



Lifelong
Learning
Programme



Key questions and formal requirements

for companies to successfully
implement dual training

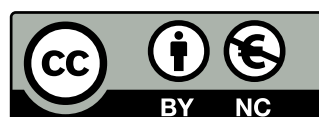
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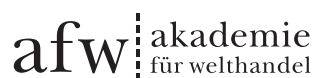
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dualvet

Transfer of successful structures and guidance for implementing
the dual VET system. Training company trainers

Partners:



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Key questions and formal requirements

for companies to successfully
implement dual training



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3.1.

Introduction

Promotion of dual training is an essential goal in the European DUALVET-project “Transfer of successful structures and guidance for implementing the dual VET system. Training company trainers”, (2013 – 2015). The specific objective is to implement a real transfer of experienced knowledge on dual training systems from experienced players from Germany and Austria to Spain and Portugal focused on training company trainers on transversal skills and competences.

With this project the project partners also hope to reach their goals by sensitizing the society, the Public Authorities and enterprises on the advantages that a vocational education and training system, as the dual one, may provide to our youth making easier their access to employment.

This model manual is directed to training employers and deals with important requirements and essential qualities requested of training companies in a dual VET-system. It refers on examples from Germany and Austria.

Three additional manuals are dealing with the following issues:

- » “An introduction to the dual VET system: The secret behind the success of Germany and Austria” is a general introduction on how dual vocational training systems function and which are the key elements,
- » “A practical guide for companies to organise and conduct training on dual VET system – Special focus on Tourism and Automotive sector” is directed to potential training companies serving with information on chances, tasks and duties, guiding the transformation process from a company to a successful training company and
- » “Practical guide for training company trainers on transversal skills” deals with competences and transversal skills requested of instructors in the training company.



One of the reasons why the dual vocational training system runs successful is that this form of training meets the interest of enterprises and employers

3.2.

Arguments in favour of dual vocational education and training

One of the reasons why the dual vocational training system runs successful in other countries is that this form of training - young people are trained at the work place and develop themselves to skilled workers in a training period of +/- 3 years – meets the interest of enterprises and employers.

What are the interests of training employers?

They want:

- » Employees who competently fulfil the tasks and duties needed in their company, now and in the future;
- » The productive and innovative contribution from trainees;
- » Show social responsibility when training;
- » Workers to be loyal to their company;
- » To save costs for incorporation and re-training.

Why does dual vocational training work in other countries and what are the pre-conditions?

- » Long-standing history of Dual VET
- » Highly developed economic structure translates into respective demand for skilled employees on the labour market
- » Strong small and medium-sized enterprises (SME)
- » Interest, commitment and capability of companies to train
- » Strong and competent representation of employer and employee interests (chambers / labour unions)
- » Broad-based acceptance of VET standards through strong involvement of social partners in VET and culture of cooperative engagement
- » Strong regulatory capacity of government
- » Competent VET teachers and trainers
- » General education system makes young people ready for VET

As you can see in the list of the previous page (marked underlined) the contribution of enterprises in successful working dual VET-systems is obvious, they are the most important players.

The dual vocational training benefits from excellent reputation and is faced as an important competitive factor, because:

- » German companies in particular are among the most competitive companies in the world;
- » Once the training is completed, the retention rate both in Austria and Germany is around 60%, as the trainees are highly qualified and skilled workers. (This means that around 60% of companies offer a valid work contract at the end of the dual training);
- » Thanks to the dual vocational training, unemployment rates in Germany and Austria are quite low, especially when compared to the rates in Portugal and Spain;
- » The contents and exams are standardised at national level so as trainees are qualified and able to work in any other company within the country.

What are the benefits for employers who conduct dual training in their company?

- » Gain highly competent employees meeting the needs of the company (versus hiring externally).
- » Improve productivity as well as quality of services and products.
- » Save recruitment and retraining costs. The cost-benefit of a dual vocational training is balanced for the company. But an essential advantage is: expenses in recruiting of personnel can be reduced because employees are already trained in the company.
- » Realize high return of investment in the long run.
- » Are participating in defining company-based training content and development of standards.
- » Support Corporate Social Responsibility (CSR).

What are the opportunities for trainees after the training?

