

Leonardo: TTV (Tools of the Trade) for Teaching in VET (Vocational Educational Training).

Final report AREA

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I. PART. Project evolution (Project Nr.: DE/08/LLP- LdV/ TOI/147039) throughout implementation: 01. 10. 2011 – 30. 09. 2012

1. Presentation of the Leonardo Project TTV.

AREA developed a PowerPoint presentation and produced a hardcopy of the text to deliver at the end of the presentations to present the most important lines of the Leonardo Project. The purpose of the project Leonardo TTV was to facilitate, involving training centers in the Region of the Comunitat Valenciana, methodological experience sharing, presenting the experiences gained through professional practice, to analyze their practice as "best practice" and to provide technical support and experience previously analyzed by AREA and to facilitate the dissemination of the experiences of the vocational training centers of the Valencian Region, especially in the so called "alternating training".

The Leonardo Project, through its transnational character, offers the possibility of transferring innovations carried out in 4 countries (Germany -2 research teams-, Spain, Italy and Romania), presenting the characteristics and experiences of each one of the teams / partenaires in the field of training and their exchanges in the EU.

Instruments that we used

- We announced the development of **questionnaires** to teachers and support technical staff of training centers in the participating countries and a subsequent presentation of the results to the personnel involved in the responses to the questionnaires. To present results and facilitate discussion on the issues that most concern them.
- To organize, in the second year of the project, **regional thematic conferences** with various vocational training centers to which we also invited representatives from politics, trade unions, chambers of commerce and researchers from the University.
- The Association AREA offers the possibility, through regional thematic conferences, to provide opportunities for reflection and discussion and invited to participate in the activities experts in monitoring, mentoring (coaching).

In the diverse meetings and contacts maintained with the trainers of VET in 2012 and 2013 a series of topics have arisen that worry the trainers:

1.1. Relations with the resources:

- a. The **expectations** that are being created in the Spanish society by the public administration in relation to the Dual VET specially as this model does not exist in Spain.

- b. The labour conditions the trainer worry about who teach at working centres (FCT).
- c. There is worry about the **financing** of occupational and continuous VET as it has been reduced a lot in the last year as a consequence of the saving measures implemented by the government (the number of courses, hours and students has been reduced meanwhile the unemployment is increasing).

1.2. In relation with the laws and educational policy framework

- a. Need to change the law framework so that the companies and professional associations are more implied.
- b. How is the Dual VET going to be organized?

1.3. – In relation with the learning process:

- a. How to link lifelong learning of the trainers with the companies?
- b. What are the characteristics and how to do the training in the companies?
- c. How to relate the CV and the labour market?

2.4. In relation with the follow-up and the tutoring of the students

- a. Who and how is undertaking the follow-up of the students in their training in the companies?
- b. Who and how is undertaking the follow-up of the students in their labour insertion?
- c. Where is it going to take place (educational centres, companies, labour services...)?
- d. What institutions or organisms will offer it?

Even if the Dual VET model does not exist in Spain the trainers in general consider that there are advantages and inconveniences:

Amongst the advantages we can point out the following:

- The acquisition of competences on the working place itself.
- The fast transition from training to labour market.
- The easy access to employment, as the implication of companies allows for an adjustment of offer and demand of the labour market.

- There is a need for the offer of VET places, specially in emergent sectors, as for the year 2020 50% of employment will require a medium grade title and 35% of a higher degree.

Amongst the inconveniences of its implementation stand out:

- The profile of the Spanish companies –of which 95% are SME's, the majority of them with less than 10 employees- is very different to the German productive framework. These small and medium have more problems than the big companies to offer training in the dual system.
- If the placement offers depended on the companies and there exist no state regulation it will be very difficult to regulate the training offer and only the great companies will be the only ones that will be capable of offering it. There are a lot of big companies that in many cases have their own school for apprentices, but there are also companies like the FORD factory in Valencia, which has closed its own school.
- In the Dual system the control and supervising systems of the training activity stay in the hands of the companies, so that the quality of the practice is not guaranteed. In Spain, the practice that is developed in the training centre as well as the one in the work centre are supervised by the trainers of the centres and by the educational inspection, even if that has not avoided a certain "labour fraud".

3. Models/types of vocational training in Spain.

The Association AREA has done 92 surveys of trainers that work in the following modalities of VET (*covering the totality of the existing models of VET*):

Basic Vocational Training, Initial Professional Qualification Programmes (PCPI), Middle Level Training Cycles (CFGM), Higher Level Training Cycles (CFGS), Technology Programmes, Workshop Schools, Professional Houses, Occupational Workshops, Occupational Training, Continuous Training.

