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DELIVERABLE D.2.3

“Teachers and in-company trainers structure.”

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1. BACKGROUND

The partners of the AppShoe project, have worked to provide an innovative methodology in accordance with the Italian model implemented at the Calzatureiro Polytechnic, making skills and practical learning as a fundamental complement to theoretical knowledge, to attract young and not so young people, and prepare them to get jobs in the footwear sector in the Northwest Region of Murcia.

Another key finding in the development of this project is based on the evolution of the role of the teacher-trainer to the figure of facilitator of learning rather than teacher, which helps students to develop and transfer this new training methodology focused on "learning doing", so that the students of these programs are able to face and solve any problem, in addition to knowing the technical aspects of the footwear manufacturing process, to develop social skills as a necessary complement of technical skills to succeed in a complex economy as is that of the footwear sector that requires adaptability, teamwork, as well as other basic skills for life in general.

In the first place, it would be convenient to agree on the use of a terminology around the figure of the teacher / trainer / tutor (usually the person who imparts the apprenticeship). In the context of Vocational Training **the teacher** and in the Training for Employment **the trainer**, is the teacher with a suitable professional qualification to provide training, which is regulated.

The **tutor** is the instructor of the industry, which implies that he has more practical skills such as those dealt with in this project.

The most important thing is to understand and assimilate what the term "**teacher**" implies, which is that professional who must have experience and special preparation to carry out and adopt a series of special learning strategies. Each teacher must have skills at the technical level but also at the level of the methodology to help students get involved in the program so that they can acquire the necessary skills to obtain a job in the footwear industry, while at the same time they become citizens and an integral and active part of society.

2. DEFINITION OF THE TEACHER'S PROFESSIONAL SKILLS FOR THE APPSHOE PROJECT

In this chapter we will define the basic profile as well as the professional, social and personal competences of the teachers and trainers, without taking into account the legal requirements established in Spanish regulations for the performance of their duties and taking into account the model of the Calzatureiro Polytechnic, whose didactic methodology includes learning tools based on the practice of footwear-oriented training and the teacher-student relationship, where the component of work-based teaching is very present, since the target group of programs that here they have been developed corresponds to adults between 25-35 years who learn better through practice.

Under these premises, it is understood that the most suitable teaching profile for teachers of this teaching program, must be people who have both professional and social skills. The trainers are professionals within their field of work and have had a trade related to the professional field before becoming a trainer.

The basic profile of the teacher for this program, is that professional who has knowledge in footwear production and at the same time have the ability to develop the skills and potential of students for their employment in the footwear sector.

The proposal of the work method that we apply in the development of the attributes and knowledge that make up the competences of the teaching structure, starts from a constructivist and clearly practical approach, since with this, the teacher must involve all the members of the group in a comprehensive way through tutored learning through various types of practices, so that students achieve both the minimum learning that gives them the skills and skills necessary for their employment in the sector.

Depending on the different professional competences detected in the project, for each of them, what is understood as basic requirements for the teaching staff will be defined. We reiterate that these are the basic requirements that arise within the needs identified with this project, which in some cases are not in accordance with the requirements established by Spanish regulations for VET faculty.

Pattern Design

The professional required in this module must have professional experience in this professional competence. To do this, he must have knowledge on the realization of designs assisted by orderly and be able to obtain patterns by manual means. It is important that the teacher knows the fashion trend in footwear.

Sewing

The professional required in this module must have professional experience in this professional competence. The teacher must have technical knowledge in manual cutting and machinery, in addition to having knowledge in the repair of the machines used for such use.

Mounted and finished

The professional required in this module must have professional experience in this professional competence. The teacher must have technical knowledge in assembly and finishing through machinery, in addition to having knowledge in the repair of the machines used for such use.

There are a number of issues that should be highlighted in this project in terms of its nature, its innovative feature:

- Focus on learning for job insertion.
- Learning strategies and common learning activities.
- The role of the teacher / trainer / tutor.

Focus towards learning for labor insertion:

The most relevant characteristic of the learning strategy is "learning by doing". In practice and in general terms, the student will be prepared to perform a specific set of activities and tasks circumscribed to a job with a projection towards their employment in the footwear sector. Although the social and technical skills will be integrated, the delivery of the training must be developed within the framework of the job.

