

Best practices in Apprenticeships in Spain.

14 European Quality Indicators,
102 Regional Examples



Proyecto financiado por la Unión Europea
a través del Programa de Apoyo a las Reformas
Estructurales, y ejecutado por la Fundación
Bertelsmann, en cooperación con el Ministerio de
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y la Comisión Europea



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102 Regional Examples

Alexia Carrasco Miró
Clelia Colombo Vilarrasa
Ignacio de Benito Pozo
Guillem Salvans Subirats



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Regional participants

Andalusia

Manuel Casas Guijarro

Técnico Adscrito a la Dirección General de Formación Profesional

Almudena Manzano Iglesias

Coordinadora de Investigación y Planificación de títulos del IACP

Aragon

Roberto Santolaria Malo

Jefe del Servicio de Formación Profesional

Miguel Ángel Hernandez Cruz

Asesor docente de FP Dual y FCT

Asturias

Ricardo Galán Fernández

Asesor Técnico Docente

Canary Islands

Úrsula Santana Villén

Coordinación Formación en Centros de Trabajo y Formación Profesional Dual

Cantabria

Isabel Lavín Solana

Coordinadora de la Unidad Técnica de Formación Profesional y Educación Permanente

Javier López Pérez

Jefe de la Unidad Técnica de Formación Profesional y Educación Permanente

Castile-La Mancha

Diego Sánchez-Dehesa Chozas

Jefe del Servicio de Formación Profesional

Tomás Gómez Morales

Asesor Técnico Docente del Servicio de Formación Profesional

Florinda García García

Asesora Técnica Docente del Servicio de Formación Profesional

Castile and Leon

Óscar García Delgado

Jefe de Servicio de Formación Profesional

Verónica Sanz García

Técnico del Servicio de Formación Profesional

Catalonia

Míriam Milán Gómez

Jefa del Servicio de Programas y Proyectos de Fomento de las Enseñanzas Profesionales

Mercè Mayol

Coordinadora. Unidad de FCT y FP Dual

Rafel Castaño Técnico

Docente. Unidad de FCT y FP Dual

Ceuta

Carmen M^a Jiménez Carcía
Asesora Técnica Docente. Unidad de Programas
José Luis Calvo Benítez
Asesora Técnica Docente. Unidad de Programas

Valencian Community

Laura Ferri Ramírez
Jefa del Servicio de Gestión de la Formación y Cualificación Profesional

Extremadura

Nicolás Gallego Soto
Jefe de Servicio de FP Reglada
Manuel Carretero Gómez
Asesor Técnico Docente

Galicia

José Antonio Fernández García
Servicio de Ordenación y FP
María Eugenia Pérez Fernández
Subdirectora General de Formación Profesional

La Rioja

Salvador Ceniceros Formoso
Asesor de Formación Profesional
Mónica Baigorri Martínez
Asesora de Formación Profesional
Javier Ruiz Mayoral
Asesor de Formación Profesional

Islas Baleares

Pilar Roca Morey
Jefa del Servicio de Oferta Formativa e Infraestructuras
Maria Pons Ochoa de Olano
Asesora Técnica Docente y Responsable de FP dual

Community of Madrid

Guillermo González Rodríguez
Jefe de Servicio de Enseñanzas Cofinanciadas
Mario Redondo Ciercoles
Subdirector General de Ordenación Académica de Formación Profesional

Melilla

Aziz Mulud
Asesor Técnico Docente. Unidad de Programas Educativos

Murcia

Neus Soler Campillo
Jefa de Servicio de Formación Profesional
Luis Eduardo Gómez Espin
Subdirector General de Formación Profesional
Elena Gomariz Martínez
Técnico Educativo del Servicio de Formación Profesional

Navarra

Patxi Martínez Cía
Director del Servicio de Cualificaciones Profesionales, Empresa y Empleo. Departamento de Educación
Mayte Brun Valencia
Jefa de Sección de Formación Profesional Dual y Aprendizaje Permanente

Basque Country

Ana Belén Aramburu Mendía
Técnico Innovación en la Viceconsejería de FP

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Introduction

The current publication is one of the project outputs created during the development of the **“Project for the Improvement of the Quality of Dual Vocational Education and Training”** carried out by the Ministry of Education and Vocational Education and Training in collaboration with the European Commission, with the technical assistance of the Fundación Bertelsmann.

The Directorate-General for Structural Reform Support (DG REFORM) of the European Commission helps EU Member States carry out reforms to stimulate job creation and sustainable growth. Ordinary Vocational Education and Training programmes and apprenticeships (Dual VET) in particular, intend to contribute to these aims. The Ministry of Education and Vocational Education and Training, considering the improvement of the quality of Dual VET as an aspect of strategic interest, asked the Commission for support to develop a series of common quality standards which contribute to increase the quality of the existing Dual VET models.

The two-year project comprised both an international and a regional comparative study in its first year, each of them resulting in a publication. The first one was carried out from the analysis of the learning model of a number of European countries, which were chosen for having certain elements of interest potentially transferable to the Spanish context. The second one focused on the identification of the quality aspects within the models developed in the different Autonomous Communities and the Autonomous Cities of Ceuta and Melilla.

The Dual Vocational Education and Training model is very recent in Spain, unlike other European countries with a long tradition of apprenticeships. The first national regulation which established the basis of Dual Vocational Education and Training was the Royal Decree 1529/2012, of 8 November. Thereupon every Autonomous Community, and the Ministry of Education and Vocational Education and Training in its field of competence, have been developing the Dual Vocational Education and Training modality with particular and differentiating features, each of them having both strengths and aspects for improvement. The fact that there is not a single Dual Vocational Education and Training model in our country makes it convenient to establish a common set of minimum quality requirements. Identifying and taking into account those elements could have a positive impact in the implementation of the Dual VET modality, its attractiveness to the different stakeholders and its expansion. Furthermore, homogeneity in the main quality elements would facilitate the interregional mobility of apprentices, as well as the provision, under the same conditions, of Dual VET projects by the very same company aimed at apprentices from VET schools of different territories.

In March 2018, a new Council Recommendation on a [European Framework for Quality and Effective Apprenticeships](#) (EFQEA) was published. This Recommendation needed to be appropriately considered in the context of a policy of European convergence on education and training, which

includes the promotion of apprenticeships. The Recommendation calls on Member States, to ensure, in compliance with national regulations and in close collaboration with stakeholders, that the apprentice training systems meet the labour market needs and benefit both students and employers, on the basis of 14 quality criteria which articulate this project.

The 14 criteria cover all the aspects related to the quality of apprenticeships, in particular: written contract, learning outcomes, pedagogical support, workplace component, pay and/or compensation, social protection, health and safety conditions, regulatory framework, involvement of social partners, support for companies, flexible pathways and mobility, career guidance and awareness raising, transparency, quality assurance and graduate tracking. According to the Open Method of Coordination of international policies used by the European Union in certain policy areas, the Commission will regularly inform the Council about the implementation of the Recommendation in the different Member States.

Due to the fact that the implementation of criterion 5 and criterion 11 is compulsory in Spain, best practices related to these criteria have not been considered in the analysis nor included in this publication.

Additionally, the renewed **European Alliance for Apprenticeships** (EAfA) is the tool used by the Commission to support countries in the implementation of apprenticeships, its quality, effectiveness and inclusivity. The intention to promote the implementation of the EFQEA framework, among other actions, is stated in its action plan 2020-2021.

Within and beyond Europe, a growing number of countries have seen apprenticeships as an ideal mechanism to solve skills mismatch and to improve the employment opportunities of young people and the reskilling and upskilling opportunities of adults. In March 2021, the European Commission, together with the International Labour Organisation, celebrated the three-year anniversary of the EFQEA Recommendation in a high level conference to share the work carried out in relation to quality standards for apprenticeships.

Spain cannot remain disengaged from the aforementioned efforts to define and implement quality standards in apprenticeships, which correspond to the Dual model in our country. This publication, therefore, comes to light from a project that originates precisely from this interest in quality of apprenticeships. Along the same lines, at national level, the Plan for the Modernisation of Vocational Education and Training presented in July 2020 identifies eleven areas of action, one of which is specifically the promotion of a quality Dual VET which involves more and more companies and students and contributes to the improvement of employment data.

At the time of writing this introduction, a preliminary draft of the new Act on Vocational Education and Training has just been published. In one of its titles, it deals with and regulates Dual Vocational Education and Training, thus responding to the challenge of aiming at excellence in Vocational Education and Training.

Finally, we want to highlight that this project could not have been possible without the collaboration of the Autonomous Communities and Autonomous Cities which have given the regional comparison all its value. The detailed information they provided regarding the features and practices of Dual Vocational Education and Training in their fields of competence was included in the regional report. The study allowed to identify a total number of 102 regional best practices, each of them referred to at least one of the 14 EFQEA criteria. This compilation was not originally foreseen in the project and clearly enriches it. In February 2021 the Ministry organised, with the support of the Commission, two virtual workshops with the Autonomous Communities to share the results of this study and disseminate some of the best practices gathered. These workshops revealed the interest of the Autonomous Communities and Cities in sharing practices in order to face common challenges.

The quality and utility of these practices justify their dissemination through a publication by the Ministry of Education and Vocational Education and Training. The publication of an English version will

give international visibility to the best Dual Vocational Education and Training practices, which are carried out nationwide.

As explained, the participation in the project was limited to Initial Vocational Education and Training (Ministry of Education and Vocational Education and Training, and Regional Education Administrations). However, the best practices count on the contribution of all the stakeholders involved in Dual Vocational Education and Training.

For the sake of clarity, the practices follow the same order as the 14 criteria of the EFQEA framework. It is our hope that all of them serve as an inspiration to many others, which continue contributing to the quality and excellence of Vocational Education, and Training, a goal that this Ministry has set itself.

Clara Sanz López

Secretary General for Vocational Education and Training
Ministry of Education and Vocational Education and Training

Criterion 1. Written contract

I. Use of the training contract in Dual initial VET

| Name of the best practice | Use of the training contract in Dual initial VET |
|---|---|
| Autonomous Community | Aragon |
| Description of the best practice | The use of the training contract for all Dual VET apprentices in Aragon guarantees the following: a) existence of a “formal agreement” of their training activity, with the authorisation of the Public Employment Service (SEPE) and registered in the Employment Institute of Aragon (INAEM). This agreement is signed by the company, the VET school and the student; b) remuneration linked to the minimum wage, contribution to the Social Security system and right to unemployment benefits. |
| Starting year of the best practice | 2013 |
| Final year of the best practice (if it has finished) | Still in force. However, the possibility of involving the apprentice by means of a training grant is going to be established for the academic year 2020-2021. |
| Elements of innovation in its design and implementation | The training contract provides a better social protection to the apprentice. Companies providing a training contract to apprentices are given discounts on Social Security contributions. Moreover, VET schools help companies with the registry of the agreement in the SEPE platform, by facilitating the required administrative procedures. |
| Main stakeholders | Companies, VET schools and students. |
| Main implementation outcomes | In the academic year 2019-2020, 270 Dual VET training agreements involving 161 companies have been registered. Since the beginning of Dual VET in Aragon (2013), the contract modality has been chosen by 1,274 students. |
| Assessment of the best practice | Companies mark with 7.6/10 the support from the school regarding the authorisation of the training activity carried out by the SEPE. Moreover, since 2013 there has been a sustained increase in participation, which is around 270 apprentices with contract per year. |
| Other information of interest | Decision of 23 January 2019 (Official Journal of Aragon of 5 February), regarding projects starting in the academic year 2019/20 |
| Quality criteria of the European Framework | Criterion I. Written contract. |

Criterion 2. Learning outcomes

2. The Dual VET training company also provides the in-company training module (FCT)

| Name of the best practice | The Dual VET training company also provides the in-company training module (FCT) |
|---|---|
| Autonomous Community | Andalusia |
| Description of the best practice | <p>In Andalusia, the in-company training module (FCT) is not comprised within the Dual VET count of hours and is taken at the end of the second year of the programme. Until 2020, companies providing the FCT module did not need to take part in Dual VET. In these cases, apprentices were trained in several companies in the same academic year. Sometimes, companies involved in Dual VET could not have students during the FCT module, which might be inconvenient for companies. For that reason, during the academic year 2019-2020, a clause recommending that companies involved in Dual VET projects must also provide the FCT module was included in the Dual VET regulation. In 2020, the recommendation turned into a compulsory requirement.</p> |
| Starting year of the best practice | 2019 |
| Final year of the best practice (if it has finished) | Still in force. |
| Elements of innovation in its design and implementation | Stronger company commitment. Those companies willing to take part in Dual VET must be involved in the whole training programme. |
| Main stakeholders | Companies. |
| Main implementation outcomes | <p>In 2019, a significant increase in the number of companies involved in the Dual VET model was observed. This result is understood in relation to the interest shown by companies involved in the Dual VET model not to be excluded from having FCT students.</p> |
| Assessment of the best practice | No formal assessment has been carried out yet. |
| Other information of interest | Order of 5 April 2019, calling for Dual VET projects in Andalusia |
| Quality criteria of the European Framework | Criterion 2. Learning outcomes. |

3. Customisation of the training programme

| Name of the best practice | Customisation of the training programme |
|---|---|
| Autonomous Community | Aragon |
| Description of the best practice | An individualised training programme, including the learning outcomes, the specific activities to be developed in the company, the timing of monitoring and the assessment, is agreed for each apprentice. It requires an individualisation effort for both VET school tutors and company tutors. |
| Starting year of the best practice | 2018 |
| Final year of the best practice (if it has finished) | Still in force. |
| Elements of innovation in its design and implementation | The customisation of the training programme allows adapting it to each apprentice, according to their competences and the needs of the training company. It implies an individualised monitoring of the apprentice, as well as complete alternance training between the VET school and the company. For the academic year 2020-2021, software will be available to VET schools for monitoring the training programme. |
| Main stakeholders | Companies and VET schools. |
| Main implementation outcomes | Outcomes imply providing companies and students with training fitting their needs and competences. |
| Assessment of the best practice | According to satisfaction surveys of the academic year 2018-19, a mark of 7.7/10 was reached regarding the coordination of the monitoring of apprentices with company tutors, and a 7.5/10 regarding the assessment process of students in the company. |
| Other information of interest | Decision of 23 January 2019 includes Annex II, where the individualised training programme of each apprentice must be attached |
| Quality criteria of the European Framework | Criterion 2. Learning outcomes. |

4. Further training to complement the VET programme

| Name of the best practice | Further training to complement the VET programme |
|---|---|
| Autonomous Community | Cantabria |
| Description of the best practice | According to regulation, the planning of training activities can include further training, in order to facilitate the labour market integration of students. Further training is provided by the company and can be related -or not- to the National Catalogue of Occupational Standards. |
| Starting year of the best practice | 2017 |
| Final year of the best practice (if it has finished) | Still in force. |
| Elements of innovation in its design and implementation | Companies train students in specific contents, ensuring that they can be part of the staff after finishing their training. Likewise, students receive updated further training in certain fields, which facilitates their subsequent labour market integration. |
| Main stakeholders | VET school tutors, companies, company tutors and students. |
| Main implementation outcomes | In the academic year 2019-2020, 10 training programmes include further training, in particular: the Higher VET programme in Automation and Industrial Robotics, the Intermediate VET programme in Machining and the Higher VET programme in Development of Web Applications. |
| Assessment of the best practice | Further training is comprised in the specific training programme of the student. Therefore, the student assesses it by means of the Annex IX of the Order ECD/20/2017, which regulates Dual VET projects in the Autonomous Community of Cantabria. |
| Other information of interest | Annex IX. Dual VET project assessment by the student, from Order ECD/20/2017, of 23 February, which regulates the development of Dual Initial VET projects in the Autonomous Community of Cantabria |
| Quality criteria of the European Framework | Criterion 2. Learning outcomes. |

5. Three-year Dual VET projects to improve alternance and better distribute modules

| Name of the best practice | Three-year Dual VET projects to improve alternance and better distribute modules |
|---|--|
| Autonomous Community | Cantabria |
| Description of the best practice | As general rule, Dual VET projects last at least 2 full academic years. However, they can be extended up to 3 academic years when projects require it. Some companies are interested in this option so that students attend half time during 2 academic years. Likewise, students receive all the contents stated in the syllabus. If the company is interested, the student can specialise in a particular field. |
| Starting year of the best practice | 2017 |
| Final year of the best practice (if it has finished) | Still in force. |
| Elements of innovation in its design and implementation | This option serves as a guarantee of quality of the student training, because modules are better structured and practical in-company training contents are further developed. Apprentice training is broader and more complete, and it is adapted to the real needs of the company. |
| Main stakeholders | VET school tutors, heads of companies, company tutors and students. |
| Main implementation outcomes | In the academic year 2019-2020, around 70 projects are three-year projects, mainly in the industrial sector, the automobile supply industry, IT and telecommunications. |
| Assessment of the best practice | Students can assess three-year Dual VET projects using the form in Annex IX of the Order ECD/20/2017, which regulates Dual VET projects. |
| Other information of interest | Annex IX. Dual VET project assessment by the student, from Order ECD/20/2017, of 23 February, which regulates the development of Dual Initial VET projects in the Autonomous Community of Cantabria |
| Quality criteria of the European Framework | Criterion 2. Learning outcomes. |

6. Promotion of further training in DualVET programmes

| Name of the best practice | Promotion of further training in DualVET programmes |
|---|--|
| Autonomous Community | Castile and Leon |
| Description of the best practice | Further training which is considered interesting for the student and which can be provided by the company is included in the training programme, thus achieving higher adaptability to the labour market. This possibility is included in the regulation. Further training of the National Catalogue of Occupational Standards includes competences of occupational standards not included in the qualification, but of the same professional level. |
| Starting year of the best practice | 2016 |
| Final year of the best practice (if it has finished) | It has not finished yet. |
| Elements of innovation in its design and implementation | Further training adds training of interest for companies to the syllabus, and complements the curriculum vitae of VET students. Furthermore, students are better prepared and obtain a multidisciplinary profile. |
| Main stakeholders | Companies and students. |
| Main implementation outcomes | During the academic year 2019-2020, 148 students intended to develop a further training plan. |
| Other information of interest | Decree of the Autonomous Community 2/2017, of 12 January |
| Quality criteria of the European Framework | Criterion 2. Learning outcomes. |

7. Academic guide for the assessment of the professional competence in Dual VET programmes

| Name of the best practice | Academic guide for the assessment of the professional competence in Dual VET programmes |
|---|--|
| Autonomous Community | Castile and Leon |
| Description of the best practice | This guide provides trainers who are responsible for assessing the professional competence acquired by IVET students both in the school and in real work contexts with a conceptual framework for planning the assessment of the professional competence. Moreover, it facilitates the access to techniques and instruments that can contribute to the development of the assessment process of work-based learning. |
| Starting year of the best practice | 2019 |
| Final year of the best practice (if it has finished) | It has not finished yet. |
| Elements of innovation in its design and implementation | This academic assessment guide provides both Dual VET school tutors and company tutors with the principles, criteria and tools to appropriately establish the so-called "individualised assessment plan" of each student. For that matter, the guide is intended to be a useful text with a sound theoretical basis. |
| Main stakeholders | The Regional Directorate General for VET, teachers and company tutors. |
| Main implementation outcomes | Publication of the document: Assessment of the Professional Competence in Dual VET Programmes. |
| Assessment of the best practice | The document has been published as planned. |
| Other information of interest | https://www.educa.jcyl.es/fp/es/formacion-profesional-dual/formacion-profesional-dual |
| Quality criteria of the European Framework | Criterion 2. Learning outcomes. |

8. Digital platform to manage and monitor the training period in the company

| Name of the best practice | Digital platform to manage and monitor the training period in the company |
|---|--|
| Autonomous Community | Catalonia |
| Description of the best practice | <p>The Regional Education Administration and the Regional Council of Chambers of Commerce of Catalonia are responsible for the qBID digital platform, for managing and monitoring Dual VET students during their training period in companies. The platform was devised for monitoring the in-company training module (FCT) and was adapted to the monitoring of Dual VET students. It allows a comprehensive management of training periods in the Dual VET modality. The VET school tutor monitors the development of the Dual VET programme in the company: creates any documents required for the agreement, revises the activities of the student, controls attendance, assesses the learning outcomes, etc. Moreover, the tutor approves the training company according to the aspects that can be assessed as stated in the regulation. Through the qBID mobile app, the student informs of their daily training activities in the company and writes the final project report. Company tutors can also access the platform, where they monitor the training activities of students in the company and assess their training. Moreover, company tutors have a mobile app to access qBID. From this digital tool, the Regional Education Administration can extract different data, including the labour market integration of apprentices, and the answers to satisfaction surveys of students, VET school tutors and company tutors.</p> |
| Starting year of the best practice | 2014 |
| Final year of the best practice (if it has finished) | Still in force. In the future, the whole process of formalising collaboration agreements with VET schools is intended to be done through the qBID platform. |
| Elements of innovation in its design and implementation | Due to the collaboration between the Council of Chambers of Commerce of Catalonia and the Regional Directorate General for VET, the management of the entire in-company training process of Dual VET students has been unified. The digital tool is available to all stakeholders involved. |
| Main stakeholders | The Regional Directorate General for VET, VET schools, companies and students. |
| Main implementation outcomes | Agility in the organisation, access to data, registration of information, management of assessments and improvement of documentary processes with telematic registration, facilitating access to all stakeholders involved in Dual VET and to the Regional Education Administration. |
| Assessment of the best practice | The degree of satisfaction of students is 8.9/10, and 9/10 in the case of companies. |
| Quality criteria of the European Framework | Criterion 2. Learning outcomes. |