4. Questionnaires and their evaluation

We observed a very positive response to answering the questionnaires (92).

To identify the difficulties and needs that the trainers engaged in VET we have conducted a survey amongst 92 trainers that train at different levels of VET asking them about important aspects of the development of the training.

The duration of the interview has been of 15 to 20 minutes.

The interviews have not been following a representative sample, so that we could interview trainers involved at all types of VET, as the objective of the interviews was to obtain

information about their educational background, about their methodological knowledge and their problems in the development of their activities in VET and not so much to check the validity or not of a hypothesis, neither to know the causes of certain answers and not others.

For economic reasons and because of the time that we had available we did not produce a questionnaire in relation to a hypothesis, so that the results have to do with the ideas and opinions that the interviewed have elaborated. We have not, for example, obtained variables about the role as trainers, neither do we establish the possible relation with the training or learning methods. We have not obtained more information about up to what point do the auto-evaluation depend on the cultural ambience or the economic conditions or the social class, etc. etc.

We have participated in the setting up of the questionnaire and the structure of the questions so that later we could do the evaluation. We have also undertaken certain pre-tests to evaluate if the translation of the text was adequate so that all interviewees would understand the same thing.

The questionnaire has been answered by 92 professionals (teacher, trainer, workshop masters; the average age is of 42,76 years, with no significant difference amongst gender (distributed amongst 42,42% are women and 55,43% men)

The professional qualification of the trainers to access teaching is high as 89,13% of the trainers have either a B.A. title or an engineering degree in the subjects they are teaching. In the contrary sense the number of persons from the labour market is practically null (1,09%) as those who have exclusively a title in regulated VET.

The **academic level** with which the trainers have accessed the teaching is wide and complex. In the Spanish educational system different branches exist that offer the possibility of teaching in courses of VET in a wide sense. In the different branches of VET (regulated, occupational and continuous) teaching can take place with many different degrees. We have assembled the degrees into five different groups: 1) trainers without an academic degree but with a wide professional experience (1,09% of trainers)¹; Trainers with a degree in VET that were granted through the General Law of Education of 1970 (9,78%); Certificates or engineering degrees adapted to teach VET (47,83%); B.A. or degrees (post-Bologna) (35,87%); Doctor and Post-doctoral degrees (5,43%). The lack of specific education in 35,87% of the trainers contributes to the difficulties to manage the methodologies and conflicts in the classroom. This is why some trainers have difficulties in managing the classroom. Difficulties they overcome little by little, progressively, with the acquisition of methodologies and teaching experience.

The analysis of the questionnaires points out 3 topics that we want to underline and which have been source of lively debate when we presented them to the trainers. Later they have served so that the AREA team could prepare and present the 3 “Regional Thematic Seminars”.

¹ The statistical data we offer here are based exclusively on the answers to the interviews.

Auto-evaluation of the teaching practice:

Self-confidence and confidence in their work is most valued with 85,87%, followed by the quality of their relation with the learners (82,61%) and the pedagogical abilities (80,44%). However they do not value in such high percentages: “The emotional tolerance you have when the learner make mistakes or they do not behave as You thought they should” (68,49%); “Your confidence in the trainees and the capacity to deal with the learning process and their lifes” (59,78%) and “Your ability to communicate limitations adequately” (57,51%).

Abilities that the trainers consider as most important or even indispensable:

The answers to the questions (nr. 4 of the questionnaire): (“*For your work what importance do you attribute the following concepts*”), when valued as very important/important are very high and go from 96,74% to 42,67% of the results and according to the % we present them in that order: “*Motivation of the trainers (96,74%, Participation, Empowerment, Lifelong Learning, To be competent, Conflict solutions, Knowledge of group dynamics, Diversity management, Intervention in crisis of the group, Coaching, Intercultural Education (44,57%)*”

The concept that is been given the most importance is to “*the motivation of the trainer*” that together with “*participation*” and the “*empowerment/professional qualification*” go over 90%. The motivation of the trainers is considered to be more important than the professional qualification. A motivated trainer is capable of searching and improving his/her qualification, which he/she has to improve.

In a second group and over 80% we find “*lifelong learning*”, “*being competent*” and “*conflict solving*”. Three concepts which reflect the attitude of the trainers in relation to the learning process, present and in the future, about the relativism and lifespan of technical and professional knowledge.

