

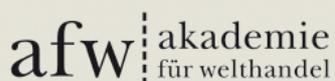


dualvet

Transfer of successful structures and guidance for implementing  
the dual VET system. Training company trainers

## WP4 execution report "Testing, implementation and execution"

This project has been funded with support from the European Commission. This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



## TABLE OF CONTENTS

<b>1. INTRODUCTION.....</b>	<b>3</b>
<b>2. OBJECTIVE.....</b>	<b>5</b>
<b>3. TESTING.....</b>	<b>6</b>
- Activities.....	6
<b>4. IMPLEMENTATION.....</b>	<b>9</b>
- Selecting the candidates.....	9
- Training programme design and methodology.....	14
- Programme implementation. Development of the pilot course.....	16
<b>5. ASSESSMENT.....</b>	<b>19</b>
- Activities.....	19
- Results and conclusions.....	20
<b>6. CONCLUSIONS AND IMPROVEMENT PROPOSALS.....</b>	<b>26</b>
- Contributions of participating enterprises to the guide documents.	
o Test Phase.....	26
o Implementation Phase.....	28
- Final conclusions.....	30

## 1. INTRODUCTION

More than ever before, the value of dual training systems in reducing youth unemployment, acting as facilitators in the transition from training to work and responding to the needs of the employment market is a reality.

Based on the above and due to this concern, we believe that strategies and tools must be implemented in response to these needs, based on education and training.

The promotion of dual training is an essential objective within the framework of European cooperation. Through the DualVET programme ([www.dualvet.com](http://www.dualvet.com)), the partners involved seek to arouse awareness in society, enterprise and Public Authorities about the benefits of this methodology in combating youth unemployment. Thanks to the implementation of dual training systems, some European countries have shown that the use of dual training models brings about a reduction in unemployment rates and makes it easier for graduates receiving vocational training to find employment.

The DualVET project, directed by the Chamber of Commerce, Industry and Services of Zaragoza, and funded by the European Commission, aims to transfer experience, know-how and good dual training practices developed by Germany and Austria to Portugal and Spain, in order to assist businesses in implementing these models.

To that end, we have defined two preferential economic sectors at which to target the project; the automotive industry and the tourism industry.

The reason for deciding on those sectors is the economic importance they have in Spain and Portugal.

Currently, according to information furnished by the Spanish Ministry of Finance and Competitiveness, the Spanish automotive industry represents 10% of the GDP and 17.7% of all exports, generating 300,000 direct jobs and millions of jobs linked to that industry. Spain is the second most important automobile manufacturer in Europe, and the ninth worldwide. Spain currently has 17 automobile manufacturing plants and 1000 companies that manufacture automotive components and equipment.

In the case of Portugal, the automotive industry has a tradition of 40 years. The turnover generated by that sector now stands at around 4.8 billion euros and it is a cornerstone of the Portuguese economy. It accounts for 4% of the total GDP and employs approximately 40,000 people, and is one of the country's most important export sectors, according to the Portuguese Government.

In turn, the contribution of the tourism sector to the Spanish GDP has increased by 3.5% (in Catalonia, tourism accounts for 12% of the GDP, according to the Catalan Government, while it represents 7.7% of the GDP of Aragón), providing jobs for

around 4,700,000 people during the high season. Tourism represents 5.8% of the Portuguese GDP, and 7.2%, counting indirect services.

Thus, to date and based on information from the dual German and Austrian systems in addition to the work carried out with Spanish and Portuguese companies starting dual training and companies in which dual training has been successful, this project has generated the following basic results and products:

- A Strategic Plan with recommendations to be considered when implementing a dual vocational training system in Spain and Portugal, a SWOT analysis and a summary of the analysis performed.
- Implementation manual entitled: How to successfully implement the dual vocational training programme. The DUALVET approach. ([http://www.dualvet.eu/docs/productos/Dualvet ES.pdf](http://www.dualvet.eu/docs/productos/Dualvet_ES.pdf))

This manual is divided up into four chapters:

- o An introduction to the Dual Vocational Training System. The secret behind the success of Germany and Austria ([http://www.dualvet.eu/docs/productos/1 Sistema%20de%20Formacion%20Profesional%20Dual.pdf](http://www.dualvet.eu/docs/productos/1_Sistema%20de%20Formacion%20Profesional%20Dual.pdf))
  - o Practical guide for companies organising and directing dual vocational system training. With a special reference to the tourism and automotive sectors ([http://www.dualvet.eu/docs/productos/2 Guia%20practica.pdf](http://www.dualvet.eu/docs/productos/2_Guia%20practica.pdf))
  - o Key issues and formal requirements enabling companies to successfully implement dual training ([http://www.dualvet.eu/docs/productos/3 Cuestiones%20clave%20y%20requisitos%20formales.pdf](http://www.dualvet.eu/docs/productos/3_Cuestiones%20clave%20y%20requisitos%20formales.pdf))
  - o Practical guide for dual training company tutors as regards transversal skills ([http://www.dualvet.eu/docs/productos/4 Guia%20practiva%20para%20instructores%20de%20empresas%20de%20formacion%20dual.pdf](http://www.dualvet.eu/docs/productos/4_Guia%20practiva%20para%20instructores%20de%20empresas%20de%20formacion%20dual.pdf))
- A network comprised of Public Authorities, Teaching Institutions, Business Associations, Chambers of Commerce and Crafts, Businesses, Trade Unions and other agents interested in dual vocational training systems;
  - The development and implementation of a pilot training programme for dual training company tutors/instructors, the design, implementation, results and conclusions of which are set out below.

Information about the above and other results achieved within the project framework is available in the project website [www.dualvet.eu](http://www.dualvet.eu).

## OBJECTIVE

The main objectives of this work package, which is defined in the project and which we will be described in the following sections are:

- **To engage end users in the development of the project** (especially companies and the tutors designated by the former, and also training centres, public authorities and other users).
- **To correct or improve the end products, based on the comments received from them.**
- **To analyse the feasibility of the Dual Vocational Training system in Spain and Portugal.**
- **To show the importance of transversal skills as fundamental elements of support as regards technical knowledge in setting up the Dual Vocational Training system.**

## 2. TESTING

### Activities

To engage businesses, and in particular, companies from the automotive and tourism sectors, the different partners in Spain and Portugal developed communication strategies in accordance with their territory, as described below.

The initial response of the business was not as high as expected. The main reasons given by the businesses were a lack of knowledge about the dual training system, and, particular in smaller businesses, the lack of resources and time to spend on matters other than their routine activities, among other affairs.

For this reason, as will be seen below, it was finally decided to work with companies from other sectors who were enthusiastic about the initiative.

### **CHAMBER OF COMMERCE, INDUSTRY AND SERVICES OF ZARAGOZA**

To constitute the pilot group, first of all a general capture campaign was launched in which the website of the institution and its Newsletter (numbers 308, 310 and 340) were used. The campaign was mailed to an average of 28,7000 e-mail addresses. This was followed by an e-mail campaign for more segmented groups such as:

- Businesses from the automotive cluster,
- Vehicle repair workshops tutoring students from the "Salesianos Nuestra Señora del Pilar" Higher Grade Automotive Vocational Training Centre,
- Business from the Chamber of Commerce Tourism Commission.

