

CASE STUDY: THE INSPECTION SUPERVISION OF THE DUAL VOCATIONAL TRAINING PROJECT IN AN EDUCATIONAL CENTER IN EXTREMADURA

CASO PRÁCTICO: LA SUPERVISIÓN INSPECTORA DEL PROYECTO FORMATIVO DE FP DUAL EN UN CENTRO EDUCATIVO DE EXTREMADURA

Leonor Cachadiña Gutiérrez

Education inspector. Extremadura.

Provincial Inspectorate of Badajoz.

Resumen

Este supuesto práctico plantea la supervisión y asesoramiento realizado como Inspectora de Educación en un centro educativo de Extremadura que inició la modalidad de Formación Profesional Dual en el curso 2019.

En paralelo, presentará la normativa de referencia de la modalidad de Formación Profesional Dual publicada en la comunidad autónoma de Extremadura y el avance en la dualización de los ciclos formativos como consecuencia de las políticas desarrolladas por la Consejería de Educación y Empleo desde la Dirección General de Formación Profesional y Formación para el Empleo.

Palabras clave: Dual, Formación Profesional, Extremadura, Inspección Educativa.

Abstract

This practical case presents the supervision and assessment carried out as an Education Inspector in an educational center in Extremadura that started the Dual Vocational Training modality in the 2019 academic year.

In parallel, it will present the reference regulations of the Dual Vocational Training modality published in the Autonomous Community of Extremadura and the progress in the dualization of training cycles as a result of the policies developed by the Ministry of Education and Employment from the General Directorate of Vocational Training and Training for Employment.

Key words: Dual, Vocational Training, Extremadura, Educational Inspection.

0- INTRODUCTION

These new times and needs, as well as the new sensitivity towards the role of Vocational Training within the educational and business system, have been reflected in the publication of the Organic Law 3/2022, of March 31, 2002, on the Organization and Integration of Vocational Training¹.

This Organic Law incorporates the integration of educational and employment Vocational Training systems, the commitment to Dual Vocational Training that allows "the search for synergies between the training system and the productive fabric of each specific environment, and significantly increase learning in the companies themselves, connecting training with the reality of work²" and career guidance.

Two infographics from the informative dossier published on the website of the Ministry of Education and Vocational Training³ summarize the changes proposed by the new Vocational Training Law 2022 in Dual Vocational Training and the co-responsibility of centers and companies, which are included below.

¹ Organic Law 3/2022, of March 31, 2002, on the organization and integration of Vocational Training (B.O.E. No. 78, of April 1, 2002). https://www.boe.es/diario_boe/txt.php?id=BOE-A-2022-5139

² USIE (Unión Sindical de Inspectores de Educación)-Antonio Asegurado Garrido y Jesús Marrodán Gironés (coords.). *La nueva ley de FP y su análisis. Una mirada técnica*. Editorial Editex S.A., septiembre de 2022.

³ <https://todofp.es/dam/jcr:99d1f05d-2db7-4898-89f8-faec6f3e76af/dossier-informativo-nueva-ley-fp-2022.pdf>

LA NORMA INCORPORA:

- Duración variable de las formaciones
- Revisión constante de los currículos. Dobles titulaciones
- Flexibilidad en el diseño del currículo
- Incorporación de complementos de formación adaptados al territorio
- Obligatoriedad de Proyectos intermodulares en nivel D (Técnicos y Técnicos Superiores)
- Relación Formación Profesional-Universidad
- Acciones formativas en las empresas
- Flexibilidad de las ofertas para personas con dificultades especiales de inserción laboral

TODA LA FORMACIÓN PROFESIONAL TENDRÁ CARÁCTER DUAL

Todos los estudiantes que alcancen un certificado Grado C y D pasarán por la empresa durante su formación.

2 TIPOS en función de:

- Duración del periodo en empresa
- % de resultados de aprendizaje asumidos por la
- Relación con la empresa (contractual o no)

FORMACIÓN PROFESIONAL GENERAL:

- Entre 25 y 35% de duración de la formación
- Colaboración en hasta un 20% de resultados de en la empresa
- No existe vinculación contractual con la empresa

FORMACIÓN PROFESIONAL INTENSIVA:

- A partir del 35% de duración de la formación
- Colaboración en más del 30% de resultados de en la empresa
- Con vinculación contractual

CORRESPONSABILIDAD CENTROS / EMPRESA:

TODA LA FORMACIÓN PROFESIONAL CON CARÁCTER DUAL

- Cada estudiante contará con un PLAN DE FORMACIÓN que detallará los resultados de aprendizaje en el centro y en la empresa.
- Se regula la figura de tutor dual del centro
- Se regula la figura de tutor dual de empresa
- Contempla el agrupamiento de PYMES y el tutor de empresa compartido
- Se crean figuras que colaboren y faciliten la colaboración centro-empresa:
 - Figura del prospectador de empresas
 - Figura de experto senior de empresa en el centro

In this process of change, the Education Inspectorate has the role established in article 110.2 of the VET Law 3/2022, of March 31, on the organization and integration of VET: "All public administrations with competence in the matter shall ensure the quality of all actions and services of the Vocational Training System, especially vocational guidance, the training provided in the two regimes, in all their learning environments and in all their modalities, and the accreditation of professional competences. To these effects, the high inspection of education and the educational inspection will be counted on for the actions of inspection, supervision, and evaluation of the Vocational Training System, in the terms established in the Organic Law 2/2006, of May 3, of Education, and without prejudice of the competences of other organs".

As a previous step to the intervention as Education Inspector in the educational center, in which the Dual Vocational Training project started in 2019 and its evolution until the academic year 2022/23, it is necessary to briefly expose the context of Dual Vocational Training and the regulations published in the autonomous community of Extremadura that support the intervention in the educational center.

1- Dual Vocational Training in Extremadura: context

The Law 4/2011, of March 7, of Education of Extremadura⁴, in its article 104.1 determines that "Vocational training is a strategic instrument at the service of the citizens of Extremadura that must collaborate in its economic development, dedicating special attention to the productive sectors with greater incidence in our region and to the new emerging sectors".

In Extremadura, the beginnings of the Dual Vocational Training model can be found, in 2012, in the collaboration between the German company Deutz Spain⁵ (Deutz Diter until 2013), based in the town of Zafra (Badajoz), and the Regional Government of Extremadura.

This German company was a pioneer in the Extremadura region by offering the possibility of transferring the German model, based on the collaboration between companies and educational centers and on the fact that training must be shared between the work center and the educational centers, with the aim of the company training its future workers. In this case, to the students of the I.E.S. Cristo del Rosario de Zafra, who were studying the Higher Degree of Production Programming in Mechanical Manufacturing, FME 3-4.

