



Lifelong  
Learning  
Programme



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# Practical guide

for companies to organise and conduct  
training on the Dual VET system

*Special focus on Tourism  
and Automotive sectors*

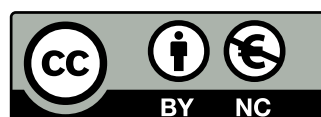
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dualvet

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

Partners:



# 2

## Practical guide

for companies to organise and  
conduct training on the Dual VET system

*Special focus on Tourism and Automotive sector*



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# 2.1.

## 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 guide refers on best practice from Germany and Austria where dual vocational training has a long tradition, is well acknowledged and successfully implemented. Statements in this practical guide are general and examples from occupations of the tourism and automotive sec-

tor are used for better illustration but can be transferred to other economic sectors.

This practical guide is directed especially to enterprises being interested to conduct dual vocational training in their company. It will serve with information on chances, tasks and duties guiding the transformation process from a company to a successful training company.

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,
- » “Key questions and formal requirements for companies to successfully implement dual training” contains important requirements and essential qualities of training companies and
- » “Practical guide for training company trainers on transversal skills” deals with competences and transversal skills of in-company instructors.



The dual vocational training system was firstly implemented in countries such as Germany and Austria. These countries claim the lowest youth unemployment rate today in Europe







## 2.2.

# Decision for dual training and pre-considerations

### 2.2.1 Advantages of a training company in the dual vocational training system

Dual education is profitable for enterprises; the following arguments are in favour:

#### **a) Dual education is a success story**

The dual vocational training system was first implemented in countries such as Germany and Austria. Interestingly enough, these countries claim the lowest youth unemployment rate today in Europe. For example in Germany more than half a million companies train regularly after the principle of the dual training system and in Austria which has only 8 million inhabitants approximately 35.000 companies are open to young people as training sites. This shows not only sociopolitical responsibility, but also that enterprises estimate the profit of the dual education higher than the costs.

#### **b) Use the productivity of the trainees**

Trainees become more productive and “learning on the job” becomes more important. Companies can use the talents of trainees already during the training. In many cases the cost of a trainee is compensated by the revenues that he / she brings to the company.

#### **c) Guarantee access to qualified employees**

Nowadays the recruiting of skilled workers is a difficult process. Nevertheless, it is important to highlight that companies involved in dual training processes prepare young professionals only for their duties with moderate costs to the enterprise.

#### **d) Reduced costs for integration of external skilled workers**

It is expensive and costly to search, to familiarize and to upskill workers. Companies that resort to apprenticeship systems save many of these costs, because the recruitment of apprentices is clearly favorable.

#### **e) Less miscasting**

During the training period which lasts depending on the occupation for example in Germany 2 to 3.5 years and in Austria 2 to 4 years enterprises exactly get to know the trainee. This is time enough to check motivation and suitability. Expensive false miscasting is clearly rare as to take external employees.

#### **f) Cost advantages by higher employee's connection**

Good care during the training generates identification with the company. The profit for the enterprise is a lower fluctuation.

#### **g) Improved image**

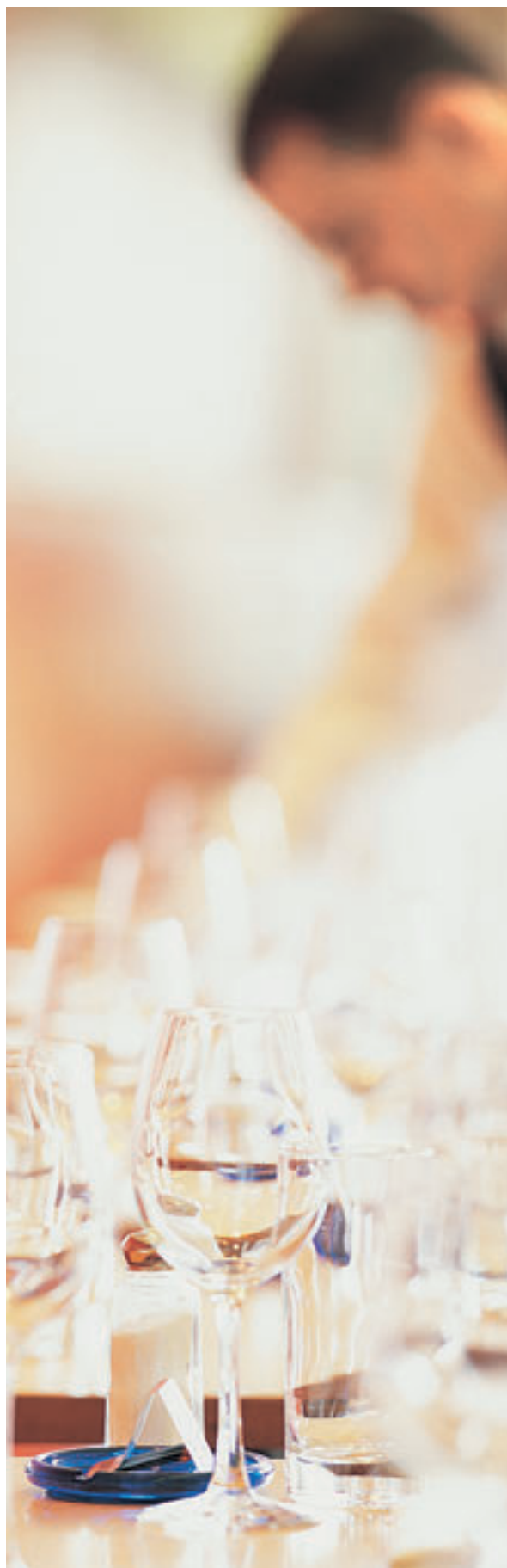
Enterprises engaged in dual vocational training enjoy a positive image in the society. The chance to be successful within the competition for the young talents is increasing. This image component becomes especially important when the number of the suitable applicants decreases for example due to demographic changes.