The approach to the job in the context of training refers to the learning acquired when developing the profession, that is, the practical learning derived from the set of activities.

Learning strategies and common learning activities:

In this project, learning strategies are particularly important, since they incorporate a more traditional teaching method that has been used so far in the footwear industry, which is learning by working.

The lack of training programs oriented towards the needs of the sector or too disconnected from the current reality of the sector such as the training cycles of the professional families of textiles, leather and footwear, means that the strategies that should be proposed at the beginning of the pilot actions implement by the project, should be directed towards learning not regulated, so that students can acquire skills necessary to work and live in society outside the regulated educational system so rigid and more linked to work, so the figures of the tutors in companies charge special relevance. However, the proposed strategies are supported by innovative learning strategies already implemented and successful in other countries, which eliminate obstacles, encourage conversation, trial and error, stimulate observation, strengthen relationships, create networks and offer more opportunities, beyond traditional VET. In short, strategies that suppose a natural way to learn and grow.

The learning proposed by this project is another way of learning a profession, in this case based on "learning by doing". These training actions should be more intuitive than expository, although some topics could have a certain level of demonstration / exposure (with videos, presentations and, to a lesser extent, texts). Special attention should be given to the help materials, which should also be managerial as well as interactive and attractive, so that the target group can identify with them.

Role of the teacher / trainer / tutor:

In the first place, it would be convenient to agree on the use of a terminology around the figure of the teacher-trainer-tutor (usually the person who imparts the training). In the context of Vocational Training and Training for employment, the teacher is a teacher with a suitable professional qualification to provide training.

The tutor is a company worker whose mission is to be the instructor who deals with a small group of students in the company, to help him develop more practical skills such as those dealt with in this project.



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Therefore, we understand that the most appropriate term for this project will then be "training", although the other figures may also have a role in this type of training.

The most important thing is to understand and assimilate what the term "trainer" implies in this context of formative actions proposed, which differentiates it from the trainer of the common VET. A trainer of this program should receive special preparation to carry out and adopt a series of special learning strategies to learn by doing. Each trainer must have skills at a technical level but also at the level of the methodology to help students to get involved in the program and facilitate their access to the world of work in the footwear sector.

3. REQUIREMENTS OF ENTRY IN THE BODY OF PROFESSIONAL TEACHERS VET

In this section, the description of the necessary requirements for technical vocational training teachers will be carried out first. Being a regulated education the requirements are those that the different legislations that regulate each educational title and professional family, which are related below.

In this sense, Royal Decree 257/2011, of February 28, which establishes the title of Footwear and Fashion Complements Technician and Royal Decree 689/2010, of May 20, which establishes the title of Superior Technician in Design and Production of Footwear and Complement, in both Royal Decree fix their minimum teachings, as stipulated in Article 12. Teaching staff.

a) The teaching of the professional modules that constitute the teachings of this training cycle corresponds to the teaching staff of the Secondary Education Professors' Corps, the Secondary Education Teachers Corps and the Professional Training Professionals Corps, as appropriate, of the specialties established in Annex III A) of this Royal Decree.

b) The qualifications required to access the aforementioned teaching bodies are, in general, those established in article 13 of Royal Decree 276/2007, of February 23, which approves the Regulations for admission, access and acquisition of new specialties in the teaching bodies referred to in the Organic Law 2/2006, of May 3, of Education, and regulates the transitory regime of income referred to in the seventeenth transitory provision of the aforementioned law. The qualifications equivalent to those prior to these same effects are, for the different specialties of the teaching staff, those included in Annex III B) of this royal decree.

c) For teachers of privately owned or publicly owned centers of other administrations than the educational ones, the required qualifications and the necessary requirements for the teaching of the professional modules that make up the title are those included in Annex III C) of the present royal decree. In any case, it will be required that the teachings leading to the aforementioned degrees include the objectives of the professional modules or be accredited, through "certification", a work experience of, at least, three years in the sector related to the professional family, making productive activities in companies implicitly related to learning outcomes.

d) The competent Administrations will ensure that the faculty that teaches the professional modules meet the specified requirements and thus guarantee the quality of these teachings.

