Systematic approach to enhance the participation of construction industry SMEs in apprenticeship programs

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D.6 Qualification perimeter

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Partnership:

- Fundación Laboral de la Construcción (Spain).
- Confederación Nacional de la Construcción -CNC- (Spain).
- Associazione Nazionale e Costruttori Edili -Ance- (Italy).
- Ente per la Formazione e l'addestramento professionale nell'edilizia -Formedil- (Italy).

CONTENTS

Introduction

Once the first implementation work package of the CoTutor project has been finished (WP2), with the achievement of a Roadmap to improve SMEs participation in apprenticeship, WP3 aims to get the perimeter of the professional qualification for the in-company tutor in the construction industry. The present report aims at identifying this Final Qualification Perimeter in terms of relevant knowledge, skills and competences needed by the in-company tutors of the construction industry in Europe.

The definition of the qualification perimeter has been based on the results of the analysis carried out in a previous stage, which aimed at the identification and definition of the main knowledge, skills and competences that should be owned by the workers of the construction industry who are playing the role of in-company tutors, especially in the SMEs.

Two actions has been carried out to achieve this objective:

- o Documentary analysis about the state of art of the role of the in-company tutor in Europe, especially in Spain and Italy.

- o Experimental analysis, in order to identify knowledge and skill gaps of in-company tutors in their tasks.

This experimental analysis consisted of two research techniques: an on-line survey, filled in by the on-line tutors of the construction industry in Italy and Spain, and semi-structured interviews addressed to different tutors in both countries. The results from these techniques have been captured in the document "Documentary analysis and findings", which is the Delivery number 5 belonging to WP3 of the CoTutor project, led by Fundación Laboral de la Construcción (ES), with active participation from all partners.

Methodology

The methodology used to define the final perimeter includes the results of the survey and the results of the semi-structured interviews, which are analysed in the "Report on Documentary analysis and findings" (D5. - WP3), and also takes into account partnership decisions at international project meetings and videoconferences.

The first conclusion that was inferred from the survey was that it was not possible to draw definitive results from a common perspective: the individual results from Spain and Italy have been quite different in all the themes proposed in the questionnaire; this has caused the average value to be not conclusive, the standard deviation being quite high. The general trend was that the Spanish respondents have a higher perception about their own level of knowledge on the proposed skills than the Italians'.

In this context, *average*[1] was not to be used, as it would not provide valid results; therefore, the value of *mode*[2] was calculated for the two countries separately. Again, there has been a lack of correspondence between the mode in Spain (whose result was value 4) and the mode in Italy (whose majority result was value 3).

With these results from surveys, in the first stage it was decided to take value 3 (Level III) as the reference: the response 'Understand it and might implement' has been considered by the partners -in order to select those skills that would be included in the first version of the qualification perimeter- as having knowledge on a given skill, but still there is a **need for further training** in order to allow in-company tutors to confidently implement that skill for training apprentices.

In order to be as comprehensive as possible, the partnership made a second decision: for the proposal of the qualification perimeter, all the skills that were included within mode 3 in Italy would be selected for the first version of the perimeter resulting from the survey. This has caused that a few skills which in Spain resulted in mode 4 (which, based on the criterion to select only skills from level III or lower, would not be selected for perimeter) have been finally selected to be a part of it, since the Italian value for mode (i.e., 3) has been taken into account due to the fact that it encompasses a higher number of skills, therefore, designing a much more complete perimeter for qualification.

As a conclusion from surveys, therefore, finally all the skills corresponding to Level III or below in Italy have been proposed to be included in the first version of the perimeter.

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[1] The number that measures the central tendency of a given set of numbers.
[2] The element that appears most frequently in a given set of elements.

The following step was to analyse the results obtained from the interviews, whose aim was to identify which are, according to respondents' opinion, the most relevant skills and competences that a worker performing the role of in-company tutor must own.