9. Project-based training methodology

| Name of the best practice | Project-based training methodology |
|---|---|
| Autonomous Community | Balearic Islands |
| Description of the best practice | <p>Since the academic year 2018-2019, a project-based methodology is applied in a Dual VET programme. It serves as a pilot trial in a VET school in the Balearic Islands, particularly in the CIFP Francesc de Borja Moll. This methodology allows interrelating knowledge from different modules of the Higher VET programme in Development of Web Applications, in the Dual VET modality. Once students have the required skills to develop a software application, they join the company. In the VET school, students work with the agile software development methodology called 'peer programming' and they are trained according to the different tools and programming languages used. Using <i>Scrum</i> as a work framework, a teacher takes the role of the product owner who defines the project, and the rest of teachers and students distribute responsibilities as a self-organised group.</p> |
| Starting year of the best practice | 2018 |
| Final year of the best practice (if it has finished) | Still in force. |
| Elements of innovation in its design and implementation | <p>From a pedagogical perspective, it is a very innovative methodology because the own apprentices are those who take part, together with the group of teachers, in their own learning progress, adjusting their training process to complete projects according to the business reality.</p> |
| Main stakeholders | Teachers and students. |
| Main implementation outcomes | <p>16 students of the first year (with 5 teachers involved) and 15 more students of the second year (with 4 teachers involved) of the Higher VET programme in Development of Web Applications in the Dual modality have been trained by projects.</p> <p>Moreover, this methodology has been implemented in some modules of non-Dual VET.</p> <p>Teachers of another VET school, IES Ses Estacions, are interested in replicating this project-based methodology in their Higher VET programme in Administration and Finance, in the Dual VET modality.</p> |
| Assessment of the best practice | No assessment has been carried out yet. |
| Other information of interest | Comprehensive VET plan of the Balearic Islands 2018-21 |
| Quality criteria of the European Framework | Criterion 2. Learning outcomes. |

10. Monitoring Committee for the assessment and monitoring of Dual VET students

| Name of the best practice | Monitoring Committee for the assessment and monitoring of Dual VET students |
|---|---|
| Autonomous Community | La Rioja |
| Description of the best practice | Prior to the incorporation of students to companies, a Monitoring Committee carries out an assessment in the VET school (usually in December) to estimate whether the student can access the Dual VET modality. There is a Monitoring Committee per Dual VET programme of the VET school. The Committee is constituted by the VET school inspector (acting as President), two representatives of the VET school, one member of the Employers' Federation of La Rioja (FER) and one representative of the training company related to the project. The Committee also has a protocol of action for monitoring and solving the issues that can arise during the in-company training period of students. |
| Starting year of the best practice | 2012 |
| Final year of the best practice (if it has finished) | Still in force. |
| Elements of innovation in its design and implementation | In this Committee, Dual VET candidates are assessed in a collaborative way, including different stakeholders. Therefore, the student is assessed from a global perspective. |
| Main stakeholders | VET school tutors, the Regional Education Inspectorate, companies and the FER. |
| Main implementation outcomes | Students who are more suitable for Dual VET are proposed, reducing the number of drop-outs. Moreover, with this monitoring, students are more motivated. |
| Assessment of the best practice | No assessment has been carried out yet. |
| Other information of interest | <u>Decision of 27 May 2019, of the Regional Directorate General for Education, which authorises Dual VET projects in different VET schools of La Rioja and issues operating instructions for the start of Dual VET in the academic year 2019/2020</u> |
| Quality criteria of the European Framework | Criterion 2. Learning outcomes. |

11. Regular meetings between students and VET school tutors during long in-company training periods

| Name of the best practice | Regular meetings between students and VET school tutors during long in-company training periods |
|---|---|
| Autonomous Community | Navarra |
| Description of the best practice | Students and VET school tutors held a meeting every 15 days during long in-company training periods (usually at the end of Dual VET programmes). Attendance to these meetings is compulsory in order to monitor and assess the development of the in-company training. |
| Starting year of the best practice | 2012 |
| Final year of the best practice (if it has finished) | Still in force. |
| Elements of innovation in its design and implementation | It allows better knowing the evolution of students in the company, sharing experiences among students from different companies and assessing the suitability of the training programme in relation to the curricular objectives. Furthermore, these monitoring sessions help to quickly detect cases of malpractice in companies. |
| Main stakeholders | VET school tutors and students. |
| Main implementation outcomes | Students are more supported by the VET school during their in-company training period. |
| Assessment of the best practice | No assessment has been carried out yet. |
| Quality criteria of the European Framework | Criterion 2. Learning outcomes. |

12. Customisation of the training plan of the apprentice

| Name of the best practice | Customisation of the training plan of the apprentice |
|---|---|
| Autonomous Community | Basque Country |
| Description of the best practice | Since the in-company training is different in every Dual VET programme, the training plan of each apprentice is customised. Thus, the monitoring carried out by the tutor is individualised, according to the particular features of each project and the competences which are developed in the company. |
| Starting year of the best practice | 2012 |
| Final year of the best practice (if it has finished) | Still in force. |
| Elements of innovation in its design and implementation | It is ensured that students can cover the entire syllabus between the VET school and the company. Moreover, there is immediate awareness of any problem. |
| Main stakeholders | Students and VET schools. |
| Main implementation outcomes | All Dual VET students are trained according to a training plan adapted to the needs of the training company. |
| Assessment of the best practice | It is assessed by student surveys, at the end of each call for projects. Furthermore, VET school tutors annually analyse whether the design was appropriate and propose improvements, if needed. |
| Quality criteria of the European Framework | Criterion 2. Learning outcomes. |

Criterion 3. Pedagogical support

13. Compulsory training for VET school tutors and company tutors

| Name of the best practice | Compulsory training for VET school tutors and company tutors |
|---|--|
| Autonomous Community | Aragon |
| Description of the best practice | VET school tutors and company tutors must receive specific Dual VET training. A one-day 6-hour course is organised for companies. A written agreement to attend one edition of these courses is compulsory for companies willing to accept apprentices. A 12-hour course carried out in two days is organised for VET schools. Priority is given to Dual VET school tutors. However, teachers of any module can access these courses providing there are places still available. The Regional Education Administration offers a continuous training provision, so that companies and schools requiring training can access it. |
| Starting year of the best practice | 2017 |
| Final year of the best practice (if it has finished) | Still in force. |
| Elements of innovation in its design and implementation | Through these compulsory trainings, VET school tutors and company tutors acquire specific knowledge on Dual VET, as well as competences to improve the monitoring of apprentices. Moreover, the training format was well-received by employers because it takes only one six-hour session. |
| Main stakeholders | VET school tutors and company tutors. |
| Main implementation outcomes | 207 VET school tutors have been trained in 10 editions, and 124 company tutors in 7 courses. |
| Assessment of the best practice | The level of satisfaction in all courses provided to tutors is measured. Moreover, in first editions, which had longer trainings, tutors had to hand in an additional assignment in order to pass. |
| Other information of interest | Decision of 23 January 2019 (Official Journal of Aragon of 5 February), regarding projects starting in the academic year 2019/20 |
| Quality criteria of the European Framework | Criterion 3. Pedagogical support. |

14. Certificates for company tutors in DualVET

| Name of the best practice | Certificates for company tutors in DualVET |
|---|---|
| Autonomous Community | Asturias |
| Description of the best practice | The Regional Education Administration issues a certificate for company tutors -as well as for in-company training module (FCT) tutors-, as recognition for their tasks. This certificate can be requested after the apprentice ends the training period in the company. |
| Starting year of the best practice | 2012 |
| Final year of the best practice (if it has finished) | Still in force. |
| Elements of innovation in its design and implementation | Career recognition of company tutors. This certificate is taken into account in the work environment and in the curriculum vitae, especially in some sectors such as Health. |
| Main stakeholders | Company tutors. |
| Main implementation outcomes | Until the academic year 2019-2020, approximately 50 certificates have been issued to company tutors. |
| Assessment of the best practice | No assessment has been carried out yet. |
| Quality criteria of the European Framework | Criterion 3. Pedagogical support. |

15. Training for company tutors

| Name of the best practice | Training for company tutors |
|---|--|
| Autonomous Community | Canary Islands |
| Description of the best practice | <p>In order to support the work of companies collaborating in Dual VET, the Regional Directorate General for Vocational Education and Training and Adult Education provides a free blended-learning training to company tutors.</p> <p>The aim of the course is to provide company tutors with basic necessary knowledge on Dual VET, as well as with a set of tools to facilitate their training role and help them in the planning of training, reception and accompaniment of students, knowledge sharing, tutoring, supervision, and assessment of students' performance in the company.</p> |
| Starting year of the best practice | 2018 |
| Final year of the best practice (if it has finished) | Still in force. |
| Elements of innovation in its design and implementation | Provide company tutors with useful tools to carry out their task. Moreover, their role in achieving a quality Dual VET is recognised by a certificate. |
| Main stakeholders | Companies and company tutors. |
| Main implementation outcomes | At the beginning of 2020, 4 training actions aimed at company tutors were carried out in Fuerteventura, Tenerife, Grand Canary and Lanzarote. |
| Assessment of the best practice | Courses for company tutors carried out in 2020 were assessed. The overall average mark was: 8.91/10. |
| Other information of interest | https://www.alianzafpdual.es/la-consejer%C3%ADa-de-educaci%C3%B3n-forma-a-los-tutores-de-empresa-de-la-fp-dual |
| Quality criteria of the European Framework | Criterion 3. Pedagogical support. |

16. Incentives for teachers who carry out tutoring functions in DualVET projects

| Name of the best practice | Incentives for teachers who carry out tutoring functions in DualVET projects |
|---|---|
| Autonomous Community | Castile-La Mancha |
| Description of the best practice | Teachers who carry out tutoring functions in DualVET projects receive, at the end of the project they are tutoring, a financial reward whose amount is calculated according to several factors (number of students, number of collaborating companies, etc.). |
| Starting year of the best practice | 2017 |
| Final year of the best practice (if it has finished) | Still in force. |
| Elements of innovation in its design and implementation | This financial reward programme is presented as a recognition and incentive to the dedication and effort of VET school tutors in the management of DualVET projects. |
| Main stakeholders | VET school tutors. |
| Main implementation outcomes | Recognition of the professional work of VET school tutors in relation to their tasks as DualVET tutors. |
| Assessment of the best practice | Tutors highly appreciate this initiative, which highlights their voluntary involvement in DualVET projects. |
| Other information of interest | Order of 15/12/2016, of the Regional Education Administration, which establishes and regulates the extraordinary reward for teachers appointed DualVET project tutors |
| Quality criteria of the European Framework | Criterion 3. Pedagogical support. |

17. Proyecto Aula Empresa (Classroom Company Project): a meeting point between VET schools and companies

| Name of the best practice | Proyecto Aula Empresa (Classroom Company Project): a meeting point between VET schools and companies |
|---|--|
| Autonomous Community | Castile and Leon |
| Description of the best practice | <p>With the financial support of the Regional Education Administration, the Proyecto Aula Empresa (Classroom Company Project) offers a great variety of meetings between students (of public, publicly funded private and private schools) and the business world, aiming at improving the quality of VET (including Dual VET) and their employability.</p> <p>The purpose is to increase the link and co-responsibility of the business sector in relation to VET and its potential students. Meetings can be held in VET schools, companies or specific facilities. Some of the topics dealt with in these meetings include technological innovation and business challenges by sectors.</p> |
| Starting year of the best practice | 2016 |
| Final year of the best practice (if it has finished) | Still in force. |
| Elements of innovation in its design and implementation | Entrepreneurship, research, development and innovation in VET and Dual VET are promoted. |
| Main stakeholders | VET schools, companies, students and the Regional Education Administration. |
| Main implementation outcomes | 650,000 euros executed in 2019. |
| Assessment of the best practice | No specific assessment has been carried out. |
| Other information of interest | VET Portal of Castile and Leon |
| Quality criteria of the European Framework | Criterion 3. Pedagogical support. |

18. Training on labour issues for VET school tutors

| Name of the best practice | Training on labour issues for VET school tutors |
|---|---|
| Autonomous Community | Catalonia |
| Description of the best practice | A group of experts of the Regional Education Administration is available to VET schools and companies participating in Dual VET projects for advising them and solving their questions on labour issues (for instance, training contracts). The main aim of this group of experts is to train VET school tutors on labour issues so that they can guide, inform and facilitate the participation of companies in the Dual VET modality. |
| Starting year of the best practice | 2018 |
| Final year of the best practice (if it has finished) | Still in force. |
| Elements of innovation in its design and implementation | VET school tutors receive technical training on labour contracts, the procedures to be done by companies... so that they can help training companies if they need it. |
| Main stakeholders | The Regional Education Administration, VET schools and companies. |
| Main implementation outcomes | The quality of training periods in companies improves and a lower number of incidents are reported. |
| Assessment of the best practice | No technical assessment has been carried out yet. |
| Other information of interest | Dual VET Portal of Catalonia |
| Quality criteria of the European Framework | Criterion 3. Pedagogical support. |

19. Quarterly specific training plan on Dual VET

| Name of the best practice | Quarterly specific training plan on Dual VET |
|---|--|
| Autonomous Community | Catalonia |
| Description of the best practice | The Regional Education Administration prepares and disseminates specific training programmes on Dual VET aimed at VET school coordinators and VET school tutors. VET Department coordinators detect the training needs of teachers and prepare quarterly training plans on different topics, according to teachers' level and their relation with the company: introduction to Dual VET, recruitment, aspects on labour regulations, communication, training on company tutors... These trainings are disseminated through the training platforms of the Regional Education Administration, collaborative online platforms and the Dual VET portal of Catalonia. |
| Starting year of the best practice | 2016 |
| Final year of the best practice (if it has finished) | Still in force. |
| Elements of innovation in its design and implementation | In collaboration with VET Department coordinators, a regular training strategy for VET schools is defined, according to the different levels of knowledge. Moreover, the training needs of schools participating in Dual VET projects are identified beforehand. |
| Main stakeholders | The Regional Directorate General for VET, VET Department coordinators and VET schools. |
| Main implementation outcomes | <p>During the academic year 2019-20, the following trainings were carried out:</p> <ul style="list-style-type: none"> • 8 introduction trainings on Dual VET/Welcome sessions for new VET schools. • 3 courses on labour issues applied to in-company training periods of Dual VET students. • 5 trainings on recruitment. • 4 courses on general labour aspects of Dual VET. • 9 courses for VET school tutors/trainers. • 10 trainings on company tutors. <p>In the first term of the academic year 2020-21, the following trainings were carried out:</p> <ul style="list-style-type: none"> • 8 introduction trainings on Dual VET/Welcome sessions for new VET schools. • 5 courses on general labour aspects of Dual VET. • 6 trainings on the organisation and management of Dual VET in VET schools. • 4 courses for VET school tutors/trainers. |
| Assessment of the best practice | An improvement in the management of Dual VET projects by VET schools and companies has been seen. |
| Other information of interest | Dual VET Portal of Catalonia |
| Quality criteria of the European Framework | Criterion 3. Pedagogical support. |

20. Master classes given by companies in VET schools

| Name of the best practice | Master classes given by companies in VET schools |
|---|--|
| Autonomous Community | Community of Madrid |
| Description of the best practice | The Regional Education Administration has collaboration agreements with companies so that company experts can give practical classes to students in the VET school. In these master classes, companies present real and practical cases to VET students, including Dual VET students, explain how to deal with them, the methodologies used... For instance, in the academic year 2018-2019, Accenture gave a master class on IT, so technicians explained students how to solve a real situation by applying the solutions which students were studying in the school at that very same time. |
| Starting year of the best practice | Academic year 2018-2019 |
| Final year of the best practice (if it has finished) | Still in force. |
| Elements of innovation in its design and implementation | Experts from companies take part in the class, so students can learn from real situations. |
| Main stakeholders | VET schools and companies. |
| Main implementation outcomes | Students learn about real applications in companies. Therefore, the classroom theory becomes more practical and updated. |
| Assessment of the best practice | Assessment from teachers is very positive, although there are no specific data. |
| Quality criteria of the European Framework | Criterion 3. Pedagogical support. |

21. Report to guide teachers in the preparation and monitoring of the Dual VET programme

| Name of the best practice | Report to guide teachers in the preparation and monitoring of the Dual VET programme |
|---|--|
| Autonomous Community | Community of Madrid |
| Description of the best practice | The Regional Directorate General for VET published a document entitled "Guidelines on the preparation of the Dual VET training programme" which delves into the coordination between the VET school and the company, among others, and shares model forms to monitor the Dual VET programme and to assess students' training between the school and the company. The report was written by those schools with the broadest experience in Dual VET of the region. |
| Starting year of the best practice | 2017 |
| Final year of the best practice (if it has finished) | 2018 |
| Elements of innovation in its design and implementation | The report was written by teachers, so it is a tool for guidance and improvement of the implementation of Dual VET projects. |
| Main stakeholders | VET schools. |
| Main implementation outcomes | With this thorough guide, VET schools are better accompanied and have more information on how to better develop their Dual VET projects. |
| Assessment of the best practice | It has been well received by VET schools. |
| Other information of interest | Report "Guidelines on the preparation of the Dual VET training programme" |
| Quality criteria of the European Framework | Criterion 3. Pedagogical support. |

22. Requirements to be a company trainer

| Name of the best practice | Requirements to be a company trainer |
|---|--|
| Autonomous Community | Valencian Community |
| Description of the best practice | <p>According to regulations, the company trainer or company tutor must fulfil at least one of the following requirements:</p> <p>a) Have 3 years of non-teaching professional experience in work positions directly related to the contents of the training programme; or</p> <p>b) Have a qualification of the same or higher level than the training programme of the student.</p> <p>When filling in the basic information of the training programme, the VET school tutor must make sure the requirements are fulfilled.</p> |
| Starting year of the best practice | 2013 |
| Final year of the best practice (if it has finished) | Still in force. |
| Elements of innovation in its design and implementation | It is a guarantee for students that their company trainer or company tutor fulfils the requirements which ensure a complete and quality training. |
| Main stakeholders | Company trainers, companies and VET schools. |
| Main implementation outcomes | Homogenisation of the minimum requirements to be a company trainer. |
| Assessment of the best practice | No assessment has been carried out yet. |
| Other information of interest | Article 14 of the Decree 74/2013, of 14 June, of the Regional Education Administration, which regulates Dual Initial Vocational Education and Training in the Valencian Community |
| Quality criteria of the European Framework | Criterion 3. Pedagogical support. |

23. Specific training on Dual VET aimed at VET teachers and VET school tutors

| Name of the best practice | Specific training on Dual VET aimed at VET teachers and VET school tutors |
|---|---|
| Autonomous Community | Galicia |
| Description of the best practice | As stated in the Regional Plan for the Dynamisation of Dual VET, several information sessions aimed at VET teachers and VET school tutors, as well as training sessions with specific teams of each VET school have taken place. These actions will lead to specific training for company tutors, which has been postponed to the beginning of the academic year 2020-2021 due to COVID-19. |
| Starting year of the best practice | 2020 |
| Final year of the best practice (if it has finished) | Still in force. |
| Elements of innovation in its design and implementation | Through the CAFI (Training and Innovation Centre of Galicia), VET teachers and VET school tutors are provided with training actions so that they know the regulation framework and structure of Dual VET projects, as well as how to develop a Dual VET training programme. |
| Main stakeholders | Teachers. |
| Main implementation outcomes | Face-to-face, blended and distance training actions have been provided in the Centres for Training and Resources of each of the four Galician provinces. |
| Assessment of the best practice | No assessment has been carried out yet. |
| Other information of interest | Teacher training. Regional Directorate General for Education, VET and Innovation in Education |
| Quality criteria of the European Framework | Criterion 3. Pedagogical support. |