Regarding the professional competencies of the teachers necessary for the performance of the different teaching positions for this training action, understanding by professional competences the set of knowledge, skills, attitudes and skills necessary to effectively perform a professional position. Among them there are some that are transversal, that is to say, they are competences that every teacher must have, although it is necessary to consider differences depending on the teaching position that is occupied. We have called them common competences.

Others, however, are specific, above all, of certain teaching positions linked to management, direction, coordination, etc. We have called them specific competences.

At the time of indicating the professional competences teachers for vocational training teachers, since we are talking about a regulated training, we will be based on the guidelines in this matter of the Ministry of Education, Science and Research, CARM 2007, in which they relate the common and specific competences for this faculty.

A. COMMON COMPETENCES

A.1. SCIENTIFIC COMPETENCE

1. Latest contributions of science

- News that are being developed in the productive environment
- Characteristics of the productive environment and jobs
- Knowledge of curricular modifications
- Updated sources and research resources (portals, databases of legislation, experiences of other educational and professional centers, etc.)
- Latest knowledge and techniques of the professional field
- New contributions of Educational Psychology

2. Complete the initial training

- Scientific knowledge of the disciplines to be taught and that have not been part of their academic training

A.2. DIDACTIC COMPETENCE

3. Methodology and general didactics

- Knowledge and adaptation of knowledge to the labor reality
- Active participation of students in the learning process
- Programming of the FCT module
- Attitude and willingness to innovate. Involved with his profession.

4. Plan the teaching and develop teaching units

- Preparation of work unit schedules
- Knowledge and analysis of current curricular contents at each moment

5. Knowledge and use of resources

- Adequate selection of resources and materials according to objectives and contents of the specialty and students to whom they are addressed.
- Knowledge of resources and materials (audiovisual, new technologies, games, bibliographic, educational outings, classroom and center libraries ...) typical of the area that is taught.
- Adequate use of resources and materials in the teaching process

6. Activities for the classroom

- Knowledge of a wide repertoire of teaching-learning activities of the curricular contents to achieve the development of the necessary abilities of the students and adapted to the productive environment.
- Appropriate selection of activities in relation to the contents.
- Design and direction of projects.

7. Creation of own resources

- Preparation, design and elaboration of curricular materials in different supports and adapted to the teaching-learning processes.

A.3. INFORMATION AND COMMUNICATION TECHNOLOGIES

8. Use of office automation in education

- Didactic use of office automation tools applied to school management and teaching practice.
- Ability to teach students the use of office automation (operating system, word processor, spreadsheet, database, image processing and presentations).

9. Use the Internet and email

- Ability to teach students the use of the Internet and email for communication and access to information.
Knowledge of portals and websites of interest related to general education.
- Information search: Aptitudes and criteria to analyze, select and manage information collected from the Internet.

10. Didactic use of software for didactic of the areas

- Incorporation and development of the different digital resources in the programming for use in teaching practice.
- Knowledge of digital resources of specific curricular contents of the specialty necessary for teaching practice.
- Knowledge and use of specific software of the professional family.
- Use of computer application for the management of the FCT module.

A.4. MANAGEMENT OF GROUPS OF STUDENTS

15. Coexistence and discipline

- Detection and resolution of conflicts: Strategies for mediation.
- Training for coexistence and conflict resolution: dialogue, consensus, participation, respect, tolerance, solidarity and justice.
- Knowledge of the main causes of problems of coexistence.
- Knowledge and application of current regulations on coexistence and discipline as establishment of the safety climate in the classroom and, in general, in the educational center.

16. Social skills, communication and motivation

- Attitude of cooperation and coordination capacity with the rest of the teaching staff and cooperative work.
- Learning and mastering strategies and techniques to maintain student motivation.
- Promotion in the students of the skills required in the productive environment: teamwork, responsibility, communication skills, individual initiative, "knowing how to be".
- Promotion in the students of the entrepreneur spirit or team spirit.

A5. ATTENTION TO DIVERSITY

17. General measures of attention to diversity

- Creation and application of attention measures for diversity (reinforcement and extension) established by legislation.
- Knowledge and development of individual and group curricular adaptations, significant and not significant.
- Basic training that allows serving students with special educational needs and foreign (multiculturality treatment).



