

1. The third transnational meeting:



We had in April the third transnational meeting in Padova (Italy). This meeting was organized for Consorzio IES (www.consorzioies.com) with the collaboration of CESVI (www.cesviconsulting.com). Our Italian partners.

The proposal of this meeting was the follow-up of the activities that have been carried out, as well as the validation of the documents that are resulting from the work done by the partners. This meeting was a good choice to do an overview of this project.

2. DUAL TRAINING TURNAROUND OF ITALY:

In Italy, the IeFP programmes (percorsi triennali e quadriennali di istruzione e formazione professionale) offer young people the opportunity to fulfil their right/duty to education and training. The training is designed and organised by the Regions.

Over the past few years, increased cooperation between the State, the Regions and the Provinces has made these programmes more flexible. In 2011, regulations issued by the State-Regions conference, have introduced several important systemic elements:

- a set of training standards for basic skills to be developed in the three- and four-year programmes;

- a set of minimum standards (valid at national level) for technical and vocational skills in relation to the occupation profiles included in the National qualifications register (Repertorio nazionale delle qualifiche);

- intermediate and final certifications that are valid at national level.

The national qualifications register created in 2011. Qualifications leading to a certain national occupation profile need to be described in terms of learning outcomes and to be allocated the corresponding EQF level.

In particular:

-to 3 year programmes correspond a Professional operator certificate (attestato di qualifica di operatore professionale) awarded by the regions and nationally recognised (EQF level 3);

-to 4-year programmes corresponds a Professional technician diploma (diploma professionale di tecnico) awarded by the regions and nationally recognised (EQF level 4).

The leFP programmes are organised in modules and aim to develop basic, transversal and technical-occupational skills.

On-the-job training activities (especially traineeships) play a key role and are carried out under the supervision of two tutors, one from the training center and one from the enterprise. These programmes are financed by the Regions through Ministry of Labour funds or through their own financial resources.

According to the European wider definition, we can consider also the Italian technical and vocational schools as part of the VET.

- In technical-school programmes (istituti tecnici) learners can acquire the knowledge, skills and competences to carry out technical and administrative tasks.

- In vocational-school programmes (istituti professionali) learners acquire specific theoretical and practical education enabling them to carry out qualified tasks in production fields of national interest.

Vocational programmes are divided in two main sectors:

1) Services (agriculture; health and social care; food and wine and hospitality; trade);

2) Industry and crafts (industry and handicraft with two branches: industry and handicraft productions; maintenance and technical assistance).

Alternanza scuola/lavoro

The students involved in five-year programmes, from the age of 15 may alternate, by request, classroom education to on-the-job training, under the school control and responsibility ("alternation school/work" - alternanza scuola/lavoro). On this purpose, schools sign special agreements with companies or their representative organisations, chambers of commerce, industry, handicraft and agriculture, or public/private bodies including those of the non-profit sector: their scope is to set relationships and responsibilities among the organizations involved.

The aims of alternanza are:

- the implementation of flexible learning methodologies, linking classroom education to practical experience;
- the enrichment of school education, providing skills demanded by the labour market;
- the fostering of young people's guidance, to develop their personal expectations, interests and their individual learning manners;
- the setting up of continuous exchanges between educational and training institutions, the labour market and civil society, to allow companies or their representative professional organizations, chambers of commerce, industry, handicraft and agriculture, or public/private bodies including those of the non-profit sector to be involved in students' education paths;
- the adjustment of the training offer to the local cultural, social and economic development. Both schools and the hosting companies have to appoint a tutor to ensure a correct implementation of the agreement and of the entire "alternation" path.

The on-the-job training is assessed by the school

Apprenticeship System

At the national level, when referring to vocational education involving companies and "working contracts" it means referring to the Apprenticeship system.

It is a labour contract, with a training purpose: it includes both on-the-job and classroom training. The apprentices earn a wage and work alongside experienced staff to gain job-specific skills; meanwhile they are involved in a training programme that is provided both by the enterprise and off-the-job by a training centre or a school/university.

The apprenticeship system includes three types of contract:

- a) Apprenticeships leading to a professional operator certificate and a professional technician diploma;
- b) Professional apprenticeships;
- c) Higher education and research' apprenticeships".

3. WORKSHOP OF EUROPASS IN TOLEDO :



In our web you can read all information of Europass. It's very useful this tool and the link of Dual-T. Thanks SEPIE for the organization of this event in Toledo.

(poner el link de la noticia que hay en la web)

4. RECOMMENDATIONS TO IMPROVE THE VOCATIONAL TRAINING FROM OUR GERMAN PARTNER: HWK POTSDAM



- We have to discuss the main targets of the national educational systems.
- It is necessary to have a competent institution to supervise the vocational training and it's imperative to have a close collaboration between the state and the economy.
- We need regulations of the skills and competences of skills and competences.
- We also need regulations for the qualification of the trainers/tutors in the companies.
- We think that it is important to have regulations about the constitution of collaboration between companies and apprentices but also to have information about the allocation of the time in schools or companies.
- It is important to talk about the financial situation.
- In connection with the EQF it is obligatory to define the level of the vocational dual training. Therefore, we need definitions of the competences and skills, which are supposed to be gained during the vocational training.

5. Dual-T paid tribute to Mariano Del Castillo



At the start of this year we had to say good bye to Mariano del Castillo, special member of Dual-T. He gives us his knowledge about vocational training and he likes dual vocational training for Spain. He always was connected to training centers and business organizations and this type of training is a good choice to connect the student with their future.

A few weeks ago we were a tribute organized to CECE. This event was a good moment to remember the professionalism and enthusiastic of Mariano. And this newsletter other choice to.

6. Contact with us:

You can access our website on: <http://www.dual-t.com/>

We are also on twitter where we take the opportunity to talk about the progress of our project, capturing ideas that come out, putting news and opinion articles and network with other similar projects and entities related to the dual FP.



Join the Conversation! @Dual_training

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