The results from the interviews in Spain and Italy have been analysed in common, due to the reduced number of respondents and the fact that results do not differ significantly, especially in the quantitative part.

The methodology consisted of analysing results to conclude what are the skills that the in-company tutors must own; first stage consisted of sorting the skills proposed according to relevance; afterwards, it was necessary to check whether the skills identified as most relevant coincided with the results extracted from surveys. Once this done, it was time to add or remove certain skills, thus obtaining a second version of the qualification perimeter.

The criteria used for adding or removing skills are detailed later on in this document.

Survey

Description

The survey questionnaire was designed by the partnership to obtain the in-company tutors' opinion and perception about a series of items proposed, with the aim of promoting the participation of the construction SMEs in apprenticeship programmes. This information has been used to establish a first perimeter proposal for the qualification *In-company tutor in the building industry.*

The questionnaire has been addressed to workers that are currently acting as in-company tutors in construction companies, being recognised as such or not. The questions were related to knowledge, skills and competences relevant for the performance of their role as in-company tutors.

The aim of this questionnaire has been to identify which are the main skills and competences that a worker performing the role of in-company tutor must own, in order to get information to design a proposal for a new professional qualification for the in-company tutors in the European construction sector, thus improving their training and professional performance.

The indicators have been grouped in two sections: **pedagogical skills and soft skills**; in which the respondents could express their own perception about their level of knowledge regarding the items proposed.

Pedagogical skills contained 33 skills classified in three areas (themes):

- Training planning and implementation
- Evaluation of the training process
- Training innovation and improvement

The section referred to **soft skills** contained 32 general skills.

Each skill (both pedagogical and soft) was associated to a raking score, where respondents had to evaluate to what extent they mastered it. The ranking score had 5 levels:

- Level I. Not familiar with it
- Level II. Understand it but cannot implement
- Level III. Understand it and might implement
- Level IV. Good knowledge and can implement
- Level V. Deep knowledge and teaching skills on it (even to train others)

Results

As it has been indicated in the Methodology section, the individual results from Spain and Italy have been pretty different in all the themes proposed, which has caused the *average results* to be not conclusive at all: Spanish respondents have a higher perception about their own level of knowledge on the proposed skills than the Italians'.

As indicated, average was not to be used, as it would not provide valid results; therefore, the value of **mode** was calculated for Spain and Italy. But in this case also there has been a lack of correspondence between the mode in Spain (which resulted as value 4 mainly) and the mode in Italy (which resulted as value 3).

Being these the circumstances, partners made the first decision: the referent value from which skills would be selected to be part of the perimeter would be value 3 (Level III - *Understand it and might implement*). Derived from this decision, it was assumed that all the skills corresponding to Level III or below could be proposed to be included in the perimeter. Level III has been considered by the partners as having knowledge on a given skill, but still there is a **need for further training** in order to allow in-company tutors to confidently implement that skill with the apprentices s/he is training. Therefore, these skills might be part of the final qualification.

Based on this methodology, Table 1 presents the results for each theme (average % and units) according to the results of the survey questionnaire:

Theme	Average for levels I and II combined	Average for level III	Average for levels IV and V combined	Total average for levels I, II and III
Training planning and implementation	14.5% 271 responses	36% 673 responses	49.4% 924 responses	50.53% of a total of 1868 responses
Evaluation of the learning process	13.44% 84 responses	38.56% 241 responses	48% 300 responses	52% of a total of 625 responses
Training innovation and improvement	16.75% 158 responses	36.7% 347 responses	46.44% 438 responses	53.5% of a total of 943 responses
Soft Skills	11.11% 281 responses	7.8% 198 responses	81% 2050 responses	18.9% of a total of 2529 responses

Table 1

Clearly, the set of skills which are best known by tutors correspond to those included in the group of Soft Skills, even though there are some which need to be improved for a better performance.

For the rest of the themes, the results show that many of the skills proposed in the questionnaire need to be improved through training, if considering the criteria established in the methodology, i.e., all those skills corresponding to Level III or below.