- Knowledge and adaptation of the teaching-learning process to the characteristics of the students.

A.6. EDUCATION IN VALUES

18. Education for peace and equality between the sexes

- Knowledge and application of strategies and activities that promote the development in students of values for peaceful coexistence (dialogue, consensus, participation, respect, tolerance, justice and equality).
- Development of values and attitudes of gender equality: Action proposals.
- Detection and elimination of sexist stereotypes.

19. Civic moral education

- Development in students of values and attitudes for a civic citizenship inspired by the knowledge and respect of the rights and duties of citizens.
- Development in the student body of moral and civic values: responsibility, justice, commitment, effort.

20. Health education and accident prevention

- Knowledge, promotion and development of healthy habits in the students.

21. Environmental and consumer education

- Promotion in the students of reflective and critical attitudes towards the messages of the media.
- Empowerment in the students of the development of an environmental education for development.

23. Intercultural education

- Empowerment in the students of values of equality and acceptance of differences as an element of enrichment: Acceptance of interculturality.
- Development of capacities to carry out an adequate integration of immigrant students.

B. SPECIFIC COMPETENCES

24. Planning and evaluation of centers and programs.

- Participation in the elaboration and evaluation of the educational and curricular project.
- Participation in the elaboration and evaluation of the specific plans of the centers (ICT, Health, Coexistence, Promotion of Reading, etc.)

25. Management of centers. Quality management

- Knowledge of the concept of Quality Management
- Participation in the implementation and development of quality management models in its center.

26. Prevention of occupational and collective risks

- Knowledge of the Self-Protection Plan and the Emergency Plan of the Center.
- Basic knowledge about safety, hygiene and ergonomics.
- Basic knowledge about health (Use of the voice, infectious diseases, cardiovascular risks, manipulation of loads, musculoskeletal disorders, ...), stress prevention, etc.

- Act in case of emergency and first aid, managing the first interventions to that effect.

27. Guidance and mentoring

- Knowledge of the offer of optional subjects; transversal themes and academic orientation
- Knowledge of the concept, functions and performances of the tutorial function.
- Mastery of strategies and techniques for the performance of the tutorial function.

Regarding the **specific professional, personal and social competences defined within the professional training for the training cycle related to footwear** are those listed below:

- a) Determine the characteristics of the materials that should be used in the manufacture of footwear and accessories of a product, analyzing the technical documentation that defines it.
- b) Use and effectively manage the sources of information to analyze fashion trends applicable to the design of footwear and leather goods.
- c) Search, select and classify the information from technical databases, regulations and patents related to footwear and accessories, identifying the needs of the market.
- d) Innovate in products, processes and materials in the field of footwear and accessories, generating new designs and possibilities of using them.
- e) Carry out the technical design, or choose an existing one, that is viable, technically and economically, of products and collections of footwear and leather goods, ensuring its viability, according to the demands of the client and fashion trends.
- f) Plan the productive processes necessary for the manufacture of footwear and leather goods, defining the production processes and the techniques that must be used, as well as the quality controls that will be carried out during the process and the elements of labor and environmental safety that are necessary.
- g) Manage the production of footwear and leather goods manufacturing, guaranteeing the rhythms, quality and labor and environmental safety of the processes.
- h) Define the execution processes necessary for the manufacture of footwear and accessories or collections, choosing the techniques that must be used, as well as the quality controls and the labor and environmental safety elements that are necessary.
- i) Perform the adjustment and pattern of footwear and leather goods, organizing work to meet the deadlines set, with maximum use of human and material resources.
- j) Define and develop manufacturing processes for footwear and accessories, elaborating the technical documentation that defines it.
- k) Ensure compliance with environmental protection standards and prevention of occupational risks in the design and production of footwear and accessories.
- l) Incorporate the technological and organizational changes of their professional environment, maintaining a creative and innovative spirit before the evolution of the processes and functions of the labor market.
- m) Organize and coordinate teamwork, assuming leadership, maintaining fluid professional relationships, communicating with respect and sense of responsibility in the field of their competence and providing solutions to conflicts that arise.
- n) Enhance creativity, innovation, improvement and adaptation of team members to functional or technological changes to increase competitiveness.