Auto-evaluation of the knowledge they have about the concepts previously mentioned:

Finally we would like to point out, in counter-position of the previously given answers, about the auto-evaluation they do in relation with the knowledge they have of the qualities, that a trainer should have, the level of knowledge (question 4.1 (“Please indicate the **level of knowledge** that you posses in relation with the concepts” (previous list and value of very good, good, medium, little, nothing); *Professional qualification (90,22%), Motivation of the trainers ((78,26%, Participation (82,61%), being competent (82,61%), Lifelong learning (66,30%), knowledge of group dynamics (57,61%), diversity management (57,61%), conflict solving (59,78%), intervention in group crisis (48,91%), Coaching(46,74%), intercultural education (42,39%)*.

The professionals are conscious that the “professional qualification” is the most important. To teach they receive a contract and a basic and indispensable qualification but 8,70% consider they have only a medium level of professional qualification.

The knowledge they have about the “professional qualification” (90,22%) contrasts with what they say about “being competent” (82,61%) or their opinion about “lifelong learning” (66,30%). We deduce that these differences maybe more “conceptual” than real about the knowledge, as being competent professionally is to be professionally qualified.

The aspects related to the management of the classroom are the ones the present the lowest results even if they are over 50%, except those aspects such as intervention in crisis of the group, orientation, or intercultural education.

5. Political initiatives to implement the Dual VET system in Spain.

In the middle of the implementation of the Leonardo Project political decisions have irrupted, first by the Central Government and later by the Regional government of the Valencian Region, that have determined the interest of the trainer in the results of the research that we were undertaking and for the experiences of other countries.

Let’s remember some of the decisions:

At State level

On the 12th of July 2012 the German federal minister for education (BMBF Prof. Dr. Annette Schwan) meets in Stuttgart with the Spanish Minister for Education, Culture and Sports (José Ignacio Wert Ortega) and they signed a Memorandum, with 3 years duration, through which both sides agree to: “... the strengthening in the area of VET between both countries should provide the knowledge of the policies, systems and practice that both countries are developing; as well as the interchange of models and methods; the dissemination of good practices and experiences and development of materials and studies in the areas of common interest”.

Later the Spanish Government institutionalizes through a Royal Decree 1529/2012, of 8th November, thus creating the legal basis for the introduction of the dual system in VET.

At the level of the Valencian Region

The Order 7/2013, of 30th January by the Consellería for Education, Culture and Sports of the Valencian Region establishes that “... agreements only with those VET centres who have a dual training system will be authorized” (press release of the 31.01.2013).

Recently the Decree 74/2013, of 14th June, by the Consell was published through which the Dual VET educational system will be regulated for the Valencian Region.

II Part: Regional Thematic Seminars

In the project application under contents, methodologies and “expected results” that we presented to achieve the project we proposed as WP 5/6/7 (to be concluded by 31/07/2013) the following contents:

“The participants in the projects will experiment with some practices that have been successful in Germany and can be adapted to the situation in the respective countries that take part in the Leonardo project, such as coaching of educators, support through materials, seminars for the exchange amongst educators, reports about experiences and their results. The interested parts will be activated through “regional thematic seminars”.

Following we will present how AREA implemented the “promised” work package, that was included in the application form for the Leonardo Project.

From October 2012 onwards we started meeting with trainers that develop their activities in VET to comment the results of the evaluation of the questionnaires and to exchange with them the interpretations of the interviews. The results of those meetings have been the basis for the preparation of the 3 Regional Thematic Seminars.

In the **first of the seminars** we wanted to analyse and debate about the real possibilities of creating a new model of VET in Spain. These are moments of intense social and political debate and we wanted to contribute to it. It took place on the 16. April 2013.

The second and third seminar topics were dealt with that had been requested by the trainers through the given answers of the questionnaires and the debate about them: the need to deepen the tutorial action or coaching and the coordination between trainers (2nd Regional Thematic Seminar, 29 May 2013) and the need to debate some specific cases of the day to day experience in the “alternating vocational training” (3rd Regional Thematic Seminar, 26 June 2013).

A total of 91 people have attended the thematic seminars. The first was attended by 39 people (teachers, trade unions, non institutional training centres, University, Consellería for Education, administrators and “policy makers”).

In the 2nd seminar 31 people attended and at the 3rd Seminar 21 trainers and technicians participated.

1. Summary of the Regional Thematic Seminar

*The Dual Vocational Training: ¿another training proposal for Spain?
Held on the 16.04.2013. in Valencia.*

The process of organizing it was slow and difficult as all invitations have been personal and were only successful after several visits to the potential participants: VT teachers, trainers, workshop masters, trade union representatives, politicians, university researchers, policy makers, etc. as has also been summarised in detail in the list of attendees that accompanies the wider report of the seminar (send to IRIS e.V. on 3.5.2013).