- » Employment contract as a skilled worker signed with former training company;
- » Employment contract signed with new company in same occupational field any-where in your country;
- » Employment in different occupational field anywhere in the country or abroad.

In conclusion both, the training company and the young people take benefit from dual training.

Conduct dual training

The preconditions for vocational training are evident in most cases. Enterprises who are working successful in their company are in most cases competent for dual vocational training.

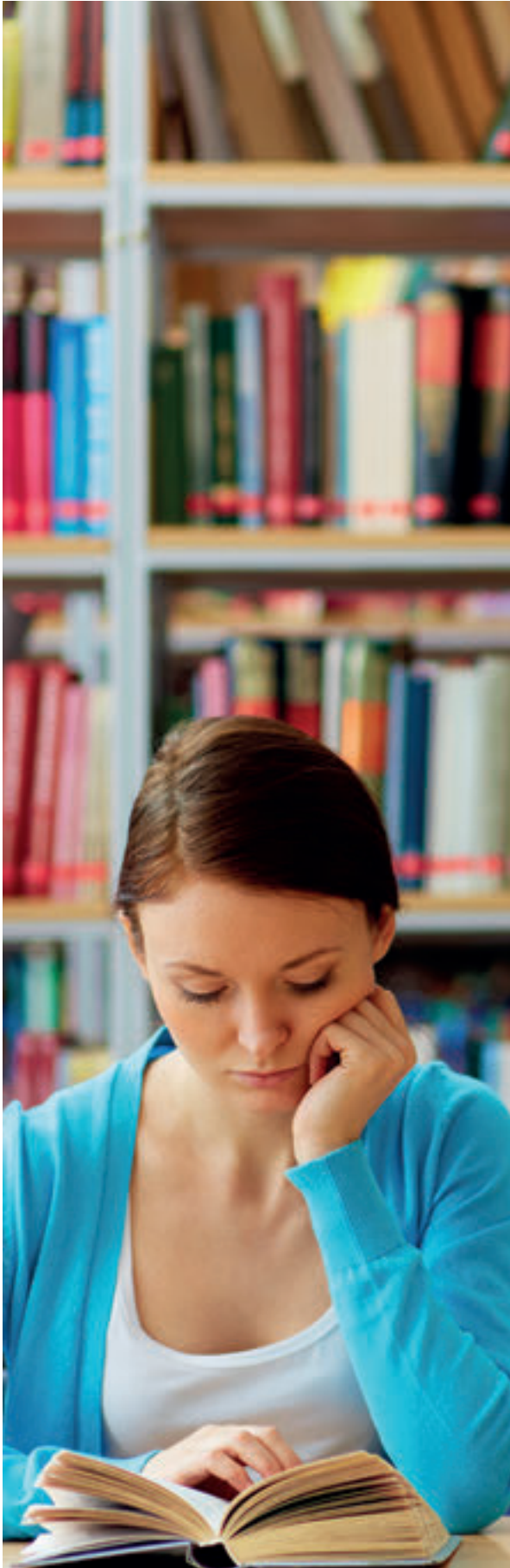
There are three possibilities to conduct dual training:

- » The company is exclusively responsible for the practical part of the training.
- » The dual vocational training is completed with additional training venues (in work-shops). This is usually the case in occupations of the handicraft sector.
- » A joint dual vocational training in collaboration between different companies if the training company is not able to fulfil all requirements are requested in the respective training plan of the occupation to be trained.

Support for training companies

The competent body in your country (in Germany and Austria this is the chamber of commerce and industry) has advisors who consult companies in all questions concerning dual training:

- » Suitability of your company
- » Legal framework
- » Occupation to be trained
- » Qualification of in-company instructor
- » Formal conditions
- » Acquisition of trainees



At this point we would like refer to some valid legal frameworks in Spain which regulate apprenticeship and training aspects:

Royal Decree 1529/2012, from November the 8th, which develops the contract for training and apprenticeship and states the bases for the dual vocational training (http://www.boe.es/diario_boe/txt.php?id=BOE-A-2012-13846) and is complemented by one from the Public State Employment Service (*Servicio Público de Empleo Estatal*): Order ESS/41/2015, from the 12th January, by which the Order ESS/2518/2013, from the 26th December, by which the training aspects of the contract for the training and apprenticeship are regulated, developing the Royal Decree 1529/2012, from the 8th November, by which the contract for training and apprenticeship is developed and the basis of the dual vocational training are settled is modified, and by which the Order TAS/718/2008, from the 7th March, by which the Royal Decree 395/2007, from the 23th March, by which the subsystem of the vocational training for employment, regarding the creation of offer and the regulatory principles for granting public subsidies destined for its funding is developed, is modified. <https://www.sepe.es/LegislativaWeb/verFichero.do?fichero=09017edb8020babc>

