

In-company training quality and role of trainers in dual VET in Peru

Project duration: (06/2019 - 11/2021)

Project Acronym: DualPeru

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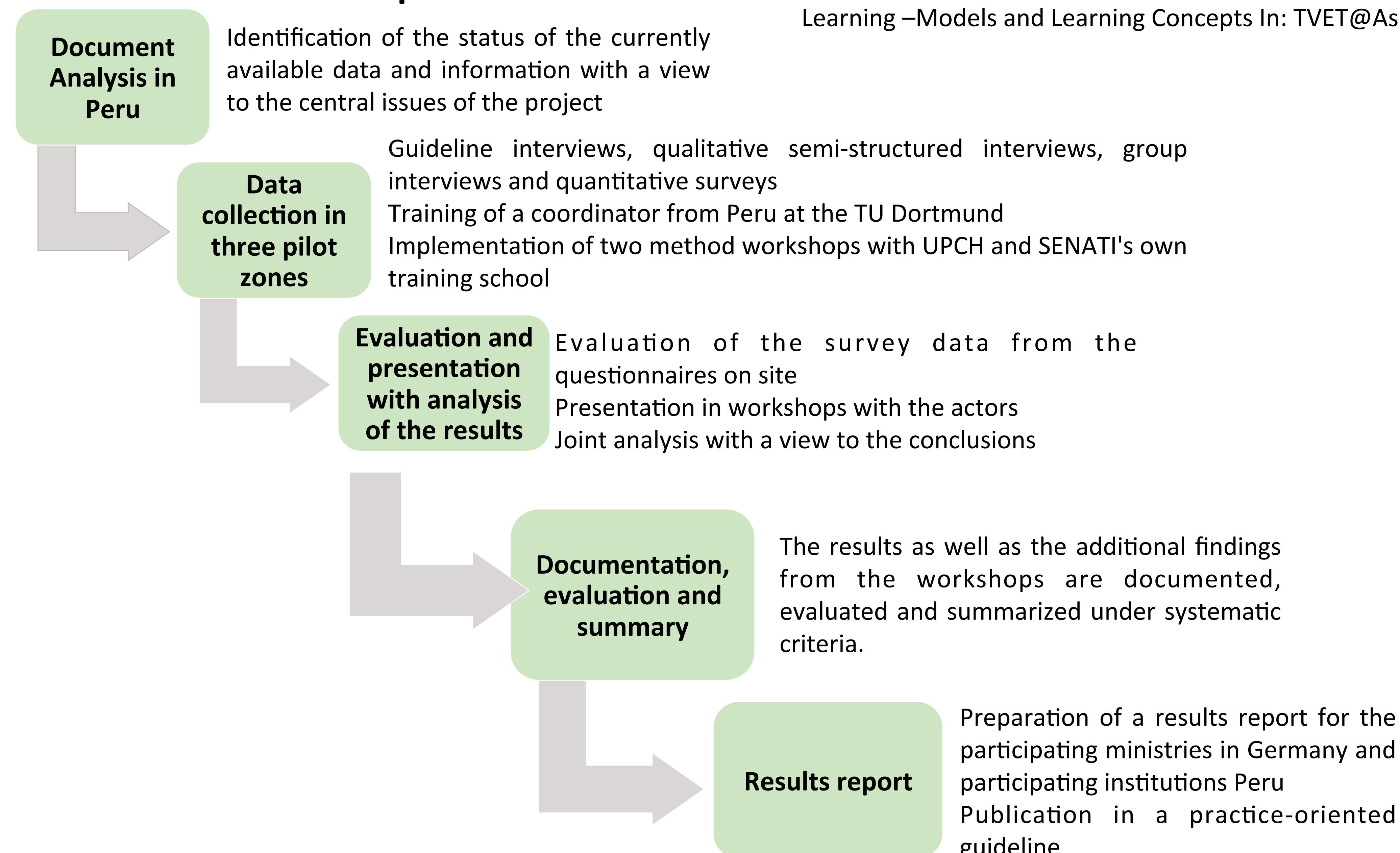
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Background and relevance

Peru's economy has experienced strong economic growth over the past decade. In order for the economy to continue to grow, the labor market needs highly qualified skilled workers. Dual vocational training is seen as a way of addressing the needs of the labour market and industry. Since the 1990s, the Servicio Nacional de Adiestramiento y Trabajo Industrial (SENATI) - *National Training Service of Industrial Work*-, founded by the Sociedad Nacional de Industrias (*National Society of Industries*) has succeeded in sustainably implementing in-company training as an integral part of dual training. In total, SENATI has over 3600 vocational school teachers in 82 training centres throughout the country. In cooperation with 9600 training companies, SENATI offers 70 dual training occupations and is currently training 93,000 trainees (SENATI 2018).