Even if initially planned to take place earlier the many difficulties to match diverse schedules made it impossible for the seminar to take place on a different date. From the very beginning we wanted diverse social agents to participate so that the analysis would include different perspectives and thus a profound, critical debate could take place based on real experiences.

The contributions of the participants focused on the analysis of diverse aspects of the history of VT in Europe and Spain, making evident the contributions and limitations of VT in relation to the labour market evolution in Spain. A lot of stress was placed on the comparison with some other European countries.

In all of the debate about the DualVT one key factor considered was the existence of a social consensus amongst the different levels of government, companies, trade unions, and students to assure the success of the DualVT. The common consensus after the different debates and the in depth analysis the participants reached was that the DualVT is conceived as a new modality of VT but that it is not going to substitute the other existing modalities.

A special stress was made based on the fact that the existing labour market is of small and medium companies and only 2,10% of the companies have 20 or more workers. (for more detailed info see table 1).

In Spain the change towards the model of Dual VT requires a change in the Spanish company culture.

A change of the economic model can only take place after a rigorous analysis of the specific productive sectors for each of the Autonomous Regions.

There is a strong need to control the underwritten contracts between companies/trainees with the aim not to increase the labour precariousness.

The measure applied in Spain is becoming controversial because of its ambiguity in its application and due to the lack of consensus. The generalized comment is that it does not solve anything at all but makes the situation of VT in Spain even more uncertain.

“Even if on paper the Decree is dedicated to reproduce some parts of the German model, it does not come with a specific strategy of implementation. All this can make a successful model into a failure whose consequences will be suffered

especially by the young people. Even if the primary interest is to reduce unemployment, to do it through measures that hide more precariousness should not be considered a solution” (Stan, L. 2013²).

In Spain the sensation exists that the Dual VT is being presented as a *mantra* that comes to solve the problem of youth unemployment without achieving the previous necessary social agreement. At the same time there is a race taking place amongst the different administrations to be considered the first that made it to implementation and that responds more to political interests of party character than to a will to face the deep-structure difficulties of the labour market and the ways to solve the existing problems.

² Stan, L (2013). Formación profesional y empleo juvenil entre la estrategia de Lisboa 2010 y Europa 2020 (*VT and youth employment between the Lisboa 2010 strategy and Europe 2020*)
http://www.fundacionideas.es/sites/default/files/pdf/DD-Formacion_profesional_y_Desempleo_Juvenil-5_de_febrero.pdf

2. Summary of VT trainers held the 29th May 2013 at the IES (Secondary Education Institute) Federica Montseny in Burjassot.

Topic: "Coaching in VT: integration of the profession and key abilities or educational coaching" 39 participants.

Attendees: The profile of the attendees was: Occupational, Continuous and Regulated VT trainers of different trades (electronics, automotive, sanitary, administrative, ...), advisers and researchers of VT. Some of the experts had already attended the seminar held on the 16th April.

Prof. Dr. Jesús Hernández Aristu³ presented a lecture entitled "Tutoring in VT: integration of the profession and key abilities or educational coaching" which served as the basis for the work in small groups and the later debate.

The lecture started with the explanation of the Individualization paradigm established by Beck (1986⁴) based on real facts that the young people face when in the VT period, in the educational classroom-centre or at the working space. These explanations served to contextualize the function of:

- Advisers (tutors of educational centres and work centres).
- Orientation in a changing world.
- The importance of the relations and coordination amongst trainers - tutors of the educational centre and the tutors of the educational centres and the companies.
- The difficulties both will meet.
- The legal limitations the bureaucratic administration imposes on the activity that in the majority of situations helps very little to the task of tutoring (the lecturer called it the conflict between the "structure and the action").

The lecturer established as guiding axis for the performance of the trainer the student (the subject), who has to be accompanied in the search of solutions to the problems that are being raised, insisting in that it is the trainee (student) who has to make the decisions. In this case he follows the working guidelines by Carl Rogers and his "no directing pedagogy".

In this context issues around the identity, diversity, abilities and key competences were dealt with as well as functions of authorization, the importance of coordination, follow-up, conflict solution, mediation, follow-up of labour insertion, strengthening of the Personal I ...

³ Co-author with Dr. Andreu López Blasco of the book "Formación Profesional Dual: una intervención reflexiva". Nau. Valencia. (1998) ISBN 84-7642-556-2, base don the implementation of the German Dual system in Navarre and financed by the ESF and the Government of Navarre with the collaboration of the trade unions UGT and CCOO and the Industry and Commerce Chamber of Navarre.

⁴ Beck, U. (1996). La sociedad del riesgo. Paidós. Barcelona. (Alemán: Beck, U. (1986) Risikogesellschaft. Auf dem Weg in eine andere Moderne. Edition suhrkamp, Frankfurt a. Main.)