Table 2 and Figure 1 show the number of skills in each theme proposed to be included in the first version of the qualification perimeter (results from surveys). The **first column** shows the number of skills included in the survey questionnaire for respondents to indicate their level of knowledge about them, among the 5 levels proposed; **second column** indicate the number of skills that, according to survey results and based on the methodology defined (i.e. mode 3 in Italy), where included in Level III or below, therefore, proposed to be included in the first version of the perimeter; **third column** indicate the percentage of skills that were selected from each theme.

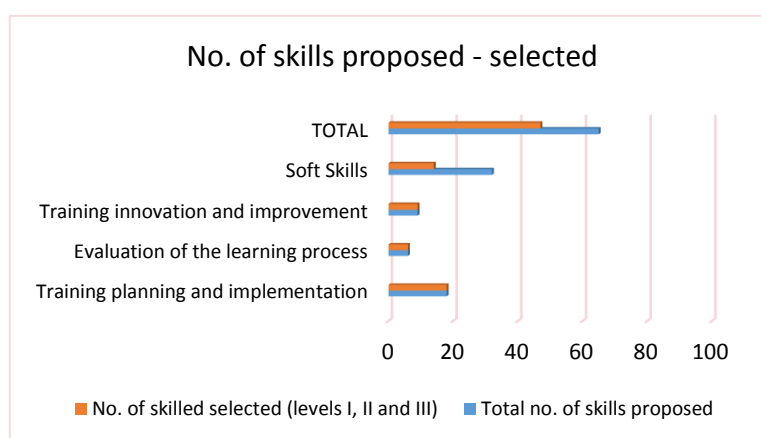| Theme	Total no. of skills proposed	No. of skilled selected (levels I, II and III)	% of skills selected
Training planning and implementation	18	18	100%
Evaluation of the learning process	6	6	100%
Training innovation and improvement	9	9	100%
Soft Skills	32	14	43.75%
TOTAL	65	47	72,30%

Table 2

Figure 1

First perimeter proposal

Below they are indicated the skills that were selected in the first stage, per theme:

Training planning and implementation

Selected:

A01	Analysis of the characteristics of the apprentices (needs, interests, expectations, previous knowledge)
A02	Formulate and adapt the training objectives to the apprentice
A03	Select and sequence training contents
A04	Design and organisation of activities and methodologies related to the objectives and contents, considering the apprentices' characteristics
A05	Selection, elaboration and preparation of training material
A06	Timing the programme contents
A07	Adaptation to the training curriculum of the VET centre and communication with the trainers
A08	Plan the apprentice's progression according to the different learning periods
A09	Searching information relevant for the training process
A10	Information about National Qualification Framework & European Qualification Framework
A11	VET system structure and functioning
A12	Clear information about what is apprenticeship
A13	Certainty about what are practices and what are not
A14	Understanding learning outcomes approach
A15	Use training tools available in line with the trainees' needs
A16	Use of specific tutoring strategies
A17	Diversify learning methods and techniques
A18	Use different methodologies adapted to the apprentices' diversity and characteristics

Evaluation of the learning process

Selected:

B1	Implement the initial evaluation
B2	Establish the learning evaluation system
B3	Apply the appropriate evaluation tools in accordance with the training centre
B4	Design the evaluation tools
B5	Evaluate the learning results
B6	Participate in exams design and elaboration of certificates

Training innovation and improvement

Selected:

C01	Evaluate the professional work through the apprentices' self-evaluation and the evaluation of their satisfaction
C02	Participate in the processes of quality, innovation and continuous improvement of the organisation with a proactive attitude
C03	Propose, design and implement improvements in the apprenticeship programmes
C04	Update knowledge, participate in training actions (as student)
C05	Participate in networks to update/upgrade good practices
C06	Know and understand the expectations and needs of the construction sector

C07	Identify 'weak points' and propose actions for improve training
C08	Working in team, compare ideas and learning contents
C09	Training capability

