



3LoE

Riga Meeting

Educational counselling and training for teachers and trainers in SMEs

Spanish CoVE

PP18DEGC, PP20 IPM, PP25 AGBAR



Who we are Spanish CoVE?

PP18 DEGC Ministry Education of Catalonia

PP20 IPM Vocational Education School in Tarragona

PP25 AGBAR Comprehensive Water Treatment Company in Barcelona



Generalitat de Catalunya
**Departament d'Educació
i Formació Professional**

PP18 DEGC Ministry Education of Catalonia

Administrative body of the Government of Catalonia in education matters and is responsible for the proposal and implementation of general non-university educational policy, training and recruiting trainers, and the management of training centres. The Regional Ministry of Education of the Government of Catalonia sets up training programmes for IVET students and supports training centres in close co-operation with local companies and professional associations. At the same time, it coordinates the compulsory work placements of the approximately 50,000 vocational students in the country (<https://educacio.gencat.cat/ca/inici>).



PP18 DEGC Ministry Education of Catalonia



Generalitat de Catalunya
**Departament d'Educació
i Formació Professional**

Institutional support for the project and intermediary between the different stakeholders involved in the project.



PP20 IMP Institut Pere Martell

Institut Pere Martell is one of the leading Vocational Education and Training schools in Catalonia.

It provides over 20 VET courses (Basic VET, EQF4 and EQF5) from 8 different professional sectors.

IPM provides society with a quality educational service that enables their students to acquire the knowledge and skills necessary to stand out in their professional and personal careers.



CoVE Governance

Most of the training activities are being carried out by two VET schools: Institut Pere Martell

(in the city of Tarragona, as a full partner in the Project) and Institut Esteve Terradas (in the

outskirts of Barcelona, as part of PP18 DEGC). The reason for this choice is that these two

schools are leading training centres in Catalonia when providing VET diplomas (both EQF 4

and 5) in the water sector, which is the professional and economic arena central to our





CoVE Governance

Electromechanical maintenance, renewable energies and water management.

Some of the work carried out is focused on workers in order to develop their skills in green

economy through upskilling and reskilling training activities. Others are aimed at VET

students taking EQF 4 and 5 diplomas in water management and electromechanical

maintenance.



PP25 AGBAR Aigües de Barcelona

It consists of a group of companies with over 150 years of experience that is responsible for water and environmental management through innovation, technological advancements, and expertise.



Agbar



Other participating organizations.

URV Universitat Rovira i Virgili



CCT Chamber of Commerce of Tarragona



IETI Institut Esteve Terradas i Illa





Main tasks performed by PP18

WP1: Management,
Workshops & Conferences

WP3: First centre level
"Vocational training"

WP5: Third centre level
"Higher education"

WP2: Development and
permanent operation of
CoVEs

WP4: Second centre level
"Continuing vocational
training"

WP7: Dissemination

Online and face-to-face meetings

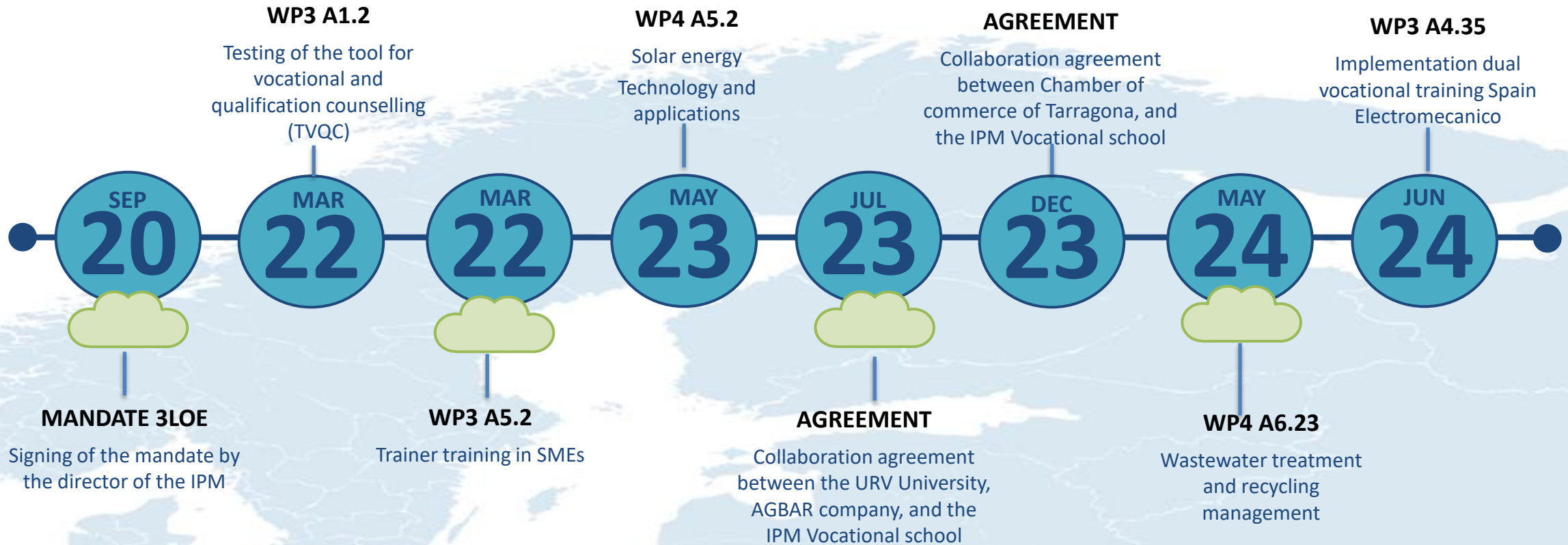
WP3 A7.21
Water Supply Technologies
(Institut Esteve Terradas)

