROGRAM: THE LEARNING OUTCOMES HAVE BEEN DEFINED IN THE TRAINING PROGRAM AS WELL AS THE PROFESSIONAL COMPETENCES INCLUDED IN THE NATIONAL CATALOG OF PROFESSIONAL COMPETENCIES

CORRESPONDENCE BETWEEN TASK AND TRAINING: THE COMPETENCES THAT CAN BE DEVELOPED IN THE COMPANY ARE ADJUSTED WITH THOSE THAT CONTEMPLATE THE TEACHINGS THROUGH A COMPUTER APPLICATION (CICERON DUAL)

FURTHER TRAINING: THE DUAL SYSTEM IVET-CYL CONTEMPLATES THE DEVELOPMENT OF **FURTHER TRAINING** IN THE COMPANY, WHICH ALLOWS TRAINING RELATED TO NEW OR SPECIFIC COMPETENCES OF THE WORKPLACE ENVIRONMENT (TO AVOID SKILLS SHORTAGE OR SKILL MISMATCH)

COMPETENCE THRESHOLD: THE ASSESSMENT SYSTEM BASED ON PROFESSIONAL PERFORMANCE SCALES DETERMINES HOW TO IMPROVE THE THRESHOLD OF THE COMPETENCES THAT INVOLVE THE QUALIFICATION WITH THE ACTIVITY DEVELOPED IN THE WORKING PLACE

6. DEMAND BY YOUNG PEOPLE ATTRACTIVE OF DUAL IVET

ROUTE TOWARDS EXCELLENCE: IT IS A TRAINING MODE DESIGNED FOR THE STUDENT WITH BEST ACADEMIC RESULTS. THE STUDENTS ARE SELECTED BY CENTER AND COMPANY JOINTLY.

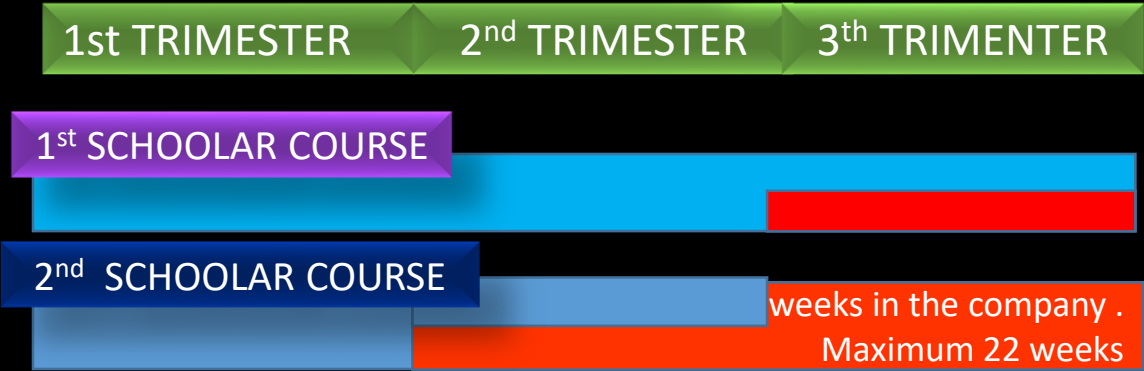
ECONOMIC COMPENSATION: STUDENTS RECEIVE FINANCIAL COMPENSATION, THROUGH A GRANT, DURING THE TIME THEY SPEND AT THE COMPANY

EMPLOYABILITY: THE EMPLOYABILITY OF D IVET STUDENTS IS HIGHER THAN THE REST, AT LEAST 5%, EXCEEDING 90% IN MANY CASES

ACCESS TO OTHER STUDIES: DUAL VET STUDENTS CAN ACCESS OTHER HIGHER EDUCATION IN THE SAME WAY AS THE REST OF IVET STUDENTS