Hotellerie and catering trade are a job engine in Germany and Europe. Vacation in Germany will be more and more popular and also business travel in the upward wind. There motivated employees are welcome and appreciated. A sure job and the best promotion prospects for the professional forces which have fun to work with and for people– no matter whether before or behind the scenery. Just 1.8 million employees and about 63,000 trainees speak a clear language.

During young years of the trainee to the chef, to the hotel manager or in the successful independence – this is no unusual way in the branch of the hospitality. Who was trained to the professional host, who is ready to commitment and who is open-minded, to whom the doors in the whole world are open.

<http://www.dehoga-bundesverband.de/ausbildung-karriere/>



## 2.2.2 Costs of dual training for the company (cost – benefit calculation)

To master the current and future economic challenges the commitment in the dual vocational training is an important step.

A cost benefit consideration and a comparison of the dual vocational training system in main responsibility of enterprises with the school driven system makes it obviously that the dual training is the cheaper solution.

Therefore, enterprises capable to conduct dual training must contribute to protect and develop the most important location advantage of the Spanish / Portuguese economy. Namely this is the demand oriented qualification of the employees. Thus is prevented that valuable human potential gets lost and employees migrate in the (European) foreign countries, move away and weaken the economic power of their own country.

### EXPEDITURES

- a. Personnel expenditure for trainees:
  - » Training allowance
  - » Legal social benefits
  - » Agreed and voluntary social benefits
- b. Personnel expenditure of the full-time training personnel:
  - » Wages and salaries
  - » Legal social benefits
  - » Agreed and voluntary social benefits
- c. Personnel expenditure of the additional training personnel.
- d. Other costs:
  - » Rent and energy
  - » Material and documents
  - » Fees and contributions
  - » Administrative expenditures etc.

### YIELDS

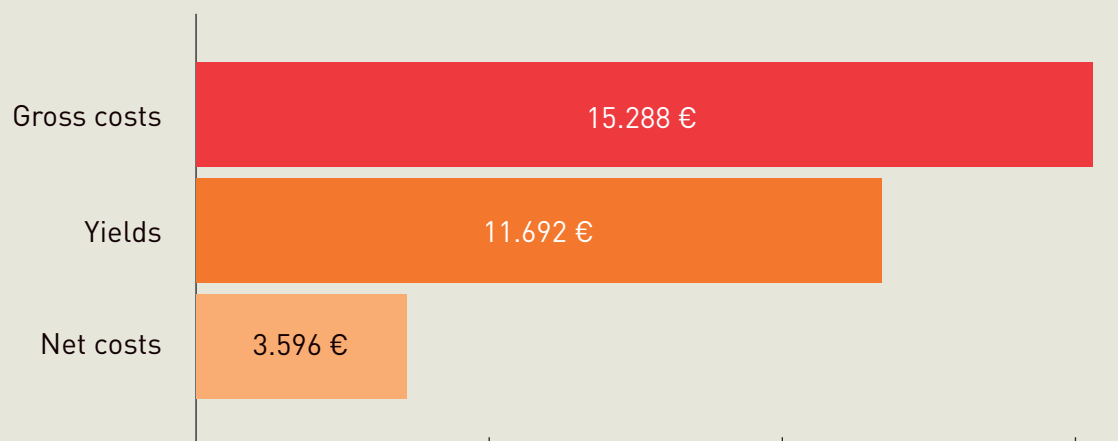
- a. Detectable productive output paid by the client.
- b. Other outputs:
  - » Productive collaboration in the technical department
- c. Personnel expenditure of the additional training personnel
- d. Opportunity output:
  - » Minimisation of personnel acquisition costs
  - » Stabilisation of the wage and salary structure
  - » Saving of training costs
  - » Qualifications to adapt external employees
  - » Minimisation of miscasting and follow up costs (without assessment)
  - » Reduction of fluctuation costs (without assessment)
  - » Improvement of the image / of the attractiveness of the enterprise (without assessment)