24. Basic Dual VET Guide aimed at VET schools, companies, training organisations and students

| Name of the best practice | Basic Dual VET Guide aimed at VET schools, companies, training organisations and students |
|---|---|
| Autonomous Community | Galicia |
| Description of the best practice | The Regional Education Administration has published the Basic Dual VET Guide to serve as a support tool for VET schools, companies, organisations and students. It is structured in three parts. The first part gives a general vision of Dual VET, its features, regulation and possibilities. The second part explains in detail how to implement a Dual VET project in a school, its monitoring and management. Finally, the third part informs about the different steps that must be followed by companies, organisations and institutions in order to have apprentices. |
| Starting year of the best practice | 2019 |
| Final year of the best practice (if it has finished) | 2019 |
| Elements of innovation in its design and implementation | Tool capable of addressing the most important aspects of the functions which are responsibility of the VET school and the company, allowing a simpler and more agile management. |
| Main stakeholders | Companies, company tutors, directors of VET schools, teachers, members of the Regional Network for the Dynamisation of Dual VET, and students. |
| Main implementation outcomes | 2,000 copies have been distributed along the region. Moreover, the guide is published in the VET web portal of the Regional Education Administration. |
| Assessment of the best practice | No assessment has been carried out yet. |
| Other information of interest | Basic Dual VET Guide |
| Quality criteria of the European Framework | Criterion 3. Pedagogical support. |

25. Exchange of training experiences among teachers from different Autonomous Communities

| Name of the best practice | Exchange of training experiences among teachers from different Autonomous Communities |
|---|---|
| Autonomous Community | Balearic Islands |
| Description of the best practice | <p>Public schools providing VET programmes had the opportunity of taking part in the programme “Update of VET programmes”, during the academic year 2019-2020. An important part of the teaching staff visited Dual VET projects from other Autonomous Communities in order to directly observe other methodologies and didactic approaches in the learning process of students and to promote the teaching practices learnt.</p> <p>This programme is co-financed by ESF Funds, in the framework of the strategic guidelines of the Operational Programme on Employment, Training and Education 2014-2020.</p> |
| Starting year of the best practice | 2019 |
| Final year of the best practice (if it has finished) | The programme is expected to continue in 2020, by means of the ESF Funds for the promotion of Dual VET. |
| Elements of innovation in its design and implementation | This programme represents a pedagogical innovation because teachers from different regions exchange their experiences and learn best practices and new learning methodologies for Dual VET. |
| Main stakeholders | Teachers from public schools providing VET programmes in the Balearic Islands and teachers from other Autonomous Communities. |
| Main implementation outcomes | A total number of 180 VET teachers visited VET schools of other Autonomous Communities, including an important number of Dual VET trainers. |
| Assessment of the best practice | No assessment has been carried out yet. |
| Other information of interest | <p>Decision of the Regional Director-General for VET and Teacher Training of 11 April 2019</p> <p>Four-year Continuous Teacher Training Plan 2016-2020</p> <p>Comprehensive VET Plan of the Balearic Islands 2018-2021 to progress in the development of a quality comprehensive VET</p> |
| Quality criteria of the European Framework | Criterion 3. Pedagogical support. |

26. Peer coaching seminars

| Name of the best practice | Peer coaching seminars |
|---|--|
| Autonomous Community | Navarra |
| Description of the best practice | The Regional Education Administration promotes coaching meetings between teachers with experience in implementing Dual VET projects and teachers who are starting or planning to implement the Dual VET modality in their schools. They are done by specialties or particular sectors, and the purpose is to share experiences and best practices. |
| Starting year of the best practice | 2017 |
| Final year of the best practice (if it has finished) | Still in force. |
| Elements of innovation in its design and implementation | Knowledge is shared among teachers of different VET schools implementing Dual VET projects. |
| Main stakeholders | Teachers and the VET Department. |
| Main implementation outcomes | Better suitability and ease for VET schools to develop Dual VET projects. |
| Assessment of the best practice | No assessment has been carried out yet. |
| Quality criteria of the European Framework | Criterion 3. Pedagogical support. |

27. Training sessions for VET school tutors

| Name of the best practice | Training sessions for VET school tutors |
|---|--|
| Autonomous Community | Basque Country |
| Description of the best practice | The Regional Vice-Council for VET, in collaboration with the Confebask (Basque Business Confederation) and the Lanbide (Basque Employment Service), carries out training actions aimed at tutors from VET schools providing Dual VET, so they can be trained or update their skills. Training is carried out in two sessions per province, before VET schools start the Dual VET programmes. |
| Starting year of the best practice | 2012 |
| Final year of the best practice (if it has finished) | Still in force. |
| Elements of innovation in its design and implementation | Specific training is provided to VET school tutors who are involved in Dual VET programmes. Moreover, the management of those training sessions is innovative because it falls on the collaborative work of three partners: the Lanbide, the Confebask and the Regional Education Administration. |
| Main stakeholders | The Regional Vice-Council for VET, VET school tutors, the Lanbide and the Confebask. |
| Main implementation outcomes | Improvement in the implementation of Dual VET in all VET schools involved. |
| Assessment of the best practice | By means of direct contact with schools, in addition to satisfaction surveys carried out on an annual basis, at the end of the alternance period. |
| Quality criteria of the European Framework | Criterion 3. Pedagogical support. |

Criterion 4. Workplace component

28. Involvement of the Regional Education Inspectorate in the monitoring of Dual VET projects

| Name of the best practice | Involvement of the Regional Education Inspectorate in the monitoring of Dual VET projects |
|---|---|
| Autonomous Community | Andalusia |
| Description of the best practice | <p>On an annual basis and according to a protocol, the Regional Education Inspectorate carries out monitoring actions in VET schools (whether public, private or publicly funded private) developing Dual VET projects.</p> <p>The purpose is double. On the one hand, checking that all the aspects related to the regulation and the information stated by each school regarding the projects are achieved. On the other hand, identifying the aspects to be improved in relation to the projects and the Dual VET regulation.</p> <p>In the annual Plan of the Regional Education Inspectorate, there is a specific section for Dual VET. It reflects the need to assess several aspects, such as: the training plan, the guaranteed monitoring of apprentices, the assessment of the training plan in the company, etc.</p> |
| Starting year of the best practice | 2016 |
| Final year of the best practice (if it has finished) | Still in force. |
| Elements of innovation in its design and implementation | Visits from education inspectors to VET schools include project quality assurance, and support the monitoring carried out by the Regional Education Administration. Moreover, they help to identify aspects to be improved by schools and regulation. |
| Main stakeholders | The Regional Education Administration, the Regional Education Inspectorate and VET schools. |
| Main implementation outcomes | During the 3 inspection plans corresponding to the academic years 2016-17, 2017-18 and 2018-19, all the public, publicly funded private and private schools providing Dual VET in Andalusia have been inspected. |
| Assessment of the best practice | In the academic year 2018-19, after having inspected all the schools providing Dual VET projects, the Regional Education Inspectorate wrote a report stating the general assessment, as well as recommendations to improve the projects. This report includes very positive aspects such as that the number of drop-outs from Dual VET programmes is almost insignificant, whereas it reaches about 40-50% in traditional VET. |
| Quality criteria of the European Framework | Criterion 4. Workplace component. |

29. Smooth communication between the Regional Education Administration and the Regional Labour Inspectorate

| Name of the best practice | Smooth communication between the Regional Education Administration and the Regional Labour Inspectorate |
|---|---|
| Autonomous Community | Cantabria |
| Description of the best practice | With the aim of guaranteeing the compliance with labour regulation, the Technical Unit of the Regional Education Administration regularly consults the Regional Labour Inspectorate about any aspects related to the Dual VET modality. Moreover, the Regional Labour Inspectorate receives all the updated information regarding Dual VET programmes from VET schools. |
| Starting year of the best practice | 2019 |
| Final year of the best practice (if it has finished) | Still in force. |
| Elements of innovation in its design and implementation | Close collaboration between the Regional Education Administration and the Regional Labour Inspectorate serves as a guarantee of the quality of Dual VET projects, because special attention is paid to regulation enforcement, and consultation processes related to labour aspects are smoother. |
| Main stakeholders | The Regional Education Administration and the Regional Labour Inspectorate. |
| Main implementation outcomes | The Regional Labour Inspectorate has updated information regarding students as well as training companies participating in Dual VET projects. |
| Assessment of the best practice | Systematic assessment is pending. |
| Quality criteria of the European Framework | Criterion 4. Workplace component. |

30. Supervision of companies by the Regional Education Inspectorate

| Name of the best practice | Supervision of companies by the Regional Education Inspectorate |
|---|--|
| Autonomous Community | Cantabria |
| Description of the best practice | In order to approve a Dual VET project, the VET school must provide a Declaration of Responsibility signed by the training company. In this Declaration, the company accepts that the Regional Education Inspectorate carries out the appropriate education supervision in companies participating in Dual VET projects, among other measures. |
| Starting year of the best practice | 2017 |
| Final year of the best practice (if it has finished) | Still in force. |
| Elements of innovation in its design and implementation | The Regional Education Inspectorate can visit students in the company in order to verify the appropriate compliance with the training programme. |
| Main stakeholders | Companies, company tutors and the Regional Education Inspectorate. |
| Main implementation outcomes | Ensuring and guaranteeing the compliance with the Dual training programme of each student. |
| Assessment of the best practice | Systematic assessment is pending. |
| Other information of interest | Annex II from Order ECD/20/2017, of 23 February, which regulates the development of Dual Initial VET projects in the Autonomous Community of Cantabria |
| Quality criteria of the European Framework | Criterion 4. Workplace component. |

31. Flexibility of the Dual VET model

| Name of the best practice | Flexibility of the Dual VET model |
|---|---|
| Autonomous Community | Castile-La Mancha |
| Description of the best practice | The Dual VET model in Castile-La Mancha is distinguished by its high flexibility to be adapted to the socioeconomic features of the area, the typology of collaborating companies and the qualification needs of their staff, the employability options, the sectors with higher entrepreneurship possibilities, the sectors linked to renewable energies, and the new employment niches, among others. |
| Starting year of the best practice | 2012 |
| Final year of the best practice (if it has finished) | Still in force. |
| Elements of innovation in its design and implementation | There are several modalities of Dual VET projects in order to allow the development of projects adapted to the specific features of each case. |
| Main stakeholders | Students, VET schools, companies and the Regional Education Administration. |
| Main implementation outcomes | Interest in developing this kind of projects has been growing year after year until reaching 226 projects in the academic year 2019-2020. |
| Assessment of the best practice | It was assessed in the academic year 2014-2015 in the report "Reflecting on Dual VET in Castile-La Mancha". |
| Other information of interest | Dual VET portal of the Regional Education Administration |
| Quality criteria of the European Framework | Criterion 4. Workplace component. |

32. Student rotation among different companies

| Name of the best practice | Student rotation among different companies |
|---|---|
| Autonomous Community | Castile-La Mancha |
| Description of the best practice | Due to the typology of the business sector of Castile-La Mancha, certain Dual VET programmes are developed with student rotation among the different companies which collaborate in the implementation of the project, in order to achieve all the expected learning outcomes. In these cases, the project tutor designs specific training programmes for each company. |
| Starting year of the best practice | 2013 |
| Final year of the best practice (if it has finished) | Still in force. |
| Elements of innovation in its design and implementation | It is an opportunity for students to improve their knowledge and skills, increasing the possibility of being hired at the end of the training programme. Moreover, a greater number of SMEs can participate in this training modality. |
| Main stakeholders | VET school and companies. |
| Main implementation outcomes | Results regarding the labour market integration of students are quite satisfactory. |
| Assessment of the best practice | Some of these projects have served as examples for other Autonomous Communities to develop similar projects. |
| Other information of interest | Order of 25/05/2016, of the Regional Education Administration, which establishes the features that Dual VET projects to be developed in schools providing Dual VET programmes in Castile-La Mancha must have |
| Quality criteria of the European Framework | Criterion 4. Workplace component. |

33. Measures for a more flexible Dual alternance

| Name of the best practice | Measures for a more flexible Dual alternance |
|---|--|
| Autonomous Community | Catalonia |
| Description of the best practice | In order to adapt Dual training to companies' needs, the Regional Education Administration plans different measures for flexibility in certain economic sectors. Some of the measures include advising and implementing curricular distributions adapted to seasonal or specific professional activities (curricular adaptations), providing partial trainings (providing only part of the 2,000 hours of a certain qualification in order to complete a certain professional profile), implementing Dual VET projects with agreements for particular groups, and developing Dual VET projects in a blended-learning model. |
| Starting year of the best practice | 2014 |
| Final year of the best practice (if it has finished) | Still in force. |
| Elements of innovation in its design and implementation | In order to promote that the professional sector approaches the training curriculum and its organisation, the Regional Directorate General for VET establishes measures which, on a systematic basis and with established procedures, are adapted to the peculiarities of professional sectors. |
| Main stakeholders | The Regional Directorate General for VET, the team for curriculum organisation of the Regional Education Administration, VET Department coordinators, VET schools and companies. |
| Main implementation outcomes | <p>9 curricular adaptations have been linked to sectoral Dual VET projects: insurances, electrical installation and communications in ships, rehabilitation and restoration, moulds and dies, cyber security, development of multiplatform applications applied to logistics, temporary structures and sceneries, production of knitted fabrics, and virtual development of vehicles.</p> <p>2 partially-taught Dual VET projects in the following sectors: mechatronics and industrial refrigeration, electromechanical maintenance, and welding and boilermaking.</p> <p>Academic recognition in 2 Dual VET projects for particular groups in the following sectors: textile and mechanisation, electromechanical maintenance, driving road transport vehicles.</p> <p>5 blended-learning Dual VET projects in the following sectors: health, administration and mechatronics.</p> |
| Assessment of the best practice | No assessment has been carried out yet. |
| Other information of interest | Regional Education Administration Telematic educational network of Catalonia |
| Quality criteria of the European Framework | Criterion 4. Workplace component. |

34. Apprentice rotation among different companies

| Name of the best practice | Apprentice rotation among different companies |
|---|---|
| Autonomous Community | Valencian Community |
| Description of the best practice | <p>The VET school tutor can sequence training periods in more than one company with the aim of improving the learning outcomes.</p> <p>In these cases, the VET school tutor must design for each student as many training programmes as training positions held in the different companies.</p> |
| Starting year of the best practice | 2014 |
| Final year of the best practice (if it has finished) | Still in force. |
| Elements of innovation in its design and implementation | Possibility of designing a customised training programme, adapted to a particular sector or to the labour market's or students' needs. |
| Main stakeholders | VET schools, students, and companies. |
| Main implementation outcomes | Rotation among companies is quite common in training programmes of the following professional families: Electricity and Electronics, Agriculture, and Transport and Vehicle Maintenance. |
| Assessment of the best practice | It is a very good opportunity for students to increase their knowledge and skills, increasing the possibility of being hired at the end of the training programme. |
| Other information of interest | <p>Article 21 of the Decree 74/2013, of 14 June, of the Regional Education Administration, which regulates Dual Initial Vocational Education and Training in the Valencian Community</p> <p>Articles 24 and 35 of the Order 2/2014, of 13 January, of the Regional Education Administration, which regulates certain aspects of the planning of Dual Initial Vocational Education and Training in the Valencian Community</p> |
| Quality criteria of the European Framework | Criterion 4. Workplace component. |

35. Direct communication between the Regional Education Inspectorate and the Regional Labour Inspectorate

| Name of the best practice | Direct communication between the Regional Education Inspectorate and the Regional Labour Inspectorate |
|---|--|
| Autonomous Community | La Rioja |
| Description of the best practice | The Regional Education Inspectorate communicates some data regarding Dual VET programmes to the Regional Labour Inspectorate. In particular, information related to apprentices, their timetable and their training period in the company, as well as the contact details and characteristics of training companies are shared.. |
| Starting year of the best practice | 2017 |
| Final year of the best practice (if it has finished) | Still in force. |
| Elements of innovation in its design and implementation | The Regional Labour Inspectorate is aware of the Dual VET programmes, which represents a guarantee for the Dual VET model and the training of students in companies. |
| Main stakeholders | The Regional Education Inspectorate and the Regional Labour Inspectorate. |
| Main implementation outcomes | Companies are better aware of the fact that Dual VET represents, for students, an improvement of their competences, their training and their labour market integration, without making them precarious workforce. |
| Assessment of the best practice | No assessment has been carried out yet. |
| Quality criteria of the European Framework | Criterion 4. Workplace component. |

36. Dual VET student rotation among different companies

| Name of the best practice | Dual VET student rotation among different companies |
|---|---|
| Autonomous Community | La Rioja |
| Description of the best practice | The Regional Education Administration promotes and facilitates student rotation among different companies, by means of the regulation and directly addressing companies' requests. Sometimes, rotation is needed to complete the training of the student, because it is difficult to achieve all the learning outcomes in the very same company, especially if it is a SME. The VET school decides whether the student rotates or not. In some programmes (such as those of the professional family of Energy and Water), rotation among companies is compulsory. |
| Starting year of the best practice | 2012 |
| Final year of the best practice (if it has finished) | Still in force. |
| Elements of innovation in its design and implementation | Dual VET projects are better integrated in the business sector and the training of students is more complete and versatile. |
| Main stakeholders | Companies, VET schools and students. |
| Main implementation outcomes | It represents an important increase in the quality and in the learning possibilities of students, as well as an improvement of their employability. |
| Assessment of the best practice | Rotations are assessed by cross-referring data between the Regional Labour Administration and the Regional Education Administration. |
| Other information of interest | Decision of 27 May 2019, of the Regional Directorate General for Education, which authorises Dual VET projects in different VET schools of La Rioja and issues operating instructions for the start of Dual VET in the academic year 2019/2020 |
| Quality criteria of the European Framework | Criterion 4. Workplace component. |

37. Permanent open call for the start of the training period in the company

| Name of the best practice | Permanent open call for the start of the training period in the company |
|---|--|
| Autonomous Community | Murcia |
| Description of the best practice | Following the agreement between the VET school, the student and the company, the permanent open call “Dualpyme” (DualSME) allows students to start their training period in the company in less than 15 days, at any time of the year. |
| Starting year of the best practice | 2015 |
| Final year of the best practice (if it has finished) | Still in force. |
| Elements of innovation in its design and implementation | High flexibility is reached, because VET schools, companies and students can start Dual VET at any time of the year. The procedure to create and start the programme is agile and quick. |
| Main stakeholders | VET schools, students and companies. |
| Main implementation outcomes | An increase in the number of schools and companies involved in Dual VET, as well as in the number of apprentices being trained in companies. |
| Assessment of the best practice | No assessment has been carried out yet. |
| Other information of interest | Decision of 6 April 2015, of the Regional Directorate General for VET which issues instructions for the functioning of the Experimental Programme on Dual VET in the Region of Murcia |
| Quality criteria of the European Framework | Criterion 4. Workplace component. |

38. Communication of the situation of students to the Regional Labour Inspectorate

| Name of the best practice | Communication of the situation of students to the Regional Labour Inspectorate |
|---|---|
| Autonomous Community | Navarra |
| Description of the best practice | The Regional Education Administration sends the Regional Labour Inspectorate a copy of the RAE (Student-Company Relation) document of each student who is enrolled in Dual VET. This document specifies the agreement between the company and the Dual VET students, with the precise timetable and calendar, remuneration, type of relation... |
| Starting year of the best practice | 2013 |
| Final year of the best practice (if it has finished) | Still in force. |
| Elements of innovation in its design and implementation | It gives companies great tranquillity with regard to their relation with the Regional Labour Inspectorate. |
| Main stakeholders | The Regional Education Administration, VET schools, students, companies and the Regional Labour Inspectorate. |
| Main implementation outcomes | It allows the Regional Education Administration and the Regional Labour Inspectorate to know, at all times, the particular situation of each Dual VET student. |
| Assessment of the best practice | Specific software to facilitate the monitoring is being developed. |
| Other information of interest | Regional Education Administration |
| Quality criteria of the European Framework | Criterion 4. Workplace component. |

39. Apprentice rotation among different companies

| Name of the best practice | Apprentice rotation among different companies |
|---|--|
| Autonomous Community | Navarra |
| Description of the best practice | In some training programmes of the agricultural sector (such as the HigherVET programme in Livestock Farming and Animal Healthcare) and the industrial sector (such as the HigherVET programme in Industrial Mechatronics), students with grant can rotate between 2 or 3 companies in order to obtain different perspectives of the professional profile and complete the training programme. |
| Starting year of the best practice | 2015 |
| Final year of the best practice (if it has finished) | Still in force. |
| Elements of innovation in its design and implementation | Training is planned considering the differentiating training opportunities of each company involved in DualVET. Moreover, rotation promotes the participation of SMEs in Dual VET projects, because in many cases it is difficult for one SME to cover on its own all the contents of the student's training plan. |
| Main stakeholders | Teachers, students, company tutors and company trainers. |
| Main implementation outcomes | It allows students to achieve all the competences established in the syllabus. |
| Assessment of the best practice | No direct assessment has been carried out. However, the degree of labour market integration of graduates reaches virtually 100%, which guarantees that the measure is appropriate. |
| Quality criteria of the European Framework | Criterion 4. Workplace component. |