Once the lecture finished we started working in groups of 8 to 10 persons (small groups). In them important issues were presented by the trainers (experiences or difficulties that they had come across when tutoring students). The group through and analysis and debate of the situation reached certain conclusions that later were presented in the plenary meeting (to all participants at the seminar).

The contributions were reinterpreted from the perspective of the ideas Professor Hernandez had presented in his lecture and later were then included in the conclusions of the seminar.

In the seminar we commented on the teaching experiences the trainers had obtained by using the materials that AREA had provided them with about methodologies to manage the classroom, to follow-up the students achievements and to coordinate with tutors from the centres and companies.

The materials we provided were:

1. Follow-up booklet of the student/worker in training.
2. Teaching practice guide for classroom management.
3. Booklet: professional, educational and personal competence for the tutor-trainer
4. Booklet about: characteristics of the students, communicational abilities, social and professional qualities.
5. Booklet about methodological development, spaces and pedagogical media.

3. Summary of the Seminar with VET trainers held on 26th of June 2013 at Municipal Centre Francisco Díaz Pintado in Burjassot.

Topic: Experimentation of a specific case, very generalized in the activity relation trainer-student, using the “methodology of case analysis”. Attended by 21 people.

Attendees: The VT professionals that attended the seminar deal with young students, in risk of social exclusion, that study VET modalities such as Initial Professional qualification, Workshops Schools, Houses of Trades, Courses of Labour Initiation, etc.

Again the course was directed by Prof. Dr. Jesús Hernández Aristu in collaboration with AREA making use of the “methodology of case analysis”⁵.

The method of case analysis together with the method of problem solving, belong to the so-called active teaching methods. It consists in a process of teaching-learning based on the analysis and discussion of cases.

In general terms the discussion of cases is being used to help the trainers develop abilities of analysis and synthesis as well as the application of concepts to find solutions to the problems of relations amongst the students themselves, amongst students and trainers and amongst the students and the work centres as well as amongst administration and training centres and the work centres.

The development of the course was similar to the previous seminar: the director of the course gave a short introductory lecture, questions by the participants, creating small work groups and debate, proposals for debate for the big group and conclusions of the seminar.

As an example we present one of the cases discussed:

A trainer that presents a case as a failure:

“A student of a VT class doubts if he is going to continue studying or he is going to drop-out. The group of friends have a strong influence over him and his family tells him he has to decide himself. He establishes a relation with the tutor of the course and she decides to support him, accompany him, during a period of time so that he doesn't drop out. The result of all the process is that the student eventually drops out and the trainer assumes the failure of the work she developed and identifies this failure as a failure of her own”.

The dynamic has been developed following the steps:

- An explanation about **some** of the aspects of the specific problem is given which is a priority worry of the participants. Various cases can be presented and the group chooses one. In this Thematic seminar to exemplify the methodology the decision was to choose on case with different perspectives.

⁵ There is abundant bibliography in Spanish and it is being used frequently in relation with tutoring of students.

- In the choice of the case we took into consideration the relevancy it had for the majority of the trainers and students. The case awoke the interest of the group and had in itself enough elements to allow an in-depth analysis.
- The method includes: individual preparation, work in a group, the plenary session and the individual reflexion. All that coincides with the function and dynamics of the tutor teacher figure.

The use of the method succeeds in:

1 – The trainers are being made conscious that it is impossible that a single teacher can think, know and analyse what a group only can do. Very important is the discovery of the *we from the I* to create tutoring teams.

2 – One accepts easily and naturally the need to count on the help and collaboration of others. *¡I alone can do nothing or I can only do very little!*

3 - One understands that teachers do not necessarily have the best answers and that each student is free to present and defend his own point of view, as it is normal amongst young people that have to decide and make decisions about their own present and future.

The case presented was analysed in 2 groups and later to the plenary in which the following conclusion was reached:

1. the *decision has to be made by the student* independently of the decision as such. References were made to the characteristics of the *risk society* (Beck 1986) as is the “obligation” to make decisions.
2. The fact that a *working line does not finish successfully* does not mean that the person implementing it fails.
3. The *failure* of an orientation can become a *later success* in the decision taken.
4. The teacher has to *accept the decision making* of the orientee even if these do not coincide with those that the tutor considers most adequate.

Amongst the most important conclusions of the course we would have to point out:

1. The tutors cannot solve all the problems of the students. Many are outside of the educational institution.
2. The teacher-tutor cannot take decisions that belong to the student himself. They have to be the protagonists of their own change.
3. The teacher-tutor has to understand the student, develop the empathy but the problems cannot affect in a way that he is trapped in the web of personal problems.