Lastly, it was necessary to start up a telephone marketing campaign.

The companies eventually included in the Pilot Group were the following:

- Android, from the automotive sector,
- Asociación de Maitres de Aragón, from the tourism sector,
- Clúster de Automoción de Aragón (CAAR),
- Estudios Zaragoza, from the training sector,
- Expertos en Hostelería, from the tourism sector,
- Mann Hummel, from the automotive sector.

## **MENTORTEC - INNOVAFOR**

In this case, with a view to establishing the pilot group, - Innovafor contacted more than 500 small business from the north of Portugal by e-mail (through its database). These contacts were consolidated by telephone.

The companies included in the pilot group were practically the same as those that took part in the tutor training activity, as will be seen later.

- Costa e Dias Lda., which engages in plastic injection and modelling for the automotive sector.
- Polisport, SA, which engages in the design of plastic components for the automotive industry.
- Associação Comercial de Braga, as an association from the Braga region.
- Porta Azul Guest House, from the hotel sector.
- Escola de Comércio Porto, from the education and dual training promotion sector.
- Instituto Emprego e Formação Profissional, Instituto Público, representing Portuguese employment and vocational training.
- Dual – Porto/Portuguese, Chamber of commerce and German industry.

## **CHAMBER OF COMMERCE AND INDUSTRY OF TERRASSA**

As in the case of the Chamber of Zaragoza, the Chamber of Terrassa launched a publicity campaign about the DualVET project, the Internet and training, which was consolidated with telephone calls and diffusion via the website of the Chamber, due to not receiving the desired/expected response from the sectors chosen for this pilot group.

Consequently, the following activities were carried out:

- E-mails were sent to companies from the automotive and tourism sectors within the area of influence of the Chamber of Terrassa, and to companies from the Catalan Automotive Cluster;
- Communication (newsletter via e-mail) to all companies within the area of influence of the Chamber (irrespective of whether they were from the preferred sectors);
- Cooperation with the Hotel Management Guild of Terrassa via Facebook; and with the Vallès Economic Promotion Consortium, the Vocational Training Council of Terrassa (which sent out the communication to the vocational training centres of Terrassa) and that of Rubí;
- Registration for the course in the training section of the Chamber website (<http://www.cambraterrassa.es/ct/curs/552>).

The companies eventually included in the Pilot Group were the following:

- Estamp, SAU, from the automotive sector,
- Europastry, SA, from the food industry,
- Sigma Gestión Universitaria, from the university centre computer services consultancy sector,
- Azbil Telstar Technologies, from the healthcare sector industrial vacuum equipment manufacturing industry,
- Fundació Lacetània, from the education sector (vocational training),
- Fundació Eduard Soler, from the education sector (vocational training)

### 3. IMPLEMENTATION

#### Selecting the candidates

Starting with the businesses in the pilot group, which collaborated in the feedback on the products elaborated, the different companies selected the candidates to take part in the training programme organised for company tutors.

#### **CHAMBER OF COMMERCE, INDUSTRY AND SERVICES OF ZARAGOZA**

Although some companies in the pilot group expressed interest in taking part in the training activity, an intensive campaign for specific diffusion was organised, based initially on the website of the institution and its Newsletter (number 349), which was subsequently consolidated through direct marketing via e-mail and by telephone.

Despite the enormous effort made to invite the beneficiary companies to the activity, it was eventually carried out with 5 companies and 7 company tutors. These included 1 from the tourism sector, 2 from the automotive sector and 2 from the education sector. At the time of giving the training course, two of the companies were tutoring trainees within their organisations.

The result of the recruitment process was very poor compared to the effort and dedication invested; this was basically due to the following problems:

- Difficulty for possible participants to spend hours on this training course due to very high workloads;
- Difficulty in adapting to the proposed times, although they were unable to suggest alternative times;
- The perception that the vocational training system was difficult for them at this time, but interesting as a future option;
- Lack of interest in dual vocational training;
- Lack of authorisation by the human resources director to attend the training, despite the interest of the person contacted.
- Complication work situations in the companies. They were unable to consider hiring anyone using the Dual Training system.

The following companies eventually took part in the training course:

**1. Asociación de Maitres y Profesionales de Sala de Aragón**

Tourism sector

Participant: Chairman of the Association

**2. Mann + Hummel**

Automotive sector

Participants: Human Resources Director

Plant Maintenance Manager

Plant Maintenance Technician

**3. Android**

Automotive sector

Participant: Human Resources Manager and Training Coordinator

**4. Grupo Piquer**

Education sector

Participant: Innovation, Marketing and Professional Guidance

**5. Kairós Cooperativa de Iniciativa Social**

Education sector

Participant: Vocational Training and Guidance

**MENTORTEC - INNOVAFOR**

Despite the fact that Public Authorities admitted the importance of dual vocational training systems, there was insufficient information about Portuguese companies favouring this method, and in particular, small businesses. In fact, although the dual training initiatives were formally initiated in 1984, dual training in Portugal is still at a very rudimentary stage and very little progress has been made with key agents in its implementation.

This argument explains the difficulty experienced by Mentortec - Innovafor in involving small Portuguese businesses in the development of the pilot training course for tutors/instructors, since most of them still have not recognised the importance and merits of the “dual system”. In fact, the training of apprentices (also known as dual) is one of the initial vocational training methods used in Portugal, where the main focus is placed on insertion in the labour market through hands-on training (in a company), through an alternating school-company system. This training is targeted at young people aged between 14 and 24 who have completed 9th grade (basic level), but have not yet completed 12th grade (secondary education) and who are interested in obtaining professional qualifications and also terminating their 12th grade studies. On completing this Vocational Training, the

students receive their General Certificate of Education and a Grade 4 Vocational Level Certificate pursuant to the Portuguese National Qualifications System.

As already mentioned, Mentortec - Innovafor contacted more than 500 small business in the north of Portugal through different channels.

In the case of Mentortec - Innovafor the training was divided into two periods, firstly the official presentation of the DualVET project, carried out by Escola de Comércio de Porto, which was attended by 24 people, and a second period during which the course was imparted.

Eventually 8 companies were involved and a total of 13 people took part in the training.

**1. Costa e Dias Lda.**

Sector: Plastic injection and modelling for the automotive sector.

Participant: Company director  
Human Resources Director

**2. Polisport, SA**

Design of plastic components for the automotive industry.

Participant: Human Resources Director

**3. Associação Comercial de Braga**

Sector: Business association from the region of Braga;

Participant: Training projects coordinator

**4. Porta Azul Guest House hotel**

Sector: hotel management - tourism

Participant: Human Resources Director

**5. Escola de Comércio Porto**

Sector: Vocational training centre and promoter of the dual vocational training system.

Participants: 3 tutors  
1 higher technician

**6. Instituto Emprego e Formação Profissional, Instituto Público**

Sector: Representing Portuguese employment and a Vocational Training Institute.