Criterion 6. Social protection

40. Accident insurance policy which covers Christmas and Easter holidays

| Name of the best practice | Accident insurance policy which covers Christmas and Easter holidays |
|---|--|
| Autonomous Community | Canary Islands |
| Description of the best practice | <p>Collective accident insurance policy for students covers all students enrolled in schools depending on the Regional Education Administration who study VET and other training programmes in collaboration with companies or collaborating organisations, as well as complementary activities included in the syllabus.</p> <p>The insurance policy includes the fact that the in-company training module (FCT) and the DualVET training period in companies can be carried out anytime during the 9 months of the academic year, including weekends and holidays, such as Christmas and Easter.</p> |
| Starting year of the best practice | 2017 |
| Final year of the best practice (if it has finished) | Still in force. |
| Elements of innovation in its design and implementation | Flexibility in the planning of student training periods in companies, because the insurance covers training during holidays. |
| Main stakeholders | Students. |
| Main implementation outcomes | Flexibility in the planning of student training periods in companies. Sectors which benefit from it: Trade and Marketing, and Hospitality and Tourism. |
| Assessment of the best practice | No assessment has been carried out yet. |
| Quality criteria of the European Framework | Criterion 6. Social protection. |

41. Additional policies to cover all DualVET students and teachers

| Name of the best practice | Additional policies to cover all DualVET students and teachers |
|---|--|
| Autonomous Community | Castile and Leon |
| Description of the best practice | <p>Additional insurance policy that covers all students, both from public and private schools, as well as teachers of Dual VET modules.</p> <p>The purpose is to improve existing compensations, cover damages to third parties, and face the economic consequences derived from civil liability, accidents, among others.</p> |
| Starting year of the best practice | 2017 |
| Final year of the best practice (if it has finished) | Still in force. |
| Elements of innovation in its design and implementation | <p>The policy includes students both younger and older than 28 years of age enrolled in Dual VET. Likewise, it includes Dual VET teachers. Moreover, it offers a great coverage, including civil liability and accidental death, permanent invalidity, sanitary assistance in publicly funded private and non-publicly funded private medical schools.</p> |
| Main stakeholders | The Regional Education Administration, students and VET teachers. |
| Main implementation outcomes | Effective policy underwriting by means of contracts from the competent Regional Directorate General. |
| Assessment of the best practice | No formal assessment has been carried out. |
| Quality criteria of the European Framework | Criterion 6. Social protection. |

Criterion 7. Work, health and safety conditions

42. Clause stating that the company is responsible for the specific training of students on Prevention of Occupational Hazards, at the beginning of their training period in the company

| Name of the best practice | Clause stating that the company is responsible for the specific training of students on Prevention of Occupational Hazards, at the beginning of their training period in the company |
|---|--|
| Autonomous Community | Cantabria |
| Description of the best practice | According to the commitments of the company established in the regulation, the company must provide students with preventive measures to be taken in the planning of the activity, in compliance with the Regulation on Prevention of Occupational Hazards and considering, where appropriate, specific protection conditions (minors, maternity or disabilities). The company is responsible for this training at the beginning of the apprentice's training period in the company. |
| Starting year of the best practice | 2017 |
| Final year of the best practice (if it has finished) | Still in force. |
| Elements of innovation in its design and implementation | Awareness-raising within the training company on the importance of students' safety as a priority, as well as guaranteeing the safety and quality of their training period in the company. |
| Main stakeholders | Companies. |
| Main implementation outcomes | Dual VET students are trained in the company according to the required safety guidelines. |
| Assessment of the best practice | No assessment has been carried out yet. |
| Other information of interest | Annex II from Order ECD/20/2017, of 23 February, which regulates the development of Dual Initial VET projects in the Autonomous Community of Cantabria |
| Quality criteria of the European Framework | Criterion 7. Work, health and safety conditions. |

43. Official certificate of the Valencian Institute for Occupational Safety and Health (INVASSAT) stating that apprentices have undergone basic training in Prevention of Occupational Hazards

| Name of the best practice | Official certificate of the Valencian Institute for Occupational Safety and Health (INVASSAT) stating that apprentices have undergone basic training in Prevention of Occupational Hazards |
|---|---|
| Autonomous Community | Valencian Community |
| Description of the best practice | <p>Public VET schools certify Dual students that have undergone basic training in Prevention of Occupational Hazards (PRL), included in the professional training and guidance module (FOL).</p> <p>The purpose of this certificate is to guarantee that the in-company training is developed with guarantee of safety and efficiency. The training is carried out in the first term, before students join the company. The certificate is issued by the Valencian Institute for Occupational Safety and Health (INVASSAT).</p> |
| Starting year of the best practice | 2014 |
| Final year of the best practice (if it has finished) | Still in force. |
| Elements of innovation in its design and implementation | The collaboration between the Regional Education Administration and the Regional Labour Administration, creating a shared regulation, and the support of an institution external to the education system (INVASSAT) has allowed the creation of this certificate. This official certificate provides companies with security and confidence in order to confidently receive Dual VET students. |
| Main stakeholders | VET schools, students, the INVASSAT (Regional Labour Administration) and companies. |
| Main implementation outcomes | It is ensured that students join companies, from the second term, with enough knowledge on Prevention of Occupational Hazards. Moreover, their future employability improves with this official certificate. |
| Assessment of the best practice | All Dual VET students who finish the basic training on PRL receive the official certificate. |
| Other information of interest | <p>ORDER 1/2014, of 8 August, of the Regional Labour Administration and the Regional Education Administration http://mestreacasa.gva.es/web/fpdual/documentacion</p> |
| Quality criteria of the European Framework | Criterion 7. Work, health and safety conditions. |

44. Basic level certificate in general and sectoral Prevention of Occupational Hazards

| Name of the best practice | Basic level certificate in general and sectoral Prevention of Occupational Hazards |
|---|--|
| Autonomous Community | Galicia |
| Description of the best practice | <p>According to the regional regulation, if additional training on Prevention of Occupational Hazards is required (such as the 60h certificate in Prevention of Occupational Hazards required for construction and shipbuilding training programmes) and the company cannot provide it, the VET school provides it as part of the professional modules of the qualification.</p> <p>The basic level certificate in Prevention of Occupational Hazards is issued by the VET school, as long as the training was provided there.</p> |
| Starting year of the best practice | 2020 |
| Final year of the best practice (if it has finished) | Still in force. |
| Elements of innovation in its design and implementation | VET schools are responsible for organising and providing the basic training on Prevention of Occupational Hazards, and a general and sectoral certificate can be issued. Likewise, Dual VET students are sure to be trained in the company, according to the required safety guidelines. |
| Main stakeholders | Students and teachers. |
| Main implementation outcomes | So far, basic level certificates in Prevention of Occupational Hazards have been issued by VET schools in the following sectors: construction, activities of the metal sector related to construction, and activities of the wood and furniture sector related to construction. |
| Assessment of the best practice | No assessment has been carried out yet. |
| Other information of interest | Order of 15 January 2020 which establishes the procedure to issue basic level certificates in Prevention of Occupational Hazards to IVET students of the Autonomous Community of Galicia |
| Quality criteria of the European Framework | Criterion 7. Work, health and safety conditions. |

45. Apprentices receive the same treatment as the rest of workers in relation to the Prevention of Occupational Hazards

| Name of the best practice | Apprentices receive the same treatment as the rest of workers in relation to the Prevention of Occupational Hazards |
|---|---|
| Autonomous Community | Murcia |
| Description of the best practice | The collaboration agreement between the company and the Regional Education Administration establishes that the student, who is registered as active in the Social Security system, receives the same treatment as the rest of workers in relation to the Prevention of Occupational Hazards. Thus, DualVET apprentices receive the same training in Prevention of Occupational Hazards, undergo the same medical examinations and use the same protective equipments as the rest of workers of the company. Moreover, companies must inform their mutual insurance companies that they have apprentices with grant who must receive the same assistance as workers. |
| Starting year of the best practice | 2015 |
| Final year of the best practice (if it has finished) | Still in force. |
| Elements of innovation in its design and implementation | Legal coverage of DualVET apprentices in Prevention of Occupational Hazards and responsibility of training companies for guaranteeing their safety in the workplace. |
| Main stakeholders | Companies and students. |
| Main implementation outcomes | More safety of apprentices during their in-company training period. |
| Assessment of the best practice | No assessment has been carried out yet. |
| Other information of interest | Llegará Alto (You Will Go Far) Portal of the Regional Education Administration https://www.llegarasalto.com/ |
| Quality criteria of the European Framework | Criterion 7. Work, health and safety conditions. |

Criterion 8. Regulatory framework

46. Clause in the regional regulation stating that Dual VET does not imply any reduction in teaching staff

| Name of the best practice | Clause in the regional regulation stating that Dual VET does not imply any reduction in teaching staff |
|---|--|
| Autonomous Community | Andalusia |
| Description of the best practice | The VET regulation of Andalusia, published every year, includes a clause stating the explicit commitment of the Regional Education Administration to ensure that the participation in Dual VET projects will not imply any reduction in teaching staff. The aim of this clause is to reassure teachers, and to remind them that Dual VET students are enrolled in an alternance training scheme and require training both in the company and in the VET school. Therefore, the teaching staff continues to be as important and necessary as in non-Dual VET. |
| Starting year of the best practice | 2014 |
| Final year of the best practice (if it has finished) | Still in force. |
| Elements of innovation in its design and implementation | By means of an explicit clause, teachers are reassured that the teaching staff will not be reduced in schools implementing Dual VET projects. |
| Main stakeholders | Teachers. |
| Main implementation outcomes | There is a better understanding of the role of teachers in the Dual VET modality. Moreover, it also shows the interest of the Regional Education Administration in this training modality, without reducing resources of the teaching staff. |
| Assessment of the best practice | No formal assessment has been carried out. |
| Other information of interest | Order of 5 April 2019, calling for Dual VET projects in Andalusia |
| Quality criteria of the European Framework | Criterion 8. Regulatory framework. |

Criterion 9. Involvement of social partners

47. Involvement of social partners in the assessment of the Dual VET projects presented

| Name of the best practice | Involvement of social partners in the assessment of the Dual VET projects presented |
|---|---|
| Autonomous Community | Andalusia |
| Description of the best practice | Since the academic year 2019-20, social partners take part, through a collegiate body, in the assessment of Dual VET projects presented to the call published by the Regional Education Administration. This body is composed, at a province level, by representatives of the Regional Education Inspectorate, employers' associations, the most significant trade unions, the Administration at provincial level and the Regional Education Administration. The purpose is to carry out an open and group analysis of each project so as to get a complete and transparent assessment of them. |
| Starting year of the best practice | 2019 |
| Final year of the best practice (if it has finished) | Still in force. |
| Elements of innovation in its design and implementation | Very innovative process of transparency which also contributes to the inclusion of social partners in the process of analysis and knowledge of each Dual VET project. |
| Main stakeholders | The Regional Education Inspectorate, the Regional Education Administration, representatives of trade unions and employers' associations. |
| Main implementation outcomes | In the academic year 2019-20, 528 Dual VET projects were approved in Andalusia, with the participation of social partners in the collegiate bodies established to that end. |
| Assessment of the best practice | The activity was regarded by all social partners as positive. Non-public assessment meeting minutes are written. However, any citizen can request information and/or data regarding the Dual VET projects presented, through the Transparency Portal. In that case, information stated in those minutes would be provided. |
| Other information of interest | Report of Dual VET projects approved for the academic year 2019/2020 in Andalusia |
| Quality criteria of the European Framework | Criterion 9. Involvement of social partners. |

48. Collaboration of economic and social partners in the promotion of Dual VET

| Name of the best practice | Collaboration of economic and social partners in the promotion of Dual VET |
|---|--|
| Autonomous Community | Aragon |
| Description of the best practice | According to the IVVET Plan of Aragon and the Social Dialogue Agreement of Aragon, there is a solid agreement of employers' associations and trade unions to promote a quality Dual VET model. The aforementioned documents highlight the importance of Dual VET. Activities to promote Dual VET at a regional level, such as visits to schools and training companies, sectoral workshops, information sessions, round-table discussions... are held in the framework of the Regional Council for VET. |
| Starting year of the best practice | 2015 |
| Final year of the best practice (if it has finished) | Still in force. |
| Elements of innovation in its design and implementation | The collaboration of employers' associations has enabled the development of Dual VET specialization programmes adapted to a particular sector. Moreover, the Regional Council for VET is innovative and has organised several dissemination actions regarding Dual VET in different territories. |
| Main stakeholders | Companies and employers' associations. |
| Main implementation outcomes | Collaboration agreements with clusters of relevant industrial sectors, such as energy, ICT and automotive industries, have been signed. These agreements include the promotion of collaborative Dual VET projects, adapted to sectoral needs. Dissemination activities promoted by the Regional Council for VET have been carried out in different places of the region, such as Huesca, Teruel, Saragossa, Monzón, Calatayud and Alcañiz. |
| Other information of interest | <p>2019 Institutional Declaration on Social Dialogue: http://aragonhoy.aragon.es/index.php/mod.documentos/mem.descargar/fichero.documentos_Dialogo_social_2019_ba230d44%232E%23pdf</p> <p>IVVET Plan of Aragon 2017-2020: https://www.aragon.es/documents/20127/66235484/IV+PLAN+FP+publicado.pdf/e10d95b5-d930-821f-ab91-8ec1dd951250?t=1603963126877</p> <p>Collaboration agreement with the automotive industry cluster of Aragon (CAAR) (ORDER PRE/991/2016, of 4 August); Collaboration agreement with the ICT cluster of Aragon (TECNARA) (ORDER PRE/500/2018, of 20 February); Collaboration agreement with the energy cluster of Aragon (CLENAR) (ORDER PRE/273/2019, of 13 February).</p> <p>Activities in the context of the Council for VET of Aragon:</p> <ul style="list-style-type: none"> • 2016 In Huesca, Saragossa and Teruel https://www.cepymearagon.es/?tag=-formacion-profesional • 2017 In Saragossa https://www.ceoezaragoza.com/fp-dual-clave-para-la-competitividad-2/ • 2018 In Saragossa https://www.ceoezaragoza.com/fp-dual-clave-para-la-competitividad-4/; • 2018 Sessions for companies in 5 places (Huesca, Monzón, Calatayud, Teruel and Alcañiz) https://www.fpdualaragon.es/jornadas-de-difusion-a-empresas-de-la-fp-dual/ |
| Quality criteria of the European Framework | Criterion 9. Involvement of social partners. |

49. Collaboration with the FADE (Asturian Business Federation) and Chambers of Commerce to promote DualVET in companies

| Name of the best practice | Collaboration with the FADE (Asturian Business Federation) and Chambers of Commerce to promote DualVET in companies |
|---|---|
| Autonomous Community | Asturias |
| Description of the best practice | Annual collaboration agreements are established between the Regional Education Administration and Chambers of Commerce (of Oviedo, Gijón and Avilés). The aim is to inform companies about Dual VET, to promote teacher training periods in companies, to advise Dual VET projects, etc. Moreover, the Asturian Business Federation (FADE) disseminates Dual VET among the associates (reaching SMEs, mainly) and links the education environment with companies. It will also promote the 3-year DualVET modality. |
| Starting year of the best practice | 2012 |
| Final year of the best practice (if it has finished) | Still in force. |
| Elements of innovation in its design and implementation | Close collaboration with intermediate organisations outside of the education system in order to promote the DualVET modality among the business sector. |
| Main stakeholders | Chambers of Commerce, the FADE and companies. |
| Main implementation outcomes | Higher number of companies is aware of and takes part in the DualVET modality. Moreover, companies are given support for improving their implementation of DualVET projects. |
| Assessment of the best practice | No assessment has been carried out yet. |
| Other information of interest | Chamber of Commerce of Oviedo: https://www.camara-ovi.es/pagina.aspx?codPagina=115 Asturian Business Federation (FADE): https://web.fade.es/es/portal.do?IDM=750&NM=2 |
| Quality criteria of the European Framework | Criterion 9. Involvement of social partners. |

50. Round-table for dialogue and consensus between the Regional Education Administration, sectoral representatives and trade union representatives, to debate the Dual VET model

| Name of the best practice | Round-table for dialogue and consensus between the Regional Education Administration, sectoral representatives and trade union representatives, to debate the Dual VET model |
|---|---|
| Autonomous Community | Canary Islands |
| Description of the best practice | In the framework of the VII Canarian Social Consensus Agreements, a technical round table for Dual VET is organised. The aim is that sectoral and union representatives and the Regional Education Administration share their thoughts on a new Dual VET model in the Canary Islands, and reflect their contributions in a single document. |
| Starting year of the best practice | 2019 |
| Final year of the best practice (if it has finished) | Still in force. |
| Elements of innovation in its design and implementation | The round-table dialogue between social partners and the Regional Education Administration allows a broader and clearer perspective on Dual VET. |
| Main stakeholders | Social partners and business partners. The Regional Education Administration. |
| Main implementation outcomes | Debate proposals from key stakeholders, in order to improve the Dual VET model in the Canary Islands. |
| Assessment of the best practice | A draft version is being prepared, and the final report has not been published yet. |
| Quality criteria of the European Framework | Criterion 9. Involvement of social partners. |

51. III Vocational Education and Training Plan of Castile-La Mancha

| Name of the best practice | III Vocational Education and Training Plan of Castile-La Mancha |
|---|--|
| Autonomous Community | Castile-La Mancha |
| Description of the best practice | <p>III Vocational Education and Training Plan of Castile-La Mancha. Its objectives include the following:</p> <ul style="list-style-type: none"> • Adaptation and improvement of the Dual VET provision, with a 5-year period for action. • Organisation of a stable company search programme for Dual VET projects, in collaboration with social partners. In 2019, a project to foster and promote Dual Initial VET in the region was implemented, in collaboration with the Regional Confederation of Employers of Castile-La Mancha (CECAM, CEOE-CEPYME C-LM). |
| Starting year of the best practice | 2018 |
| Final year of the best practice (if it has finished) | Still in force. |
| Elements of innovation in its design and implementation | Social partners that take part in the proposal and development of Dual VET projects are involved. |
| Main stakeholders | The Regional Education Administration, the Regional Labour Administration and social partners. |
| Main implementation outcomes | The III VET Plan implies the presence of VET (and Dual VET) in the institutional planning agenda of the region. Moreover, it implies its incorporation, from the logic of social dialogue, as a culture supporting the economic activity and a natural ingredient of efficiency and synergies between the VET subsystems. |
| Assessment of the best practice | No specific assessment has been carried out yet. |
| Other information of interest | Dual VET Portal of the Regional Education Administration |
| Quality criteria of the European Framework | Criterion 9. Involvement of social partners. |

52. Assessment of Dual VET indicators with key stakeholders and social partners

| Name of the best practice | Assessment of Dual VET indicators with key stakeholders and social partners |
|---|--|
| Autonomous Community | Castile and Leon |
| Description of the best practice | In the framework of the Regional Council for VET, the Regional Education Administration, social partners, Chambers of Commerce and other Regional Administrations (Labour and Industry, Agriculture, and Health) hold an annual meeting in order to analyse a series of assessment criteria associated with Dual VET indicators. These indicators reflect 4-year objectives with values expected in 2 years' time. This way, the degree of achievement of those indicators is revised annually. An analysis is carried out in those which have not been achieved and changes are proposed. |
| Starting year of the best practice | 2016 |
| Final year of the best practice (if it has finished) | Still in force. |
| Elements of innovation in its design and implementation | Different Regional Administrations and social partners (such as education and trade unions), the Confederation of Employers of Castile and Leon and Chambers of Commerce make a global diagnosis. |
| Main stakeholders | The Regional Education Administration, social partners and Chambers of Commerce. |
| Main implementation outcomes | From these annual assessments, tendencies are known, decisions are taken from a more inclusive approach, and new approaches are supported. |
| Assessment of the best practice | No specific assessment has been carried out. |
| Other information of interest | Minutes and reports of the Regional Council for VET. |
| Quality criteria of the European Framework | Criterion 9. Involvement of social partners. |