- ñ) Solve problems and take initiative in making individual decisions within the scope of their competence and autonomy.
- o) Establish effective means of communication, respecting the autonomy and competences of the different people involved in the scope of their work.
- p) Manage their training in order to keep up-to-date the scientific and technical knowledge related to their professional activity, using existing resources for lifelong learning.
- q) Generate safe environments, respecting the regulations and safety protocols in the planning and development of the activities of their work and that of their team.
- r) Supervise the application of procedures for the prevention of occupational and environmental risks, in accordance with the provisions of the regulations and the objectives of the company.
- s) Supervise the application of quality procedures in the processes of production or provision of services according to the objectives of the company.
- t) Take advantage of technological resources for the optimization of production processes or service provision.
- u) Adapt to different jobs and new work situations caused by technological and organizational changes in production processes.

4. REQUIREMENTS OF ENTRY IN THE BODY OF TECHNICAL TEACHERS OF TRAINING FOR THE EMPLOYMENT AND TRAINERS OF PROFESSIONAL FAMILIES.

Regarding the issue of trainers according to Royal Decree 991/2013, of December 13, establishing twenty-five certificates of professionalism of the textile, clothing and leather professional family, and more specifically in manufacturing of footwear and orthopedic. Level of qualification 2, in its article 5. Trainers.

- The requirements on training and professional experience for the delivery of certificates of professionalism are those included in section IV of each certificate of professionalism and must be met in both face-to-face and tele-training modalities.
- In accordance with the provisions of article 13.3 of Royal Decree 34/2008, of January 18, may be hired as experts to provide certain training modules that are specified in section IV of each of the annexes of certificates of professionalism, qualified professionals with professional experience in the field of the competence unit to which the module is associated.
- To accredit the required teaching competence, the trainer or expert must be in possession of the certificate of professionalism of the occupational trainer or of the certificate of professionalism of teaching professional training for employment. The training in didactic methodology of professional training for adults will be equivalent to the certificate of professionalism of occupational trainer or of the professional certification of teaching of professional training for employment, provided that such training has been obtained until December 31, 2013.

The following will be exempt from the requirement established in the previous paragraph:

a) Those who are in possession of the official university degrees of degree in Pedagogy, Psychopedagogy or of Master in any of their specialties, of a university degree of graduate in the field of Psychology or of Pedagogy, or of an official university degree of postgraduate in the mentioned fields.

b) Those who hold an official university qualification other than those indicated in the previous section and are also in possession of the Certificate of Pedagogical Aptitude or of the professional qualifications of Didactic Specialization and the Certificate of Pedagogical Qualification. Likewise, those who accredit the possession of the University Master's Degree authorized to exercise the regulated Professions of Compulsory Secondary Education and Baccaulaureate, Vocational Training and Official Language Schools and those who accredit the completion of a training course equivalent to pedagogical training and didactic required for those persons who, being in possession of a degree declared equivalent for the purposes of teaching, can't carry out the master studies, established in the first additional provision of Royal Decree 1834/2008, of November 8, by which they define the conditions of training for teaching in compulsory secondary education, the baccaulaureate, vocational training and special regime education and establish the specialties of the teaching bodies of secondary education.

c) Those who accredit a proven teaching experience of at least 600 hours in the last ten years in professional training for employment or the education system.

The tutors-trainers who provide training through teletraining, in addition to meeting the specific requirements established for each certificate of professionalism, must comply with those established in article 13.4 of Royal Decree 34/2008, of January 18.

The professional skills of the trainer (professionalism of teaching for training) are classified within the European model, identified in five areas: knowing, knowing how to be, knowing how to do, knowing how to do and knowing how to be.

To know:

A. Scientific competence.- It is related to the knowledge and management of the same, both in the area of training and in the areas, subjects and teaching units.

Knowing to be:

B. Intrapersonal and interpersonal competence.- Refers to the person's own way of being and to the way of good treating others, through personal skills, of the tutorial action, the orientation and the management and promotion of values.

Know how to do what:

C. Didactic competence.- It focuses on teaching, paying attention to the teaching-learning process and its management. This competence is operationalized in the specific didactic programs of areas, subjects and modules, attention to diversity, classroom management, resources and didactic materials and evaluation of students.