SUCCESS STORY – Dual training is worthwhile for both sides

With four employees to whom also Thomas L.'s wife belongs the vehicle company close to Heidelberg, Germany is easy to grasp and has almost an informal atmosphere

Since 2008 Thomas L. trains, first to the car businessman and now to the vehicle-service mechanic. Besides, the low size of his company turns out advantage: «With us the trainees can learn from the outset everything very closely,» says Thomas L. «Just because we do not have so many employees, they are same right in the middle and have from the first day insight into all work routines.» Today Thomas L. is a convinced instructor, however, this not always was in such a way: «Originally I wanted to me the putative, stress' of an education do not do,» he tells. However, then the son of a friend asked whether he can train with him to the car businessman. Thomas L. overcame his doubts and got in touch with the local chamber of commerce and industry. «They properly tried to place the trainee with me, they fight for every traineeship.»

To his astonishment the expenditure which the education brought for him with itself was more slightly than expected: «I thought, this would be a lot of additional work which hinders me in the everyday business. However, it was actually very easy, there was no paper war and no editions.» The CCI advisers came to him, visited his company, checked his reports and questioned him according to his images about the education. «Everything was obvious in order, because after two appointments the CCI gave green light», says Thomas L. He did not have to produce a separate proof about his education ability, because he disposes as a qualified mechanical engineering engineer of the necessary qualification in the qualified job.

The education following then turned out success: «I had more time for myself on a blow,» sums up Thomas L. «Of course a trainee does not work from the outset like a professional, however, I had trust and this has paid off. At the end I had a top shop assistant.»

However, the once made experience was so positive that Thomas L. trains this year once more, this time to the vehicle-service mechanic. Besides, he follows the principle, «that trainees should swing not the broom, but learn something. Their place in the company is more than a cheap job.» With the contents for which he mediates to his trainee he orientates himself by the curriculum of the vocational school. «I ask him what he just does at school and then gives him concrete duties which refer to the topical teaching material. If, for example, the subject is a financing in it, I ask him to provide an Excel table to the quick vehicle capture to me. Thus he can move in practice what he has learnt in the theory.»

However, education is more than the bare mediation of knowledge, it also concerns the everyday cooperation. »As an instructor you must be, primarily, a psychologist,« says Thomas L. «If one follows mutually the borders and respects himself, this well functions.» Of course there are every now and then problems, possibly if an order is not fulfilled in the necessary time or in the right way, «but for it he is a trainee. He must learn in his mistakes, and if he makes mistake, are this my mistakes.»

3.3.

Requirements for training companies

Companies interested in vocational training should consider and check if they fulfil certain preconditions for training concerning operational, personal and technical suitability. In established dual-VET-systems like Austria and Germany these preconditions are legally defined and competent bodies (e.g. chambers) have the responsibility to check if companies, which want to become training companies fulfill the preconditions. If this is not the case they can also contact the relevant authority and talk to their training consultant office for advice. Training companies have to proof their operational, personal and technical suitability.

a) Operational suitability

During the practical training the training company should be able to provide knowledge and skills, which correspond to a certain occupation profile. For that type and scale of the production, range of goods and services of your company play an important role for the dual training. Among the rest, this causes the necessary facilities, rooms and the suitable equipment for training. In particular cases a lack of training abilities can be compensated

by collaborative training with other companies. In addition, the number of the trainees must be in an adequate relation to the number of company trainers. This can be absolutely different from company to company.

b) Personal suitability

Normally young people are not yet of age when starting an apprenticeship. In consequence it is important that the training company is allowed to employ young people and has not offended against laws concerning juveniles or young people and against the prevailing legal framework for vocational training relevant for the corresponding country.

c) Technical suitability

In this subject "suitable" is someone who is professionally qualified and owns the vocational and teaching qualifications, which are necessary for imparting the training content. In addition an adequate work experience in his / her occupation is required. Instructors should be qualified in a field corresponding to the occupation profile they want to train. Beside the vocational qualification teaching qualifications and the pedagogic suitability-



ty are important competences when training young people on the job.