We can say that, in those years, the collaboration between the Educational Administration of Extremadura and the companies of the region was limited to experimental dual training projects, such as the one of Deutz Spain, and the implementation of the professional training module in workplaces. However, it was necessary to regulate the collaboration between companies and the

⁴ Law 4/2011, of March 7, 2011, on Education in Extremadura (D.O.E. No. 47 of March 9, 2011).
<http://doe.juntaex.es/pdfs/doe/2011/4700/11010004.pdf>

⁵ <https://www.deutz.es/personas/formacion-profesional-dual>

Educational Administration of Extremadura to comply with the provisions of Article 110 of Law 4/2011, of March 7, on Education in Extremadura: "The regional Administration will promote the participation of companies in vocational training and the collaboration with them, in particular, in the implementation of internships, the promotion of research, innovation and teacher training".

As a consequence of this need and in order to boost the participation of companies, in 2014, the Regional Ministry of Education and Culture published Decree 100/2014, of June 3, which regulates the framework for the development of Dual Vocational Training projects of the educational system in the autonomous community of Extremadura, establishes the regulatory bases for granting subsidies for such projects, regulates study grants and approves their first calls for applications⁶, with the aim of laying the foundations to promote and encourage the training co-responsibility of the business sector throughout the educational process and to promote new Dual Vocational Training projects in the educational system of Extremadura.

At the same time "[...] to compensate the companies that collaborated with these initiatives for the expenses they had incurred due to their full involvement in the teaching-learning process, as well as to stimulate the participation of students in this new training modality in order to allow and regulate a system of study aids and aid to collaborating companies⁷".

⁶ Decree 100/2014, of June 3, which regulates the framework for the development of Dual Vocational Training projects of the education system in the autonomous community of Extremadura, establishes the regulatory bases for granting subsidies for such projects, regulates study grants and approves their first calls (DOE no. 109 of June 9, 2014.) <http://doe.juntaex.es/pdfs/doe/2014/10900/14040119.pdf>

⁷ Preamble of Decree 100/2014 of June 3.

As a result of these collaborations with companies and the needs of the new times, the autonomous community of Extremadura considered that education and employment should be integrated in the same department. Thus, in 2015, to favor and facilitate the interaction of the two systems, Decree 264/2015, of August 7, was published, establishing the organic structure of the Regional Ministry of Education and Employment, and modifying Decree 26/2009, of February 27, approving the statutes of the Extremadura Public Employment Service.

But it will not be until the publication in 2019 of Decree 166/2019, of October 29, establishing the organizational structure of the Regional Ministry of Education and Employment⁸, when the structure of the Ministry is modified to strengthen the actions in the field of education and training policy, as well as in the field of labor and employment policies, and the management body called the Directorate General of Vocational Training and Training for Employment is created.

This Directorate General of Vocational Training and Training for Employment (DGFP and FE) is responsible, under the superior direction of the head of the Regional Ministry and the coordination of the General Secretariat of Education and the General Secretariat of Employment, for "[...] the planning of the teaching offer, the organization and execution of educational plans and programs, the planning and design of the offer of training courses for employment as well as the design, planning and management of programs for the transition between the educational and work environment in non-university education⁹". More precisely, this Directorate General holds, among others, the following competences:

⁸ Decree 166/2019, of October 29, establishing the organizational structure of the Regional Ministry of Education and Employment and amending Decree 26/2009, of February 27, approving the Statutes of the Extremadura Public Employment Service.
<http://doe.juntaex.es/pdfs/doe/2019/21400/19040182.pdf>

⁹ Article 6 of Decree 166/2019, of October 29.

1. En materia de Formación Profesional del sistema educativo:

- a) Planificación de la oferta de las enseñanzas de formación profesional en colaboración con los agentes sociales en el ámbito regional y por zonas geográficas.
- b) Estudio de las posibilidades de formación del alumnado en centros de trabajo.
- c) Colaborar para establecer la interconexión de la formación profesional reglada con la formación profesional ocupacional y continua.
- d) Ordenación y ejecución de los planes y programas educativos en la educación de personas adultas y educación a distancia.
- e) Programas de Formación Profesional Básica.
- f) Y aquellas otras que le sean delegadas en el ejercicio de las competencias asignadas a la Dirección General.

More precisely, this Directorate General holds, among others, the following competences

2. En materia de Formación para el Empleo:

- a) El diseño y planificación de acciones formativas para personas desempleadas y acciones de formación a lo largo de la vida laboral para personas ocupadas.
- b) La planificación en materia de Certificados de Profesionalidad en el ámbito de la Comunidad Autónoma de Extremadura.
- c) La planificación de las especialidades del Fichero de Expertos docentes.

Además, a esta Dirección General le compete la coordinación con los órganos gestores responsables de otros programas que se aprueben por el resto de Consejerías sobre tales materias.

And the following administrative units are integrated in it, at service level: The Extremadura Institute of Qualifications and Accreditations, the Adult and Distance Education Service, the Regulated Vocational Training Service, and the Vocational Training Service for Employment.

We can say that, in the lines of work of this General Directorate of Vocational Training and Training for Employment of the Regional Ministry of Education and Employment, the goals set by Decree 100/2014, of June 3 are linked, and the new requirements of the Dual Vocational Training that the VET 2022 mandates:

- Adapt the skills acquired by students to the reality of the labor market in which they will have to develop when they finish their studies.
- Increase the linkage and co-responsibility of the business fabric with vocational training.
- Fostering the relationship between VET teachers and companies in the sector, promoting the two-way exchange of knowledge.
- Reduce school dropout rates substantially.

- Provide companies with qualified personnel with experience adapted to the productive sector.

At the same time to promote and make visible the Dual Vocational Training in Extremadura through an interactive map to disseminate the offer of Dual VET¹⁰.

Practice included, due to its positive impact on the improvement of the quality of Dual Vocational Training, in the publication *Buenas prácticas de Formación profesional de la oferta de FP Dual*¹¹ which is part of the "Project for the improvement of quality in Dual Vocational Training", carried out by the Ministry of Education and Vocational Training with the DG Reform of the European Commission, with the technical assistance of the Bertelsmann Foundation