Participants: 1 training coordinator and tutor  
1 Public relations and tutor

**7. Confeitaria Ferreira**

Sector: food and restaurant sector

Participant: Human Resources Director

### **8. Consultor de proyectos de Formación Profesional**

Sector: consultancy and training

Participant: freelance consultant

#### **CHAMBER OF COMMERCE AND INDUSTRY OF TERRASSA**

As in the above cases, and in particular, in the case of the Chamber of Commerce, Industry and Services of Zaragoza, the effort and dedication invested in diffusing the training programme was not matched by the number of registrations for the programme.

In addition to the above reason, there were others such as:

- The lack of a regulatory obligation as of today for tutors/instructors to be specifically trained as such,
- The fact that there is no regulatory role for the different agents/players who take part in improving vocational training.
- In the case of Catalonia, the fact that the Education Department has initiated the experimental introduction of small training programmes for companies (and for tutors in particular) with a shorter duration (12 hours, and in most cases, on-line) and imparted at the request of the company on its own premises; given that this is a pilot project, that option had not been considered.

Even so, we succeeded in engaging the following companies:

#### **1. ESTAMP, SAU**

Automotive sector

Participant: Human Resources Manager of the Terrassa plant  
Production Manager  
Maintenance Manager

#### **2. Mim Medir Lecha Puig, SL**

Sector: Metallurgy

Participant: Administration department – dual vocational training student tutor (1 person)

#### **3. Europastry, SA**

Sector: Food

Participants: R+D Department and technical office– dual vocational training student tutors (2 people)

#### **4. *Sigma Gestión Universitaria, AIE***

Sector: Consultancy and business management (development of computer applications for the education sector)

Participants: R+D Department and technical office– dual vocational training student tutor (1 person)

#### **5. *Coty Astor, SA***

Sector: Wholesale cosmetics and hairdressing products

Participant: Human Resources Department (1 person)

#### **6. *Consell General de Cambres de Catalunya***

Sector: Chambers of Commerce, Industry and Navigation

Participant: technician from Consell de Cambres and person responsible for the QBID training monitoring programme QBID (1 person)

On concluding this section, it is clear that despite the difficulties set out above, the number of companies and corporate tutor candidates taking part in this activity was higher than the number foreseen in the proposal, which was fifteen in each case. The total number of beneficiaries of this activity were 19 companies and 29 corporate tutor candidates.

## **Training programme design and methodology**

The specific design of the training programme and methodology was determined in accordance with the Strategic Plan prepared and the project manuals drafted, in collaboration with the German and Austrian partners.

First of all, the content and methods for imparting the activity were defined, using the title "Dual Training Corporate Tutor". The training included both in situ training in the classroom with activities (studying of legislation and models implemented,..) and exercises to be done by the students on their own outside the classroom.

The content of the course was divided up into three main blocks:

- 1) Description of the Dual Vocational Training System and its key players within the existing legislative framework;
- 2) Basic skills to be developed by the Dual Training Corporate Tutors in carrying out their functions;
- 3) Method used for planning, monitoring and assessing the learning activity in the company by the Dual Training Corporate Tutors.

Based on that work, a training programme was defined with a total duration of 30 hours (in situ + individual work by the participants), for implementation in 3 editions (Zaragoza, Terrassa and Matosinhos), which is presented below:

### **1. What is Dual Vocational Training?**

- 1.1. Brief description
- 1.2. Origin
- 1.3. Characteristics and benefits
- 1.4. Educational legislation / employment legislation
- 1.5. Roles: student / trainee
- 1.6. Educational centre tutor
- 1.7. Corporate tutor

### **2. Learning in Dual Vocational Training**

- 2.1. Adaptation to the level of the trainee
- 2.2. Learning environment
- 2.3. Methodological principles

### **3. Professional, individual and social skills of the tutor**

- 3.1. Communication
  - 3.1.1. What is communication?
  - 3.1.2. The process

- 3.1.3. Channels and contents
- 3.1.4. Verbal and non-verbal communication
- 3.1.5. Skills
  - 3.1.5.1. *Empathy*
  - 3.1.5.2. *Listening*
  - 3.1.5.3. *Assertiveness*
  - 3.1.5.4. *Persuasion*
  - 3.1.5.5. *Feedback*
- 3.2. Teamwork
  - 3.2.1. What is teamwork and what is not?
  - 3.2.2. Management styles
  - 3.2.3. Leadership
    - 3.2.3.1. *Characteristics*
    - 3.2.3.2. *Leader skills*
- 3.3. Settling conflicts
  - 3.3.1. What is a conflict?
  - 3.3.2. Types of conflict
  - 3.3.3. Methods and skills for managing and settling conflicts

#### **4. Programming, reports and assessment**

- 4.1. Dual Vocational Training learning programming and monitoring system.
  - 4.1.1. Study of the QBID environment
  - 4.1.2. Course of study / planned activities.
  - 4.1.3. Specification of the activities planned in the company.
  - 4.1.4. Tutor-company - tutor-centre coordination (timing, monitoring, models, results).
  - 4.1.5. Monitoring / assessment templates. Their use.
  - 4.1.6. Regular reports
  - 4.1.7. Assessment at the end of the project
  - 4.1.8. Collaboration satisfaction survey.

#### **5. Training in programming and preparing reports**

- 5.1. Practical exercises
  - 5.1.1. Planned activities
  - 5.1.2. Specification of the plan over time in the company.
  - 5.1.3. Tutor-company - tutor-centre coordination
  - 5.1.4. Monitoring / assessment templates. Their use.

### **Programme implementation. Development of the pilot course**

As explained earlier, the training programme implemented in the different editions (sites: Zaragoza, Matosinhos, Terrassa) was the same in all cases.

They had a total of 30 hours and were divided into in situ learning (22.5 hours) and individual work by the participants (7.5 hours).

For the purpose of implementing that training, a series of PowerPoint documents were prepared in Terrassa and used to allow the experts to develop the different sessions. Then they were distributed to the students on paper and in USB flash drives.

Below is a description of where and when each edition was organised and the resources used to develop them.

#### **CHAMBER OF COMMERCE, INDUSTRY AND SERVICES OF ZARAGOZA**

The training was imparted in an environment that encouraged the participation of all the participants.

For its implementation, an evening schedule was designed (18:00 to 20:30 hs), with two weekly sessions (Tuesdays and Thursdays), which commenced on 7 April and ended on 7 May.

The training was given by the expert Ana Muñoz from Fundación Basilio Paraíso. Who explained the aspects of the Dual Vocational Training System in Spain and then covered the transversal skills to be highlighted at the dual training corporate tutor. These skills were dealt with using a theoretical approach and then specified in greater depth through carrying out individual or group activities, and using real examples.

Juan Carlos Andrés from the "Salesianos Nuestra Señora del Pilar" training centre also took part as a teacher, and explained to the students the method used to plan the training it's monitoring and assessment, in collaboration with the dual training company. He also explained the function of the computer application developed for the purpose of working on all these items.