Each company has to provide for an instructor (the training employer or an employee) who is responsible for the dual vocational training in the company. This person must be suitable in his / her profession and must have pedagogical competences in vocational and work education.

The main areas of responsibility of the in-company instructor are:

- a. Determination of training aims on basis of the occupation profile,
- b. Planning of the training in the company,
- c. Preparation, realisation and control of the training,
- d. Behaviour patterns of the instructor towards the apprentice,
- e. Questions concerning the professional training law, the children and youth employment law, the employee's protection as well as concerning the position of the dual training system in the federal education system.

Example: Principles about the suitability of training venues in Germany (extract)

Suitable training venues are an essential condition for qualified vocational training corresponding to the legal regulations.

Vocational training act and handicraft by-law oblige the responsible competent body to ascertain the suitability and to supervise the training venues. With the registration in the list of the vocational training relations they confirm the suitability of the training venues for the applied dual training.

Herewith the federal committee on vocational training presents criteria for the suitability of the training venues. These criteria should serve the responsible departments as a basis for the suitability judgement and promote a careful choice as well as uniform decisions.

The federal committee on professional training assumes from the fact that the statement and supervision of the suitability of training venues is one of the responsible tasks of competent bodies, which they cannot transfer. A suitability statement is necessary in particular for training venues in which want to train for the first time or after a longer interruption and training companies which apply for training occupations they have not trained before. The suitability statement should be repeated as a rule during the duration of a vocational training relation at least once. It can rest on statements, which were won in other manner, e.g., exam results or training consultation.

2. General criteria for the suitability of the training venue

2.1 Training regulations

For each occupation a training company is entitled to train it has to provide the ap-

propriate valid training regulations or after §104 paragraph 1 BBiG make the occupation profiles, general training plans and exam standards available in the training company.

2.2 Training overview

For each training venue an overview over the training has to be developed in order to make it visible that the training is carried out systematically.

This overview should contain information about the learning venues, their equipment, the training segments, the training contents and assigned training periods and if necessary about the work places and training measures for each occupation that is trained in the training company.

2.3 Imparting of knowledge and skills

Type and extent of the production, the assortment and the services as well as the production or working procedures have to guarantee that the knowledge and skills can be provided according to the training regulations.

2.4 Equipment of the training venues

The training venue has to provide a sufficient equipment and material, in particular facilities necessary for the intended imparting knowledge and skills. In particular that means to provide tools, machines, apparatuses and devices, care and servicing facilities, office-technical facilities, office organisation means and office material, as well as other necessary training material, like seminars, programmes and exercises.

For the professional basic education when trainees can not yet be integrated in the normal production processes or work routines of the company due to a lack of necessary

skills, the training company has to provide specific workspaces or training facilities in which the trainees can be trained without interfering in the production processes or work routines of the company. In particular these training facilities can be training workshops or workspaces, education labs, company- or office-technical instruction and practise rooms.

For the vocational skill training well-chosen work space for trainees must exist. Besides, the suitable hardware like machines, devices, apparatuses and materials the necessary time and professional education of the instructing personnel have to be guaranteed.

2.5 Relation trainees – skilled workers

In the training company there has to be an adequate ratio of the number of trainees to the number of the skilled workers. For instance of §27 paragraph 1 No. 2 BBiG defines the following ratio as adequate:

- » one to two skilled workers = 1 trainee
- » from three to five skilled workers = 2 trainees
- » from six to eight skilled workers = 3 trainees
- » each other three skilled workers = 1 other trainees

As skilled workers are valid training employers, employees who are ordered to become an instructor or who has concludes a dual training in a field corresponding to the occupation or who is working at least the double of the time of the regular training period (in Germany usually 3 years, in consequence 6 years of working experience are expected), in the occupation which should be trained.

These criteria refer not to single training measures, but to the entire training period. The relation of instructors and skilled workers to trainees can be exceeded or fell

below if thereby the training does not become endangered.