BUENAS PRÁCTICAS EN FORMACIÓN PROFESIONAL DUAL EN ESPAÑA

88. Mapa interactivo de difusión de la oferta de FP Dual

Nombre de la buena práctica	Mapa interactivo de difusión de la oferta de FP Dual
Comunidad Autónoma	Extremadura
Descripción de la buena práctica	Los programas de FP Dual se publican en la página web de la Consejería de Educación, de manera muy dinámica. En ella, pueden consultarse aspectos como la ubicación de los ciclos formativos en modalidad dual, el nombre de las empresas formadoras involucradas y los propios convenios suscritos. Además, a través de este mapa digital, se pueden realizar búsquedas selectivas por localidad, familia profesional, nivel, centro de empleo, tipo de admisión, etc.
Año de inicio de la buena práctica	Septiembre de 2019.
Año de finalización de la buena práctica (si ha terminado)	Sigue vigente y se está actualizando de acuerdo con la nueva Dirección General de FP y Formación para el Empleo.
Elementos de innovación en su diseño e implementación	A través de este mapa interactivo, el usuario puede identificar, mediante un solo clic, el centro educativo que le interesa con información actualizada como su dirección y contacto, centro de empleo asociado y su oferta formativa (familia profesional, nivel educativo y ciclo formativo). Es una sección innovadora ya que en una sola pantalla puede visualizarse la ubicación de todas las zonas de la Comunidad Autónoma donde se imparte la modalidad dual. Además, la publicación de los convenios para el desarrollo de los programas formativos de FP Dual en el sistema educativo entre la Consejería de Educación y Empleo y la empresa implicada es un elemento de transparencia destacable.
Principales agentes implicados	Alumnado, centros educativos, empresas
Principales resultados de implementación	Facilitar la información y localización de los distintos centros educativos, ciclos formativos implicados y empresas colaboradoras, mediante el uso de diferentes filtros, mediante una sección web interactiva.
Evaluación de la buena práctica	No se ha hecho una evaluación formal de esta medida.
Información adicional de interés	Portal de Formación Profesional de la Consejería de Educación y Empleo https://www.educarex.es/fp/ofertamapa.html
Criterios de calidad del Marco Europeo	Criterio 13. Transparencia.

¹⁰ <https://www.educarex.es/fp/proyectos-dual.html>

¹¹ The publication of *Buenas prácticas en Formación Profesional Dual en España. 14 indicadores europeos de calidad, 102 ejemplos autonómicos* presents an analysis of the implementation of Dual Vocational Training at the regional level, as well as interviews held with representatives of the Ministries of Education of the different autonomous communities, 102 good practices with a positive impact on improving the quality of Dual Vocational Training (DVT) were identified. <https://www.fundacionbertelsmann.org/publicaciones/buenas-practicas-en-formacion-profesional-dual-en-espana/>

(2021).

This coordinated work of the DGFP and FE among the education, employment and business sectors has resulted in an increase in the offer of the two modalities of Dual Vocational Training, complete and mixed, which translated into figures in this 2022/23 is 129 dualized training cycles, getting more than 200 companies in the region of Extremadura to collaborate in Dual VET, offering more than 1234 apprenticeship places throughout the community.

A boost of the Dual VET in Extremadura that is evidenced in the proposal on the Vocational Training Plan of the autonomous community of Extremadura, corresponding to the period 2022-2027, approved by the Assembly of Extremadura in August 2022, unanimously by all parliamentary groups, whose objective is to correct the existing mismatches between current jobs and the supply of training qualifications, since three quarters of the professional profiles demanded come from Vocational Training; a plan that has five strategic axes: labor market prospecting, a new model of professional support and guidance, the

training offer, dual training and the innovation needed for education in the region¹².

Before moving on to the next section, it is necessary to mention the initiative of the Directorate General of Vocational Training and Training for Employment to increase the number of training cycles in bilingual modality¹³, according to what is dictated by the FP Law 3/2022, of March 31, in its article 108, and the call¹⁴ made by the aforementioned Directorate General, for those centers that in 2022/23 are interested in implementing experimental bilingual¹⁵ cycles at the intermediate and higher levels, but do not meet the requirements established in the Order of April 20, 2017, which regulates the program of bilingual sections in educational centers supported with public funds of the autonomous community of Extremadura and establishes the procedure for its implementation in the different educational stages¹⁶.

2- Regulatory study on Dual Vocational Training in Extremadura

As mentioned in the previous section, from the publication of Decree 100/2014, of June 3, there is a gradual increase in the requests to formalize the Agreement for the development of Dual Vocational Training projects between the educational Administration and companies in the autonomous community of Extremadura.

¹² <https://www.grada.es/plan-formacion-profesional-2022-2027-extremadura/junta-de-extremadura/>

¹³ Resolution of July 9, 2021, of the General Secretariat of Education, which makes public the list of publicly funded schools in the autonomous community of Extremadura authorized to implement bilingual sections from the 2021/2022 school year (D.O.E. No 139 of July 21, 2021/2022). <http://doe.juntaex.es/pdfs/doe/2021/13900/21062272.pdf>

¹⁴ Resolution of March 7, 2022, of the Directorate General of Vocational Training and Training for Employment, by which the application process for the implementation of experimental bilingual cycles in the levels of Middle Grade and Higher Grade in classroom regime in centers supported with public funds in the area of the autonomous community of Extremadura during the academic year 2022-2023 in the framework of the Recovery, Transformation and Resilience Plan (D.O.E. n.º 53 of March 17, 2022). <http://doe.juntaex.es/pdfs/doe/2022/5300/22060772.pdf>

¹⁵ <https://www.educarex.es/fp/bilinguismo.html>

¹⁶ Order of April 20, 2017, which regulates the program of bilingual sections in educational centers supported with public funds of the autonomous community of Extremadura and establishes the procedure for its implementation in the different educational stages. (D.O.E.).

In this Decree, we find the key elements of dual vocational training, which the Education Inspectorate must know before supervising and advising the educational center where the project is developed. These elements are:

- Agreement between the company and the Regional Ministry of Education and Employment
 - Dual VET Prospectors
- Educational center where the Dual VET will be developed.
 - Management team
 - Dual VET coordinator
 - VET teachers
 - Students
 - Dual VET Project
 - Training program
- Company
 - Training persons in the collaborating companies
 - Mentor/coordinating person in the collaborating company

2.1- The Agreement between the collaborating company and the Regional Ministry of Education and Employment

Royal Decree 1529/2012¹⁷, of November 8, which develops the contract for training and apprenticeship and establishes the bases for dual vocational training, establishes in Article 31 that dual vocational training projects must be authorized by the corresponding educational administration and must be formalized through an agreement with the collaborating company under the conditions established by the educational administrations.

The publication of Decree 100/2014, of June 3, established the legal basis for formalizing the agreements, the consequence of which, especially since the

¹⁷ Royal Decree.1529/2012, of November 8, developing the contract for training and apprenticeship and establishing the basis for dual vocational training.

2018/19 academic year, has been a constant publication in the Official Gazette of Extremadura, of resolutions publicizing agreements signed between the Regional Ministry of Education and Employment and collaborating companies for the development of Dual Vocational Training programs in the educational system, with mention of the training cycle and the I.E.S. where classes will be taught.

The following are examples of the Resolutions that publicize the Agreement for the development of training programs,¹⁸ published in the Official Gazette of Extremadura¹⁹.

CONSEJERÍA DE HACIENDA Y ADMINISTRACIÓN PÚBLICA

Convenios.- Resolución de 21 de noviembre de 2022, de la Secretaría General, por la que se da publicidad al Convenio para el desarrollo de programas formativos de Formación Profesional Dual en el sistema educativo entre la Consejería de Educación y Empleo y Veritas Turgalium MMXV, SL, para el ciclo formativo de Grado Superior en Administración y Finanzas del IES Turgalium de Trujillo.  