The course was based on the following key issues:

- Are these the players in Dual Vocational Training? Are any of them not necessary? Are there any missing?
- What should the main line organisational/political of the system be?
-

- What support must be provided by the responsible authorities, and at what levels?
- What does Dual Vocational Training mean in the long term (country strategy, youth unemployment, corporate talent...?)
- How can it be integrated into the education system?
- What aspects must be evaluated: quality, suitability for the labour market, value of the trainees, choice of tutors, appropriate companies...?
- How can companies be persuaded to take part in the system: employing trainees, training instructors, payment for the training...?
- How can the professions be identified and how do companies cooperate in relation to the content they must develop and related tasks?
- What role must the school play?
- How do companies obtain the appropriate team for the training period?
- How to find and training qualified instructors?
- How to integrate trainees and workers from the company?
- How to make the dual system attractive for young people and parents?
- How to recruit young people?
- What recognition does the company require?

Documentary monitoring of the training was performed in each session, consisting of the handwritten signature of each person attending the course.

At the end of the course, the participants were subjected to an assessment and a testimonial evaluation. The results are analysed in the following section.

## **MENTORTEC - INNOVAFOR**

During the in situ training in the classroom, the participants were given an introduction to the Dual Vocational Training sector and professional training using that method.

Based on the PowerPoint documents and the debate and discussion generated after working with them, the participants were able to study in depth the education law that regulates such training, the roles and functions of dual vocational training and thus determine the benefits and advantages of that training.

Due to the total duration of the course and limitations in availability of the participants, it was implemented by blocks between March and June, in accordance with the following structure:

### ***Session 1***

**Date:** March 17<sup>th</sup>

**Duration:** 8 hours

**Place:** Escola de Comércio Porto

**Objectives:** In this session, the Dual Vocational Training system was studied, along with its characteristics, benefits for companies and the functions of the workers, tutors/instructors and trainees, and national legislation. Detailed work was done on the programming phases, information and assessment of the learning process in the dual system.

### **Sessions 2, 3, 4 and 5**

**Date:** April 23<sup>rd</sup>, May 4<sup>th</sup> and June 8<sup>th</sup> and 17<sup>th</sup>

**Duration:** 14.5 hours (3 4-hour sessions and one final session of 2.5 hours)

**Place:** MENTORTEC - INNOVAFOR

**Objectives:** To study and work on the participants' communication skills, teamwork and conflict management through practical exercises and group activities, in order to establish the skills required by the dual vocational training corporate tutor/instructor.

## **CHAMBER OF COMMERCE AND INDUSTRY OF TERRASSA**

To implement the Tutor Training course edition in Terrassa, a schedule of one session per week was established during the mornings.

In particular, the first session took place on April 12<sup>th</sup> from 9:30~12:00 h, while the following in situ sessions took place from 9:00 - 14:00 h on April 21<sup>st</sup> and 28<sup>th</sup> and on May 5<sup>th</sup> and 12<sup>th</sup>.

The training was given by different experts:

- Mrs Carme Martín, from the Catalan Government Development Department Vocational Training Programmes and Projects Service, gave the first session, and introduced the participants to Dual Vocational Training in relation to legislation/legal aspects and the systematic and learning process aspects (points 1 and 2 of the programme).
- Mrs Sonia Pérez, Training Manager of the Chamber of Terrassa, provided information about aspects related to transversal skills in a practical way, through analysing the profiles of the participants and possible skill-related improvements for the optimum development of the tutor's role.
- Lastly, Mrs Montse Sala, technician from the General Council of Chambers of Commerce of Catalonia (who also took part in the course) and Mrs M<sup>a</sup>. Àngels Casadesús, lecturer at Terrassa Salesian training centre, both explained the methodology involved in planning training, and how to conduct monitoring and assessment, with emphasis on the role played by corporate tutors and the education centre, and on the importance of the communication and coordination existing between them. A computer application developed for this purpose was also explained.

#### **4. ASSESSMENT**

##### **Activities**

In all three editions, documentary monitoring was performed on each session, consisting of the handwritten signature of the participants.

Likewise, in order to evaluate the development of the pilot course and fulfilment of the objectives foreseen for it, a questionnaire was designed by Fundación San Valero.

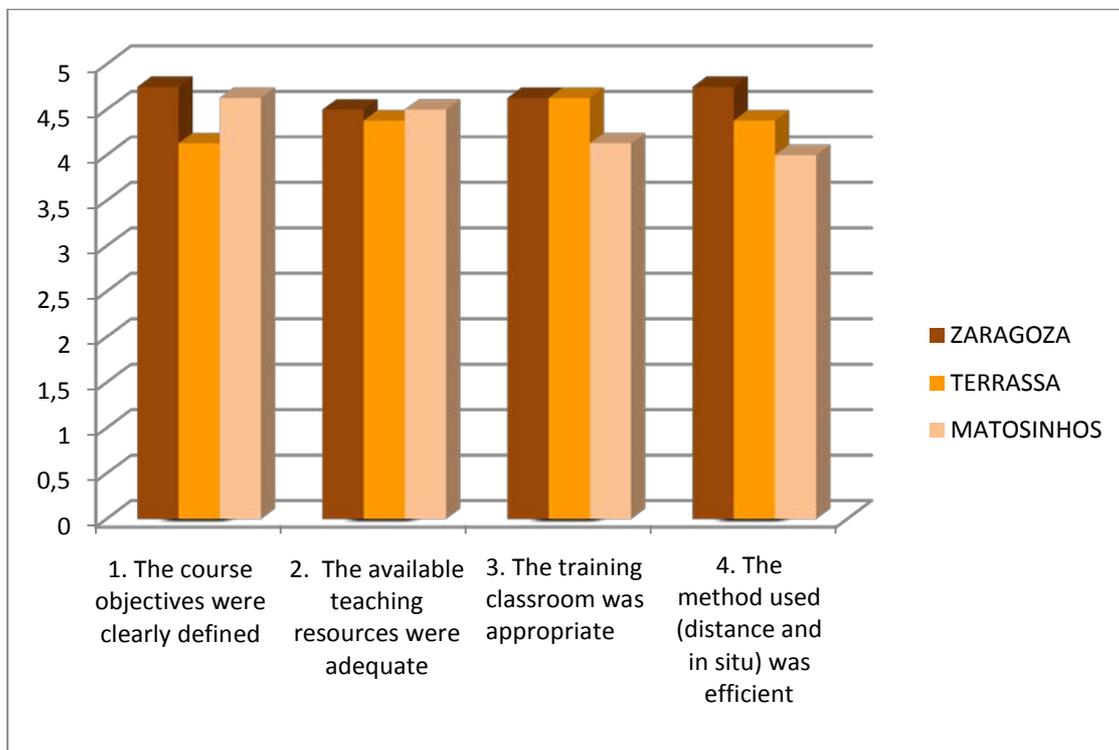
This questionnaire allowed us to obtain quantitative and qualitative evaluations with respect to the following basic aspects:

1. Organisation of the training
2. Objectives
3. Training process (for each of the 5 modules comprising the training programme)
4. Overall assessment

