

## Best By Doing Good Practices identified- SPAIN

### 1. DUALIZA BANKIA. Bankia España.

Title of the GP	Dualiza Programme
“Owner” of the GP	BANKIA
Place of implementation	SPAIN
Date of implementation	2018
Size of implementation (in EUR) if applicable	400.000 EUR
Other participants involved into the project	Fundación Bankia por la Formación Dual Bankia (Foundation for Dual Training) and Asociación Nacional de Centros de Formación Profesional (FPempresa) National Association of Vocational Training Centers.
Objectives <i>(overall and specific objectives)</i>	<p>Bankia is the only bank in Spain with a foundation, ‘Fundación Bankia por la Formación Dual’ specifically devoted and committed to promote dual training. Bankia supports dual education as a driver of employability and innovation in the world of work, with the aim of making businesses more competitive and speeding up the transformation of the education system as it continually updates to meet the needs of the new economy and of companies. The bank channels this support through Dualiza, a programme designed to foster, develop and give greater visibility to dual vocational training, so as to increase its value to society as a driver of employability.</p> <p>The Bank’s vocational training promotion programme aims at:</p> <ul style="list-style-type: none"> <li>- The creation of a dual training program within Bankia with the aim of being an emblematic model of quality in Dual FP and a strategic channel for recruiting new talent for the company.</li> </ul>

	<ul style="list-style-type: none"> <li>- The diffusion of dual professional training, through the specific channels of both institutions and external channels. The joint start-up of the Dual + Center for the Research of - Dual FP, with the aim of analyzing the situation and progress of Dual FP in Spain as well as studying and disseminating the best application models.</li> <li>-Generating spaces for analysis and coordination for the implementation of dual vocational training projects in different territories of the State.</li> <li>-The development of strategic dissemination actions in order to give prestige to professional training in general and dual training.</li> </ul>
<p>Description of the GP (<i>What is it about, what was the goal, why is it considered as a GP, is it innovative somehow etc.</i>)</p>	<p>Implementation of projects related with VET education. The projects submitted which represent several different professional vocations meet the objective of providing vocational training initiatives that drive joint projects between schools and companies, as well as recognising the work done by schools, companies and other institutions that have helped develop and improve dual education.</p> <p>Some examples of projects that have been carried out are: 'Formación superior en Europa: Proyecto Fráncfort' (VET Training in Europe, Frankfurt Project), which aims to create a syllabus that includes training in both centres in Spain and Frankfurt and in the company to achieve 100% employment (CIPFP Misericordia and Berufliche Schulen Berta Jourdan).</p> <p>'Proyecto de mejora en la automatización de puntos de control crítico del proceso de fabricación de margarinas', project aimed at improving the automation of critical monitoring points in the production of margarine with the aim of improving students' know-how and adapting their professional skills in the 4.0 Industry (Instituto Escola d'Hosteleria i Turisme de Barcelona).</p>
<p>Target groups</p>	<p>Students and teachers of VET education</p>
<p>Impact of the GP</p>	<p>The Dualiza call for grants has provided 400,000 euros for funding 36 vocational training projects involving 38 schools in thirteen autonomous communities.</p>
<p>Contact person (<i>Name, contact details</i>)</p>	<p>Mail: <a href="mailto:info@convocatoriadualiza.es">info@convocatoriadualiza.es</a> Tel: ++ 34961 220 380</p>
<p>Website where the GP can be found</p>	<p><a href="http://fpdualbankia.es/index.html">http://fpdualbankia.es/index.html</a></p>

## 2. Training in Europe. IES Calvià.

Title of the GP	Internationalization of VET schools in the Balearic Islands
“Owner” of the GP	IES CALVIÀ (Calvià VET school)
Place of implementation	Santa Ponça (Mallorca, Spain)
Date of implementation	2014 – to date
Size of implementation (in EUR) if applicable	
Other participants involved into the project	Department of Education of the Balearic Islands
Objectives ( <i>overall and specific objectives</i> )	<p>Calvià VET School is located in one of the most important touristic areas of Mallorca. It offers VET studies in: (i) Hotel management and tourism, (ii) cookery and services and (iii) administration and business. The training paths of Technician in Cookery and Gastronomy as well as Technician in catering services are available in dual modality (WBL work-based learning).</p> <p>Calvià VET School main objective is to make the school international.</p>
Description of the GP ( <i>What is it about, what was the goal, why is it considered as a GP, is it innovative somehow etc.</i> )	<p>To reach its objective, the school has developed its own adhoc “internationalization strategy” which includes not only participating and managing Erasmus+ projects but also continuous collaborations with foreign partners (e.g. VET schools in Italy and with consortia. Taking part in consortia is an essential part of the school’s strategy in order to fulfill the objective of internationalization since it allows to combine efforts and generate synergies for making mobilities successful. The school also takes part in training courses and seminars organized by Consortia.</p>
Target groups	VET students.
Impact of the GP	By taking part in the program of internationalization of the school, Calvia VET students have improved the following curricular competencies: language skills; organizational skills, management and processing of documents and administrative processes; communication and social skills, especially in relation to dealing with the public;