Convenios.- Resolución de 5 de diciembre de 2022, de la Secretaría General, por la que se da publicidad al Convenio para el desarrollo de programas formativos de Formación Profesional Dual en el sistema educativo entre la Consejería de Educación y Empleo y Dolores Cortijo Gómez, para el ciclo formativo de Grado Superior en Educación Infantil del IES Quintana de la Serena.  

Convenios.- Resolución de 5 de diciembre de 2022, de la Secretaría General, por la que se da publicidad al Convenio para el desarrollo de programas formativos de Formación Profesional Dual en el sistema educativo entre la Consejería de Educación y Empleo y Digital-Repro Copiadoras, SL, para el ciclo formativo de Grado Básico de Informática de Oficina del CEPA Abril de Badajoz.  

2.1.a) Dual VET Prospectors in Extremadura

A crucial figure in the dynamization of Dual Vocational Training projects in Extremadura is the Dual prospector.

The Dual Prospector is a teacher, appointed by the DGFP and FE, who teaches vocational training and works from his or her educational center, located in

¹⁸ Resolution of November 21, 2022, of the General Secretariat, which publicizes the Agreement for the development of training programs of Dual Vocational Training in the educational system between the Ministry of Education and Employment and Veritas Turgalium MMXV, SL for the training cycle of Higher Grade in Administration and Finance of the I.E.S. Turgalium of Trujillo. <http://doe.juntaex.es/pdfs/doe/2022/23700/22063626.pdf>

¹⁹ <http://doe.juntaex.es/ultimosdoe/mostrardoe.php?fecha=20221227&t=o>

different locations in Extremadura, to develop his or her work in 9 areas of the region. Its function is aimed at improving professional guidance and establishing fluid communication between companies and vocational training, which promotes the signing of agreements that result in an increase in the employability of students and an improvement in the competitiveness of companies in Extremadura.

This work has led to a considerable increase in the number of companies and educational centers that have adopted the dual mode, despite the characteristics of the business fabric in Extremadura, before the new Organic Law 2/2022 on VET made it compulsory, and has resulted in an increase in the number of teachers designated as Dual VET Prospectors by the General Directorate of Vocational Training and Training for Employment, of the Regional Ministry of Education and Employment.

In particular, for this academic year 2022/23, the DGFP and FE in a letter addressed to the head of the Provincial Delegations of Education of Badajoz and Cáceres, communicated the list of the 8 teachers selected to perform the role of Dual VET Prospectors in each province and the educational center where they teach: I.E.S San José (Badajoz), I.E.S Ntra. Sra. de Bótoa (Badajoz), I.E.S Sáenz de Buruaga (Mérida), I.E.S Cuatro Caminos (Don Benito), I.E.S Cristo del Rosario (Zafra), I.E.S García Téllez

BUENAS PRÁCTICAS EN FORMACIÓN PROFESIONAL DUAL EN ESPAÑA

65. Prospectores de empresas de FP Dual

Nombre de la buena práctica	Prospectores de empresas de FP Dual
Comunidad Autónoma	Extremadura
Descripción de la buena práctica	La figura de los prospectores está orientada a mejorar el contacto entre el sector productivo y los centros educativos, teniendo muy presente las demandas del tejido productivo en cada zona. Sus funciones principales son facilitar la elaboración y presentación del proyecto, acompañar y resolver dudas durante todo el proceso, tanto a la empresa como al centro educativo. Cada prospector tiene asignadas 3 horas semanales para realizar sus funciones de prospección. Durante el curso 2019-2020, se incrementa 1 nuevo prospector más en la zona de Badajoz, de manera que hay un total de 9 prospectores en activo. Esta acción se financia con los Fondos del FSE para el impulso de la modalidad de FP Dual.
Año de inicio de la buena práctica	Curso 2018-2019
Año de finalización de la buena práctica (si ha terminado)	Sigue vigente.
Elementos de innovación en su diseño e implementación	La figura del prospector es clave para encajar las necesidades reales que demanda el tejido productivo con la oferta formativa de la modalidad dual. Los prospectores son profesores en activo, que simultanean la prospección con la impartición normal de clases en sus centros educativos. Esto supone, por tanto, la existencia de una figura catalizadora e intermedia que trabaja durante el proceso de implantación, supresión, modificación o cambio de ciclos formativos en dual, para mejorar la calidad y cantidad de los proyectos. Toda la documentación, contacto entre los propios prospectores y de éstos con la Dirección General de Formación Profesional y Formación para el Empleo se hace en una plataforma común (sites Google).
Principales agentes implicados	Centros educativos, empresas y prospectores.
Principales resultados de implementación	El trabajo de los prospectores ha sido determinante para observar un incremento en el número de proyectos duales (90%), en el número de convenios con empresas (213%) y en la cantidad de centros educativos que ofertan esta modalidad (88%), en relación al curso anterior (2018-2019).
Evaluación de la buena práctica	Si bien no se ha establecido una evaluación formal sobre la puesta en marcha de la figura del prospector, el incremento significativo en el número de proyectos de FP Dual en la región es una evidencia clara de la importancia que tiene esta figura en Extremadura.
Información adicional de interés	Artículo: "La Junta destaca la importancia de los nuevos prospectores de empresas de FP". (Periódico HCYQ)
Criterios de calidad del Marco Europeo	Criterio 10. Apoyo a las empresas.

(Cáceres), I.E.S Alagón (Coria) and I.E.S
Pérez Comendador (Plasencia).

Currently, we can say that the prospectors are the point of reference for educational centers and companies in the steps prior to the application and signing of the agreement. This profile, and their work, has been recognized as a good practice in the publication *Buenas prácticas de Formación profesional de la oferta de FP Dual*.²⁰

On the other hand, in order to facilitate the functions assigned to the Dual Prospector, in the letter addressed to the heads of the Provincial Delegations, the DGFP and FE informs about the assignment of 3 teaching hours per week for this purpose and has dictated that these 3 hours be preferably located during the last three school periods on Wednesday mornings, in order to facilitate attendance to meetings and coordination actions. Likewise, it is indicated in the letter that the Education Inspectorate be informed of the selected teachers, for the planning of

²⁰ *Buenas prácticas en Formación Profesional Dual en España. 14 indicadores europeos de calidad, 102 ejemplos autonómicos.* <https://www.fundacionbertelsmann.org/publicaciones/buenas-practicas-en-formacion-profesional-dual-en-espana/>

the functional staffing of the course, and to the management teams of the mentioned centers, for the planning of the workload.

2.2. Educational center

In this new training system, the educational center will be responsible, within its pedagogical and management autonomy, for promoting Dual VET, encouraging teamwork of all teachers, training, and development of the project in collaboration with the collaborating company.