D. Organizational and management competence.- It refers to the organization at work. It is linked to regulations, planning, coordination and quality management at the center.

E. Competence in coexistence management.- Assertiveness, coexistence with others and the management of coexistence, through the promotion, mediation and control of it, are its fundamental aspects.

Know how to do:

F. Competence in teamwork.- Linked to the development of collaborative works with a common objective.

G. Competence in innovation and improvement.- It has to do with the development of processes of coping with change, its research and experimentation, as well as the diagnosis and evaluation to implement the proposed innovative improvement proposals.

H. Communicative and linguistic competence.- It is one that deals with the exchange of knowledge, ideas, thoughts, emotions and feelings. It includes information management and transparency, as well as expression and communication, both in the language itself and in foreign languages.

I. Digital competence (TIC).- Refers to the digital world and information and communication technologies. Its scope is in the knowledge of the technologies, the didactic use of them and the management of equipment and networks for professional development, among others.

Know to be:

J. Social-relational competence.- Focused on social relationships between people and participation in community, through the corresponding management.

About the skills for tutors in companies, we will rely on the PREAR (Process of Recognition, Evaluation, Accreditation and Registration) of the professional skills demonstrated by the professional in relation to the trainers of the professional families.

Sometimes, a person possesses professional skills acquired from their professional practice, formal or non-formal training. Through a process of personalized advice and subsequent evaluation you have the opportunity to demonstrate by means of evidence that you are in possession of the partial or total professional qualification of certain professional competences.

This process is developed by ICUAM (Institute of Qualifications of the Region of Murcia) in an official setting. Summoning specific processes after receiving a demand from interested people or groups.

Thus, in the Official State Gazette No. 42, of February 18, 2014 we see an example of the requirements required to achieve the certificate of professionalism called "made-to-measure and orthopedic footwear manufacturing" that is broken down into four consistent independent competence units in:

- Select raw materials, manufactured products, tools and custom-made and orthopedic footwear manufacturing machines.
- Adapting base lasts to manufacture custom and orthopedic footwear.
- Produce footwear and orthopedic.
- Adapt or make shoes for the show.

5. STRUCTURE OF COOPERATION BETWEEN TEACHERS AND IN-COMPANY TRAINERS

The **structure of cooperation between VET teachers and responsible for the formation of the company** is carried out through the establishment of procedures where:

- **A training program is established**, which is included in the order of March 28, 2019, of the Agency of Education, Youth and Sports, which establishes the curriculum of the intermediate-level training cycle corresponding to the title of Footwear Technician and Fashion Accessories in the field of the Autonomous Community of the Region of Murcia.

- Professional module: Training in Work Centers. Code: 0610

- **A procedure is established for the follow-up and evaluation of the students among the teachers of the center and the tutors of the company**, by means of jobs on the student's follow-up sheet to verify that the objectives are achieved, where the training given and the activities will be collected, carried out together with the degree of use of them.

- Periodic visits will be made to the student in the work center to complete the follow-up of the same.
- To finalize, the evaluation of the student will be carried out jointly between the tutors of the company and the teaching staff of the educational center. The tool will be the annex IV "Individualized evaluation report", which will include the learning outcomes, evaluation criteria and professional competences.

- **A Procedure for coordination between teachers and managers of company training is established:**

- A permanent mechanism of communication and monitoring of the training program between the educational center and the company is established: Visits, telephone calls, instantaneous communication applications (Skype, WhatsApp, etc.), email, as well as any other communication channel that it has been considered opportune.
- The follow-up regime was agreed upon by the person in charge of the Dual Vocational Training to the company in order to guarantee the knowledge and optimal evaluation of the students, with at least one face-to-face visit per month.

The **structure of cooperation between training for employment training and responsible for training of the company are coordinated by an instruction approved by the SEF**, which establishes a series of procedures to carry out actions in non-work professional practices - training actions and training projects that are not aimed at certificates of professionalism may incorporate a commitment on the part of the training entity to carry out a phase of professional practices of a part or all of the unemployed students trained, which must be adapted to the theoretical-practical knowledge of the action developed.