2.6 Instructor

- a. The training employer and instructors who exercise beside their task to train apprentices other functions in the company should train on an average no more than three trainees themselves. It must be made sure that an adequate part of the working hours is available for the activity as an instructor.

With activities susceptible to danger the number of the trainees is to be attached accordingly less. The kind of the occupation or the arrangement of the training can justify a higher number of trainees. Then in particular a divergence of the given numerical ratio is allowed, as far as possible special operational or external workshops are carried out for the support of the training.

- b. Instructors who are engaged in training as exclusive task should train no more than 16 trainees in a group at the same time. With activities susceptible to danger this number is to be attached accordingly less. The type of occupation or the arrangement of the training can justify a higher number of trainees. Then in particular a divergence of the given numerical ratio is allowed, as far as possible special operational or external workshops are carried out for the support of the training.

2.7 Prerequisite for the suitability of the training venue

Prerequisite for the suitability of the training centre is that the trainee is protected enough against endangering of life, health and moral position.

2.8 Liquidation and settlement proceedings, trade deprivation

Trainees may not be taken if bankruptcy or settlement proceedings has been opened over the training company or if a trade deprivation has distinct legally or has been declared as provisionally executable.

2.9 Training in several training venues

If the training is carried out in several training venues, each of these training venues has to meet the defined criteria for the respective training segment. If a training venue does not fulfil the demands of the respective training regulation to full extent, a necessary training measure has to be planned beyond the training venue, e.g., in a suitable other training company or an external training centre.

For more information we also recommend "Practical guide for companies to organise and conduct training on the dual VET system - Special focus on Tourism and Automotive sector and "Practical guide for training company trainers on transversal skills".



Key questions for potential training employers are:

- » Is my company suitable to train?
- » Am I personally suitable to train?
- » Do I have the professional expertise or do I have an employee in my company who has the qualities and competences to become an in-company instructor? Is the personnel and technical expertise of the company / of the instructor fulfilled?
- » Has the competent body confirmed, that the requested skills and necessary knowledge in the offered occupations can be achieved within the framework / the existing training regulations of the training?
- » Has my company necessary resources / equipment available?
- » Should a collaboration be organised with another company to train content we are not able to train in our company?
- » Are the number of trainees / apprentices in balance to the number of available training places or rather qualified employees?
- » Are training material, information on the important laws as well as training regulations, training plan, occupation profile and exam requirements available?

The instructor (the training employer or an employee) who is responsible for the dual vocational training in the company must be suitable in his / her profession and must have pedagogical competences in vocational and work education.



3.4.

Collaborative training / training alliances

It can be the case that a single training company can not fulfill all defined criteria especially concerning the question if the respective company is able to impart all necessary skills and competences defined in an occupational profile to trainees. In this situation it is a possibility to engage in collaborative training (training alliance) with other companies. In a training alliance two or more companies jointly cover the training of all necessary skills and competences of an occupational profile. Within the framework of a training alliance also those companies can train apprentices where the knowledge and skills laid down for the apprenticeship occupation cannot be fully imparted.

Advantages of collaborative training in general

For companies with different technical and economic know-how the training in an alliance is an instrument to adapt at future qualification standards as well as to offer a vocational training adequate to future demands considering the respective conditions of the involved enterprises.

Advantages of collaborative training for companies:

- » Decrease of training costs and distribution of the expenditures
- » “Gentle” entrance in the vocational training
- » Adaptation to local or regional requirements
- » Flexible organisation and use / balance of special capacities and technical equipment between the partner companies
- » Possibility to train also in “atypical” occupations
- » Secures the realisation of qualitatively high-performed vocational training
- » Secures a suitable young professionals as skilled workers
- » Companies involved gain reputation

Training alliances in Austria

In Austria the Vocational Training Act (Berufsausbildungsgesetz, BAG) provides for a compulsory training alliance: It is permissible to provide training if complementary training measures are conducted in another company or educational institution (e. g. WIFI, bfi) that are suited for this purpose. It must, however, be possible to train the knowledge and skills vital for the apprenticeship occupation mainly at the actual training company. In the apprenticeship contract (or one of its appendices), agreement on the training content that will be imparted outside the actual training company as well as “alliance partners” (suited companies or institutions) is reached. But it is also possible to enter into training alliances on a voluntary basis, if training companies aim to impart special qualifications to apprentices – possibly going beyond the occupational profile (e. g. special-purpose computer programmes, foreign language skills, soft skills, etc.).