The agents involved in the development of the Dual VET project and the competences entrusted to them, on which the Education Inspectorate will intervene, are detailed as follows.

a) Educational center's management:

- Designates, from among the teaching staff assigned to the Dual Vocational Training project, a tutor/coordinator of said project, at the proposal of the head of studies, after hearing the vocational family department²¹.
- Informs students, in advance of enrollment in the cycle²² of:
 - The purposes of Dual Vocational Training.
 - The temporal distribution of the training activity in the educational center and in the collaborating company.
 - The content of the collaboration agreement signed between the educational center and the collaborating company and the scholarship system.
 - Internal rules of operation of the company.
 - Circumstances that may lead to the interruption, suspension, or exclusion of the student from the Dual Vocational Training agreement with the internal rules of the educational centers and the regime of infractions and sanctions established in the company's operating rules.

²¹ Article. 15 of Decree 100/2014, of June 3.

²² Article. 8.3 of Decree 100/2014, of June 3.

- Participates in the second selection phase of the students, by designation of the Educational Administration, in coordination with the collaborating company under the terms established in the collaboration agreement²³.

- Determines, ex officio or at the request of the company, after hearing the interested party, the interruption, suspension, or, where appropriate, the exclusion of the student from the Dual VET in the cases established in article 8.7 of Decree 100/2014, of June 3.

b) Tutor/coordinator of Dual VET. He/she is responsible, together with the management team, for the coordination of the different actions carried out in the center and any others entrusted to him/her in relation to the Dual Vocational Training project²⁴.

- Tracks and coordinates the team of teachers and trainers that make up the project, coordinating the activities and, where appropriate, the departments involved.

- Ensures the correct implementation of this methodological, curricular, and organizational model, coordinating the design and development of the didactic programming and the training program with the collaborating company.

- Reviews and transfers to the management team the didactic programs and final reports.

Participates in teacher training tasks.

- Coordinates, together with the tutor/coordinator in the collaborating company, the monthly control meetings in which each of the students will be monitored.

- Tutors the evaluation processes of the different professional modules, taking into account the contributions of the company's trainers and the result of the activities developed in the company.

²³ Article 8.2 of Decree 100/2014, of June 3.

²⁴ Article 15 of Decree 100/2014, of June 3.

For the performance of these functions, the Instruction number 6/2022, of July 4, 2022²⁵, of the General Directorate of Vocational Training and Training for Employment by which rules are issued for its application in schools that provide vocational training in the education system in classroom regime during the academic year 2022/2023, in its Seventh resolution *FP Dual modality* has established that:

To respond to the needs arising from the development of dual vocational training projects of the educational system, a person will be appointed, from among the teachers in charge of teaching classes in such projects, to act as coordinator of the authorized project, one for each dualized training cycle, who will be assigned three weekly teaching periods to dedicate to the functions inherent to such activity. In addition, the teachers participating in these dual vocational training projects will be assigned an additional weekly period to facilitate the coordination tasks necessary for the development of the same.

c) Teachers of the Department of the professional family. As participants in the dual training project, they have the functions, set out in article 14 of Decree 100/2014, of June 3, as follows:

- Participate, in its case, in the elaboration, revision and updating of the didactic programs, setting the training program in agreement with the collaborating company.
- Attend the project coordination meetings,
- Participate in the specific training activities organized by the competent Ministry of Education.

²⁵ Instruction number 6/2022, of July 4, 2022, of the General Directorate of Vocational Training and Training for Employment by which rules are issued for its application in the educational centers that provide vocational training in the educational system in classroom regime during the academic year 2022/2023. (Mérida, de 2022).

- Carry out the necessary coordination activities with the faculty of the collaborating company for the proper development of the project.
- Evaluate the students taking into account the contributions of the company's teaching staff and the result of the activities carried out in the company.

d) Participating students. Whose participation in the project requires:

- Comply with the requirements for access to the education requested to participate in the dual vocational training project.
- Adopt, by signing the standardized model established for this purpose (annex IV), the commitment to comply with the conditions of the project and the participating company established in the collaboration agreement.
- Submit to the selection process established by the collaboration agreement between the Regional Ministry of Education and Employment and the collaborating company, which responds to the requirements of the collaboration agreement:

ANEXO IV
Declaración-compromiso del alumno.

El/la alumno/a D./Dña:

Ciclo formativo de:

Centro educativo:

Localidad y provincia:

Se acoge al programa formativo de formación profesional dual en el sistema educativo establecido en el Centro para el Ciclo referenciado que se llevará a cabo en colaboración con la empresa/entidad _____ y
DECLARA que:

- Ha sido informado de:
 - ✓ Las finalidades de la formación profesional dual.
 - ✓ La distribución temporal de la actividad formativa en el centro educativo y en la empresa colaboradora.
 - ✓ Régimen de becas.
 - ✓ Las normas internas de funcionamiento de la empresa.
 - ✓ Las circunstancias que pueden dar lugar a la interrupción, suspensión o exclusión del estudiante del proyecto de Formación Profesional Dual en el sistema educativo.
 - ✓ La metodología a seguir en el proceso de enseñanza-aprendizaje y de todos los aspectos organizativos relacionados con el mismo.

Así mismo, se COMPROMETE:

- A participar en aquellas actividades de formación complementaria que se impartan en el centro educativo o en la empresa colaboradora, para mejorar su cualificación profesional.
- A cumplir las condiciones del proyecto y de la empresa participante establecidas en el convenio de colaboración.

EL/LA ALUMNO/A _____ EL/LA TUTOR/A LEGAL (*) _____

Fdo.: _____ Fdo.: _____

(*) Solamente para alumnos menores de edad.

Se informa al interesado/a que suscribe la presente solicitud que los datos de carácter personal que haga constar en el presente impreso serán objeto de tratamiento automatizado a los fines de tramitar su solicitud por parte de la Administración Pública educativa, adoptándose las medidas que sean necesarias para asegurar un tratamiento confidencial de los mismos. En su caso, podrán ser cedidos a las empresas colaboradoras en los proyectos de formación profesional dual aquellos datos estrictamente necesarios para el desarrollo del proyecto formativo con la finalidad exclusiva de formación y profesionalización en la actividad dual.

La cesión de datos de carácter personal se hará en la forma y con las limitaciones y derechos que otorga la Ley Orgánica 15/1999, de 13 de diciembre, de protección de datos de carácter personal. El interesado podrá ejercitar los derechos de acceso, rectificación, cancelación y oposición como sigue en la citada Ley, ante la Dirección General de Formación Profesional y Formación para el Empleo (Avda. Valhondo, s/n. Edificio "Mérida III Milenio", Módulo 5, 2ª Planta, 06800 Mérida -Badajoz-).

Ilmo. Sr. Director General de Formación Profesional y Formación para el Empleo.
Avda. Valhondo, s/n. Edificio "Mérida III Milenio", Módulo 5, 2ª Planta, 06800 Mérida (Badajoz)

- personal interview with the collaborating company and/or educational center,
- and others such as: grades, class attendance, attitude, effort and motivation of the students, considerations to be considered to determine whether or not to incorporate them into the company or work center.