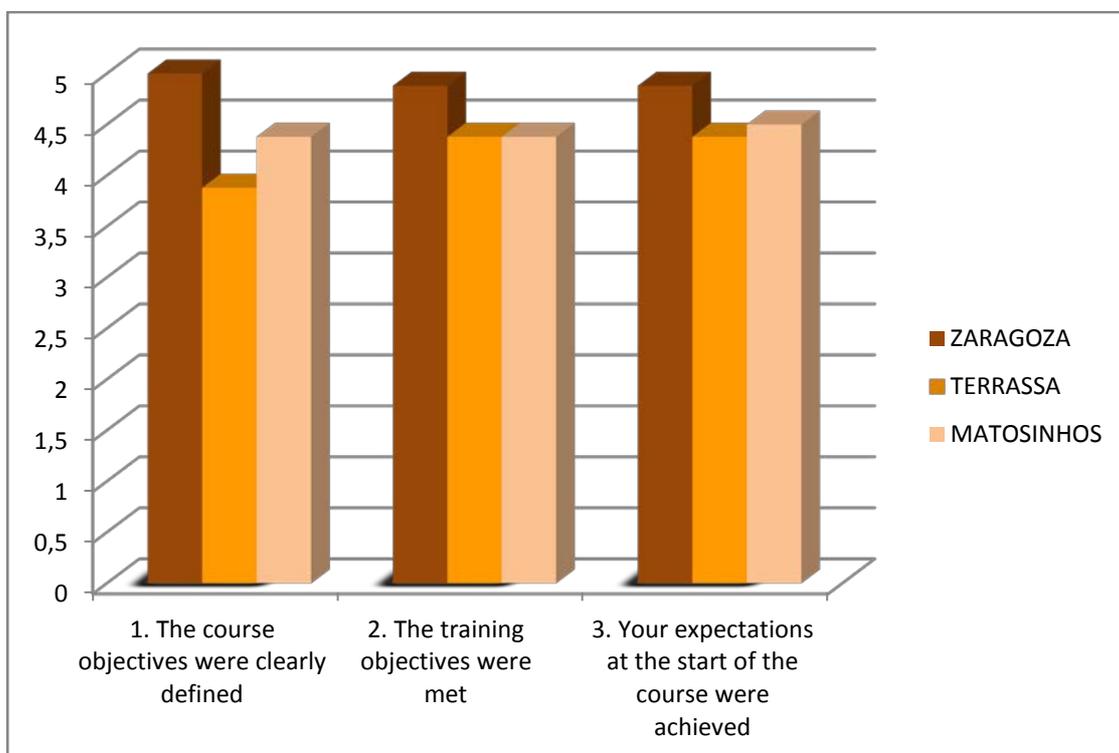
## Results and conclusions

In general, it can be said that the assessment of the training by the participants was extremely positive for the different editions, with high scores in relation to the maximum ones (practically all of them were over 4 points out of a maximum score of 5).

Thus, with respect to the **Training Organisation** the results were all high, with a score of 4 out of 5, and the participants did not make any recommendations for improvement. Consequently it is clear that the information received before the course and during it was in keeping with the expectations, as can be seen in the following graph:

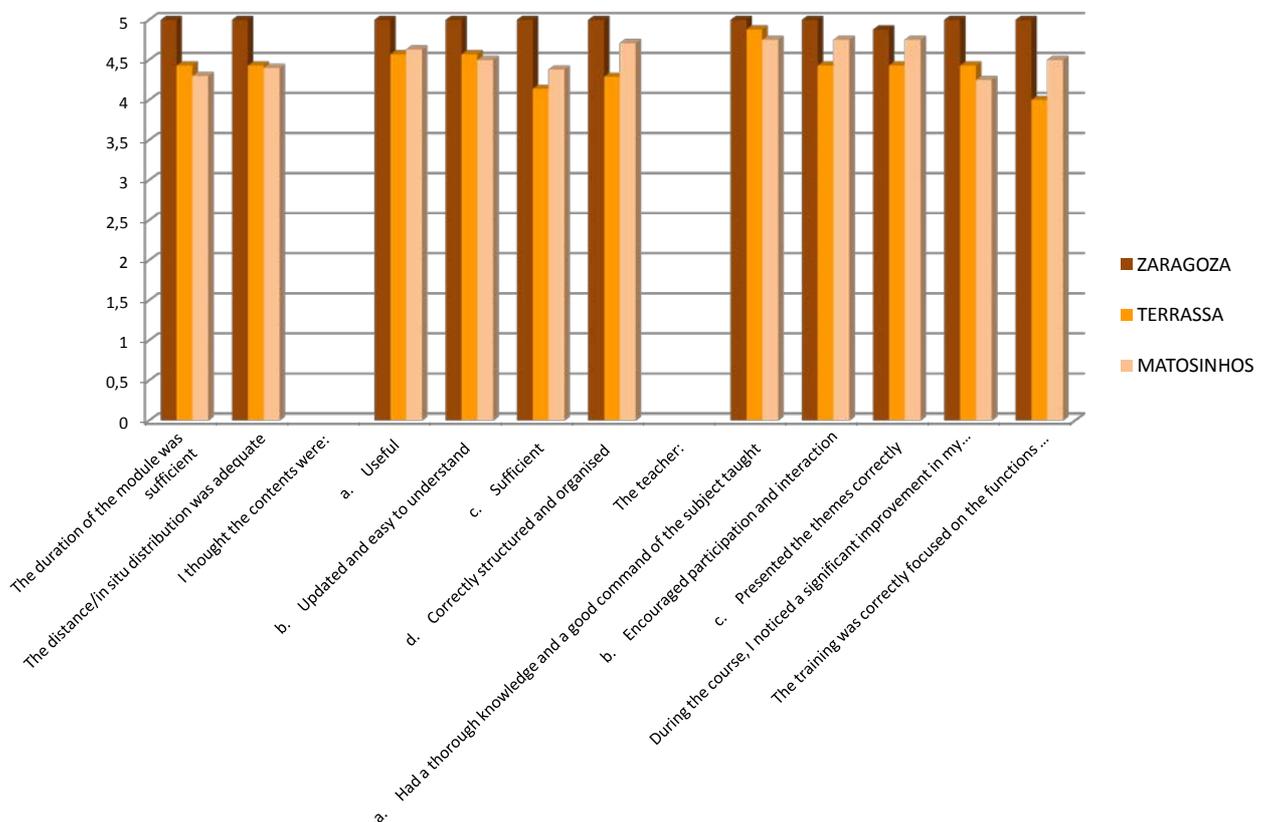


With respect to the **Objectives**, the assessment was only lower than 4 in the Terrassa edition, and specifically, this score referred to the definition of the objectives, for which the participant giving the lowest score commented “More information was provided about team management and how to deal with them than about how to deal with the students”. This comment was taken into account as a proposal for improvement, to ensure that the course objectives give a more specific definition of both management areas, that of the teams and that of the students/trainees.