53. Compulsory communication from companies to workers' representatives

| Name of the best practice | Compulsory communication from companies to workers' representatives |
|---|--|
| Autonomous Community | Balearic Islands |
| Description of the best practice | Companies willing to get involved in Dual VET must inform their workers' legal representatives about the participation in the Dual VET programme. The Chamber of Commerce of Majorca is responsible for telling companies to do so, giving them an information leaflet with the duties and responsibilities of the training company. |
| Starting year of the best practice | 2013 |
| Final year of the best practice (if it has finished) | Still in force. |
| Elements of innovation in its design and implementation | On top of including this requirement in the Balearic Decision on Dual VET, the Chamber of Commerce of Majorca supports and explicitly informs companies of their specific duties. |
| Main stakeholders | Companies, workers' representatives and the Chamber of Commerce of Majorca. |
| Main implementation outcomes | There are no measurable outcomes so far. |
| Assessment of the best practice | No assessment has been carried out yet. |
| Other information of interest | Decision of 24 May 2019 on Dual VET ; Information leaflet distributed to companies by the Chamber of Commerce of Majorca |
| Quality criteria of the European Framework | Criterion 9. Involvement of social partners. |

54. Collaboration agreement with the Chamber of Commerce of Majorca for the promotion of DualVET and advisory services for companies

| Name of the best practice | Collaboration agreement with the Chamber of Commerce of Majorca for the promotion of DualVET and advisory services for companies |
|---|---|
| Autonomous Community | Balearic Islands |
| Description of the best practice | <p>The Regional Education Administration endorsed a collaboration agreement with the Chamber of Commerce of Majorca establishing the latter as the collaborating organisation in DualVET programmes. Collaboration is based on the promotion of Dual VET training, the search for training companies, the provision of training for company tutors and VET school tutors, and the formalisation and endorsement of collaboration agreements between schools and companies.</p> <p>Moreover, the Chamber of Commerce of Majorca recently provides a labour advisory service for dealing with queries related to hiring students, modifying contracts which are in force, and managing authorisations, as well as answering questions.</p> |
| Starting year of the best practice | The collaboration agreement for the promotion of DualVET exists since 2012, while the new advisory service is in place since 2019. |
| Final year of the best practice (if it has finished) | Still in force. |
| Elements of innovation in its design and implementation | Involvement of an external organisation in order to bring companies to Dual VET and to provide them with advice, collaboration and administrative management so as to make the process easier for them. The role of the Chamber of Commerce of Majorca in the region is essential to improve the quality of the DualVET modality, reduce the red tape for companies and increase the number of companies involved in DualVET. |
| Main stakeholders | The Regional Education Administration and the Chamber of Commerce of Majorca. |
| Main implementation outcomes | <p>Until March 2020, 15 questions were asked to the labour advisory service of the Chamber of Commerce of Majorca. Moreover, the report of actions carried out in the framework of the last collaboration agreement (2019) includes the following outcomes:</p> <ul style="list-style-type: none"> • 9 guidance sessions aimed at 132 Dual VET students in the academic year 2018-2019, before the in-company training period. • 12 information sessions aimed at 229 Dual VET students, at the beginning of the academic year 2019-2020. • Implementation of teachers whose role is to look for prospective companies, reinforcing individualised attention, with a total amount of 117 visits to companies in 2019. • 181 companies committed to participate in Dual VET projects in 2019, to hire apprentices in March 2020. |
| Assessment of the best practice | No assessment has been carried out yet. |
| Other information of interest | Portal of the Chamber of Commerce of Majorca: DualVET |
| Quality criteria of the European Framework | Criterion 9. Involvement of social partners. |

55. Involvement of the Employers' Federation of La Rioja (FER) in Dual VET

| Name of the best practice | Involvement of the Employers' Federation of La Rioja (FER) in Dual VET |
|---|--|
| Autonomous Community | La Rioja |
| Description of the best practice | The Employers' Federation of La Rioja (FER) organises training sessions on Dual VET aimed at company tutors once a year (in October or November), with the financial support of the Bankia Foundation and the collaboration of the Regional Education Administration. This training is voluntary and lasts 2 days, morning and afternoon. Moreover, the FER has an advisory service for companies with the purpose of communicating the Dual VET model, providing support in all the required administrative procedures and solving questions. |
| Starting year of the best practice | The advisory service started in 2012 and the training for tutors in 2018. |
| Final year of the best practice (if it has finished) | Still in force. |
| Elements of innovation in its design and implementation | Through the training for tutors, the Dual VET model is better fitted to companies. Moreover, due to the advisory service provided by an external organisation, the needs for new programmes are identified and the workload of companies is reduced. |
| Main stakeholders | VET school tutors and company tutors, the FER, companies, VET schools and the Regional Directorate General for VET and Employment. |
| Main implementation outcomes | 2 trainings for tutors were carried out during the academic years 2018-19 and 2019-20. Around 80 people, from 50 companies, participated. The advisory service provided by the FER contributes to the fact that all students receive their grant on time. |
| Assessment of the best practice | No assessment has been carried out yet. |
| Other information of interest | Press conference on the signature of the Dual VET Agreement with the FER |
| Quality criteria of the European Framework | Criterion 9. Involvement of social partners. |

56. Working groups to prepare experimental Dual VET projects

| Name of the best practice | Working groups to prepare experimental Dual VET projects |
|---|--|
| Autonomous Community | Melilla |
| Description of the best practice | In the framework of the Provincial Council for VET (institution in which social partners and the Regional Education Administration take part) several working groups to prepare experimental Dual VET projects were created. Particularly, during the academic year 2019-20, 3 working groups on Pre-Primary Education, Trade and Marketing, and Electrotechnical and Automated Systems were created. |
| Starting year of the best practice | 2019 |
| Final year of the best practice (if it has finished) | Still in force. |
| Elements of innovation in its design and implementation | A collegiate body such as the Provincial Council for VET is involved. The Provincial Directorate for Education (as President), the Confederation of Employers of Melilla, the SEPE (Public Employment Service), the UGT and the CCOO (trade unions), the Autonomous City of Melilla, and schools providing VET programmes are represented in this Council. Meetings allow for preparing –on a systematic and collaborative basis– new Dual VET projects which will be implemented in the following academic years. |
| Main stakeholders | The Provincial Directorate for Education, VET schools, companies and the Confederation of Employers of Melilla. |
| Main implementation outcomes | No outcomes are available yet because the action started in the academic year 2019-2020. |
| Assessment of the best practice | No assessment has been carried out yet because the action started in the academic year 2019-2020. |
| Other information of interest | Press conferences from the Provincial Director for Education on working groups: https://elfarodemelilla.es/mplantacion-nuevos-cursos-fp-incremento/ https://playmelilla.es/luz-verde-a-la-fp-dual-en-educacion-infantil-marketing-y-publicidad-y-sistemas-electrotecnicos-y-automatizados-en-melilla |
| Quality criteria of the European Framework | Criterion 9. Involvement of social partners. |

57. Agreement with key organisations of the business world for the dissemination of Dual VET and for looking for companies

| Name of the best practice | Agreement with key organisations of the business world for the dissemination of Dual VET and for looking for companies |
|---|---|
| Autonomous Community | Murcia |
| Description of the best practice | <p>The Regional Education Administration has signed agreements with the Chamber of Commerce of Murcia, the Regional Confederation of Employers' Associations (CROEM) and the Association of Young Employers of the Region of Murcia (AJE) for the promotion and dissemination of Dual VET. Moreover, the Chamber of Commerce of Murcia provides a customised advisory service adapted to companies' needs, support in administrative procedures, training for company tutors and workshops for the exchange of experiences between companies and VET schools.</p> <p>These actions are financed by the ESF Funds for the promotion of Dual VET.</p> |
| Starting year of the best practice | The Chamber of Commerce of Murcia started disseminating the Dual VET model in 2017, whereas the collaboration agreement with the rest of organisations started in 2019. |
| Final year of the best practice (if it has finished) | Still in force. |
| Elements of innovation in its design and implementation | Organisations of the business world take responsibility for looking for companies and the dissemination of the Dual VET model. Their involvement is an effective way to put Dual VET in the map and to involve a bigger number of companies. |
| Main stakeholders | The Regional Education Administration, employers' associations and the Chamber of Commerce of Murcia. |
| Main implementation outcomes | <p>The AJE has carried out actions for the dissemination of Dual VET and has brought companies to Dual VET, due to the work of an expert on Dual VET. The CROEM and the Chamber of Commerce of Murcia have promoted collaborative projects with several companies and sectoral organisations, as well as projects for supporting the involvement of SMEs and micro-SMEs in Dual VET. Moreover, a database of companies collaborating in Dual VET has been developed.</p> |
| Assessment of the best practice | Assessment of actions by the VET Department and justification for the ESF. |
| Other information of interest | <p>Chamber of Commerce of Murcia Regional Confederation of Employers' Associations (CROEM) Decisions of 30 October 2019, which issue the publication in the Official Journal of the Region of Murcia of the different collaboration agreements</p> |
| Quality criteria of the European Framework | Criterion 9. Involvement of social partners. |

58. Agreement with the Union of Labour Cooperatives (UCOMUR-UCOERM) to promote Dual VET

| Name of the best practice | Agreement with the Union of Labour Cooperatives (UCOMUR-UCOERM) to promote Dual VET |
|---|---|
| Autonomous Community | Murcia |
| Description of the best practice | The Union of Labour Cooperatives (UCOMUR-UCOERM) has signed an agreement with the Regional Education Administration to develop actions for the promotion of Dual VET. Cooperatives are highly important in the productive sectors of the Region of Murcia, and comprise all types of companies. In particular, educational cooperatives must be highlighted. The developed actions for promotion are financed by the ESF Funds for the promotion of Dual VET. |
| Starting year of the best practice | 2019 |
| Final year of the best practice (if it has finished) | Still in force. |
| Elements of innovation in its design and implementation | Dual VET is integrated and spread in the framework of the cooperative company, reaching many companies of several sectors. |
| Main stakeholders | The Regional Education Administration, the UCOMUR-UCOERM and cooperative companies. |
| Main implementation outcomes | The advantages of Dual VET have been disseminated among members. A Dual VET session called "Learning by doing" was held on 3 December 2019, with educational cooperatives and their associate companies. There have been approximately 30 visits to educational cooperatives providing VET programmes and to associated labour cooperatives. |
| Assessment of the best practice | Assessment of actions by the VET Department and justification for the ESF. |
| Other information of interest | Decision of 30 October 2019, which issues the publication in the Official Journal of the Region of Murcia of the collaboration agreement between the Autonomous Community of the Region of Murcia, through the Regional Education Administration, and the Union of Associated Labour Cooperatives of the Region of Murcia (UCOMUR), for the development of actions for the promotion of Dual VET in the Region of Murcia |
| Quality criteria of the European Framework | Criterion 9. Involvement of social partners. |

59. Promotion of new DualVET projects by employers' associations

| Name of the best practice | Promotion of new DualVET projects by employers' associations |
|---|--|
| Autonomous Community | Navarra |
| Description of the best practice | The Confederation of Employers of Navarra and the regional development agencies promote the implementation of new Dual VET projects. They sound out the needs of the different productive sectors and propose new projects in compliance with the detected demands. |
| Starting year of the best practice | 2013 |
| Final year of the best practice (if it has finished) | Still in force. |
| Elements of innovation in its design and implementation | The involvement of sectoral associations guarantee, to a greater extent, reaching training agreements with their associate companies. At the same time, syllabuses are updated in compliance with sectoral needs. The improvement in the attractiveness of the Dual training provision for students, whose possibilities of labour market integration are increased, must also be highlighted. |
| Main stakeholders | The Confederation of Employers of Navarra and the VET Department. |
| Main implementation outcomes | So far, 5 new Dual VET projects have been developed, promoted by sectoral organisations. |
| Assessment of the best practice | No assessment has been carried out yet. |
| Other information of interest | Confederation of Employers of Navarra |
| Quality criteria of the European Framework | Criterion 9. Involvement of social partners. |

60. Involvement of the Confebask (Basque Business Confederation) in the promotion of Dual VET

| Name of the best practice | Involvement of the Confebask (Basque Business Confederation) in the promotion of Dual VET |
|---|--|
| Autonomous Community | Basque Country |
| Description of the best practice | The Basque Business Confederation (Confebask) collaborates with the Regional Education Administration so that companies are informed about the Dual VET model and company trainers are trained and update their skills. Every year, four one-morning face-to-face trainings are organised for company trainers in every province. Moreover, interactive sessions with company trainers and VET schools are carried out so they can exchange experiences and share synergies. The Confebask also organises an annual session for the recognition of the best students, companies with the best progression (considering the number of years they have been collaborating and the number of students trained) and the best company trainers. |
| Starting year of the best practice | 2012 |
| Final year of the best practice (if it has finished) | Still in force. |
| Elements of innovation in its design and implementation | Close collaboration between the Confebask and the Regional Education Administration in Dual VET at an informative, training (initial and re-qualification) and recognition level. |
| Main stakeholders | The Regional Education Administration, VET schools, students, companies and the Confebask. |
| Main implementation outcomes | It allows contact with a broader number of companies. The acceptance of students and the implementation of Dual VET in companies are improved. The recognition and acceptance of the Dual VET model are improved among key stakeholders. |
| Assessment of the best practice | Assessment is carried out by means of satisfaction surveys for companies and Dual VET students, at the end of the alternance period. |
| Other information of interest | Basque Business Confederation (Confebask) Article about the session for the recognition of the commitment with Dual VET, held in December 2019 |
| Quality criteria of the European Framework | Criterion 9. Involvement of social partners. |

Criterion 10. Support for companies

61. Promotion of a team of 1,000 DualVET teachers whose role is to look for prospective companies to be involved in DualVET

| Name of the best practice | Promotion of a team of 1,000 DualVET teachers whose role is to look for prospective companies to be involved in DualVET |
|---|---|
| Autonomous Community | Andalusia |
| Description of the best practice | <p>A great amount of VET teachers from public Andalusian VET schools participated in an activity consisting in looking for prospective companies in the framework of Dual VET. It was a paid activity and it took place outside of their work hours. The objectives were: visiting companies in order to promote the Dual VET model in Andalusia, stimulating their participation in programmes with a low company participation rate, identifying company demands, and helping the Regional Education Administration to adapt the training provision to the real needs. The process of creating teams of teachers whose role is to look for prospective companies was made through a public call. Teachers who fulfilled the requirements could voluntarily apply. The Regional Education Administration provided a specific training to carry out this activity. The first action of looking for companies in Andalusia took 8 weeks, from 24 October 2019 to 15 December 2019. All the work done, the outcomes and requirements were uploaded to the Seneca Platform of the Regional Education Administration in order to manage the information in detail. This initiative was financed by the ESF Funds for the promotion of Dual VET.</p> |
| Starting year of the best practice | 2019 |
| Final year of the best practice (if it has finished) | Replication is planned for 2020. |
| Elements of innovation in its design and implementation | <p>By means of an intermediate role (teachers whose role is to look for prospective companies), DualVET projects are promoted in professional families with a low company participation rate.</p> <p>Companies receive information and support in relation to the DualVET model and its procedures, reducing the workload of VET schools.</p> <p>Real needs of each business sector are detected so that the training provision can be adapted to the real demands in the future.</p> |
| Main stakeholders | Teachers and companies. |
| Main implementation outcomes | In January 2020, more than 200 new Andalusian companies committed to participate in ongoing DualVET projects in the academic year 2019-20. |
| Assessment of the best practice | <p>An important number of new companies interested in participating in DualVET projects have been identified. Moreover, detailed information regarding the Dual VET programmes and VET schools with which companies want to collaborate is available. The publication of a report with all the outcomes (new VET programmes created, number of apprentices with grant, number of vacancies...) is expected.</p> |
| Other information of interest | Teachers whose role is to look for prospective companies- Regional Education Administration |
| Quality criteria of the European Framework | Criterion 10. Support for companies. |

62. Rating of projects of the Industrial Strategy of Andalusia

| Name of the best practice | Rating of projects of the Industrial Strategy of Andalusia |
|---|--|
| Autonomous Community | Andalusia |
| Description of the best practice | <p>The Regional Education Administration supports the Industrial Strategy of Andalusia, devised by the Regional Government of Andalusia, by promoting it in relation to Dual VET projects. The aim is that a bigger number of young people can access the industrial sector -with high employability- through this training modality. Thus, VET programmes related to the industrial sector and presented to the call for Dual VET projects are prioritised and given a higher mark so as to boost their implementation. A public list of industrial specialisation opportunities referring to professional profiles made in the context of the Industrial Strategy of Andalusia was used to identify VET programmes related to this Strategy.</p> |
| Starting year of the best practice | 2018 |
| Final year of the best practice (if it has finished) | Still in force. |
| Elements of innovation in its design and implementation | Promotion of Dual VET programmes related to the sectors identified in the Industrial Strategy, due to their potential to create opportunities in companies and to boost employability. |
| Main stakeholders | The Regional Education Administration and VET schools. |
| Main implementation outcomes | <p>Published data regarding Dual VET projects in the academic years 2018-19 and 2019-20 show a significant increase in the number of Dual VET projects from the professional families related to the Industrial Strategy: Information and Communication Technologies, Construction and Civil Works, Electricity and Electronics, Transport and Vehicle Maintenance... In some VET programmes, such as the VET programme in Agriculture, the number of projects has been doubled.</p> |
| Assessment of the best practice | No formal assessment has been carried out. However, data confirm the promotion of projects in the desired sectors. |
| Other information of interest | Specialisation opportunities. Industrial Strategy of Andalusia |
| Quality criteria of the European Framework | Criterion 10. Support for companies. |

63. Role of VET advisors

| Name of the best practice | Role of VET advisors |
|---|--|
| Autonomous Community | Castile and Leon |
| Description of the best practice | <p>The Regional Education Administration hires 11 VET advisors, distributed among the 9 Provincial Directorates for Education of the region, so that they assist teachers and companies in the red tape related to Dual VET. They also provide advice and guidance on the content and duration of projects, and take part in the dissemination of VET and Dual VET.</p> <p>Since 2019, the Regional Education Administration has set a person in charge of the coordination of Dual VET in the Regional Directorate General for VET.</p> |
| Starting year of the best practice | 2000 |
| Final year of the best practice (if it has finished) | Still in force. At the beginning, these advisors worked with traditional VET. Afterwards, looking for companies to be involved in Dual VET and guidance on Dual VET was included. |
| Elements of innovation in its design and implementation | Due to these external advisors, VET schools and companies (especially SMEs) are supported with more information, reducing their amount of red tape. |
| Main stakeholders | VET advisors, teachers and companies. |
| Main implementation outcomes | Dual VET projects are developed in a more efficient way by VET schools and companies. |
| Assessment of the best practice | Activity reports of the Units for Educational Programmes of the Provincial Directorates for Education. |
| Other information of interest | Official Journal of Castile and Leon of 1 October 2019 for the last plan. |
| Quality criteria of the European Framework | Criterion 10. Support for companies. |

64. Seal of quality of the in-company training in the framework of Dual VET

| Name of the best practice | Seal of quality of the in-company training in the framework of Dual VET |
|---|--|
| Autonomous Community | Catalonia |
| Description of the best practice | <p>The Regional Education Administration, through the “Project for quality and continuous improvement” (PQiMC), carries out a pilot trial to certify the quality of the in-company training related to Dual VET, at 3 levels: commitment to quality, quality assurance and excellence. The aim is to develop a seal of quality for Dual VET training companies, and to certify that quality by a set of indicators. Considering that all public VET schools in Catalonia are accredited according to these 3 levels of quality, companies could only get the certification which corresponds to the school with which the Dual VET programme is being developed. This way, the quality of the whole Dual VET programme (both training in the school and in the company) will be certified.</p> |
| Starting year of the best practice | 2019 |
| Final year of the best practice (if it has finished) | Still in force. |
| Elements of innovation in its design and implementation | <p>This pilot trial marks the beginning of a systematised process of quality certification of Dual VET projects, involving VET schools and companies. It is expected that, in the future, interested training companies present and finance their own accreditation process. Accreditation will be granted by an independent organisation.</p> |
| Main stakeholders | Companies, VET schools, the Regional Directorate General for VET and certifying organisations. |
| Main implementation outcomes | So far, 20 companies have been certified. |
| Assessment of the best practice | Since it is a recent project which is being established, assessment is pending. |
| Other information of interest | Project for quality and continuous improvement PQiMC |
| Quality criteria of the European Framework | Criterion 10. Support for companies. |