Likewise, Article 9 of Decree 100/2014, of June 3 determines that "students may be granted scholarships by companies, institutions, foundations, etc., and/or by the Administrations, in the manner determined for each Dual Vocational Training project in the educational system"; a possibility specified in the fourteenth clause of the Agreement signed by the collaborating company and the Department of Education and Employment.

e) Dual Vocational Training Project. It is the document prepared by the educational center that contains the planning of the set of training activities that will be carried out both in the educational center and in the company to develop the dual vocational training in the corresponding cycle²⁶.

f) Training program. Document that, based on what is established in the didactic program, establishes the training activities scheduled for each of the professional modules that make up the Dual Vocational Training project, previously agreed with the collaborating company²⁷.

Training program that the educational center must complete at the beginning of the project, according to annex III.a, which is included below, and send to the DGFP and FE, although it may be modified and adapted, depending on the needs arising from the development of the same, due to changes in the training program, the incorporation of new companies and/or changes in the time distribution of the dualized training cycle.

In turn, Decree 100/2014, of June 3, in its article 7, establishes that at least 33 percent of the training hours established in the title will have the participation of the company, that the coordination of the training activity in the company and in the educational center will be through monthly control meetings in which each of

²⁶ Article 4 of Decree 100/2014, of June 3.

²⁷ Article 7 of Decree 100/2014, of June 3.

the students and the tutorials referred to in article 20 of Royal Decree 1529/2012, of November 8 will be monitored.

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Anexo III. a
Programa de formación para cada uno de los módulos
Curso académico:

Identificación y características del módulo profesional			
Módulo			Código
Carga horaria	Horas en centro:	Horas en empresa:	Horas totales:
Ciclo Formativo			Código
CENTRO EDUCATIVO			
Centro educativo			
Coordinador/a			
Profesorado			
EMPRESA			
Empresa			
Coordinador/a			
Departamento/s			
Profesorado			
OBJETIVOS Y COMPETENCIAS			
Objetivos. La formación del módulo contribuye a alcanzar los objetivos:			
1.			
2.			
3.			
...			
Competencias. La formación del módulo contribuye a alcanzar las competencias:			
TEMAS Y CONTENIDOS			
Descripción del contenido y actividades			
Unidades didácticas del módulo			
UD 1: Denominación de la unidad didáctica			
Contenidos teóricos:			
Metodología:			
Competencias:			
Contenidos prácticos:			
Metodología:			

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Consejería de Educación y Empleo

Competencias:

Actividad a realizar en el centro educativo:

Actividad a realizar en la empresa colaboradora:

UD 2: Denominación de la unidad didáctica:

Contenidos teóricos:

Metodología:

Competencias:

Contenidos prácticos:

Metodología:

Competencias:

Actividad a realizar en el centro educativo:

Actividad a realizar en la empresa colaboradora:

UD 3: Denominación de la unidad didáctica:

Contenidos teóricos:

Metodología:

Competencias:

Contenidos prácticos:

Metodología:

Competencias:

Actividad a realizar en el centro educativo:

Actividad a realizar en la empresa colaboradora:

...

ACTIVIDADES FORMATIVAS				
Horas del módulo profesional	Centro educativo	Empresa	Fecha prevista de realización	
Unidad Didáctica	Total			
UD1. Teoría				
UD1. Práctica				
UD2. Teoría				
UD2. Práctica				
UD3. Teoría				
UD3. Práctica				
...				
TOTAL MÓDULO				

CRITERIOS Y SISTEMAS DE EVALUACIÓN

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Consejería de Educación y Empleo

RECOMENDACIONES

El/La director/a del centro

Fdo.:

2.3. Collaborating company

Article 16 and 17 of Decree 100/2014, of June 3, establishes two profiles:

- Training person in the collaborating company.
- Tutor/coordinator person in the collaborating company. Appointed by the management of the company from among the training personnel assigned to the Dual Vocational Training project, this person is responsible for coordinating the program in the company and is responsible for:

- Ensure the correct implementation of the new methodological, curricular, and organizational model, coordinating the design and development of the didactic programming and the training program with the educational center.
- Coordinate, together with the tutor/coordinator of the educational center, the monthly control meetings in which each student will be monitored.
- To supervise the contributions of the company's trainers and the results of the activities developed in the company for the correct evaluation of the students.
- Review and transfer to the management body of the company the initial programs and final reports.
- Participate in training tasks determined for this purpose by the Department of Education and Employment, specifically in teaching methodology and use of teaching platforms.

3- Practice of the supervision of a center that initiates Dual VET

Having established the elements that make up the Dual Vocational Training in the regulations published in the autonomous community of Extremadura, it is appropriate to go into the supervision carried out as Education Inspector in one of the educational centers of reference, in which the dual training project started in the academic year 2019/20 in a medium grade training cycle, mixed modality, of the Building and Civil Works family, since the resolution of the Agreement was published in the Official Gazette of Extremadura.

On the basis of the functions and attributions that the laws attribute to the Education Inspectorate, the usual actions established in the Annual General Plans and the provisions of Article 6.3 of Decree 100/2014, of June 3, which dictates that "the development of the collaboration agreement will be supervised by the Education Inspectorate", we proceeded to carry out the supervision in one of the reference educational centers in which the agreement for the development of the dual vocational training project had been signed in 2019.

This supervision was extended to the student selection process. Specifically, to the second selective phase coordinated by the Administration (through the management of the center) and the collaborating company, by determining Article 8.2 of Decree 100/2014, of June 3, that "in case of complaint in this phase, the Educational Inspection will be in charge of resolving, once the parties have been heard".

In order to know, supervise and evaluate the correct implementation of this new methodological, curricular and organizational model, two phases of intervention were established and, as there were several aspects to be supervised and the intervention was not going to be limited to one academic year, some support guides were prepared with the elements on which the analysis and control of the development of the dual training project was to be made, as well as advising and requiring, if necessary, the educational center.

- First phase

As it was the first training cycle with dual modality of the reference centers as an education inspector, prior to the visit to the educational center, the following actions were planned:

- Study of the state and regional regulations of reference on dual vocational training.
- Supervision of the didactic programming of the dualized training cycle.
- Request to the educational center for the following documentation:
 - Number and denomination of dualized modules.
 - Dual Vocational Training Project developed by the center.
 - Training program of one of the professional modules of the cycle that integrates the dual vocational training project, according to annex III.^{a28}

²⁸ Model referred to in section 2.2.f) of this case study.

- o Planned start dates of the training in the collaborating company.
- o Summary sheet with the time distribution and day of participation of students in the educational center and in the companies, according to Annex III.b of Decree 100/2014, of June 3, which is included below.



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**Anexo III b
Ficha resumen**

Centro Educativo: _____
Ciclo Formativo: _____

Curso	N.º Código	Módulo Profesional	Distribución		Asignación del Módulo Centro/ Empresa/ Ambos	Impartición (nº de horas)		Observaciones
			Horas totales	Horas/ semana		Centro	Empresa	
1º								
Total curso 1º								
2º								
Total curso 2º								
Total ciclo								

E/La director/a del centro

Fdo.:

- Supervision of the timetable of the group(s) of the Intermediate Level Training Cycle of IES XXXX, included in the Center Organization Document.