POSSIBLE OPTIONS

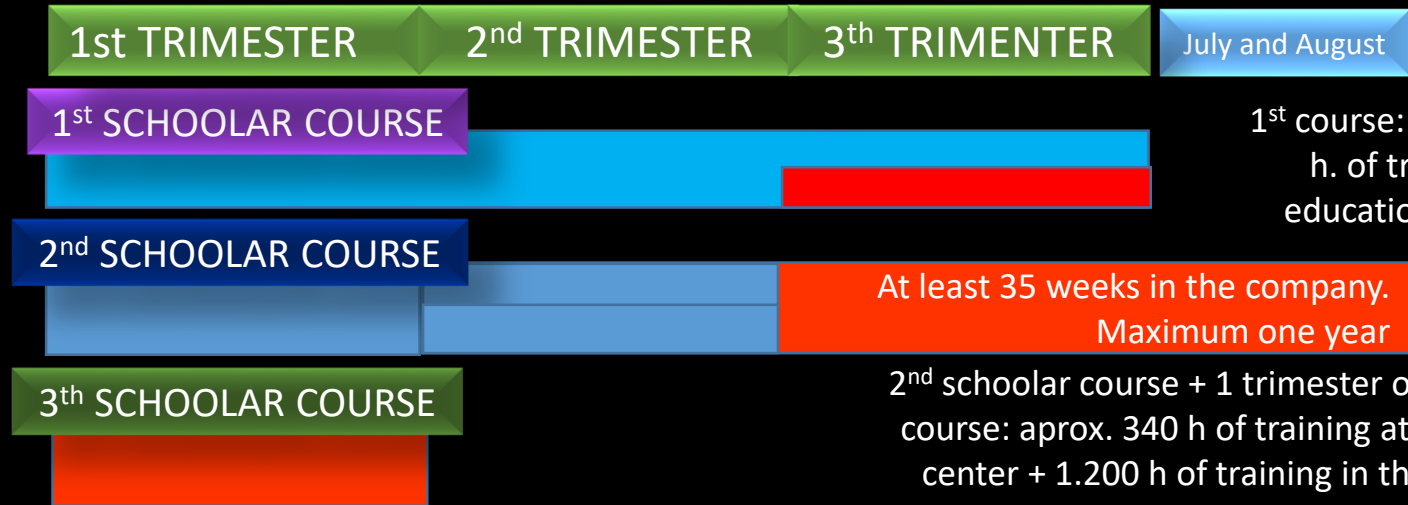
OPTION A. TWO SCHOOL COURSES



1st course: aprox. 1.000 h. of training at educational center

2nd course: aprox. 340 h of training at the educacional center + at least 660 h in the company (500 h in some cases)

OPTION B. EXTENSION TO THREE SCHOOL COURSES



1st course: aprox. 1.000 h. of training at educational center

At least 35 weeks in the company. Maximum one year

2nd schoolar course + 1 trimester of 3th schoolar course: aprox. 340 h of training at educational center + 1.200 h of training in the company

Work based learnng in the company

THE COMPETENCES: COMMON CURRENCY IN THE CENTER-COMPANY EXCHANGE

**PROFESSIONAL SKILLS FOR EACH
QUALIFICATION**



**SPECIFIC COMPETENCES FOR THE
WORKPLACE**



**REGULATED PROFESSIONAL TRAINING
PROGRAM (ACADEMIC TITLE)**

**NON REGULATED TRAINING
PROGRAM (FURTHER TRAINING)**

TRAINING PROGRAM OF THE STUDENTS OF DUAL IVET ASSOCIATED TO THE PROJECT EDUCATIONAL
CENTER-COMPANY (FORMALIZED THROUGH THE CONVENTION)

EVOLUTION OF THE NEW DUAL IVET CYL

2018/2019

NEW MODEL Decreto 2/2017	NUMBER OF CENTERS	NUMBER OF COMPANIES	NUMBER OF PROJECT	NUMBER OF TITLES (DIFFERENT)	NUMBER OF STUDENTS
PUBLIC CENTERS	39 (32,5%)				
PRIVATE CENTERS	22 (55,0%)				
Total	61 (38,1%)	256	164	63	711**

2016/2017

Total	18 (10,6%)	116	51	28	244*
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INCREASE
2018/2019 VS
2016/2017