65. Teachers whose role is to look for prospective companies to be involved in DualVET

| Name of the best practice | Teachers whose role is to look for prospective companies to be involved in DualVET |
|---|--|
| Autonomous Community | Extremadura |
| Description of the best practice | <p>The role of the teacher who looks for prospective companies to be involved in Dual VET is aimed at improving the contact between the productive sector and VET schools, taking into consideration the demands of the local productive fabric. Their main purposes are facilitating the preparation and presentation of the project, accompanying and answering questions along the whole process, both to the company and the VET school. Each teacher who looks for prospective companies has 3 hours per week to carry out these functions. During the academic year 2019-2020, their number has increased by 1 in the area of Badajoz, reaching a total amount of 9 active teachers whose role is to look for prospective companies. This action is financed by the ESF Funds for the promotion of Dual VET.</p> |
| Starting year of the best practice | Academic year 2018-2019 |
| Final year of the best practice (if it has finished) | Still in force. |
| Elements of innovation in its design and implementation | <p>This role is essential to connect the real needs of the productive fabric with the Dual VET training provision. They are working teachers who combine looking for prospective companies and teaching regular classes in their VET schools. Therefore, this implies the existence of an intermediate and catalyst role that works during the process of implementation, suppression, modification or change of Dual VET training programmes, in order to improve the quality and quantity of projects. A common platform (sites Google) is used for all documents and contacts among teachers who look for prospective companies and between them and the Regional Directorate General for VET and CVET.</p> |
| Main stakeholders | VET schools, companies and teachers whose role is to look for prospective companies. |
| Main implementation outcomes | <p>The work of teachers whose role is to look for prospective companies has been vital to see an increase in the number of DualVET projects (90%), in the number of agreements with companies (213%) and in the amount of VET schools providing the Dual VET modality (88%), in comparison with the previous academic year (2018-2019).</p> |
| Assessment of the best practice | <p>Although there is no formal assessment of the implementation of teachers whose role is to look for prospective companies, the significant increase in the number of DualVET projects in the region is a clear indicator of the importance of this role in Extremadura.</p> |
| Other information of interest | <p>Article: "The Regional Government of Extremadura highlights the relevance of the new teachers whose role is to look for prospective companies to be involved in DualVET" (Periódico HOY)</p> |
| Quality criteria of the European Framework | Criterion 10. Support for companies. |

66. Collaboration with the FEUGA (Galician Enterprise-University Foundation) and the FUAC (University of Coruña Foundation) to support companies

| Name of the best practice | Collaboration with the FEUGA (Galician Enterprise-University Foundation) and the FUAC (University of Coruña Foundation) to support companies |
|---|--|
| Autonomous Community | Galicia |
| Description of the best practice | <p>The Regional Education Administration has established collaboration protocols with the Galician Enterprise-University Foundation (FEUGA) and the University of Coruña Foundation (FUAC) to help companies manage mainly grants for Dual VET students.</p> <p>The apprentice turns into an intern of the collaborating institution (FEUGA or FUAC), which is in charge of managing the grant and the social security payment. Training companies with apprentices pay on a monthly basis the amount of money which was established in the grant agreement to the collaboration institutions.</p> |
| Starting year of the best practice | Collaboration with the FEUGA started in 2013 and with the FUAC in 2014. |
| Final year of the best practice (if it has finished) | Still in force. |
| Elements of innovation in its design and implementation | External institutions are involved to advise and assist companies in the management of compensation grants, hiring and social security of Dual VET students. Thus, companies are supported and their workload is reduced. |
| Main stakeholders | The Regional Education Administration, VET schools, companies and students. |
| Main implementation outcomes | So far, only FEUGA has developed a protocol, while FUAC is planning to start in 2020. Through this collaboration, focus is directly set on the participation of companies from different productive sectors, the approach of companies to schools, the improvement of the labour market integration of VET students, and the improvement of the implementation of certain studies. |
| Assessment of the best practice | No assessment has been carried out yet. |
| Other information of interest | Portal on agreements, of the Regional Directorate General for Education, VET and Innovation in Education |
| Quality criteria of the European Framework | Criterion 10. Support for companies. |

67. Dual VET Excellence Awards and Dual VET Collaborating Company Seal of Quality

| Name of the best practice | Dual VET Excellence Awards and Dual VET Collaborating Company Seal of Quality |
|---|--|
| Autonomous Community | Galicia |
| Description of the best practice | <p>The Regional Education Administration has recently called for the Dual VET Excellence Awards and the Dual VET Collaborating Company Seal of Quality. VET schools nominate candidates for each category of the Awards: big enterprise, medium enterprise and small enterprise, associations, collaborating organisations, company tutor and distinguished project (related to rural promotion).</p> <p>Besides, the Dual VET Collaborating Company Seal of Quality is aimed at companies that have been involved in DualVET since it was implemented in the academic year 2012-2013 until now. It consists of a diploma given in a public event. Other benefits of the Seal of Quality over time are being considered. The Excellence Awards and the Seal of Quality are given in a joint event.</p> |
| Starting year of the best practice | 2020 |
| Final year of the best practice (if it has finished) | 2020 |
| Elements of innovation in its design and implementation | Through these actions, the work carried out by the main stakeholders involved in the successful development of Dual VET is made visible and valued. |
| Main stakeholders | Companies, employers' and professional associations, organisations collaborating in Dual VET projects, company tutors and VET schools. |
| Main implementation outcomes | The call for the first edition is still pending resolution. |
| Assessment of the best practice | No assessment has been carried out because resolution is pending. |
| Other information of interest | <p>Decision of 7 February 2020 which calls for the Dual VET Excellence Awards in Galicia and creates the Dual VET Collaborating Company Seal of Quality Plan for the Dynamisation of Dual VET in Galicia 2018-2029</p> <p>Link to the Regional Directorate General for Education, VET and Innovation in Education</p> |
| Quality criteria of the European Framework | Criterion 10. Support for companies. |

68. Galician Network for the Dynamisation of DualVET (REGADual)

| Name of the best practice | Galician Network for the Dynamisation of DualVET (REGADual) |
|---|--|
| Autonomous Community | Galicia |
| Description of the best practice | <p>REGADual is a network comprised by 47 public schools -including 20 integrated VET centres (IVET and CVET)- which act as information point for companies. The Network intends to promote the implementation of new DualVET projects by collaborating with all kinds of companies, regardless of their size and dimension.</p> <p>Besides meeting the demands of company tutors and VET school tutors, the Network promotes communication and synergies between VET schools and companies.</p> <p>Moreover, REGADual is a coordination space with guidance counsellors of schools for the promotion of DualVET.</p> |
| Starting year of the best practice | 2019 |
| Final year of the best practice (if it has finished) | Still in force. |
| Elements of innovation in its design and implementation | Coordination between VET schools and companies is improved, as well as their guidance. Moreover, knowledge exchange between them is promoted. |
| Main stakeholders | Teachers whose role is to look for prospective companies, VET schools, companies, company tutors and VET school tutors. |
| Main implementation outcomes | Smooth communication and creation of synergies between teachers whose role is to look for prospective companies, VET schools and companies to assist around 1,200 training positions in more than 70 VET programmes. It is allowing the increase or, at least, the maintenance of the DualVET provision in periods of great loss of business activity due to COVID-19. |
| Assessment of the best practice | No assessment has been carried out yet. |
| Other information of interest | <p>Decision by which the Galician Network for the Dynamisation of DualVET is created: https://www.edu.xunta.gal/portal/es/node/27340</p> <p>Decision by which the schools integrating the Galician Network for the Dynamisation of DualVET are chosen: http://www.edu.xunta.gal/fp/node/15262</p> |
| Quality criteria of the European Framework | Criterion 10. Support for companies. |

69. Subsidy from the Lanbide (Basque Employment Service) to companies providing Dual VET with a training contract

| Name of the best practice | Subsidy from the Lanbide (Basque Employment Service) to companies providing Dual VET with a training contract |
|---|---|
| Autonomous Community | Basque Country |
| Description of the best practice | According to the joint regulation of the Regional Education Administration and the Lanbide (Basque Employment Service), the latter actively collaborates providing a subsidy to companies involved in alternance training through a training contract. Each training company receives a 2,000-euro subsidy, as long as it provides the student with a training contract of, at least, one year. |
| Starting year of the best practice | 2012 |
| Final year of the best practice (if it has finished) | Still in force. |
| Elements of innovation in its design and implementation | Collaboration between the Regional Education Administration and the Basque Employment Service to stimulate companies which provide Dual VET students with a training contract. |
| Main stakeholders | Companies. |
| Main implementation outcomes | Companies are more motivated to participate in alternance training through training contracts. At the moment, nearly 50% of companies involved in Dual VET in the Basque Country provide the apprentice with a labour contract. |
| Assessment of the best practice | Both the Lanbide and the Regional Education Administration monitor and control the number of contracts signed in each annual call for projects. |
| Other information of interest | Joint ORDER of 3 October 2012, of the Regional Education Administration and the Regional Labour Administration which establishes the regulatory framework of the HEZIBI programme for the alternance training and work of young people |
| Quality criteria of the European Framework | Criterion 10. Support for companies. |

Criterion 12. Career guidance and awareness raising

70. Inclusion of the concept of guidance within the scale for the approval of Dual VET projects

| Name of the best practice | Inclusion of the concept of guidance within the scale for the approval of Dual VET projects |
|---|---|
| Autonomous Community | Andalusia |
| Description of the best practice | The concept of guidance is included in the assessment of Dual VET projects. Thus, schools must provide the career guidance tools established for students of Compulsory Secondary Education, Upper Secondary General Education or other studies. Likewise, Dual VET project dissemination procedures (dissemination in the website and social networks, meetings with families...) must be included. All the information has a positive/negative contribution to the final assessment of the project. |
| Starting year of the best practice | 2019 |
| Final year of the best practice (if it has finished) | Still in force. |
| Elements of innovation in its design and implementation | Career guidance becomes a key factor for VET schools to provide Dual VET projects. Thus, the need for public and efficient student guidance policies is highlighted. |
| Main stakeholders | VET schools, families and students. |
| Main implementation outcomes | During the academic year 2019-20, 528 Dual VET projects were approved in Andalusia. The criterion of guidance was considered in their assessment. |
| Assessment of the best practice | No formal assessment has been carried out. |
| Other information of interest | Preparation of a Dual VET project - Regional Education Administration |
| Quality criteria of the European Framework | Criterion 12. Career guidance and awareness raising. |

71. Information sessions on VET and Dual VET by guidance counsellors, as strategic plan

| Name of the best practice | Information sessions on VET and Dual VET by guidance counsellors, as strategic plan |
|---|---|
| Autonomous Community | Aragon |
| Description of the best practice | Supporting career guidance as a key element of the VET system is considered a strategic guideline by the IV VET Plan of Aragon. The Regional Education Administration has published a career guidance strategic plan. One of its most important actions is to bring the occupations associated with Dual VET closer to 4th year Compulsory Secondary Education and Upper Secondary General Education students, through projects such as Come2industry, Come2Tic and Come2Energy. Workers from companies of the ICT cluster of Aragon (TECNARA), the automotive industry cluster of Aragon (CAAR) and the energy cluster of Aragon (CLENAR) take part in the programme, as ambassadors of Dual VET and of their own occupations. |
| Starting year of the best practice | 2018 |
| Final year of the best practice (if it has finished) | In the academic year 2019-2020, the project is enlarged, comprising two more sectors, and includes more than 40 ambassadors. |
| Elements of innovation in its design and implementation | Participation of occupation ambassadors in small group career guidance activities (1 ambassador/5 students) aimed at 4th year Compulsory General Education and 1st year Upper Secondary General Education students. |
| Main stakeholders | Clusters, workers of companies, the Regional Education Administration, and 4th year Compulsory Secondary Education and 1st year Upper Secondary General Education tutors and students. |
| Main implementation outcomes | <p>During its first year of implementation (2018-1019), 28 activities were carried out. Remarkable information:</p> <ul style="list-style-type: none"> • Participation of 776 people, including students. • 151 people showed interest in occupations (19.46%). • Of those 151 people, 63.58% correspond to 4th year Compulsory Secondary Education students and 36.42% to 1st year Upper Secondary General Education students. 39.74% were female and 60.26%, male. • Of those 151 people, 59.60% (90 people) went to get more information about the training provision related to the occupations presented. |
| Assessment of the best practice | 25% of 4th year Compulsory Secondary Education students taking part in the visits to schools enrolled in VET studies related to the programme. |
| Other information of interest | <p>2018-2019 Occupations' Ambassadors Programme: https://eligetuprofesion.aragon.es/wp-content/uploads/2019/10/MEMORIA-RESUMEN-PROYECTO-PILOTO-COME2INDUSTRY.pdf Come2industry project brings young people closer to occupations and VET programmes related to industry: http://www.aragonhoy.net/index.php/mod.noticias/mem.detalle/id.242059</p> |
| Quality criteria of the European Framework | Criterion 12. Career guidance and awareness raising. |

72. VET guidance sessions aimed at secondary schools and guidance counsellors, as well as informative talks on demand

| Name of the best practice | VET guidance sessions aimed at secondary schools and guidance counsellors, as well as informative talks on demand |
|---|---|
| Autonomous Community | Asturias |
| Description of the best practice | The Regional Education Administration organises 3 guidance sessions which are held annually in Avilés, Gijón and Oviedo. They are aimed at directors of secondary schools (whether public, publicly funded private or private) and Secondary Education counselling departments. They last around 4 hours and inform about the Dual VET modality (entry requirements, training provision...), including Dual VET programmes. Moreover, secondary schools can ask the VET Department for Dual VET guidance talks on demand aimed at interested students and teachers. |
| Starting year of the best practice | 2012 |
| Final year of the best practice (if it has finished) | Still in force. |
| Elements of innovation in its design and implementation | Involvement of the Regional Education Administration in the promotion of annual on demand informative sessions on VET and Dual VET, aimed at guidance counsellors, students and teachers. |
| Main stakeholders | Secondary schools, students and counselling departments. |
| Main implementation outcomes | More information in secondary schools regarding VET and Dual VET, as well as higher participation in this training modality. In 2019, 10 informative talks were organised on demand. |
| Assessment of the best practice | No assessment has been carried out yet. |
| Quality criteria of the European Framework | Criterion 12. Career guidance and awareness raising. |

73. Talks provided by companies aimed at Compulsory Secondary Education and Upper Secondary General Education students and their families

| Name of the best practice | Talks provided by companies aimed at Compulsory Secondary Education and Upper Secondary General Education students and their families |
|---|---|
| Autonomous Community | Cantabria |
| Description of the best practice | <p>In collaboration with the CEOE-CEPYME (regional employers' association), companies provide informative talks aimed at 3rd and 4th year Compulsory Secondary Education and 1st year Upper Secondary General Education students and their families through Parents' Associations (AMPA).</p> <p>The purpose of these talks is to present VET -including Dual VET- as an attractive and prestigious option, showing the training provision, modalities, programmes, labour market integration of graduates... as well as the real needs of companies from different sectors. Members of the Technical Unit for VET of the Regional Education Administration also attend these sessions.</p> |
| Starting year of the best practice | 2019 |
| Final year of the best practice (if it has finished) | Still in force. |
| Elements of innovation in its design and implementation | Giving prestige to VET and Dual VET through companies and Parents' Associations, facilitating an increase in the number of students who are interested in these programmes. |
| Main stakeholders | The Technical Unit for VET, the CEOE-CEPYME, VET schools and Parents' Associations (AMPA). |
| Main implementation outcomes | <p>This far, 7 talks have been given in the following VET schools: Colegio Sagrados Corazones (Torrelavega), IES Besaya (Torrelavega), IES Montesclaros (Reinosa), 2 sessions with students in IES N^a Sra. de los Remedios (Guarnizo), 2 sessions, one with students and another with parents, in IES La Marina (Bezana).</p> <p>In 2020, due to the COVID-19 health crisis, online sessions are expected.</p> |
| Assessment of the best practice | In progress. |
| Other information of interest | CEOE-CEPYME Cantabria's web on training |
| Quality criteria of the European Framework | Criterion 12. Career guidance and awareness raising. |

74. Dual VET visibility campaign

| Name of the best practice | Dual VET visibility campaign |
|---|---|
| Autonomous Community | Catalonia |
| Description of the best practice | Different Regional Administrations (Education, Labour, Vice-presidency and Economy) worked together to launch an institutional campaign on the Dual VET model, called “Un giro de 174 grados” (A 174 degree turn), aimed at companies and society as a whole. |
| Starting year of the best practice | 2019 |
| Final year of the best practice (if it has finished) | 2019 |
| Elements of innovation in its design and implementation | Thank to the collaboration among Regional Administrations, the campaign gave large-scale visibility to the Dual VET model, reaching all the stakeholders who are directly or indirectly involved in the training model and increasing the knowledge and curiosity about Dual VET. |
| Main stakeholders | The Regional Education Administration, the Regional Labour Administration, the Regional Vice-presidency and Economy Administration, companies, and society in general. |
| Main implementation outcomes | The campaign was massively broadcasted in different mass media: advertisements in the regional TV, radio slots in different radio stations, display advertising in public transports and spaces, digital platforms, etc. |
| Assessment of the best practice | It is a recent action whose outcomes will be reflected in data regarding company participation and enrolment for the academic year 2020-21. |
| Other information of interest | “Un giro de 174 grados” campaign on Dual VET |
| Quality criteria of the European Framework | Criterion 12. Career guidance and awareness raising. |

75. Awards for the best final reports of DualVET students

| Name of the best practice | Awards for the best final reports of DualVET students |
|---|--|
| Autonomous Community | Catalonia |
| Description of the best practice | The Regional Directorate General for VET organises awards to recognise the best final reports on in-company training periods of Dual VET students. Until 2019, dossiers were selected according to the outcomes and presentations of students. From 2020 onwards, awards will be aimed at VET schools, and they (and not students) will be rewarded by the final reports as a whole. |
| Starting year of the best practice | 2018 |
| Final year of the best practice (if it has finished) | Still in force. |
| Elements of innovation in its design and implementation | Identification of best practices in the execution of tasks which are part of the learning process, obtainment of indicators of system improvement, and recognition of the quality of training periods in companies. |
| Main stakeholders | The Regional Directorate General for VET, VET schools and students. |
| Main implementation outcomes | Recognition of the training carried out in the training company, according to the quality standards of the training model and to the professional competence of students. |
| Assessment of the best practice | There is no technical assessment report, but there has been an improvement in the quality and content of students' reports. |
| Other information of interest | Winners of the 2019 awards |
| Quality criteria of the European Framework | Criterion 12. Career guidance and awareness raising. |

76. Promotional support and dissemination of training companies

| Name of the best practice | Promotional support and dissemination of training companies |
|---|--|
| Autonomous Community | Ceuta |
| Description of the best practice | The Provincial Directorate for Education and VET schools introducing the Dual VET modality promote companies involved in DualVET in social networks, public and private TV programmes, local radio stations and press releases. For instance, in the case of Carrefour; the Provincial Directorate for Education went to the local TV along with company representatives in Andalusia and Ceuta, the project coordinator of IES Puertas del Campo, and the VET advisor of the Provincial Directorate for Education. |
| Starting year of the best practice | 2018 |
| Final year of the best practice (if it has finished) | Still in force. |
| Elements of innovation in its design and implementation | Visibility, by the Regional Public Administration, of the participation and work of training companies in DualVET. |
| Main stakeholders | The Provincial Directorate for Education, VET schools, companies and mass media. |
| Main implementation outcomes | Higher motivation and recognition for companies involved in DualVET. |
| Assessment of the best practice | No assessment has been carried out yet. |
| Other information of interest | Monitoring of initiated projects by local newspapers: https://elfarodeceuta.es/ies-puertas-campo-fp-dual-ceuta-proximo-curso/ ; https://elfarodeceuta.es/alumnado-ies-puertas-campo-debutara-fp-dual-carrefour-enero/ https://elfarodeceuta.es/tres-estudiantes-actividades-comerciales-puertas-campo-pioneros-dual-ceuta/ https://elpueblodeceuta.es/art/38719/las-empresas-ceuties-descubren-las-ventajas-de-subirse-al-tren-de-la-fp-dual Facebook pages of the Unit of Education Programmes (UPE) of Ceuta, and IES Puertas del Campo and IES Abyla: https://www.facebook.com/upeceuta/ https://www.facebook.com/iespuertasdelcampo/ https://www.facebook.com/IES-Abyla-Ceuta-464763123900209/ Instagram of IES Puertas del Campo: https://www.instagram.com/iespc/?hl=es |
| Quality criteria of the European Framework | Criterion 12. Career guidance and awareness raising. |