- Second phase

Completed the previous action, consisting of the study and analysis of the elements that converge in the Dual Vocational Training: published regulations and the documentation generated in the educational center, the visit to the educational center was planned, understanding that the visit incorporates a quality control and contributes to identify the correct implementation and development of the training project.

It is worth mentioning that all the actions planned in this second phase have been carried out from 2019 to 2023, as the Covid-19 pandemic had an impact on the normal development of teaching activities, both in the educational center and in the companies, and consequently on the intervention of the Education Inspectorate in the educational center.

Within this phase, several joint and individual meetings were scheduled with the school director, the dual vocational training coordinator, and the team of teachers, as well as a visit to the group's classroom during the teaching of one of the dualized modules. For the meetings, specific areas of supervision were established, the purpose of which was to join the previous analysis of the documentation requested to the school, with the data extracted in the various meetings, in order to subsequently evaluate and assess its compliance with the regulations in force, require, if necessary, the relevant modifications, transfer aspects of improvement to the school and issue, if appropriate, a report to the competent body on the intervention carried out.

With the director, the main topics to be discussed are:

- Administrative documentation and information transferred to the students about the Dual Vocational Training modality.
- Procedure and criteria established by the center and the company for the selection of students.
- Management carried out for the participation of teachers in the training project: didactic programming, training program, methodology training, among others.
- Criteria for the appointment of the Dual VET coordinator.
- Performance of the functions as director before the collaborating company, being the representative of the educational administration in the educational center.

With the FP Dual coordinator:

- The development of the training program, specified in annexes III.a and III.b.
- The study of the documents prepared by the educational center in which the evaluation process is established, and what percentage of that evaluation, and qualification, corresponds to the contributions of the training staff of the company

to ensure that students acquire the skills established for the training cycle.

- The verification of the tasks developed in the coordination hours and the visits made to the work center.
- Obtaining information about the tutors of the collaborating company in Dual VET and their participation in the training program.

The following are the forms provided by the DGFP and FE²⁹, academic year 2022/23, to be filled in, filed in the school, and sent to the General Directorate, regarding the tasks and visits of the Dual VET coordinator, and the company tutors' relationship.



REGISTRO DE VISITAS A CENTROS DE TRABAJO

IES:
COORDINADOR/A:
CICLO FORMATIVO:
TRIMESTRE:

Fecha	Gestión que realiza	Firma equipo directivo	Empresa	Firma y sello empresa

INFORME TRIMESTRAL DE HORAS COORDINADORES/AS DE FP DUAL.

IES del Coordinador/a	
Localidad	
Nombre y apellidos	
Denominación del Ciclo Dual	

Periodos recogidos en horario (día de la semana y periodo)	

TRIMESTRE Iº Curso 2022/23.

SEMANA	HORAS DEDICADAS	TAREAS/OBSERVACIONES
26/09/2022	30/09/2022	
03/10/2022	07/10/2022	
10/10/2022	14/10/2022	
17/10/2022	21/10/2022	
24/10/2022	28/10/2022	
31/10/2022	04/11/2022	
07/11/2022	11/11/2022	
14/11/2022	18/11/2022	
21/11/2022	25/11/2022	
28/11/2022	02/12/2022	
05/12/2022	09/12/2022	
12/12/2022	16/12/2022	
19/12/2022	23/12/2022	
TOTAL HORAS		

En a ... de de 202_.

Fdo.: (Nombre y apellidos)
Director/a

Fdo.: (Nombre y apellidos)
Coordinador/a
(Sello del centro)

²⁹ <https://sites.google.com/educarex.es/fpdualext/inicio>




Tutores de Empresa colaboradores/as en FP DUAL

Centro Educativo: _____
 Ciclo Formativo: _____
 Curso Académico: _____

Nombre de la empresa	Nombre y Apellidos	DNI	Género (H/M)

En _____ a _____ de 202__

Fdo: _____ Director /a del centro	Fdo: _____ Sello del centro	Fdo: _____ Coordinador/a del ciclo FP Dual
--------------------------------------	--------------------------------	---



For the meeting with the director, dual coordinator, and team of teachers, it is supervised:

- The development of the monthly control meetings, educational center-company, in which the follow-up of each of the students must be carried out.
- The fulfillment of the didactic programming and the training program with the collaborating company.
- The supervision of the application of the evaluation and qualification criteria established in the training program, based on the analysis of the minutes of the evaluation sessions.

4. Conclusions from the intervention

As an inspector of education, having evaluated the intervention initiated in the 2019/20 academic year, to supervise the development of the dual training project in an I.E.S. XXXX in a town in the autonomous community of Extremadura, in which the information obtained in the scheduled visits to the school, the requested documentation, the analysis of the didactic programs and final reports submitted, and the irregularities detected in the development of the training program during the supervision process, the following conclusions are drawn:

- The dual training project requires several academic years for its correct implementation and development in the educational center and in the collaborating company. What is established in the Agreement published in the D.O.E. requires an administrative and personal run-in that allows connecting/assembling all the elements: students, teachers, and company for the success of the dual modality.
- The effectiveness of the timetable distribution and the students' participation day in the educational center and in the companies must be verified, to ensure that the percentage of hours of student participation in the company are in accordance with what is determined in the training project and in the applicable regulations; although this verification cannot, for the time being, be completed with a visit to the collaborating company.
- It is necessary that the educational center develops its own protocols for the coordination between the company and the educational center, the monitoring and evaluation of the students (company-center), the meetings of the tutor of the educational center with the students to assess and evaluate the development of the training in the company, among other aspects.
There must be documentary evidence of this coordination, monitoring and evaluation of students, in the form of minutes or other internal document established by the educational center, which allows the effectiveness of the actions carried out to be evaluated and assessed.
- The profile of the teacher in charge of coordinating Dual Vocational Training is key to the success of the training program, so the school's management should prioritize the teacher's leadership and professional skills when appointing him/her. It should be considered that, among its functions, is to coordinate the activities of the teaching team that is part of the dual vocational training project and the tutors of the company.
- The training of the students, especially in the 1st year, in the collaborating company should not start immediately after the beginning of the classes. The

students must have some previous knowledge of the contents of the dualized module that they will take, both in the center and in the company and, at the same time, so that the educational center and the company have an initial period of effective coordination of the training program included in annexes III. and III.b.

- The Education Inspectorate must verify whether the educational center has clearly defined the evaluation and grading criteria, and whether evaluation instruments have been prioritized to provide objectivity when evaluating (and grading) the acquisition of the students' competences by the teaching staff, considering the percentage provided by the company tutor.

- The Rayuela educational platform is not prepared so that the timetables of the dualized training cycle group reflect the hours in the center and in the company, which makes supervision by the Education Inspectorate difficult and "forces" to request internal timetables to know the real operation of the training program.