Soft Skills

Selected:

D02	Flexibility and adaptability
D03	Success orientation
D06	Negotiation techniques
D07	Integration and globalisation
D08	Work under pressure
D10	Digital competence (ICT)
D15	Team building
D16	Effective presentation
D18	Mentoring/coaching
D19	Creativity
D20	Leadership
D23	Promoting apprentices' participation
D25	Reinforce apprentices' work
D32	Languages

Interview

Description

A total of 12 personal semi-structured interviews have been conducted, 6 in Italy and 6 in Spain. The respondents have been tutors or in-company tutors, especially from the construction industry.

The aim of this interview has been to identify which are the most relevant skills and competences that a worker performing the role of in-company tutor must own, all with the aim of obtaining information to design a proposal for a new professional qualification for the in-company tutors in the European construction industry. The interview intended to get relevant information about those knowledge, skills and competences necessary for the in-company tutor to perform her/his role in and functions in an optimal manner.

The interview has been structured in three sections:

1. Profile of respondents.
2. Open questions about the role of the in-company tutor.
3. Closed questions about the relevance of the pedagogical and soft skills proposed for the in-company tutor.

The following results are based on the third section, which are the ones considered for the development of the qualification perimeter due to their quantitative nature, therefore comparable.

Results

The tutors interviewed were required to sort a series of skills proposed in terms of relevance for the implementation of the apprenticeship programmes in a construction company. The analysis of the data has been done in common, since there were no significant differences between the results obtained in Spain and Italy.

There were two sets of skills to be considered:

- Pedagogical Skills, which contained a total of 24 items.
- Soft Skills, which contained a total of 32 items.

For each set of skills it was proposed a ranking score to allow respondents to indicate, in their opinion, to what extent a particular skill was necessary for an in-company tutor. The ranking score had the following four levels:

- Level I. Not relevant or necessary at all
- Level II. Recommended, but not essential
- Level III. Quite important and necessary
- Level IV. Absolutely necessary

Table 3 presents the results for each theme (average % and units) according to the results of the survey questionnaire:

Theme	Average for Level I	Average for level II	Average for level III	Average for Level IV
Pedagogical Skills	4.89% 14 responses	29.37% 84 responses	44.75% 128 responses	20.97% 60 responses
Soft Skills	0.78% 3 responses	25.98% 99 responses	41.99% 160 responses	31.23% 119 responses

Table 3

As it seems derived from the table above, the great majority of skills are considered as quite important and necessary (Level III), and few of them are considered as not relevant or necessary at all (Level I).

With these results, it was necessary to outline a methodology establishing the criteria by which a particular skill should be selected to be part of the qualification perimeter or not. With this aim, the percentage of responses for each skill was established. The following table (Table 4) shows the Pedagogical Skills classified according to percentage:

	PEDAGOGICAL SKILLS	Not relevant/ necessary at all	Recommended, but not essential	Quite important and necessary	Absolutely necessary
01	**Formulate and adapt the training objectives to the apprentice**	0,00%	8,33%	**66,67%**	25,00%
02	**Select and sequence training contents**	8,33%	25,00%	**58,33%**	8,33%
03	**Design and organisation of activities and methodologies related to the objectives**	0,00%	16,67%	**58,33%**	25,00%
04	Selection, elaboration and preparation of training material	8,33%	50,00%	25,00%	16,67%
05	Adaptation to the training curriculum of the VET centre	8,33%	50,00%	25,00%	16,67%
06	Searching information relevant for the training process	8,33%	50,00%	33,33%	8,33%
07	Information about National Qualification Framework & European Qualification Framework	0,00%	83,33%	16,67%	0,00%
08	VET system structure and functioning	0,00%	66,67%	33,33%	0,00%
09	**Understanding learning outcomes approach**	0,00%	8,33%	**83,33%**	8,33%
10	**Use training tools available in line with the trainees' needs**	0,00%	16,67%	**66,67%**	16,67%
11	Use of specific tutoring strategies	8,33%	25,00%	50,00%	16,67%
12	Diversify learning methods and techniques	16,67%	41,67%	16,67%	25,00%
13	Implement the initial evaluation	0,00%	33,33%	33,33%	33,33%
14	Establish the learning evaluation system	0,00%	33,33%	41,67%	25,00%
15	Design and apply the appropriate evaluation tools	9,09%	36,36%	36,36%	18,18%
16	Participate in exams design and elaboration of certificates	25,00%	50,00%	16,67%	8,33%
17	Evaluate owns performance through the apprentices' self-evaluation and the evaluation of their satisfaction	8,33%	33,33%	50,00%	8,33%
18	**Participate in the processes of quality, innovation and continuous improvement of the organisation**	0,00%	25,00%	**66,67%**	8,33%
19	**Propose, design and implement improvements in the apprenticeship programmes**	8,33%	8,33%	**58,33%**	25,00%
20	Update knowledge, participate in training actions (as student)	0,00%	25,00%	33,33%	41,67%
21	**Participate in networks to update/upgrade good practices**	8,33%	16,67%	**58,33%**	16,67%
22	**Know and understand the expectations and needs of the construction sector**	0,00%	0,00%	**63,64%**	36,36%
23	**Working in team, compare ideas and learning contents**	0,00%	0,00%	**50,00%**	50,00%
24	**Training capability**	0,00%	0,00%	33,33%	**66,67%**

Table 4. Pedagogical Skills

Qualification Perimeter

With these results, the partnership made the decision of taking the value of >50% to remove or add a particular skill: if one skill achieved a value higher than 50% in levels I and II, that skill would be proposed to be removed from the perimeter; likewise, if a skill achieved a percentage higher than 50% in levels III and IV, that skills would be proposed to be included in the perimeter.

The table below shows the skills that reached a value higher than 50% in levels III and IV, and that were proposed to be included in the perimeter. At this respect, there was a skill (*23, Working in team, compare ideas and learning contents*) which did not get a percentage higher than 50%, but anyway, it was proposed to be included because when combining percentage for Level III and Level IV it resulted in 100%, that is, the whole number of respondents considered that this skill was necessary for the in-company tutor.

01	Formulate and adapt the training objectives to the apprentice
02	Select and sequence training contents
03	Design and organisation of activities and methodologies related to the objectives
09	Understanding learning outcomes approach
10	Use training tools available in line with the trainees' needs
18	Participate in the processes of quality, innovation and continuous improvement of the organisation
19	Propose, design and implement improvements in the apprenticeship programmes
21	Participate in networks to update/upgrade good practices
22	Know and understand the expectations and needs of the construction sector
23	Working in team, compare ideas and learning contents
24	Training capability

Table 5

Following the same methodology, the following table shows the skills that have reached a percentage >50% in levels I and II; these were proposed to be removed from the qualification perimeter.

07	Information about National Qualification Framework & European Qualification Framework
08	VET system structure and functioning

Table 6

With Soft Skills the same procedure was implemented. Table 7 shows the percentage reached for each soft skill (in bold those higher than 50%):

	SOFT SKILLS	Not relevant/ necessary at all	Recommended, but not essential	Quite important and necessary	Absolutely necessary
01	**Organisation and planning**	0,00%	18,18%	27,27%	**54,55%**
02	Flexibility and adaptability	0,00%	16,67%	33,33%	50,00%
03	Success orientation	0,00%	50,00%	33,33%	16,67%
04	Identification with the organisation	0,00%	45,45%	36,36%	18,18%