238,9%

120,7%

221,6%

225%

191,4%

* WITHOUT ECONOMIC REMUNERATION

** WITH ECONOMIC REMUNERATION (>50% SMI)

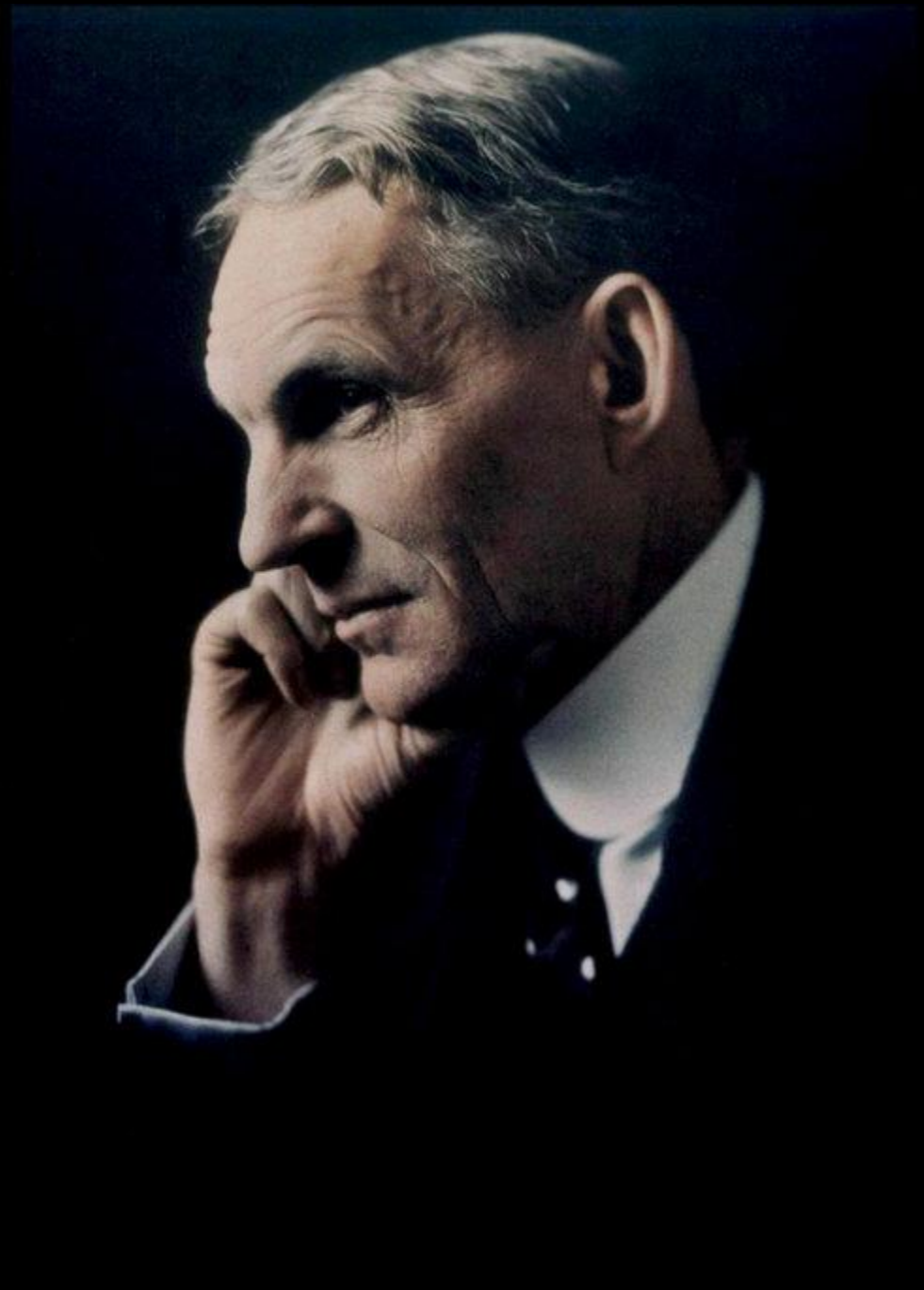
IMPORTANT GROWTH, BUT
INSUFFICIENT

WE NEED MORE
COMMITTED COMPANIES
TO
WORK JOINTLY



"Arriving together is the beginning.
Keeping together is progress.
Working together is success".

Henry Ford.





Impulso en la Implementación del Sistema Dual de Formación Profesional mediante intercambio de experiencias.



Erasmus+

THANK YOU VERY MUCH