- Before proceeding to the selection of students, the Education Inspectorate should know the criteria and dates of the process established by the educational center and the company.

- Verify, for the correct development of the program, that the teaching hours assigned to the Dual VET coordinator, for the exercise of his/her functions, are reflected in the tasks carried out; among them, the coordination of the teachers participating in the dual vocational training project, in the additional time assigned.

- The school management and the Dual VET coordinator must maintain close coordination to promote the work of teachers in this modality and enhance

ANEXO III
Distribución horaria semanal.

DISTRIBUCIÓN HORARIA SEMANAL ALUMNOS DE 1º CURSO								
MÓDULO	TOTAL		CENTRO		EMPRESA			
	Horas	Horas	Docencia semanal	Horas	Horas en empresa	Jornadas	1 Jornada (Horas)	2 Jornada (Horas)
Revestimientos Continuos	160	96	1	64	2	32	2	2
Particiones Prefabricadas	320	192	2	128	4	32	4	4
Total	480	288	3	192	12		6	6

El grupo se divide en 2 subgrupos (A y B) para no tener tantos alumnos en la empresa en el mismo momento. Esto se consensuó con la empresa el curso pasado y se volvió a comentar este curso.

training in this new learning methodology, hence the need to monitor whether the configuration of schedules facilitates this coordination.

- A good personal and professional relationship between those responsible for the educational center and those responsible for the collaborating company will be the guarantee of the continuity of the training program.

- The Education Inspectorate should communicate to the educational center the analysis of the supervision carried out for the improvement of the organizational and administrative management, the correct operation of the dualized cycle/s and require, if necessary, the improvements for the compliance of the current regulations and the established in the project.

Everything analyzed and supervised in this intervention allowed us to transfer to other reference centers the aspects to bear in mind in the development of the training program, to advise on its implementation and on the difficulties that they may encounter in the process of initiating this new methodological and curricular model. As stated by María Meijide Bermúdez, in her article *Intervención en la Inspección Educativa en los centros de FP del País Vasco. ¿Hacia un nuevo modelo?*³⁰: "El reto, por lo tanto, en lo que se refiere a la intervención en los centros de FP, consiste en determinar si la inspección de educación es capaz de aportar valor en sus actuaciones, si de manera proactiva interviene generando confianza y siendo confiable. Para lograrlo, probablemente será imprescindible mejorar la visibilidad de la labor inspectora y el conocimiento y reconocimiento de lo que está ocurriendo en estos centros".

Therefore, the Education Inspectorate of Extremadura, although it must carry out a process of analysis of all the documentation, should not only supervise the administrative documentation generated by the project (which, although

³⁰ Meijide Bermúdez, María (2022). Intervención en la Inspección Educativa en los centros de FP del País Vasco. ¿Hacia un nuevo modelo? *Supervisión 21*, no. 66. <https://doi.org/10.52149/Sp21>. ISSN 1886-5895.

important, is not enough), but also learn about the dynamics, guide the company-educational center connection process, provide reassurance in the process of implementation and development, and encourage the educational center to provide its assessment of the development of the dual training project, the difficulties encountered and the proposals for improvement for the following academic year.

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- Ley Orgánica 3/2022, de 31 de marzo, de ordenación e integración de la Formación Profesional. (B.O.E. núm. 78, de 1 de abril de 2022) https://www.boe.es/diario_boe/txt.php?id=BOE-A-2022-5139
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- Orden de 27 de mayo de 2019 por la que se regula el proceso de admisión y matriculación para cursar ciclos formativos en régimen presencial, en centros sostenidos con fondos públicos del ámbito de la comunidad autónoma de Extremadura.
- Real Decreto 1529/2012, de 8 de noviembre, por el que se desarrolla el contrato para la formación y el aprendizaje y se establecen las bases de la formación profesional dual. (B.O.E. n.º 270 de 9 de noviembre de 2012).
- Resolución de 21 de noviembre de 2022, de la Secretaría General, por la que se da publicidad al Convenio para el desarrollo de programas formativos de Formación Profesional Dual en el sistema educativo entre la Consejería de Educación y Empleo y Veritas Turgalium MMXV, SL, para el ciclo formativo de Grado Superior en Administración y Finanzas del IES Turgalium de Trujillo. <http://doe.juntaex.es/pdfs/doe/2022/23700/22063626.pdf>
- Resolución de 6 de abril de 2022, de la Dirección General de Formación Profesional y Formación para el Empleo, por la que se modifica la Resolución de 9 de diciembre de 2021, por la que se convoca el proceso de admisión y matriculación para cursar ciclos formativos en régimen presencial completo, en

centros sostenidos con fondos públicos del ámbito de la comunidad autónoma de Extremadura durante el curso 2022-2023. (D.O.E. n.º 73 de 18 de abril de 2022).

- Resolución de 7 de marzo de 2022, de la Dirección General de Formación Profesional y Formación para el Empleo, por la que se convoca el proceso de solicitud de implantación de ciclos experimentales bilingües en los niveles de Grado Medio y Grado Superior en régimen presencial en centros sostenidos con fondos públicos del ámbito de la comunidad autónoma de Extremadura durante el curso 2022-2023 en el marco del Plan de Recuperación, Transformación y Resiliencia (D.O.E. n.º 53 de 17 de marzo de 2022).

<http://doe.juntaex.es/pdfs/doe/2022/5300/22060772.pdf>

- Resolución de 9 de diciembre de 2021, de la Dirección General de Formación Profesional y Formación para el Empleo, por la que se convoca el proceso de admisión y matriculación para cursar ciclos formativos en régimen presencial completo, en centros sostenidos con fondos públicos del ámbito de la comunidad autónoma de Extremadura durante el curso 2022-2023. (D.O.E. n.º 245 de 23 de diciembre de 2021).

- Resolución de 9 de julio de 2021, de la Secretaría General de Educación, por la que se hace pública la relación de centros docentes sostenidos con fondos públicos de la comunidad autónoma de Extremadura autorizados a implantar secciones bilingües desde el curso escolar 2021/2022 (D.O.E. n.º 139 de 21 de julio). <http://doe.juntaex.es/pdfs/doe/2021/13900/21062272.pdf>

RELATED WEBSITES

- Ministry of Education and Vocational Training website:

<https://todofp.es/dam/jcr:99d1f05d-2db7-4898-89f8-faec6f3e76af/dossier-informativo-nueva-ley-fp-2022.pdf>

- DEUTZ Spain Training website:

<https://www.deutz.es/personas/formacion-profesional-dual>

- Interactive map for the dissemination of Dual Vocational Training offers:

<https://www.educarex.es/fp/proyectos-dual.html>

- Educacarex page Department of Education and Employment:

<https://www.educarex.es/fp/bilinguismo.html>

- Educacarex portal Department of Education and Employment:

<https://www.educarex.es/fp.html>