- **Training program for practices.** The tutor of internships in work centers will be responsible for agreeing with the tutor designated by the company the training program and will include, as a minimum: capacities, observable and measurable evaluation criteria, content, duration, place of performance and schedule, facilities and equipment In the case of the practical training modules of certificates of professionalism, the capacities, the evaluation criteria and the contents will be adjusted to those established for this module in the certificate of professionalism.

In addition, the tutor of this module will be the one designated by the training center among the trainers or tutors-trainers who have taught the training modules of the corresponding professional certificate.

• **Agreement of non-work professional practices in work centers.** This will be done with private companies (individuals or legal entities) of the Region of Murcia without any employment link. With exceptional character and previous authorization of the General Director of the SEF, the practices in centers of work located outside the Region of Murcia can be realized. In the same way, and also with a general nature, the practices can not be carried out in the same beneficiary entity.

Before the start of the internship, the company may inform the legal representatives of the workers in the company of the aforementioned agreement, as well as a list of the students who will participate in them. Likewise, the SEF will inform the Labor and Social Security Inspectorate for its knowledge of the aforementioned points.

• **A procedure for coordination between trainers and managers of company training is established:**

- A permanent mechanism of communication and monitoring of the training program between the trainer and the company is established. For this purpose, a file per student is available where it is indicated:
 - Tasks to do.
 - Monitoring and evaluation of the student.

6. TEACHER COMPETENCES PROPOSED FOR THE APPSHOE PROJECT

After the analysis of the requirements established in the Spanish regulations when establishing the competences of teachers in VET and employment training, which are very rigorous, which makes it extremely difficult to find teachers who are at the same time professionals and experienced in the sector and therefore must have less qualification than those established in the regulated educational programs for the sector, AppShoe project partners, have evaluated what can and should be the necessary requirements for the authorization of the trainer and tutor-trainer in the training programs established within the project, since in the regulated VET it is impossible to make changes in this sense, which are the ones listed below:

Required qualification:

- Graduate School, ESO, FPI Skin and Leather, FPGM Technician in Footwear and Fashion Complements, or other higher education related to the occupation.
- If you do not have experience, you must have Level 1 Academic Training (Spanish Framework of Qualifications for Higher Education) or other higher level related to the professional field.

Professional experience required:

- Mastery of knowledge and techniques related to the industrial development of the assembly and fitting of footwear and leather goods, finished in leather, textiles, synthetics and other materials.
- If you do not have a degree, accredit at least 4 years of experience the competences related to the specialty.

Given that to meet these requirements is quite complicated, it has been suggested that for the class I levels, such as the modules that are intended to be carried out for this project, propose less restrictive criteria to be able to cover with the necessary teaching offer.

Teaching competence required (training and / or experience):

Possess methodological training or teaching experience, accredited by any of the following methods:

- Certificate of professionalism of occupational trainer, or certificate of professionalism of teaching professional training for employment. Those who are in possession of official university degrees of degree in Pedagogy, Psychopedagogy or Master in any of their specialties, of a university degree of Graduate in the field of Psychology or Pedagogy, or official postgraduate degree in the aforementioned fields will be exempt.
- Those who have another official university degree other than those indicated and who are also in possession of the Certificate of Pedagogical Aptitude, or of the professional diplomas of Didactic Specialization and the Certificate of Pedagogical Qualification. Likewise, those who accredit the possession of an authorized University Master's Degree to exercise the professions of Compulsory Secondary Education and Baccalaureate, Vocational Training and Official Language Schools and those who accredit the completion of a training course equivalent to pedagogical training will be exempt didactic required for those persons who, being in possession of a degree declared equivalent for teaching purposes.
- Those who accredit a proven teaching experience of at least 600 hours in the last 10 years of professional training for employment or the education system. Since it is a manual work with a fairly basic mechanization, those who have 4 years of experience in training techniques related to the traditional product "Jute of Caravaca" and basic studies: EGB or ESO.

7. PROGRAM FOR TEACHERS QUALIFICATION

This section given the obligation on the part of the teachers and trainers of the VET to have a training in teaching for training, only wants to provide a brief description of the skills that should be required even a teacher or trainer. It should be considered simply as guidelines for the training of a teacher or trainer for modern teaching adapted to the needs of the footwear sector, who is capable of acting both in a theoretical and practical learning environment.