4. In life there are many problems and also many solutions to solve the same problem. We have to believe in diversity, in tolerance, in respect and admit that the student takes decisions that are of his only competence and with which we may not agree.
5. To accept the difference, diversity of students and friends can not be considered a failure but only as a consequence of the “individualization” in today’s society one is “obliged to take one’s own decisions ... according to one’s biography, ones own abilities, one’s orientation and one’s contacts ... (Beck 1986: 217).
6. The invited lecturer remembered the “individualization” paradigm as the distinctive characteristic of today’s society by quoting the following “*Modernization does not only produce the creation of a central state power, a concentration of capital and a web with finer texture of the division of work and the market relations, to mobility, consumption of the masses, etc. but also –and with that we enter the general model-into a triple “individualization”: **dissolution** of the previous social historical forms and the links in the sense of dependencies in the subsistence and traditional domains (“liberation dimension”), **loss of traditional safeties** in relation to the know how; believes and orientation norms (“dimension of disenchantment”), and a **new type of social cohesion** (“dimension of control or of integration”) a new form of relations, of social union (Beck 1986: 206)*
7. The debate of the case presented allowed to summerize the new role of the tutor in a complex, plural and intercultural world.
 - a. Educational and professional education is complex and it develops in a globalized world.
 - b. Tutoring was considered more as a process during the students learning life as a punctual intervention for the solution of specific problems.
 - c. As a matter of fact one has to conceive it as a helping process to the student or as mediation between student and the objectives that he wants to achieve (labour insertion).
 - d. Orientation is directed towards all that are involved in a training and decision making process with the aim to develop active behaviours in the students via specific interventions.
 - e. In the orientation all educational agents are implied: students, family, tutors, educational centres ... and public services.
 - f. The engagement of the educators to the environment, with the student, has to be in the concept of orientation, in the relation between tutor and student, in the materials and instruments used and in the activities that have been developed.

- g. Thus the function of the teacher and the tutor is that of accompanying during the learning process, helping in the decision taking process, creating the ecological spaces that favour the learning processes.

III Part: Perspectives (good practice) of the project Leonardo (Project Nr.: DE/08/LLP-LdV/TOI/147039), more than just a final summary

1. After the work done in the frame of the project, in the collection of data, as well as in the dissemination of the results we have succeeded in generating an interest amongst all the people that deal with and have responsibilities in VET which is not normal in relation with the issues treated.
2. Said interest has served to establish ways of collaboration amongst the participants throughout the project, which will be continued in a near future. 91 participants in 3 different regional thematic seminars.
3. After the Decree 74/213 of 14th June was passed through which the Dual Vet is being regulated in the Valencian Region VET some centres have presented projects to implement Dual VET for the course 2013/2014. Some of those centres have gotten in touch with AREA.
4. The common questionnaire of the project has been a very useful tool for the radiography of today's situation, however, we missed a greater comparison with the other partners which in some aspects and moments has been insufficient.
5. We have seen that in a Leonardo project one of the objectives was "to produce a questionnaire", addressed at VET trainers should have taken more into consideration the academic timetable. A project of these characteristics or similar ones, should start a few months earlier before the academic year starts, in which the questionnaire is to be implemented and before starting the interviews.
6. We also would like to point out that a Leonardo project in which students and trainers from 4 different countries participate, following the academic norms of each country (in some countries education depends on the region), it should be very important to take into consideration in the budget the exchange of young people who are being trained, and who in the frame of the Leonardo project are experimenting with new methodologies.
7. Amongst the many conclusions that we have reached we have to point out the almost unanimous consideration that it is a priority to collaborate with other countries, to increase and intensify the possibilities of a greater number of exchanges, not only amongst students, but, particularly, amongst trainers.
8. The possibility of professional up-dating is not related exclusively to the professional knowledge but to be able to enrich such knowledge with the good practices of other professionals, be they from other countries or amongst the colleagues of the same region.

9. The experts and professionals with which we have come in to contact in the frame of the project have come to the conclusion that the implementation in Spain of the Dual VET system following the German model will have to overcome some difficulties related with the company structure in Spain. It will also have to clear up the unknown that have been created in the areas of professional training and the difficulties derived from the fact that up to today it has been impossible to arrive at a consensus amongst the trainers of VET, companies, trade unions and educational administration of the regional governments. Those fundamental aspects in a Dual VET that on the other hand are being taken very much into consideration in other countries where a Dual Vet already exists.
10. The results of the 3 Regional thematic seminars will be published soon in a book with the individual participation –articles- of the project's participants: VET teachers, professors, researchers, representatives of social agents⁶ and members of AREA.