In some provinces institutionalised training alliances have been set up (such as the Upper Austrian Corporate Training Alliance - FAV 00), which provide information and support to companies about possible partner enterprises and educational institutions and take on coordination of different training alliance measures.

Forms of training alliances:

1. Compulsory training alliance
In case enterprises cannot teach the entire occupational profile of an Apprenticeship
2. Voluntary training alliance
Provision of additional knowledge and skills that go beyond the occupational profile

Organisational options

- » Mutual exchange of apprentices between two companies or more
- » Unilateral sending of apprentices to another or several other companies or to their training workshop (usually against payment)
- » Attendance of courses or programmes at training institutions against a fee





Classical collaborative training models in Germany

1. Leading company with partner company(ies)

The leading company (regular company) is responsible for the training all together. It concludes the training contract, pays the training allowance and organises the temporary training periods in it's or the partner company(ies).

2. Training by order

Single training segments are awarded against cost reimbursement to other companies or training institutions.

3. Training association

The companies that provide certain sub-ranges of the prescribed training contents unit at an association-juridical level. The association takes over all organisational duties and appears as a training employer, while the member companies carry out the training.

4. Syndicate

Several companies take each trainees and exchange the trainees to agreed phases together.

5. Joint venture

The joint venture training is a special form of the collaborative training. In advance of the training period is a continuous change of the apprentice between several companies is a fix component during the course of the training.

Example for the arrangement to the model “Leading company / Partner company”:

Arrangement between

Company A (Company, that concludes the education contract if training)

- in the following called leading company -

And

Company B (Company, which takes over sequences of the training)

- in the following called partner company -

about the vocational training of his / her

Trainee _____ born in: _____

Occupation: _____

Contractual period of training: _____

The leading company and the partner company agree on a collaborative training for the trainee mentioned above.

The partner company commits itself to provide for skills and knowledge listed in the training plan and co-ordinated with the leading company. The attached training plan is a component of this agreement.

The duration of these training sequences comes to

_____ Weeks in the 1st practical training year

_____ Weeks in the 2nd practical training year

_____ Weeks in the 3rd practical training year

is directed according to the information in the training plan

The following training contents are trained in the partner company: _____

About the respective appointments of these training sequences the contracting partners agree with each other on time.

Rights and duties

- » The leading company has informed the trainee about the training in the partner company.
- » The partner company takes the trainee in his company community for the duration of the respective training sequence/s. During this time the operational order of the partner company is valid.
- » The partners immediately inform about essential events which influence the relation of the training.
- » The partner company can terminate this contract for important reason. Important reasons are given, e.g. if the trainee offends deliberately against the operational order or the trainee damages the reputation of the partner company by his / her behaviour.
- » The contractual and financial responsibility for the trainee lies basically at the leading company.
- » A mutual cost allowance does not occur. The partner company carries exclusively the originating material costs during the training period at the partner company.
- » About divergent methods – in particular by changes of the situation and duration of the training segments at the partner company arrangements will be met on time.

The contract is executed in three copies. Every partner receives one copy, the third copy receives the competent body.

Place, date

Place, date

Signature leading company

Signature partner company



If a single training company can not fulfill all defined criteria, it is a possibility to engage in collaborative training with other companies.



3.5.

Recommendations for the transfer to Spain and Portugal



1. Adapt the prerequisites for training to the prevailing conditions in your country. If until a dual VET-system does not exist it cannot be a prerequisite that the training employer / instructor owns a concluded vocational training with exam. However, the company should be able to provide the necessary technical knowledge and can proof professional practice as well as that it is able to provide the necessary equipment necessary for the training.
2. Develop and offer seminars for instructors to train them towards their future tasks and duties.
3. Determine a competent body in your country responsible for organising dual vocational training with main emphasis on consulting and training companies in all questions concerning vocational training.
4. Above all encourage and support small enterprises to train.
5. Think about alternative forms of dual training for companies, which are not able to conduct the vocational training on their own. Develop innovative forms of collaborative training models adapted to the national and regional circumstances. Think about alternative financing models and cost division for the training.
6. Do not put up too high hurdles for training employers when introducing the dual VET-system.



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