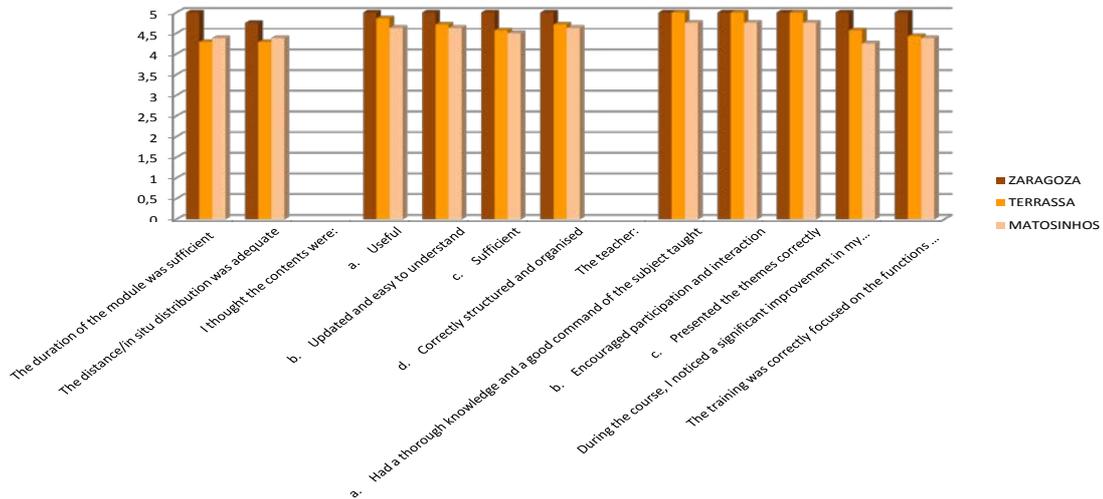


In the following section (**Assessment of the modules**) the participants were asked about each of the modules studied during the course, given that specific documentation was prepared for each of them and responded to a different area of expertise in the corporate tutor role. In this way we were able to ascertain that although all the modules are given a positive evaluation, in the Terrassa edition, it would be important to study modules 2 and 5 in greater depth (Learning in Dual Vocational Training and Coaching in programming and preparing reports), and target module 3, on skills, specifically at dealing with young people.

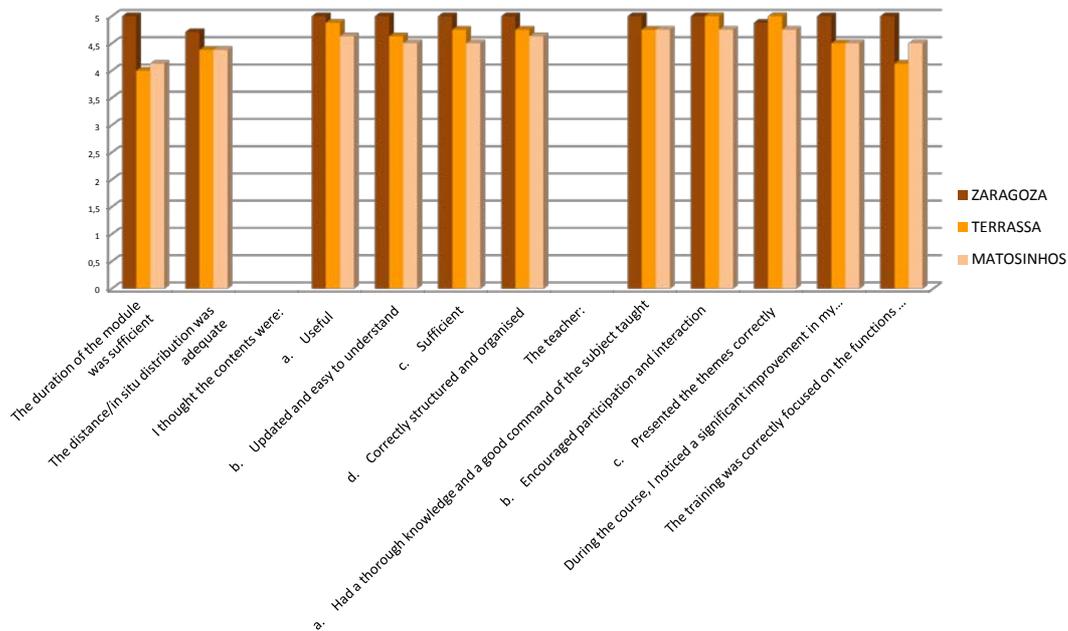
### Module 1: What is Dual Vocational Training?



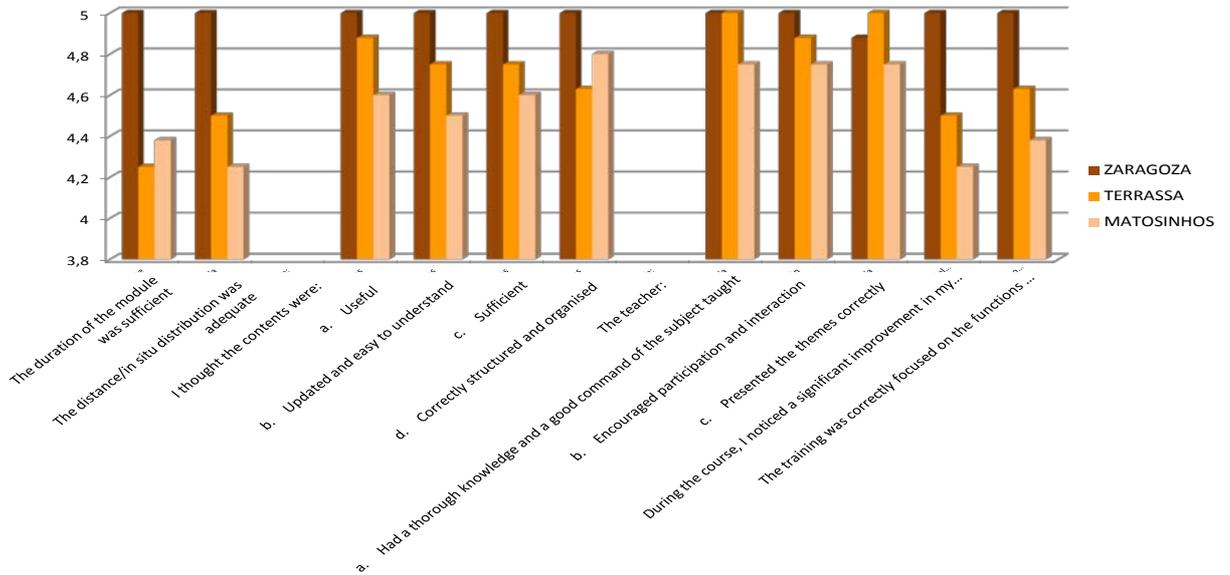
## Module 2: Learning in Dual Vocational Training