77. Training on VET aimed at guidance counsellors of the education system and employment offices

| Name of the best practice | Training on VET aimed at guidance counsellors of the education system and employment offices |
|---|--|
| Autonomous Community | Valencian Community |
| Description of the best practice | By motion of the Regional Vice-Directorate General for Teacher Training, the Regional Directorate General for VET and Special Regime Education collaborated in the design and teaching of training sessions aimed at guidance counsellors of Secondary Education and employment offices to fully explain them the VET system, including the Dual VET modality. |
| Starting year of the best practice | 2020 |
| Final year of the best practice (if it has finished) | 2020 |
| Elements of innovation in its design and implementation | Guidance counsellors of IVET and CVET work together in some sessions to know the most relevant aspects of VET -Dual VET included- in order to have a broader knowledge and to better guide students. |
| Main stakeholders | The Regional Education Administration, the Regional Labour Administration and VET schools. |
| Main implementation outcomes | Sessions were carried out in three non-consecutive days per province (Alicante, Castellón and Valencia). The total amount of training hours per province was 20. |
| Assessment of the best practice | Through these sessions, the following number of guidance counsellors were reached: Sessions in Valencia: 67 guidance counsellors of education and 60 of employment. Sessions in Castellón: 17 guidance counsellors of education and 12 of employment. Sessions in Alicante: 34 guidance counsellors of education and 33 of employment. The assessment of the sessions, carried out by the Regional Centre for Teacher Training (CEFIRE) was very positive. |
| Quality criteria of the European Framework | Criterion 12. Career guidance and awareness raising. |

78. Dual VET promotional campaigns in social networks

| Name of the best practice | Dual VET promotional campaigns in social networks |
|---|---|
| Autonomous Community | Galicia |
| Description of the best practice | Development of Dual VET promotional campaigns in Twitter, Facebook and Instagram with a double purpose: on the one hand, promoting this training modality for the general public (potential students), and on the other hand, sharing information about enrolment deadlines, provision... for those who are interested in enrolling and obtaining a Dual VET qualification. They are coordinately disseminated in advance of the enrolment periods stated for each academic year in the calendar of admission to VET programmes. Information shared in social networks stands out by the immediacy and swiftness of the message dissemination, and produces an expansive and synergistic effect with other channels (such as word of mouth) so that the information can reach other people who are not regular users of social networks. It is developed as a complement to the information and guidance service provided by the guidance network and the institutional website of the Regional Education Administration. |
| Starting year of the best practice | Promotional campaigns started in 2016 and are meant to continue. |
| Final year of the best practice (if it has finished) | Still in force. |
| Elements of innovation in its design and implementation | Innovative elements of promotional campaigns in social networks are focused on the framework of the presentation and direction of the information. Special attention is put to the fact that texts and images are short and direct, so that they raise interest among users and promote the sense of belonging to a virtual community as a shared space. In addition, a customised counselling and guidance service is provided via chat message, depending on the special features of each social network. |
| Main stakeholders | Dissemination campaigns are prepared and designed by experts following the guidelines of the Regional Vice-Directorate General for VET. A counsellor for resource and new technologies management in VET, along with a counsellor for information and career guidance process the questions. |
| Main implementation outcomes | Facebook: 5,316,584 reactions; 7,806 followers and 7,514 likes (21 July 2020). Twitter: 93,300 reactions and 1,386 followers (21 July 2020). VET portal: 4,182,322 visits and 405,853 users (21 July 2020). |
| Assessment of the best practice | In progress. |
| Other information of interest | Facebook: https://www.facebook.com/fpgalicia Twitter: https://twitter.com/fpgalicia Instagram: https://www.instagram.com/fpgalicia/ |
| Quality criteria of the European Framework | Criterion 12. Career guidance and awareness raising. |

79. Promotion of DualVET in sectoral/industrial exhibitions

| Name of the best practice | Promotion of DualVET in sectoral/industrial exhibitions |
|---|---|
| Autonomous Community | Galicia |
| Description of the best practice | <p>The Regional Education Administration takes part in several events and exhibitions, both educational and sectoral, with a VET-themed stand where there are guidance counsellors from VET schools and information and dissemination on VET and Dual VET are provided.</p> <p>Its special focus on customised attention and its open-to-public nature, as a complementary way of information and guidance, must be highlighted.</p> |
| Starting year of the best practice | 2000 |
| Final year of the best practice (if it has finished) | Still in force. |
| Elements of innovation in its design and implementation | <p>The information, counselling and guidance service provided in the stand in educational and sectoral exhibitions is approached by several innovative perspectives. On the one hand, it is an information and career guidance service of a particular sector, with customised attention and provided by experts in career guidance. On the other hand, there are specific resources (information leaflets, brochures, guides, promotional videos, etc.) available to the public.</p> |
| Main stakeholders | <p>Experts in career guidance from public VET schools, counsellors from the Regional Education Administration and the Department of Career Guidance and Relations with Companies of the Regional Vice-Directorate General for VET.</p> |
| Main implementation outcomes | <p>The high demand of information and the high quality of the guidance service in these exhibitions and events have a positive impact in the knowledge and information about Dual VET of young people and their families.</p> |
| Assessment of the best practice | The action meets the objectives initially established. |
| Other information of interest | <p>Portal on DualVET in Galicia: http://www.edu.xunta.gal/fp/formacion-profesional-dual-en-galicia and on the admission to Dual VET: http://www.edu.xunta.gal/fp/admision-fpdual</p> |
| Quality criteria of the European Framework | Criterion 12. Career guidance and awareness raising. |

80. Dissemination of the Dual VET model, by means of Dual VET Ambassadors

| Name of the best practice | Dissemination of the Dual VET model, by means of Dual VET Ambassadors |
|---|---|
| Autonomous Community | Balearic Islands |
| Description of the best practice | <p>The Regional Directorate General for VET and Higher Artistic Education organised a stay in the German city of Rendsburg for 100 VET students and guidance counsellors, with the objective of getting to know the German Dual model and comparing it to the Balearic one. Students who took part in the stay were students of the second year of Basic or Intermediate VET programmes and, therefore, could enrol in a Dual VET training programme the following year.</p> <p>Once the programme was finished, some students became “Dual VET Ambassadors”, participating in several dissemination activities related to the experience in Germany and the Dual VET modality. Moreover, digital dissemination materials related to the experience were created.</p> <p>This action was co-financed by the Ministry of Education and VET and by the ESF Funds for the promotion of Dual VET.</p> |
| Starting year of the best practice | 2019 |
| Final year of the best practice (if it has finished) | Those ESF Funds are expected to be used in 2020 to provide students with mobility programmes to different Autonomous Communities, by sectors. |
| Elements of innovation in its design and implementation | By means of the Ambassadors activity, students know Dual VET first-hand and motivate apprentices who are enrolled in Dual VET programmes, reducing the number of drop-outs in the region, especially during holidays. Moreover, due to their participation in the programme, guidance counsellors are better informed about the Dual VET training modality and they and their VET schools opt for the Dual VET modality. |
| Main stakeholders | Students, VET teachers from integrated VET centres (IVET and CVET), and teams of guidance counsellors. |
| Main implementation outcomes | Until now, activities for the dissemination and promotion of Dual VET have been carried out by Dual VET Ambassadors in 3 schools. |
| Assessment of the best practice | Very positive assessment by students and guidance counsellors who participated in the programme. |
| Other information of interest | <p>Link to the programme and some references from mass media on the dissemination activities carried out by Dual VET Ambassadors:</p> <p>http://www.caib.es/sites/fp/ca/i_mobilitat_difusio_fp_dual_rendsburg_2019/</p> <p>http://www.cifpfbmoll.eu/2020/02/21/divulgacio-de-lfp-dual-al-cifp/</p> <p>https://www.periodicodeibiza.es/pitiusas/ibiza/2020/02/29/1145367/dual-triunfa-alemania.html</p> <p>https://www.ultimahora.es/noticias/local/2020/01/29/1137815/dual-tendencia-baleares.html</p> |
| Quality criteria of the European Framework | Criterion 12. Career guidance and awareness raising. |

81. Voluntary interview with students prior to enrolment

| Name of the best practice | Voluntary interview with students prior to enrolment |
|---|--|
| Autonomous Community | Balearic Islands |
| Description of the best practice | Some VET schools of the Balearic Islands carry out voluntary interviews with students after pre-enrolment in Dual VET programmes, so that they know the contents of the programmes, the features of Dual VET and the responsibilities of students. After enrolment, in all VET schools students must sign a declaration of conformity with the Dual VET model. In the document, apprentices state that they are aware of the purpose of the training, and that they agree with the established syllabus and the conditions, according to labour regulations. The Regional Education Administration wants to extend these preliminary informative interviews to a larger number of VET schools. |
| Starting year of the best practice | 2016 |
| Final year of the best practice (if it has finished) | It has been implemented in certain schools since 2016. It is expected to become a recommendation from the Regional Education Administration to all VET schools. |
| Elements of innovation in its design and implementation | The VET school acts in advance and, in the preliminary informative interviews, students can know and become familiar with this training modality. The aim is to reduce the number of drop-outs during the training and to select the most suitable students for Dual VET. |
| Main stakeholders | Students, Dual VET coordinators and VET school tutors. |
| Main implementation outcomes | There are no measurable outcomes so far. |
| Assessment of the best practice | No assessment has been carried out yet. |
| Quality criteria of the European Framework | Criterion 12. Career guidance and awareness raising. |

82. Dissemination of DualVET projects

| Name of the best practice | Dissemination of DualVET projects |
|---|--|
| Autonomous Community | Melilla |
| Description of the best practice | A guide for the dissemination of DualVET has been prepared. VET schools share the guide in their communication channels and social networks to inform students and other VET schools. Moreover, a food tasting session was organised (fostered by teachers and students of the Cookery and Gastronomy programme) to promote Dual VET among the most representative companies of the city. During the event, the DualVET guide was distributed. |
| Starting year of the best practice | 2019 |
| Final year of the best practice (if it has finished) | Still in force. |
| Elements of innovation in its design and implementation | Dissemination of DualVET to companies from different sectors by means of a practical demonstration of the Cookery and Gastronomy programme. |
| Main stakeholders | IES Juan A. Fernández (VET school), the Regional Education Administration, the Confederation of Employers of Melilla. |
| Main implementation outcomes | No outcomes are available yet because the action started in the academic year 2019-2020. |
| Assessment of the best practice | No assessment has been carried out yet because the action started in the academic year 2019-2020. |
| Quality criteria of the European Framework | Criterion 12. Career guidance and awareness raising. |

83. DualVET promotional video campaign in cinemas

| Name of the best practice | DualVET promotional video campaign in cinemas |
|---|---|
| Autonomous Community | Murcia |
| Description of the best practice | The Regional Education Administration, in the framework of the “Formación Pasional” (PassionalVET) campaign, has made three advertisements which were broadcasted in cinemas of the region in different periods from February to September 2019. The target was young people at a formative age and several aspects were considered, such as the type of movie. |
| Starting year of the best practice | 2019 |
| Final year of the best practice (if it has finished) | 2020 |
| Elements of innovation in its design and implementation | It allows the dissemination of DualVET –in particular, less known programmes– to a great number of people at a formative age. The cost per user is very economical and it reaches a big audience. |
| Main stakeholders | The Regional Education Administration, society in general. |
| Main implementation outcomes | They were broadcasted in 26 cinema screens, reaching more than 241,000 spectators. |
| Assessment of the best practice | A qualitative assessment will be carried out in the process of admission of Dual VET projects for the academic year 2020-2021. |
| Other information of interest | Promotional videos of the “Formación Pasional” campaign: https://youtu.be/A2lxonWjf7U https://youtu.be/KxqYLuwpl78 |
| Quality criteria of the European Framework | Criterion 12. Career guidance and awareness raising. |

84. Systematic information about the Dual VET modality for students enrolled in it

| Name of the best practice | Systematic information about the Dual VET modality for students enrolled in it |
|---|--|
| Autonomous Community | Basque Country |
| Description of the best practice | Dual VET coordinators of each VET school carry out on a regular basis informative sessions on the functioning of the Dual VET programme aimed at those students, enrolled in their first year; and who are interested in being trained in a company. Moreover, the tutor of each group can specify and complement the informative sessions after the particular cases of students. |
| Starting year of the best practice | 2012 |
| Final year of the best practice (if it has finished) | Still in force. |
| Elements of innovation in its design and implementation | These informative sessions filter students who are prepared and motivated to be involved in a Dual VET programme. |
| Main stakeholders | VET schools and students. |
| Main implementation outcomes | Students starting a Dual VET programme are informed of the implication and features of this training modality and are, in general, more motivated. The number of drop-outs is reduced. |
| Assessment of the best practice | School coordinators comment that there is a lot of interest and good acceptance among students. |
| Quality criteria of the European Framework | Criterion 12. Career guidance and awareness raising. |

Criterion 13. Transparency

85. Ratio of workers to students

| Name of the best practice | Ratio of workers to students |
|---|---|
| Autonomous Community | Asturias |
| Description of the best practice | <p>According to the 2019 regional regulation, training companies must have at least 3 workers in order for 1 apprentice to be trained there. Therefore, companies with 3 to 5 workers can have a maximum of 1 Dual VET student. In companies with more than 5 workers, the total number of Dual VET students cannot be higher than 30% of the number of workers.</p> <p>The next decision is expected to remove the minimum number of workers limit to allow the participation of freelancers. Thus, companies up to 5 workers will be allowed to have at least 1 apprentice.</p> |
| Starting year of the best practice | 2012 |
| Final year of the best practice (if it has finished) | Still in force. |
| Elements of innovation in its design and implementation | Students can receive a better tutoring during the in-company training period. Moreover, it is a way not to stress companies which cannot have many apprentices. |
| Main stakeholders | Companies and students. |
| Main implementation outcomes | Students are well tutored by their company tutors, with a close and continuous monitoring. |
| Assessment of the best practice | No assessment has been carried out yet. |
| Other information of interest | Decision of 5 February 2019, of the Regional Education Administration, regulating the sixth Dual IVET training programme in the Principality of Asturias, to be developed during the academic years 2018/19 and 2019/20 |
| Quality criteria of the European Framework | Criterion 13. Transparency. |

86. Temporary authorisation in DualVET projects

| Name of the best practice | Temporary authorisation in DualVET projects |
|---|--|
| Autonomous Community | Cantabria |
| Description of the best practice | <p>Once DualVET projects are approved, committing to legal requirements, they are valid for four academic years, as long as they continue to be developed in the approved terms.</p> <p>After this period, it is compulsory to ask for a new authorisation. The Regional Education Inspectorate receives the application from the VET school and issues a report for the subsequent decision for authorisation of the Regional Director-General for Vocational Education and Training and Lifelong Learning.</p> |
| Starting year of the best practice | 2017 |
| Final year of the best practice (if it has finished) | Still in force. |
| Elements of innovation in its design and implementation | It allows having a guarantee and a regular control of ongoing DualVET projects. |
| Main stakeholders | VET schools, companies, the Regional Education Inspectorate and the Regional Directorate General for Vocational Education and Training and Lifelong Learning. |
| Main implementation outcomes | Training companies continuously comply with the requirements stated in the regulation. |
| Assessment of the best practice | Systematic assessment is pending. |
| Other information of interest | Order ECD/69/2018, of 19 June, which modifies Order ECD/20/2017, of 23 February, which regulates the development of Dual Initial VET projects in Cantabria |
| Quality criteria of the European Framework | Criterion 13. Transparency. |

87. FPMAD mobile application

| Name of the best practice | FPMAD mobile application |
|---|---|
| Autonomous Community | Community of Madrid |
| Description of the best practice | The Regional Education Administration has developed a mobile application, called FPMAD, which includes the training provision of all public VET schools of the Community of Madrid. Information related to publicly funded private and private schools has not been included yet. The app provides information regarding training programmes in all VET modalities (Dual, face-to-face, distance, bilingual, extended in-company training module (FCT)), and Dual VET programmes can be consulted separately. Moreover, the tool provides the geolocation of VET schools, and instructions for admission to training programmes can be consulted. |
| Starting year of the best practice | Academic year 2017-2018 |
| Final year of the best practice (if it has finished) | Still in force. |
| Elements of innovation in its design and implementation | Smooth and modern app for students. Moreover, it is an easy tool, aimed at the general public, to obtain particular information on the VET provision. |
| Main stakeholders | VET schools, students, companies and families. |
| Main implementation outcomes | No specific outcomes are available, but thousands of downloads have been detected. |
| Assessment of the best practice | Even though there are no assessable data, there has been a good acceptance. |
| Other information of interest | FPMAD 2020 Community of Madrid |
| Quality criteria of the European Framework | Criterion 13. Transparency. |

88. Interactive map for the dissemination of the Dual VET provision

| Name of the best practice | Interactive map for the dissemination of the Dual VET provision |
|---|---|
| Autonomous Community | Extremadura |
| Description of the best practice | Dual VET programmes are published in the website of the Regional Education and Labour Administration on a regular basis. In this website, features such as the location of Dual VET training programmes, the name of the training companies involved in Dual VET and even the training agreements can be consulted. Moreover, advanced searches by location, professional family, level, employment centre, type of admission, etc. can be done in this digital map. |
| Starting year of the best practice | September 2019 |
| Final year of the best practice (if it has finished) | Still in place and being updated in accordance with the new Regional Directorate General for VET and CVET. |
| Elements of innovation in its design and implementation | In this interactive map, users can identify, with a single click, the VET school they are interested in, with updated information such as its address and contact details, associated employment centre, and training provision (professional family, level and VET programme). It is an innovative section, because a single screen can show all the areas in the Autonomous Community providing the Dual VET modality. Moreover, the publication of Dual IVET training agreements between the Regional Education and Labour Administration and companies is a relevant element of transparency. |
| Main stakeholders | Students, VET schools, companies. |
| Main implementation outcomes | Facilitating the information and location of different VET schools, training programmes and collaborating companies, by means of different filters and an interactive web section. |
| Assessment of the best practice | No formal assessment has been carried out. |
| Other information of interest | VET Portal of the Regional Education and Labour Administration https://www.educarex.es/fp/ofertamapa.html |
| Quality criteria of the European Framework | Criterion 13. Transparency. |

89. Proposal of suitability: the apprentice can choose and propose the training company to the VET school

| Name of the best practice | Proposal of suitability: the apprentice can choose and propose the training company to the VET school |
|---|--|
| Autonomous Community | Balearic Islands |
| Description of the best practice | Priority will be given to Dual VET applications of students with a proposal of company suitability, as long as the VET school approves the company as suitable for the training and the established entry requirements are met. |
| Starting year of the best practice | 2013 |
| Final year of the best practice (if it has finished) | Still in force. |
| Elements of innovation in its design and implementation | The possibility that students present, giving their reasons, a proposal of company suitability increases their involvement in the training. Moreover, the workload of VET schools in relation to the search of new training companies is reduced. |
| Main stakeholders | Students, VET schools and companies. |
| Main implementation outcomes | <p>For the academic year 2019-20, 14 proposals of suitability were presented in the following schools and programmes:</p> <ul style="list-style-type: none"> – 4 in IES Son Pacs, in the Intermediate VET programme in Electromechanics of Motor Vehicles. – 6 in CIFP Francesc de Borja Moll, in the Higher VET programme in Development of Web Applications. – 2 in the CIFP Francesc de Borja Moll, in the Higher VET programme in Computer Network Systems Management. – 1 in the CC Sant Josep Obrer I, in the Higher VET programme in Administration and Finance. – 1 in the CC Sant Josep Obrer I, in the Higher VET programme in Management Assistance. |
| Assessment of the best practice | No assessment has been carried out yet. |
| Other information of interest | The proposal of company suitability can be found in the website of the Regional Directorate General for VET and Higher Artistic Education. |
| Quality criteria of the European Framework | Criterion 13. Transparency. |

Criterion 14. Quality assurance and graduate tracking

90. Knowledge network of VET schools providing Dual VET

| Name of the best practice | Knowledge network of VET schools providing Dual VET |
|---|--|
| Autonomous Community | Andalusia |
| Description of the best practice | <p>The Regional Education Administration promotes and coordinates a Moodle Platform aimed at all public, publicly funded private and private schools providing Dual VET programmes. The main purpose is to have a communication channel for the entire educational community involved in Dual VET that allows the Regional Education Administration to directly share calls, instructions, information of interest, etc. Moreover, specific forums allow communication or exchange of experiences and approaches among schools of the same province or schools providing programmes of the same professional family in the region. Cascade communication is used. Thus, the 8 Administrations at provincial level answer the questions and forward them to the Regional Education Administration so as to inform it about the casuistries and questions from schools. In the Moodle Platform, there are materials, presentations and other resources of interest available to the schools. Schools interested in carrying out Dual VET projects, but not doing it now, have the possibility to access any information and materials they need.</p> |
| Starting year of the best practice | 2015 |
| Final year of the best practice (if it has finished) | Still in force. |
| Elements of innovation in its design and implementation | <p>By means of a virtual tool, a knowledge network which includes all VET schools providing Dual VET in Andalusia has been created. It facilitates the exchange of knowledge among participants, as well as the development of synergies. Furthermore, questions, documents and requirements are centralised, helping schools to have a good implementation of Dual VET projects. This way, schools are reinforced and supported by the Regional Education Administration.</p> |
| Main stakeholders | The Regional Education Administration and VET schools. |
| Main implementation outcomes | <p>The Moodle Platform has currently more than 600 users. Only one user per approved Dual VET project participates in the Platform, unless the school asks to have more than one user per project. The Platform hosts more than 30 forums, divided by topics and provinces, as well as many materials related to Dual VET.</p> |
| Assessment of the best practice | <p>The Regional Education Administration carries out an annual summary of the contents shared in forums, which is published in the Platform. Some aspects which may be interesting for the general public have been added to the list of FAQs of the Regional Education Administration's webpage.</p> |
| Other information of interest | <p>FAQs on Dual VET of the Regional Education Administration's webpage</p> |
| Quality criteria of the European Framework | Criterion 14. Quality assurance and graduate tracking. |