The qualification of trainers and teachers for the training centres and for companies is regarded as critical to the success and further expansion of dual vocational training. In Peru, there is no institutionalized vocational and in-company pedagogical training for vocational training personnel. Moreover, there is no institutionalized vocational training research and thus no current data and findings on the vocational training system in Peru. The PeruDual research project is funded by the Federal Ministry of Education and Research. The TU Dortmund was commissioned in cooperation with Universidad Peruana Cayetano Heredia (UPCH) and SENATI to carry out the project. PeruDual aims to generate insights into the dual model of vocational training and in-company educational work.

Action-oriented research process



Research questions

1. How is the quality of in-company vocational training to be assessed today?
2. How is cooperation between learning venues structured?
3. How is the role of company trainers (monitors) to be assessed and what influence do trainers from the SENATI (known as “instructors” in Peru) or the evaluators from SENATI for the learning progress of the apprentices have on the quality of in-company vocational training?
4. How is the quality of the training of the trainers to be assessed and how is it to be designed for the future?

Research Methodology

A cross-sectional research design is used. After a document analysis and an exploratory phase, it is planned to collect further data in training companies in three pilot zones. Quantitative surveys (questionnaire surveys; target figure for n = 500) are planned with the target group of trainers* and trainees on site. Research will be conducted on learning at work, the framework conditions and success factors for in-company learning from the perspective of those directly involved. In addition, (12-15 - target value 20) guideline interviews with company owners and trainers are planned. In addition, qualitative, (10-12 - target value 15) semi-structured expert interviews will be conducted with vocational training experts from the industry association, from ministries and with key personnel from the regional training centres of SENATI (focus groups).

Literature

Dehnbostel, P. & Schröder, T. (2017). Work-based and Work-related Learning –Models and Learning Concepts In: TVET@Asia,, issue 9, 1-16.

Theoretical framework

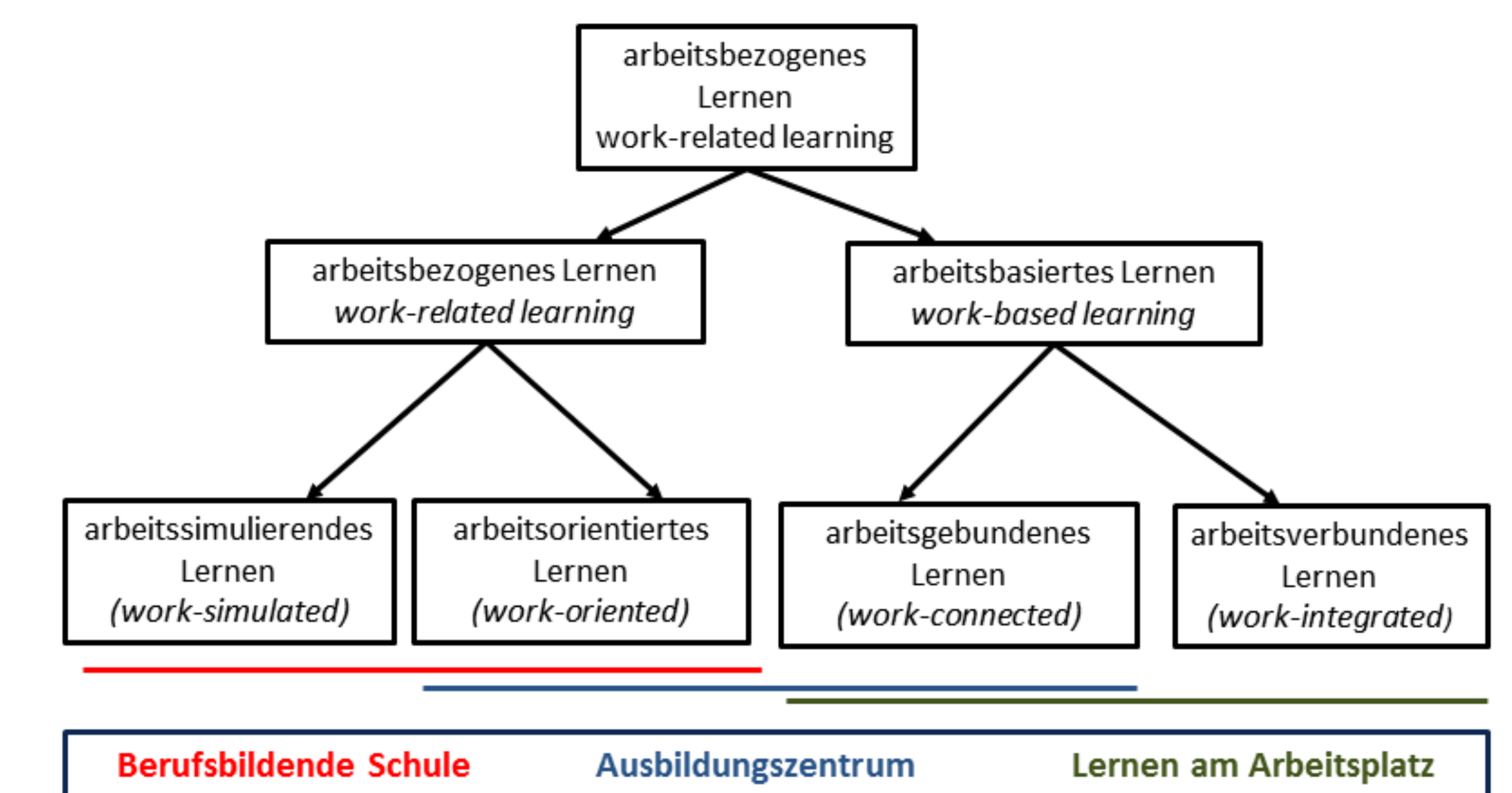
Theoretical basis: various approaches to Work-Based Learning (WBL) (following Schröder & Dehnbostel 2017)