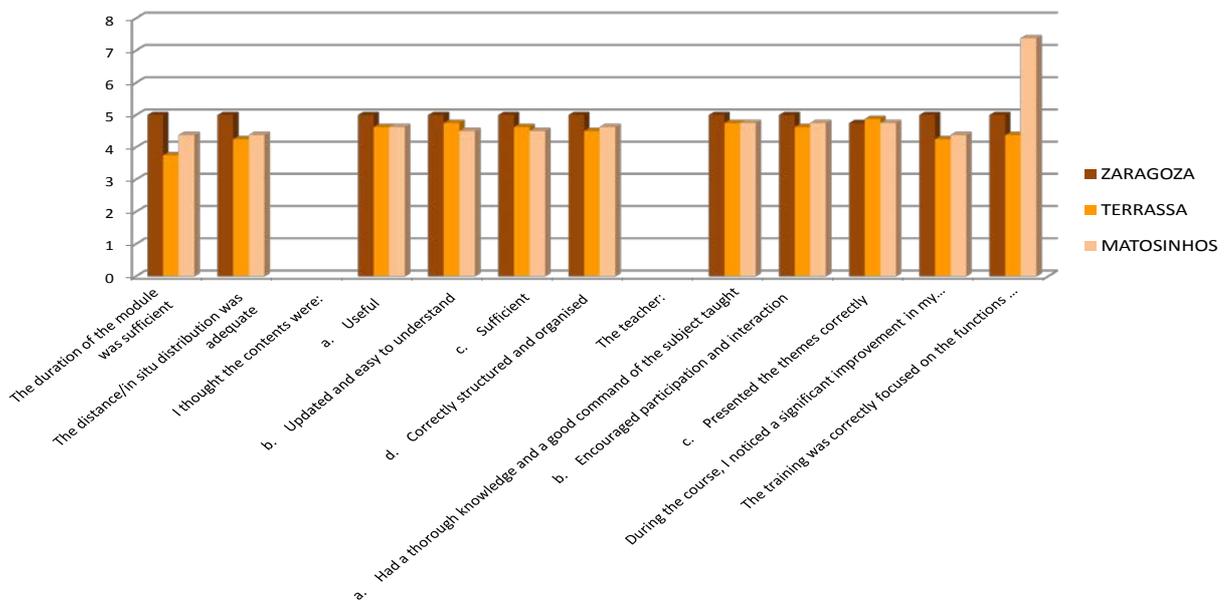
## Module 3: Professional, individual and social skills of the tutor



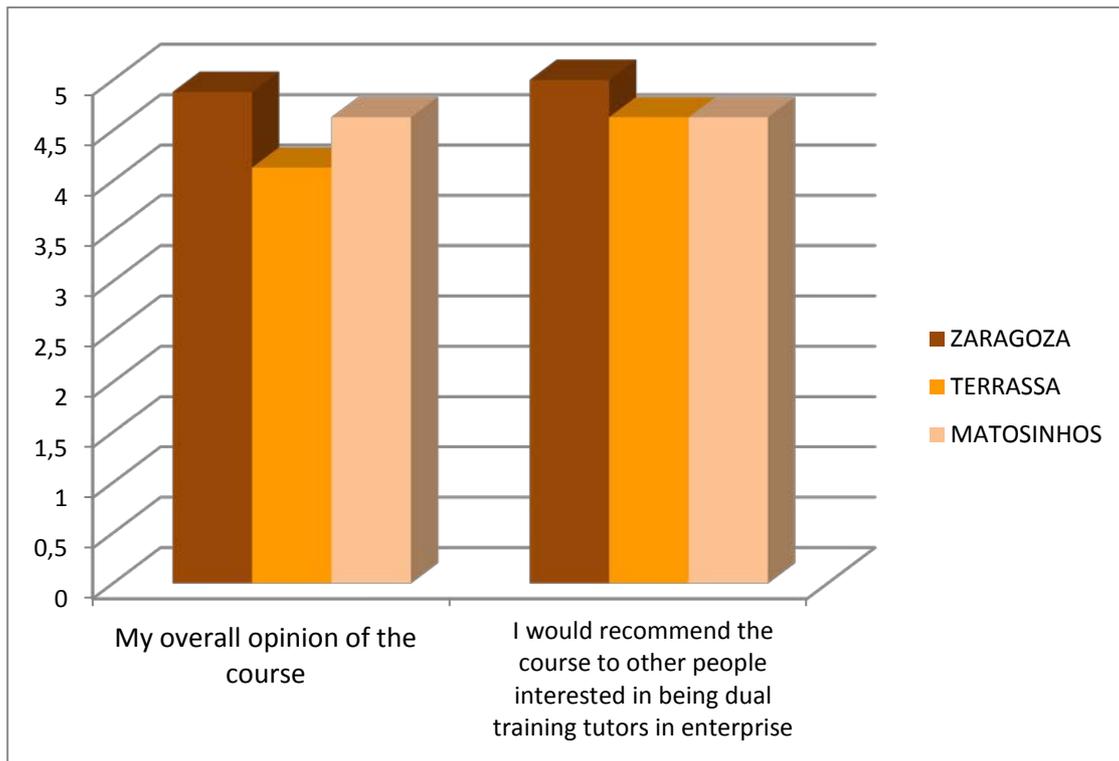
## Module 4: Programming, reports and assessment



## Module 5: Training in programming and preparing reports



Lastly, the questionnaire asked the participants about their **general and overall opinion of the course**. It can be considered that this was very positive, and even more so taking into account that this is the first pilot course; thus, all the evaluations were more than 4 out of 5, and most of the participants would recommend taking part in this course for dual vocational training tutors/instructors.



## 5. CONCLUSIONS AND IMPROVEMENT PROPOSALS

### Contributions of participating enterprises to the guide documents.

#### Test phase

With respect to the manuals created based on the experience in Germany and Austria related to Dual Vocational Training, they were furnished to the companies and discussed by the companies, institutions, and organisations included in the PILOT GROUP, with a view to obtaining their contributions for use in Spain and Portugal in the dual vocational training sector.

Thus, the comments obtained with respect to those documents (mentioned in section 1 of this report) are those given below, and they were also considered and included in the final manuals.

#### **General comments/aspects**

- All four documents are well written and present the information clearly and in a structured manner. However, it would be a good idea to attach charts (graphs or diagrams) that contain “good practices” in the case of small businesses that have successfully implemented the dual system, thus breaking monotony in reading the text.
- The information related to the real situation in Spain and Portugal is very interesting and pertinent for companies from those countries, to which the “good work” of the countries of origin (Austria and German) is transmitted. In this respect, again it would be useful to have testimonial accounts from small businesses that have implemented the dual system, in order to compare their opinions and the barriers, obstacles and the positive aspects and benefits that implementing the dual training system meant for those companies.
- As regards the four documents, the participants consider that the most interesting one is the “Practical guide for companies about organising and implementing Dual Training”.

#### **Manual 1: Introduction to Dual Vocational Training**

- All approximations to the Austrian and German system must serve as a reference, but the systems cannot be replicated in Portugal and Spain, and must be adapted, since, among other aspects, the reality and legislation in these countries are quite different.
- The manual would have to start with a reference to the benefits of the dual system, to encourage people to read the rest of the documentation, for example, by asking a question: Are you a small business? Are you familiar with the Dual Vocational Training System? Yes? No? If you are not, we will inform you about it here.

## **Manual 2: Practical guide for companies about how to organise and implement Dual Training**

- Sometimes, the vocabulary is difficult to understand. Perhaps more general terms/concepts should be used, or a glossary should be added at the end.
- Some steps of the implementation cannot easily be applied to the real situations in Spain and Portugal, and in particular, the situation of small businesses in our countries.
- This is a very useful decision for inserting information at the beginning of the document about the costs of the dual system for the company; this is a fundamental aspect when studying the possibility of participating in this training mode.
- The section entitled “Lessons learned and recommendations for transferring the structures to Spain and Portugal” is very interesting.
- All the appendices presented are very interesting and useful as references. It might be useful to have examples adapted to the real situation of Portuguese and Spanish companies.
- It is important to say that companies in Portugal do not participate in defining the course subjects and this gives rise to certain problems. Perhaps this should be considered in the manual and serve as an alarm for the institutions entrusted with its design, so that they are aware of the need to work together in designing the course subjects.