$$\begin{array}{rcl} & \text{Gross costs of the dual training} & \\ - & \text{Yields: Productive output, other output and opportunity output} & \\ \hline = & \text{Net costs of the dual training} & \end{array}$$

A costly survey on the costs of dual vocational training conducted in companies from Germany illustrates the cost – benefit calculation.

*Gross costs, yields and net costs per trainee and year (in euros)*



Source: BIBB-Kosten- und Nutzenerhebung 2007

In 2007 gross costs per company, trainee and year of 15.288 € were calculated. The net costs lay with 3.596 € per company, trainee and year. In this survey only the yields mentioned in a) from detectable productive outputs were considered. I.e. the net costs are even lower and dual education is a profit for companies when seen in the medium term to the long term.



Visit at the company Opel during the transnational meeting of the project partners in Vienna (Austria)

## 2.2.3 Required operational, personal and technical suitability of training companies

Companies interested in vocational training should consider and check if they fulfil certain preconditions for training. If this is not the case they contact the relevant authority and talk to their training consultant office for advice.

In countries with established dual VET-systems usually chambers own the official role to consult companies in all questions for vocational training.

 <b>Germany</b>	Exist chambers for commerce and industry, chambers for handi-crafts, agriculture and medical professions
 <b>Austria</b>	The chamber of commerce runs so called apprenticeship offices

They all offer organisational infrastructure, see next chart:

### *Organisational infrastructure through the Chambers*

In Germany some 430 in all sectors of the economy, predominantly commerce & industry & crafts act as public authorities in training matters:

- > Accreditation of training companies
- > Assessment, testing and certification
- > Monitor and evaluate the training process
- > Maintain training centres for continuing training

Source: Bundesinstitut für Berufsbildung

### a) Operational suitability

During the practical training the company should be able to provide knowledge and skills, which correspond to a specific profile of a recognised occupation. 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.

For example in Germany and Austria obliging basic legal frameworks are the youth industrial safety act and the vocational training act (e.g. §27, §29 and §30 BBIG).

### b) Technical 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 are important competences when training young people on the job.

#### **Best practice from Germany and Austria:**

In Germany and Austria each company instructor has to be proved by an examination. The examination assesses whether an instructor is suitable concerning his / her vocational and teaching qualifications. Trainer seminars last about 40 hours and prepare participants for the trainer aptitude examination. Trainers who pass the examination have earned a recognized continuing training qualification and are issued a corresponding certificate.

The purpose of the instructor’s check is to find out whether the teaching beneficiaries and the instructors can own for the education of apprentices for the purposes to necessary knowledge and apply practically.

The below cited areas of responsibility are to be considered:

- 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.



In Germany the examination is called “examination pursuant to the ordinance on trainer aptitude (AEVO)”, see appendix.

In Austria the examination is called “IVET trainer exam” and is described as “BAG trainer examination” in the vocational training act.

For more information we refer on

- » “Key questions and formal requirements for companies to successfully implement dual training”: This manual will go deeper on important requirements and essential qualities of training companies.
- » “Practical guide for training company trainers on transversal skills” dealing with the competences and transversal skills of in-company instructors.





## 2.2.4 Occupation profiles

The dual vocational training system is based on occupations. Each occupation has an own profile. Companies which intend to train need the documents valid for the occupation, the training regulations. They must know the content of the training as well as the examination requirements, in particular:

- » The term of the occupation;
- » The period of training;
- » The profile of the occupation –typical “skills, knowledge and abilities” of the occupation;
- » The general training plan – instructions, like the passing of the skills, knowledge; and abilities essentially and chronological are to be arranged;
- » The exam regulations.

The task of the companies in the dual Vet-system is to train apprentices on basis of the existing general training plan for each occupation. This will be completed with the content of the framework curricula the part-time vocational schools are teaching.