⁶ Unions, companies and educational administration

IV Part: Annexes

Table 1

Table 1 Active companies according to economic sector, by number of wage-earners.					
	T	Ind	Const	Serv	Other serv
Without any employees	55,16	38,42	59,68	51,31	57,75
From 1 to 2 employees	27,11	26,06	24,16	30,51	26,53
From 3 to 5 employees	9,03	12,90	8,61	10,28	8,11
From 6 to 9 employees	4,12	7,64	3,53	4,54	3,67
From 10 to 19 employees	2,47	7,26	2,49	1,91	2,13
From 20 or more employees	2,10	7,72	1,53	1,44	1,82
Total	100,00	100,00	100,00	100,00	100,00

Source:INE. Central Directory of companies DIRCE Data as of 1 January 2013

Table 2

Table 2. Types of Vocational Training in Spain			
Age of the trainee	Models of V.T.	Labour Centres	Situation of trainee
15-16	F. P. Base: PCPI	15 h week + 120 h FCT	School drop-out
16 to 25 years	Workshop-school	Education 6 months Training in Companies 6 months Maximum 2 years	Unemployed
15-25	Trade houses	Education 6 months Training in Companies 6 months	Unemployed
25 years and above	Employment workshops	Minimum 6 months Maximum 1 year Those over 45 years have preference, women, handicapped people or to be a member of the collectives with preferences.	Their finality is to improve the employment options of unemployed older than 25 years, with especial labour insertion difficulties. Duration is 1 year.
16 or more	Occupational VT (FPO in Spanish)		Unemployed
16 or more	Continuous VT (FTC in Spanish)		Employed workers to increase their competences.
Starting at 16 and under access conditions.	Regulated VT (FPR in Spanish)	CFGm (long and short cycle)	FCT (1400 h - 440 h) (31%)
		CFGM (long and short cycle)	FCT (2000 h – 380 h) (19%)
	DUAL VT <i>Real Decreto 1529/2012</i>	Regulation pending in autonomous regions	
Other Modalities	Workshop for Training and Labour Insertion (TFIL in Spanish). Permanent Education Program for Grown-ups. Local Initiatives of Employment and Special Employment Centres. Occupational Workshops. Programmes for Job-initiation. Promotion of Insertion Companies.		

Questionnaire (in Spanish)

Cuestionario para formadores de Formación Profesional para explorar las prácticas docentes.

(Todas las respuestas serán tratadas de forma confidencial)

1. Por favor, nombre el sector/es u oficio/s en los que trabaja:

1.1. ¿Cuál es su formación académica, profesional o experiencia?

1.2. Indique la relación que tiene su formación académica con el trabajo que realiza con sus estudiantes:

1.3. En caso de tener una formación específica como profesor/a, indíquelo a continuación:

2. ¿Cómo valoraría su práctica docente respecto a ...? Marca con una **X**

Por favor valore	Muy bien	Bastante bien	Bien	Bastante poco	Poco
Sus habilidades pedagógicas					
La calidad de su interacción con sus alumnos					
Su auto-confianza y confianza en su trabajo					
Su confianza en los alumnos y en la capacidad de abordar ellos su aprendizaje y sus vidas					
Su flexibilidad de adaptarse a situaciones venideras					
Su habilidad de comunicar limitaciones adecuadamente					
La tolerancia emocional que tiene cuando los alumnos cometen errores o no se portan como Ud espera que deberían					

3. Por favor, mencione algunas características de los alumnos con los que trabaja ahora

a) Número total de alumnos (): de ellos: varones () mujeres ()

b) Edad media de los alumnos/as:

c) Nivel de formación/clases actuales: principiantes () intermedio () avanzados ()

d) Entre los mencionados arriba:

1) Son de origen inmigrante: 1ª generación: total () varones () mujeres ()

2ª generación: total () varones () mujeres ()

2) Son miembros de minorías étnicas de su país: total () varones () mujeres ()

e) ¿Cuántos de sus alumnos estaban en el paro antes de empezar la formación?

varones ()

mujeres ()

3.1. ¿Considera usted que las capacidades/habilidades que traen sus alumnos son las adecuadas para alcanzar los objetivos del curso?

Por favor, valore – en porcentajes- a cuántos de sus alumnos considera como (total de % = 100):

- muy buenos %
- buenos %
- aprobados %
- suspensos %
- muy deficientes %

3.2. ¿Qué habilidades, personales y sociales, considera imprescindibles que tengan sus alumnos/as? Mencione las tres habilidades que considere más importantes:

1.