91. Collaboration between the Regional Education Administration and other Regional Administrations in order to know the reality of economic sectors

| Name of the best practice | Collaboration between the Regional Education Administration and other Regional Administrations in order to know the reality of economic sectors |
|---|--|
| Autonomous Community | Canary Islands |
| Description of the best practice | The Regional Education Administration closely collaborates with other Regional Administrations (Industry, Agriculture and Tourism) in order to know the reality of these economic sectors. The aim of this collaboration is to establish joint actions to promote and develop Dual VET projects. For instance, the different Regional Administrations carry out prospective studies on an annual basis which are taken into consideration by the Regional Education Administration. Due to these relations, meetings with VET schools and business sectors have taken place. |
| Starting year of the best practice | 2017 |
| Final year of the best practice (if it has finished) | Still in force. |
| Elements of innovation in its design and implementation | Collaborative work among Regional Administrations helps the Regional Education Administration to identify demands and needs in certain productive sectors, as well as to have a cross-sectional approach to the Dual VET model. |
| Main stakeholders | Regional Administrations, companies and VET schools. |
| Main implementation outcomes | Approach of productive sectors to VET schools, knowledge of the professional demands of companies, and promotion of intermediate stakeholders collaborating in Dual VET. |
| Assessment of the best practice | No assessment has been carried out yet. |
| Other information of interest | http://www.canaryports.es/texto-diario/mostrar/1606966/cluster-maritimo-canarias-bankia-promueven-fp-dual-economia-azul-canarias ; https://www.canarias7.es/economia/canarias-intensificara-la-fp-dual-para-cubrir-la-demanda-del-puerto-CB8131141 |
| Quality criteria of the European Framework | Criterion 14. Quality assurance and graduate tracking. |

92. Network of public schools providing Dual VET

| Name of the best practice | Network of public schools providing Dual VET |
|---|---|
| Autonomous Community | Canary Islands |
| Description of the best practice | The Regional Directorate General for Vocational Education and Training and Adult Education coordinates a network of public schools which take part in Dual VET projects. The aim is that the network serves as a tool for sharing information, knowledge, answering questions and collaborating among schools. Moreover, in the context of the network, quarterly meetings regarding the coordination, guidance and monitoring of Dual VET projects are held in every island with Dual VET coordinators of VET schools. |
| Starting year of the best practice | 2017 |
| Final year of the best practice (if it has finished) | Still in force. |
| Elements of innovation in its design and implementation | Coordination and guidance to schools providing Dual VET programmes is improved, and knowledge sharing among them is promoted. |
| Main stakeholders | Public VET schools. |
| Main implementation outcomes | Public VET schools taking part in the Dual VET modality are better informed and coordinated in order to implement better Dual VET projects. |
| Assessment of the best practice | At the end of every academic year, a monitoring of the developed Dual VET projects is carried out by means of the final report, which is submitted by schools participating in Dual VET projects and includes the annual report on the development of the project. |
| Quality criteria of the European Framework | Criterion 14. Quality assurance and graduate tracking. |

93. Students' final assessment of their in-company training period

| Name of the best practice | Students' final assessment of their in-company training period |
|---|--|
| Autonomous Community | Cantabria |
| Description of the best practice | Every DualVET student receives the model of the Annex IX "Project Assessment" of the Order ECD/20/2017 from the VET school tutor. By means of this document, students can assess their training experience in the company and email them to the Regional Directorate General for Vocational Education and Training and Lifelong Learning. Thus, the Regional Education Administration can know and consider the development of Dual VET projects from the students' perspective. |
| Starting year of the best practice | 2017 |
| Final year of the best practice (if it has finished) | Still in force. |
| Elements of innovation in its design and implementation | The Regional Education Administration considers and assesses the students' perspective of their Dual VET training programme. |
| Main stakeholders | VET school tutors and students. |
| Main implementation outcomes | After the end of the Dual VET project, the Regional Directorate General for Vocational Education and Training and Lifelong Learning receives students' assessments which are, generally, very satisfactory. |
| Assessment of the best practice | Systematic assessment is pending. |
| Other information of interest | Annex IX. Dual VET project assessment by the student, from Order ECD/20/2017, of 23 February, which regulates the development of Dual Initial VET projects in the Autonomous Community of Cantabria |
| Quality criteria of the European Framework | Criterion 14. Quality assurance and graduate tracking. |

94. Assessment of the DualVET model

| Name of the best practice | Assessment of the DualVET model |
|---|---|
| Autonomous Community | Castile-La Mancha |
| Description of the best practice | The Regional Education Administration intends to request a new review and assessment study of the DualVET model in the last quarter of 2020. This will imply continuing with the assessment of the DualVET model carried out in the academic year 2014-2015 in the report "Reflecting on Dual VET in Castile-La Mancha". |
| Starting year of the best practice | 2014 |
| Final year of the best practice (if it has finished) | 2020 |
| Elements of innovation in its design and implementation | Carrying out a study aimed at all stakeholders that take part in Dual VET in order to analyse and assess several aspects related to this training modality. |
| Main stakeholders | Tutors, company trainers, companies, social partners and VET schools. |
| Main implementation outcomes | Analysis of the outcomes of these studies is taken as a basis for the adaptation and improvement of the DualVET training modality. For instance, after the study carried out in the academic year 2014-2015, some actions were taken, such as the implementation of an economic reward programme for teachers who carry on tutoring functions in Dual VET projects, the proposal of projects extended up to 3 academic years... |
| Assessment of the best practice | These studies, along with data regarding the labour market integration of graduates, are of the utmost importance to analyse the development of the DualVET model (strengths, weaknesses, opportunities and threats). |
| Other information of interest | DualVET model assessment report, academic year 2014-15: "Reflecting on Dual VET in Castile-La Mancha" |
| Quality criteria of the European Framework | Criterion 14. Quality assurance and graduate tracking. |

95. Dual VET knowledge transfer network

| Name of the best practice | Dual VET knowledge transfer network |
|---|---|
| Autonomous Community | Catalonia |
| Description of the best practice | The Regional Education Administration has a Dual VET knowledge transfer network for VET schools, which is distributed at two levels of coordination: 1) Coordination at a local level: participating VET schools meet 3 or 4 times a year with the Regional Education Inspectorate and VET teams of the VET Department (including the VET Department coordinator, a teacher who is an expert in the functioning of the qBID platform, a Dual VET expert teacher and the teachers whose role is to look for prospective companies); 2) Coordination at a regional level: all the teams of each VET Department coordinate with the Regional Directorate General for VET and meet 3 or 4 times a year. In these meetings, information of interest regarding Dual VET is shared: new regulations, recommendations, best practices, proposals for improvement, documents of interest, management notices, etc. |
| Starting year of the best practice | 2014 |
| Final year of the best practice (if it has finished) | Still in force. |
| Elements of innovation in its design and implementation | This knowledge network is a quick and efficient channel of communication among Dual VET teachers and a way to improve the management and development of Dual VET projects. |
| Main stakeholders | The Regional Directorate General for VET, the Regional Education Inspectorate, VET Department coordinators, regional Dual VET expert teachers, support technicians of the platform for the management and assessment of training periods, and VET schools. |
| Main implementation outcomes | Shared knowledge, result of the experiences of each school and region, creates added value and gives feedback for the continuous improvement in the management of the Dual VET model. |
| Assessment of the best practice | In 2019, the assessment of participants was very positive (higher than 8.5/10). |
| Quality criteria of the European Framework | Criterion 14. Quality assurance and graduate tracking. |

96. Working groups in VET schools to prepare the Dual VET project

| Name of the best practice | Working groups in VET schools to prepare the Dual VET project |
|---|--|
| Autonomous Community | Ceuta |
| Description of the best practice | The Provincial Directorate for Education promotes the creation of working groups in VET schools to study the viability of implementing the Dual VET modality in the training programmes provided. Before the implementation, modules are analysed and the content and activities are organised into a provisional scheduled training programme to be shown to interested companies. Thereafter, once accepted, modifications suggested by the company are included and the final plan of activities to be done in the company is adjusted. |
| Starting year of the best practice | 2018-2019 |
| Final year of the best practice (if it has finished) | Still in force. |
| Elements of innovation in its design and implementation | Through these working groups, the VET school can analyse the viability of implementing a Dual VET project with guarantees. With this preliminary study, the school makes sure the Dual VET programme fits the interested companies. |
| Main stakeholders | The Provincial Directorate for Education, teachers and companies. |
| Main implementation outcomes | Currently there are 5 Dual VET working groups: Higher VET programme in Clinical and Biomedical Laboratory, Intermediate VET programme in Administrative Management, Higher VET programme in Maintenance of Thermal and Fluid Installations, Intermediate VET programme in Care of Dependents, and Intermediate VET programme in Bodywork. |
| Assessment of the best practice | No assessment has been carried out yet. |
| Quality criteria of the European Framework | Criterion 14. Quality assurance and graduate tracking. |

97. Study on the labour market integration of Dual VET graduates, written by FEDEA (Foundation for Applied Economy Studies)

| Name of the best practice | Study on the labour market integration of Dual VET graduates, written by FEDEA (Foundation for Applied Economy Studies) |
|---|---|
| Autonomous Community | Community of Madrid |
| Description of the best practice | <p>The Foundation for Applied Economy Studies (FEDEA) has published several reports on the impact of Dual VET in labour market integration in the Community of Madrid, based on researches that compare the labour market integration of Dual VET and face-to-face VET graduates.</p> <p>Raw data show that Dual VET graduates have better results on average than face-to-face VET graduates. Reports relate to the first two years after the graduation of students who graduated in 2014-2015 and 2015-2016.</p> |
| Starting year of the best practice | 2016 |
| Final year of the best practice (if it has finished) | 2017 |
| Elements of innovation in its design and implementation | Analysis of the labour market integration, which allows motivating, guiding, and informing students and their families about the training provision. |
| Main stakeholders | Companies and VET schools. |
| Main implementation outcomes | Publication of reports. |
| Assessment of the best practice | No assessment has been carried out yet. |
| Other information of interest | <p>Impact of Dual VET on the labour market integration of young people: Evidence for the Community of Madrid http://documentos.fedea.net/pubs/eee/eee2018-20.pdf</p> <p>Implementation of Dual VET in Spain: The experience of Madrid http://documentos.fedea.net/pubs/eee/eee2019-32.pdf</p> |
| Quality criteria of the European Framework | Criterion 14. Quality assurance and graduate tracking. |

98. Assessment of the Dual VET model

| Name of the best practice | Assessment of the Dual VET model |
|---|--|
| Autonomous Community | Valencian Community |
| Description of the best practice | <p>The Regional Education Administration requested a review and assessment of the Dual VET model of the Valencian Community in 2017-2019. In the report, telephone surveys to students and interviews to companies (managers, company tutors), VET schools (director, teachers, tutors) and social agents (Chambers of Commerce, trade unions, employers' associations, technological centres, clusters) are analysed.</p> <p>The study was carried out by an external company and co-financed by the ESF Funds for the promotion of Dual VET.</p> |
| Starting year of the best practice | 2017 |
| Final year of the best practice (if it has finished) | It was finished in 2019. However, the Regional Education Administration intends to continue carrying out this type of studies. |
| Elements of innovation in its design and implementation | Carrying out an assessment study which comprises the whole Dual VET ecosystem, considering several aspects of the management of Dual VET during 3 consecutive years. |
| Main stakeholders | Tutors, company trainers, companies, social partners and VET schools. |
| Main implementation outcomes | The report was published and the outcomes were presented in three sessions carried out in the capital cities of the three provinces. |
| Assessment of the best practice | Outcomes of the assessment process (interviews to VET schools, tutors and other stakeholders) have greatly inspired the new regional Dual VET regulation. |
| Other information of interest | <p>Presentation Valencia: http://mestreacasa.gva.es/c/document_library/get_file?folderId=500021638220&name=DLFE-1806815.pdf</p> <p>Presentation Castellón: http://mestreacasa.gva.es/c/document_library/get_file?folderId=500021638220&name=DLFE-1806816.pdf</p> <p>Presentation Alicante: http://mestreacasa.gva.es/c/document_library/get_file?folderId=500021638220&name=DLFE-1806814.pdf</p> |
| Quality criteria of the European Framework | Criterion 14. Quality assurance and graduate tracking. |

99. Connection between Employment and Education

| Name of the best practice | Connection between Employment and Education |
|---|---|
| Autonomous Community | Extremadura |
| Description of the best practice | In Extremadura, both education and labour competencies currently fall on the same Regional Administration. The new Regional Directorate General for VET and CVET promotes the connection between the employment offices, the Employment Monitoring Centre, VET schools, etc. so the same shared information is available to all of them. This labour and education knowledge network facilitates that both parties are aware of the IVET and CVET training provision, occupational standards, data regarding access to employment, etc. Moreover, they jointly coordinate actions in education and career guidance for students, following a shared protocol. |
| Starting year of the best practice | August 2017 |
| Final year of the best practice (if it has finished) | Still in force. |
| Elements of innovation in its design and implementation | The highly coordinated work on VET education policies carried by the different departments involved is innovative, because it promotes a better career guidance, more information exchange and the creation of common strategic guidelines for Dual VET. |
| Main stakeholders | The Regional Education and Labour Administration and the SEXPE (Public Employment Service of Extremadura). |
| Main implementation outcomes | Improvement in the collaboration between education and employment, actively involving education and career guidance counsellors. Approach to the training possibilities of both pathways. |
| Assessment of the best practice | Information gathered from different stakeholders state that the collaboration is needed, although its continuous improvement must be sought. |
| Other information of interest | Education and Career Guidance Protocol: https://www.educarex.es/pub/cont/com/0004/documentos/Protocolo_de_Orientaci%C3%B3n_de_Extremadura%281%29.pdf and training provision in Extremadura, indicating the associated employment centres: https://www.educarex.es/fp/ofertamapa.html |
| Quality criteria of the European Framework | Criterion 14. Quality assurance and graduate tracking. |

100. Plan for the Dynamisation of Dual VET

| Name of the best practice | Plan for the Dynamisation of Dual VET |
|---|---|
| Autonomous Community | Galicia |
| Description of the best practice | <p>The Plan for the Dynamisation of Dual VET, implemented by the Regional Education Administration, was approved by the Governing Body of Galicia and the Regional Council for VET was subsequently informed.</p> <p>Its strategic guidelines are: 1. Creation of the Galician Network for the Dynamisation of Dual VET; 2. Preparation of resources and materials for those engaged in Dual VET; 3. Creation of the Dual VET Award for collaborating companies; 4. Actions to promote the mobility of Dual VET teachers and students; 5. Promotion and implementation of new Dual VET projects; 6. Moving allowance for Dual VET students during their in-company period; 7. Specific training programme for the different stakeholders involved (members of the Network for Dynamisation, VET school tutors and company tutors, directors of VET schools, teachers, companies, employers' associations, etc.).</p> <p>Actions developed under this Plan are co-financed by the ESF Funds.</p> |
| Starting year of the best practice | 2018 |
| Final year of the best practice (if it has finished) | 2020 |
| Elements of innovation in its design and implementation | The Plan for the Dynamisation of Dual VET, particular of this training modality, entails its presence in the institutional planning agenda of the region. The quality of Dual VET is intended to be improved through this defined strategy. |
| Main stakeholders | Stakeholders of the education community and the productive sector who are involved in the development of VET. |
| Main implementation outcomes | Increase in the human capital and competitiveness of the Galician productive fabric. Labour market integration of students over 90%. Degree of satisfaction of students over 85%. Continuous increase in the number of training positions provided, and increase in the catalogue of training programmes provided. |
| Assessment of the best practice | No assessment has been carried out yet. |
| Other information of interest | Plan for the Dynamisation of Dual VET |
| Quality criteria of the European Framework | Criterion 14. Quality assurance and graduate tracking. |

101. Working groups on DualVET with key stakeholders

| Name of the best practice | Working groups on DualVET with key stakeholders |
|---|---|
| Autonomous Community | La Rioja |
| Description of the best practice | The Regional Education Administration has created two working groups to analyse and obtain proposals for the improvement of Dual VET. The Regional Directorate General for VET and Employment, companies, the Employers' Federation of La Rioja (FER), VET school tutors, the Regional Education Inspectorate, trade unions and teachers whose role is to look for prospect companies take part in them. One of the groups is specific to the IT sector, because IT programmes have a large number of DualVET students in the region. |
| Starting year of the best practice | 2019 |
| Final year of the best practice (if it has finished) | Still in force. |
| Elements of innovation in its design and implementation | In these working meetings, contributions of all key stakeholders of the DualVET model are considered, resulting in a broader consensus of acceptance and a fuller picture. |
| Main stakeholders | The Regional Directorate General for VET and Employment, companies, the Employers' Federation of La Rioja, VET school tutors, the Regional Education Inspectorate, trade unions and teachers whose role is to look for prospective companies. |
| Main implementation outcomes | In the 6 meetings carried out in 2019, improvements were identified and some aspects regarding the selection of students and companies, compensation, assessment, tutoring, and learning outcomes have been analysed. Moreover, dissemination materials for companies have been created based on this collaborative work. |
| Assessment of the best practice | A report with recommendations and conclusions is expected after the end of the meetings in 2020. |
| Quality criteria of the European Framework | Criterion 14. Quality assurance and graduate tracking. |

I02. Satisfaction surveys on the development of DualVET projects

| Name of the best practice | Satisfaction surveys on the development of DualVET projects |
|---|---|
| Autonomous Community | Basque Country |
| Description of the best practice | The Regional Education Administration sends an annual satisfaction survey on the development of DualVET to the three main stakeholders: VET school tutors, students and company trainers. The survey consists on a 10-question digital form. The Regional Education Administration directly receives the answers at the end of the academic year for their subsequent analysis. |
| Starting year of the best practice | 2012 |
| Final year of the best practice (if it has finished) | Still in force. |
| Elements of innovation in its design and implementation | Surveys provide a general perspective of how the DualVET is being developed and can detect possible areas for improvement. |
| Main stakeholders | The Regional Education Administration, VET school tutors, students and company trainers. |
| Main implementation outcomes | Around 80% of the surveys sent to students, VET teachers and company trainers are answered. |
| Assessment of the best practice | Survey results are, in general, very positive. Some aggregated data are published. |
| Other information of interest | Regional Education Administration |
| Quality criteria of the European Framework | Criterion 14. Quality assurance and graduate tracking. |

Annex. List of Abbreviations

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|-------------------|--|
| AJE: | Association of Young Employers in the Region of Murcia |
| AMPA: | Parents' Associations |
| EC: | European Commission |
| CECAM: | Regional Confederation of Employers of Castile-La Mancha. |
| CEOE: | The Spanish Confederation of Business Organisations |
| CEPYME: | The Spanish Confederation of Small and Medium Businesses |
| CONFEBASK: | Basque Business Confederation |
| DG REFORM: | Directorate-General for Structural Reform Support, European Commission |
| FADE: | Asturian Business Federation |
| FCT: | In-company training module |
| FEDEA: | Foundation for Applied Economy Studies |
| FER: | Employers' Federation of La Rioja |
| FEUGA: | Galician Enterprise-University Foundation |
| FOL: | Professional training module |
| FP: | Vocational Education and Training |
| ESF: | European Social Fund |
| FUAC: | University of Coruña Foundation |
| IES: | High School |
| MEFP: | Ministry of Education and VET |
| PQiMC: | Project for quality and continuous improvement, Catalonia |
| PRL: | Prevention of Occupational Hazards |
| RAE: | Student-Company Relation |
| UCOERM: | Union of Teaching Cooperatives of the Region of Murcia |
| UCOMUR: | Union of Labour Cooperatives of the Region of Murcia |
| EU: | European Union |

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As a result of the analysis of the implementation of Dual VET at regional level, as well as interviews held with the regional authorities education representatives, 102 good practices with a positive impact on improving the quality of Dual VET were identified. The purpose of this publication is to disseminate these success stories in order to deepen the key aspects that guarantee the quality of these programmes and that can also serve as inspiration for other regions.

The good regional practices identified have been structured according to the 14 criteria included in the Council Recommendation of 15 March 2018 on the European Framework for Quality and Effective Apprenticeships.



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