05	Conflict resolution	0,00%	33,33%	25,00%	41,67%
06	**Negotiation techniques**	0,00%	25,00%	**58,33%**	16,67%
07	Integration and globalisation	8,33%	**66,67%**	8,33%	16,67%
08	**Work under pressure**	0,00%	25,00%	**58,33%**	16,67%
09	Occupational health prevention	0,00%	25,00%	33,33%	41,67%
10	Digital competence (ICT)	0,00%	33,33%	41,67%	25,00%
11	Economic competence	0,00%	**58,33%**	33,33%	8,33%
12	Problem solving	0,00%	8,33%	50,00%	41,67%
13	Autonomy and personal lead	0,00%	25,00%	33,33%	41,67%
14	Team-working	0,00%	16,67%	16,67%	**66,67%**
15	Team building	0,00%	33,33%	25,00%	41,67%
16	Effective presentation	0,00%	**58,33%**	33,33%	8,33%
17	Management	0,00%	8,33%	50,00%	41,67%
18	**Mentoring/coaching**	0,00%	16,67%	**66,67%**	16,67%
19	Creativity	8,33%	25,00%	50,00%	16,67%
20	**Leadership**	8,33%	8,33%	**66,67%**	16,67%
21	**Responsibility**	0,00%	8,33%	33,33%	**58,33%**
22	Dynamism	0,00%	41,67%	33,33%	25,00%
23	Promoting apprentices' participation	0,00%	16,67%	50,00%	33,33%
24	Positive attitudes	0,00%	16,67%	33,33%	50,00%
25	Reinforce apprentices' work	0,00%	16,67%	50,00%	33,33%
26	**Efficient communication**	0,00%	0,00%	**50,00%**	**50,00%**
27	**Listen carefully and actively**	0,00%	8,33%	**66,67%**	25,00%
28	Get apprentices involved in their own learning	0,00%	8,33%	50,00%	41,67%
29	**Teach transversal competences**	0,00%	8,33%	**58,33%**	33,33%
30	**Patience and empathy, especially with young people**	0,00%	16,67%	**58,33%**	25,00%
31	Encourage participation of external professionals (to introduce objectives, explain	0,00%	41,67%	41,67%	16,67%
32	Languages	0,00%	**54,55%**	36,36%	9,09%

Table 7. Soft Skills

Similarly to what happened in Pedagogical Skills, there was a Soft Skill (*26, Efficient Communication*), which did not reach a value higher than 50% in levels III and IV, but the totality of respondents have considered that it is a relevant/necessary skills, therefore, the partnership has decided to include it in the perimeter.

The soft skills that reached a percentage higher than 50% in levels III and IV which have been proposed to be included in the perimeter are the following:

01	Organisation and planning	
06	Negotiation techniques	
08	Work under pressure	
14	Team-working	
18	Mentoring/coaching	
20	Leadership	
21	Responsibility	
26	Effective communication	
27	Listen carefully and actively	
29	Teach transversal competences	
30	Patience and empathy, especially with young people	

Table 8

As for the ones considered as Not relevant or necessary at all/ Recommended, but not essential (levels I and II) and therefore proposed to be removed, the following soft skills were identified:

07	Integration and globalisation
11	Economic competence
16	Effective presentation
32	Languages

Table 9

Contribution to the perimeter

In order to obtain the second version of the perimeter taking into account the results from the interview, it was necessary to combine them with the ones obtained from the survey. Therefore, the next step consisted on comparing both results, checking whether the skills identified through the interview matched with the ones identified in the survey.

Through this procedure, it was observed that there were several skills that had been considered necessary or relevant in the interviews, but were not identified and included in the first version of the perimeter (according to results from the survey); in this case the action proposed was to include them in the second version.

On the contrary, there were skills that had been included in the first version of the perimeter but have been considered as not necessary or not relevant in the interviews; therefore, the action was to propose them to be removed from the second version.