## **Manual 3: Key issues and formal requirements for the successful implementation of dual training in businesses**

- The structure used at the beginning of the document is very interesting and useful. Perhaps it would be a good idea to adapt the whole document to that structure.
- The link between sections is not all that clear. At the start of the document, arguments are presented in favour of dual training. Followed by the requirements to be met by companies in accepting trainees, and possible cooperative alliances between companies (which could also be considered an advantage!) Perhaps a different structure would make this document more interesting.
- The recommendations section makes little sense, as it refers to what has already been mentioned above, and is repetitive. Perhaps it would be better not to include it as a specific section in this document and make it a FAQ section, with additional aspects not mentioned or mentioned only superficially in the previous documents.

## **Manual 4: Practical guide for training corporate tutors/instructors in transversal skills**

- The manual is important for the company one it is interested in the dual training system. This means that the three previous manuals must provide sufficient information to attract the responsible authority.
- On the whole, the information is interesting, very descriptive and easy to follow.

- Sometimes, the vocabulary is difficult to understand. Perhaps more general terms/concepts should be used, or a glossary should be added at the end.
- It might be interesting to have testimonies from corporate tutors set out in charts.
- There should be greater detail in the section entitled “About the different demands and roles” and less detail in “how to deal with young people” – again, we are trying to convince companies to implement the dual system and not force them to deal with trainees. Perhaps the transversal skills section should be at the end, as part of the recommendations section. It would also be a good idea to have examples for the companies.

### Implementation phase

Based on the extremely positive opinion of the training implemented, we think it necessary to bear in mind the following suggestions and aspects for improvement, in future editions:

- Module 1: it would be interesting to give a more specific definition of the management, team and student/trainee scopes to be covered by the course.
- Modules 2 and 5: it would be necessary to evaluate the duration of these modules, in order to make a practical analysis of the aspects studied, as although the contents and the methodology are assigned a positive rating, some participants would have preferred more practical exercises.
- Module 3, skills: in the Terrassa edition, it was detected that the training in skills is generic and it would be necessary to study the necessary skills for working with young people in more depth.

We should also like to comment on the positive experience that the participants transmitted to us through those questionnaires, which are described below:

#### **What have you gained from it?**

- “Vision and knowledge about the Dual Vocational Training tutoring process, and the tools used.”
- “This course has helped me remember the tools needed to work with people at all times in personal and professional life.”
- “It provided me with information about Dual Vocational Training, and the tools and knowledge that a tutor must have.”
- “Information about human resources management, knowledge, improving skills. I consider it a guide which I can use to start working with, as I have only been in the training area for a few months. The tools presented are very useful for refreshing knowledge already acquired, but not put into practice until now.”
- “Ways of dealing with dual training and with tutors.”

**Do you consider it useful in your professional and/or personal development?**

- “Of course.”
- “Yes, for referring and encouraging my students to take part in Dual Training.”
- “Certainly.”

**What is your opinion about the teacher/s?**

- “Excellent. They display total commitment and professionalism.”
- “The teachers were very professional and friendly.”
- “I liked both of them, Juan Carlos from a more practical standpoint and monitoring and assessment tools, and Ana in terms of personal skills.”
- “I thought it was very interesting and that the teachers were very much involved in the project. The classes were very entertaining and interesting.”
- “The teachers who gave the rouses were great. Ana transmitted calm and communicated in a way that made it impossible to get lost or be distracted. She always made you feel you were listening attentively. Juan Carlos gave a really good practical presentation. He did a good job and I hope it yields results.”
- “Perfect.”

**Would you recommend this training?**

- “Certainly.”
- “Of course.”
- “I would certainly recommend the course. I found Dual Training very interesting and practical, as it gives students an adequate education that responds to the needs of businesses.”
- “Yes.”

**Could you highlight any other aspect: how you were treated by the Chamber, adapted times, course material...?**

- “Thanks to Pilar and Ana They are the best!”
- “I just want to thank everyone; teachers and colleagues, for making this course so interesting.”
- “Everything was fantastic, well organised and we were very well treated.”
- “I enjoyed taking part and being able to make a contribution in spite of my scant experience.”
- “Everything was perfect.”

## Final conclusions

Based on the experience of the different project phases, the following general conclusions are drawn, for consideration:

### - **With respect to dual training legislation.**

The project showed the **need for clear, specific, unequivocal legislation** in Spain and Portugal, to permit and facilitate the implementation of dual training systems, which do exist in the countries taken as a model in this project (Germany and Austria).

Based on this legislative framework, it would be interesting to **review the degree courses** currently existing, in order to adapt them to the dual system. To that end, it would be a good idea to **engage companies in the development / adaptation of the course contents**, thereby establishing the necessary connection between the academic and the employment sectors, which would, in turn, affect the universal nature of access to training and mobility among the newly-trained professionals.

This legislation would also have to define the **method for financing** the dual training system. Currently, the financing **models** in Spain differ, depending on the region (trainee and apprenticeship contracts, scholarships, both...).

Likewise, to ensure the quality of the system, it is necessary to **identify the players** (government, business organisations, training centres, businesses, students/trainees) and define the functions, responsibilities, rights and obligations of each of them.

### - **Regarding the companies**

As shown by the opinions of the participants, both in the pilot group and in the training course, we believe the project has made it possible to offer companies guidance and advice and act as a guide for businesses that are considering the possibility of implementing dual vocational training, and helped assuage the doubts and concerns of companies that are already participating. Thanks to these companies, improvements are being made day by day in the system, and of course, the project has enabled companies with no knowledge about dual training to learn about this system.

In this respect, companies **must play an active part**, in addition to organising their resources and considering whether it can accept trainees, and in the event of this not being possible due to their size, they must have the necessary tools to organise and set up alliances with other companies, among other activities. We

should remember that Spain and Portugal are both countries with a business sector formed basically by small companies.

To ensure the quality of the process, it would be advisable for the companies to be subjected to a **validation** and evaluation process. This process should take into account the suitability of the premises, the training materials, compliance with legal requirements (sector, education system, occupational risk prevention), the type of contract (which in turn, must be defined by the law), the planned activities to be carried out by the trainees during their training period in the company and of course, the tutors.

The tutors and the companies must be validated and have a series of minimum requirements (in terms of experience and training), rights and obligations and a defined dedication and ratios.

#### - **Role of agents**

As already seen, in the expert countries (Austria and Germany), the Chambers of Commerce are responsible for ensuring the quality of the system and advice to businesses about dual vocational training.

Therefore, based on this experience, it would be important to establish those responsible for these processes from among the players.

In conclusion, as shown above, the dual training system is the TRAINING SYSTEM that guarantees the adaptation of education/training to business needs. For this reason, it will be necessary to construct the pillars for a strong system that guarantees quality, and thus offers a response to the real need to have companies with properly-trained professionals.



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Transfer of successful structures and guidance for implementing  
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