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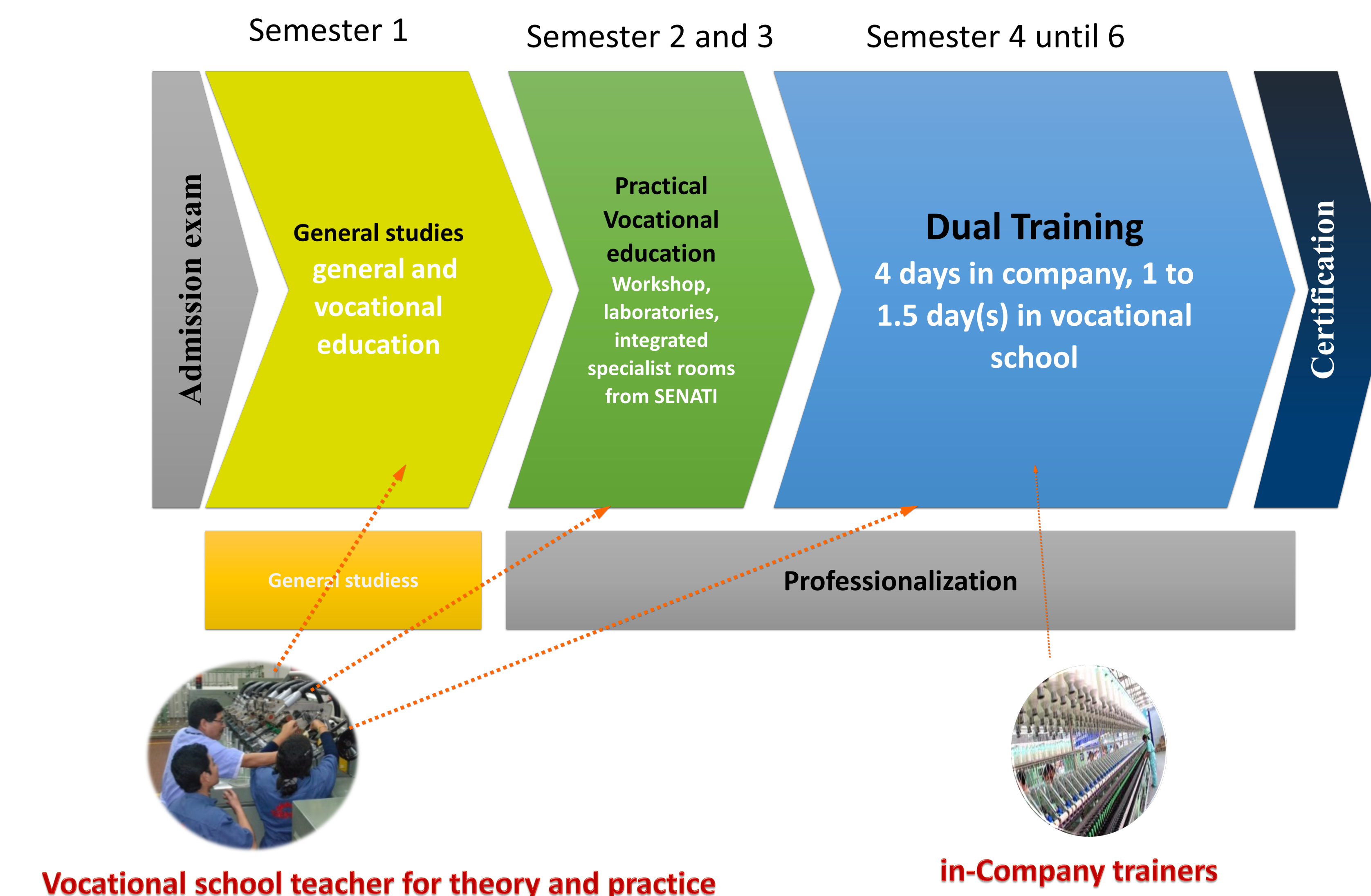
 Federal Ministry
of Education
and Research

 Berufsbildung
International

Lernen in und neben der Arbeit (Work-Based-Learning)



Dual VET - SENATI



Source:
SENATI 2018 Annual Report . https://www.senati.edu.pe/sites/default/files/archivos/2019/publicaciones/03/memoria_2018.pdf.