	collaboration, teamwork, sociability; ability to adapt to the environment, new cultures, autonomy and motivation to learn new cultures; openness, availability and adaptability to different environments, increased entrepreneurial and creative skills.
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### 3. LANALDI- Fundación Novia Salcedo

Title of the GP	LANALDI
"Owner" of the GP	Fundación Novia Salcedo
Place of implementation	Spain
Date of implementation	2011 -to date
Size of implementation (in EUR) if applicable	
Other participants involved into the project	American School of Bilbao Claret Askartza Colegio el Regato Artxandako Trueba Ikastetxea IES Ibarrekolanda BHI Sansomend
Objectives (overall and specific objectives)	Lanaldi is an Orientation Program developed in the Basque Country whose mission is to provide innovative professional guidance to students before choosing their higher education, through online activities, performing several exercises on professional skills, and a practical experience accompanying a working professional during a working day. In this way, students are offered a new perspective on the importance of education and training. The objectives of the Lanaldi programme are to: -Offer students a new perspective about labour market. -Develop competences and professional skills.

	<ul style="list-style-type: none"> <li>-Guide students throughout their academic and professional future.</li> <li>-Build bridges between education and professional life.</li> </ul>
<p>Description of the GP (<i>What is it about, what was the goal, why is it considered as a GP, is it innovative somehow etc.</i>)</p>	<p>The programme consists on different stages: <b>1st stage: Individual or group training regarding:</b></p> <ul style="list-style-type: none"> <li>- Global vision of the programme.</li> <li>- Self- awareness.</li> <li>- Professional competencies and skills.</li> <li>- Introduction to entrepreneurship.</li> <li>- Areas of Interest and Motivation Letter.</li> </ul> <p><b>2nd stage: Accompanying a professional during a working day.</b></p> <p><b>3rd stage: Individual or group work regarding:</b></p> <ul style="list-style-type: none"> <li>- Experience sharing.</li> <li>- Activities´ assessment.</li> <li>- Memorandum of the activity for the educative centre and the professional involved. It is possible to take part in the first stage only.</li> </ul> <p>This training is %100 online and is individualised. In the first stage of the programme (training) there are different video tutorials, tutorials and exercises to work on. A figure called LANALDIKIDE will be in charge of gathering all work carried out by students and communicate with the school counsellor and the responsible of the programme in the centre, who will assess students throughout the whole process.</p> <p>For the second stage, some preparation for the work day needs to be done, where doubts of the students will be the main issue to address. At this stage, the communication with the responsible is crucial. Finally, students choose their professional they are going to spend a work day with. During this day, they benefit from experiential learning where they see in which measures competences are important at workplace.</p> <p>In the last stage, the assessment of the programme and the experiences sharing is carried out, where all of them share their perspective and feelings about the whole process.</p>
<p>Target groups</p>	<p>Compulsory Secondary Education (4<sup>th</sup> course) and Higher secondary (1<sup>st</sup> course).</p> <p>Although the programme is not aimed specifically to VET students, but to students of secondary and higher-secondary education it has been decided to include it due</p>

	to its interest the possibility to adapt it to our project target group.
Impact of the GP	<p>Thanks to the Lanaldi programme students became aware of the importance of professional competencies such as leadership, risk taking, planning and having a proactive attitude to their labour integration and are trained on them. They also receive training on important aspects such as entrepreneurship and motivation letters.</p> <p>Thanks to the experience where they implement the competences they have been working on, they became aware of which and in which measure those abilities are important at the workplace. They profit from experiential learning where the importance of having abilities and competences for performing properly their job is underlined.</p>
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