2.

3.

4. ¿ Para su trabajo qué **importancia** le concede usted a los siguientes conceptos). Complete la tabla

Conceptos	Muy importante	Importante	Medio	No tan importante	Sin importancia
Participación					
Gestión de la diversidad					
Educación intercultural					
Capacitación profesional					
Solución de conflictos					
Intervención en crisis del grupo					
Coaching					
Dominio de dinámicas de grupo					
Aprendizaje para toda la vida					
Dominar las competencias					
Motivación del profesorado					

4.1. Por favor indique el **grado de conocimiento** que posee respecto a los conceptos....

Conceptos	Muy bueno	Bueno	Medio	Poco	/Ninguno
Participación					
Gestión de la diversidad					
Educación intercultural					
Capacitación profesional					
Solución de conflictos					
Intervención en crisis del grupo					
Coaching					
Dominio de dinámicas de grupo					
Aprendizaje para toda la vida					
Dominar las competencias					
Motivación del profesorado					

4.2.—¿Además de los conceptos indicados en las tablas anteriores aplica usted otros conceptos en su práctica docente? Por favor, menciónelos aquí:

- .
- .
- .
- .
- .
- .
- .

5. ¿Con qué frecuencia utiliza en su docencia los métodos siguientes?

Métodos	Muy a menudo	A menudo	A veces	Poco	Nunca
Presentaciones de PPT o materiales audiovisuales					
Aprendizaje centrado en el profesor					
Aprendizaje auto-dirigido					
Trabajo en grupo					
Aprender haciendo					
Método participativo					
Aprendizaje colaborativo					
Aprender mediante proyectos					
Otros/cuáles:					

5.1. ¿De los métodos que aplica cuáles de los arriba indicados considera que son más eficientes para el aprendizaje del alumnado?

- .
- .
- .
- .
- .
- .
- .

6. ¿Cómo describen las siguientes palabras su ‘rol’ como profesor en relación con su alumnado?

	Muy bien	Bien	Regular	Poco	Nada

Docente/Instructor					
Facilitador					
Coach/Entrenador					
Moderador					
Consejero					
Jefe					
Organizador					
Experto					
Supervisor					
Compañero/ Amigo					

7. ¿Con qué actitud mental identifica su relación con el alumnado?

(Indíquelo con una respuesta espontánea. Por ejemplo “Veo a mis alumnos como...” o “Me relaciono con mis alumnos con/en actitud de...”)

- **Veo a mis alumnos como...**
- .
- .
- .
- .

8. ¿Cómo describen los siguientes términos su estilo personal de relación con el alumnado?

	Muy bien	Bien	Regular	Poco	Nada
Amable					
Maternal/ Paternal					
Severo					
Justo					
Autoritario					
Cariñoso					
Con sentido de humor					
Instructivo					
Reservado					
Otro / en palabras propias					

9. Por favor, marque el tipo de apoyo que tiene en su trabajo:

- a. Apoyo técnico ()
- b. Formación profesional avanzada ()
- c. Formación pedagógica ()
- d. Materiales docentes ()
- e. Intercambio con colegas ()
- f. Supervisión o alguna forma de coaching ()

9.1. ¿Con qué frecuencia hace usted uso realmente de los recursos mencionados en los puntos **a-f** de la pregunta anterior?

	Mucha	Bastante	A veces	Poca	Nunca	No aplicable
Apoyo técnico						
Formación profesional						
Formación pedagógica						
Materiales docentes						
Intercambio con colegas/						
Supervisión						

9.2. ¿Indique qué tipo de apoyo desearía recibir adicionalmente? (además del marcado como disponible en Pregunta n° 9):

9.3. ¿En qué medida considera que las posibilidades estructurales que aparecen en la tabla ayudan al desarrollo o mejora de su vida profesional?

Posibilidades “estructurales”	Mucho	Bastante	Regular	Poco	Nada
Organizaciones en redes/parteners					
Formación en el trabajo					
Intercambio con colegas					
Apoyo de familia /amigos/otros					

9.4 En su opinión, ¿Cuál es el mayor obstáculo para el desarrollo o mejora de su vida profesional?

10. La institución donde realiza su labor le proporciona recursos para la práctica docente. Indique su grado de satisfacción.

Recursos	Muy alto	Alto	Regular	Bajo	Ninguno
El apoyo técnico					
Apoyo en asuntos educativos					
Recursos disponibles					
Equipamiento proporcionado					
Comunicación /cooperación entre colegas					
Posibilidades de participación/co-determinación					

11. Indique su edad y su género (mujer) varón ()

¡Muchísimas gracias por su cooperación!