The following table shows the skills proposed to be removed and included:

Action Proposed	Code	Skill
REMOVE	A10	Information about National Qualification Framework & European Qualification Framework
	A11	VET system structure and functioning
	D07	Integration and globalisation
	D16	Effective presentation
	D26	Effective communication
	D32	Languages
INCLUDE	D21	Responsibility
	D27	Listen carefully and actively
	D29	Teach transversal competences
	D30	Patience and empathy, especially with young people

Table 10

Final Perimeter proposal

Partnership decisions

Once the second version of the perimeter was ready, and the contribution of the interviews had been integrated with the results from the survey, the partners carried out an exhaustive revision of the result, in order to design the final proposal for the qualification perimeter.

As a result from this revision, the following reflection was made: even if skills A10 (Information about National Qualification Framework & European Qualification Framework) and A11 (VET system structure and functioning) had been proposed to be removed from the perimeter, the partnership considered that both skills have the sufficient relevance: not necessary to have a deep knowledge about them, but at least recommended for any in-company tutor to have basic knowledge of the national context of the VET system and the NQF/EQF.

In this context, the decision was to include them in the proposal for the final perimeter.

For the rest of the skills proposed to be included or removed, no modifications have been made.

Qualification perimeter

As a conclusion, the table below (Table 11) presents the proposal of Final Perimeter to be developed in the Qualification for the European in-company tutor for the construction industry, derived from the results obtained from the survey, the interviews and by decision of the partnership:

Theme	Code	Skill
TRAINING PLANNING AND IMPLEMENTATION	A01	Analysis of the characteristics of the apprentices (needs, interests, expectations, previous knowledge)
	A02	Formulate and adapt the training objectives to the apprentice
	A03	Select and sequence training contents
	A04	Design and organisation of activities and methodologies related to the objectives and contents, considering the apprentices' characteristics
	A05	Selection, elaboration and preparation of training material
	A06	Timing the programme contents
	A07	Adaptation to the training curriculum of the VET centre and communication with the trainers
	A08	Plan the apprentice's progression according to the different learning periods
	A09	Searching information relevant for the training process
	A10	Information about National Qualification Framework & European Qualification Framework
	A11	VET system structure and functioning
	A12	Clear information about what is apprenticeship
	A13	Certainty about what are practices and what are not
	A14	Understanding learning outcomes approach
	A15	Use training tools available in line with the trainees' needs
	A16	Use of specific tutoring strategies
	A17	Diversify learning methods and techniques
	A18	Use different methodologies adapted to the apprentices' diversity and characteristics
EVALUATION OF THE TRAINING PROCESS	B01	Implement the initial evaluation
	B02	Establish the learning evaluation system
	B03	Apply the appropriate evaluation tools in accordance with the training centre
	B04	Design the evaluation tools
	B05	Evaluate the learning results
	B06	Participate in exams design and elaboration of certificates
TRAINING INNOVATION AND IMPROVEMENT	C01	Evaluate the professional work through the apprentices' self-evaluation and the evaluation of their satisfaction
	C02	Participate in the processes of quality, innovation and continuous improvement of the organisation with a proactive attitude
	C03	Propose, design and implement improvements in the apprenticeship programmes

	C04	Update knowledge, participate in training actions (as student)
	C05	Participate in networks to update/upgrade good practices
	C06	Know and understand the expectations and needs of the construction sector
	C07	Identify 'weak points' and propose actions for improve training
	C08	Working in team, compare ideas and learning contents
	C09	Training capability
SOFT SKILLS	D02	Flexibility and adaptability
	D03	Success orientation
	D06	Negotiation techniques
	D07	Integration and globalisation
	D08	Work under pressure
	D10	Digital competence (ICT)
	D15	Team building
	D18	Mentoring/coaching
	D19	Creativity
	D20	Leadership
	D21	Responsibility
	D23	Promoting apprentices' participation
	D25	Reinforce apprentices' work
	D27	Listen carefully and actively
	D29	Teach transversal competences
	D30	Patience and empathy, especially with young people

Table 11

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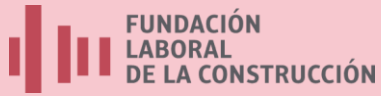
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Socios del proyecto:

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