The profile of the teacher within the footwear Industry corresponds to a professional who must have knowledge in footwear production; experience and skills within the footwear industry, as well as teaching capacity to contribute to the comprehensive training of students by imparting values such as respect, cooperation and cleanliness, in coordination with the tutors of the companies, because the system that we have proposed is always part of a dual training within the companies that helps them to find a job and above all to be trained within the current and future needs of the footwear sector.

Apart from the program for the qualification of the professorship of FP presented by IES Ginés Pérez Chirinos in document D.2.1. "Curriculum, courses and modules" for the qualification of all the teaching structure of the program (teachers, trainers and tutors), two types of training are proposed.

- Technical training, through refresher courses to optimally apply the technological and organizational skills adapted to the footwear sector.
- Didactic training through training courses.

In this sense, for the pilot training actions proposed, the actions carried out under the dual professional training of the IES Ginés Pérez Chirinos, the training of the faculty has fallen on the resources available to them under the guidelines established by the Ministry of Education, so it has not been possible to carry out any type of training action so far.

As for the pilot training modules carried out, under the protection of training for employment, through the SEF, the training of professionals to have the minimum requirements for the teaching of training, essential to be able to give this type of training, It has been carried out through different training programs existing in the region in this matter, given the low number of possible candidates that were available to carry out the pilot action of sewing and sewing.

That is why the actions undertaken by the partners in this regard have been to make a guide that presents a package of methodologies and guidelines to help and clarify the teachers and trainers in the company with respect to the way of learning, which is presents in the deliverable D.2.3.a. "Tutorials for trainers and teachers".

8. CONCLUSIONS

Taking as a reference the actions carried out within the pilot implementation of the training actions of the project, the following conclusions can be drawn:

- Both the absence of a training tradition in the footwear sector of the Region of Murcia and the educational paths and learning styles of the regional education system, which are governed by fixed rules, make it difficult to introduce new educational routes and learning styles such as those raised by this project.
- As we have seen, both the professional and teaching competences of both vocational training teachers and training for employment are fully regulated in the Spanish education system.
- In the context of the competences of the faculty and the structure of cooperation with companies, it has been found that the current VET system to be adapted to the needs of the industrial sector needs a great effort, which has been shown in The following events occurred during the project:
 - In the implementation of this project, it has been proven that this rigidity imposed, makes it difficult to find professionals who can fill the positions demanded with the experience and sufficient knowledge of the footwear sector and the technical knowledge necessary for the proper performance of their teaching activity, not so much in the theoretical part as in the practical part.
 - This fact has marked the difficulty to find professors of Vocational Training with adequate profiles and especially the impossibility of carrying out appropriate training programs for them and for the students themselves, due to the lack of equipment in the classrooms, which has been replaced through the agreements established with companies in the sector that has allowed the VET program to train teachers through their professionals, offering the possibility of carrying out more practices than those established in companies and having a tutor in the company so that during the internships in the companies they could explain to both teachers and students, their tools, machinery, etc., and that ultimately improve the transfer of knowledge of trainers and students.
- In the context of the competences of the faculty and the structure of cooperation with companies, Training for the Employer is better suited to the needs of the industrial sector, which have been shown in the following events during the project
 - Regarding the modules of sewing and sewing, carried out under the format of training for employment through the SEF, the main difficulty has been to establish the minimum requirements and competences to access the professionals of the sector to the body of teachers. To this end, the SEF has taken as a reference those proposed by this project, thus enabling professionals of recognized prestige in the sector to have access to give this type of training.
 - Regarding the training of the trainers of these programs given the low number of candidates, to cover the only legal requirement by the SEF, the decision was made not to carry out any course on the part of the project partners and that the Candidates will take the teaching course for training in training entities accredited for it. In this sense, the actions carried out were to prepare a tutorial for didactic help to the trainers and the preparation of the teaching material (notes) and audiovisual media.
 - Likewise, the supply of equipment for the practices in the workshops has been resolved by the SEF that has equipped the classrooms with the necessary means for a correct performance of the proposed training actions.