WP4 A6.21 (Preparation and
management of SMEs for work in
the Green Economy) and WP4 A6.22
(Waste reduction and recycling
management)

Universitat Rovira i Virgili



Main tasks performed by PP20





WP3 A1.2

Testing of the tool for Vocational and qualification Counselling (TVQC)

The participants who tested the TVQC were second-year students from three different courses: Water Management (HE Diploma), Water Networks (VET Diploma) and Electromechanic Maintenance (VET Diploma). The tool brought to light that orientation is always needed, even if it does not look like it. For example, it showed that they did not know how to use social media for job searching purposes or how to get information about grants. Surprisingly enough, they also ignored some of the services that Institut Pere Martell can offer them (counselling, entrepreneurship or international mobility, among others).

The consultant adapted the tool to the reality that Catalan students will have to encounter in the future, not only because this is the region where they are living now, but also because most of them manifested that they want to stay in it. Therefore, it is crucial for them to have a good knowledge and command of the tools and means they have at hand in order to look for a job.



WP3 A5.2

Trainer training in SME's

Significance of the tool:

Most company workers have experience with apprentices, but their teaching methods are outdated, based on how they were taught decades ago. Although they have good intentions, using these old methods is not effective. The training provided them with modern tools and knowledge to better train apprentices using current methodologies.

Main Findings and Conclusions:

- Summary Assessment:** Despite not fully utilizing the training's potential, both participants and the trainer rated the overall results highly.
- Strengths of the Tool:** The training helped participants eliminate bad teaching habits, sparking their curiosity and interest in new teaching methods.
- Suggestions for Improvement:** The curriculum should be more flexible to better adapt to the social and working contexts of different countries.
- Future Use:** The training will continue, ideally face-to-face. It has been adapted to Catalan needs and could be used in any professional sector by adjusting the examples.



WP4 A5.2

Solar energy, thecnology and applications

Significance of the tool:

The main objective of the seminar is for the participant to know the possibilities of using solar energy, to be able to estimate the energy generation potential, and to know the financing mechanisms.

Main Findings and Conclusions:

- **Summary Assessment:** Although the training's full potential couldn't be realized due to time constraints, both participants and the trainer rated the results highly.
- **Strengths of the Tool:** The training sparked interest and curiosity in various aspects of solar energy among participants.
- **Suggestions for Improvement:** The curriculum should be more flexible to better fit the social and working realities of different countries.
- **Future Use:** The training is expected to continue in its current format, having been adapted to Catalan needs, and could be tailored to other sectors by modifying examples.



WP4 A6.23

Wastewater treatment and recycling management

Contextualization within the Overall Project:

The course aims to equip participants with the skills and knowledge needed for wastewater management and recycling within companies, focusing on sustainability and compliance with European, national, and regional regulations. Key objectives include understanding the operational environment, developing management processes and information systems, designing treatment options for sparsely populated areas, fostering collaboration within SMEs and with stakeholders, and encouraging innovative solutions to address industry challenges.

Summary assessment of implementation

The training received by the participating students has been highly valued. The challenge proposed has been very motivating and has encouraged the students to work cooperatively to reach a solution.

The training has opened their eyes and has awakened their curiosity in a several aspects of wastewater treatment.

The development of the curriculum should be more flexible so that it could adapt better to the social and working reality of each country.



WP3 A.35

Implementation dual vocational training Spain “Electromecanico”

Contextualization within the Overall Project:

Adapting the intermediate vocational training cycle in Electromechanical Maintenance to the water management sector's needs is crucial for addressing current and future challenges. The sector requires professionals skilled in electromechanical equipment maintenance, pumping systems, water treatment, automation, and process control. Updating the training program would provide students with specialized knowledge, including the installation and maintenance of purification systems, management of hydraulic installations, and emerging technologies in remote control and water monitoring, aligning education with industry demands for sustainable development.

Main Findings and Conclusions:

- Summary Assessment:** The training was highly valued by participating students.
- Strengths of the Course:** The training sparked interest among students in pursuing careers as maintenance professionals in the integrated water cycle management sector.
- Suggestions for Improvement:** The curriculum should be more flexible to better align with the social and labor realities of each region.
- Future Use:** The aim is to integrate this training into the electromechanical maintenance degree program, ensuring all students learn about the needs of the integrated water management sector. Dual practices with companies in this sector will also continue.



Thank you for your attention!