In 2014 the number of acknowledged occupations in Germany comes to 330 and in Austria exist 199 apprenticeship occupations.

## 2.2.5 Analysis of personnel need in the company

First it is especially important that the employer is carrying out a personnel need inquiry for the following years concerning a long term recruiting of young professionals - with a time horizon of at least three to five

years. Plans should include a succession regulation foresighted at the right time. According to the size of the company it is recommended to build up a deputy or the second leadership level.



## 2.2.6 How to find the right applicant

There is not the only one applicant but much heterogeneity within the different candidates. Hence, is it especially important for a training company to understand “what do I expect from a traineeship applicant”? Provision of an exact requirement profile of the qualities, abilities, skills and human qualities the trainee should have can be helpful.

For example: Reliability, willingness to learn, achievement willingness, sense of responsibility, tolerance, politeness, adequate behaviour, endurance property, team ability, concentration ability, spatial imagination, physical efficiency, conflict ability and willing-

ness to fit in the classification of an operational hierarchy are important qualities.

What is the meaning of applicant's reports? The applicants with the best reports not always are the suitable trainees. In view of the developments in the education market one should also think to say goodbye too much too formal criteria. Today, hence, it is worthwhile more than ever to find out the individual strengths of young people and to promote them straight.

Here are two examples of demanded skills and expectations of two occupation profiles in the tourism and the automotive sector:





## **Wanted: Specialist in the hotel business**

Specialists in the hotel business look after the guests, give them advice and provide for their well-being. Beside this, they attend to all departments of a hotel. For example, they arrange and control the guest-rooms, serve in the restaurant and cooperate in the kitchen. They organise events and allocate the rooms. Hotel experts invoice, plan the deployment of personnel application and supervise, for example, the kitchen staff. Also for the bookkeeping and the storehouse they are responsible. They negotiate with tour operators and in big hotels they are involved in the development and realisation of marketing measures.

### What is expected from a specialist in the hotel business?

Service orientation and communication ability are necessary to be able to pay attention to the wishes and needs of the hotel guests. For good cooperation with other skilled workers as for example the kitchen personnel and the domestic servants, you should possess team ability. Flexibility and ability to handle stress are asked in often varying work situations: in the reception, in the restaurant service or in the administration. The reception of reservations, cleaning and controlling of guest-rooms as well as the perfect cover of the tables requires care. Interest in mathematics and native language skills should exist. Mathematical knowledge is important with the construction of calculations and while collecting. You need correct native language skills in the contact with guests and for the administrative tasks. Good foreign language skills, all above English is very helpful, because in this occupation you will deal in many occasions with foreign hotel guests.



## **Wanted: Automotive mechatronic (subject area **passenger car technology**)**

Automotive mechatronics maintain automobiles. They check the vehicle-technical systems, repair and equip vehicles with additional facilities, extra equipment and accessories.

### What is expected from an Automotive mechatronic?

Above all care is important in this occupation, e.g., while checking of components and construction groups and remove of disturbances. Maintain and repair vehicle components relevant for security requires sense of responsibility. To be up to date of the development in the vehicle technology and the electronic components willingness to learn is necessary.

For assembly and dismantling knowledge in metalwork and technology is necessary. For calculating of adjustment values and the interpretation of measuring values knowledge in mathematics and physics is indispensable.

## 2.2.7 Recruitment of trainees

How to interest young people for my company and what is attractive in this special occupation? These are questions an employer should pose in advance to the acquisition of trainees and are crucial for becoming successful.

Here are some suggestions:

An effective method to inspire juveniles for an occupation is to practically allow try out something. Create possibilities for schoolboys and schoolgirls to get to know occupations of your enterprise from own experience, e.g. by holiday's jobs, training periods, events of information at school or about pupil competitions. Provide yourselves, besides, fun and joy and show enthusiasm in the occupation. Integrate your advertisement for young professionals strictly into your marketing strategy. Draw the attention on your homepage, in operational events, on offers and calculations, even on your vehicles on yourselves as training company. Thus you position your company in your region in the long term as training company in the dual system.

Attach contacts with local schools; offer training periods and holiday's jobs. Form a few teaching units at school as an expert in the lessons. Put free traineeships in stock exchanges. Besides, the free education exchange platform of the employment agency and the chambers are especially important. Get linked from there back on your own internet presence. Advertise your company as training company by announcements in the regional newspapers and communication sheets. Use trainee fairs and stock exchanges. Also use in-house trade fairs, exhibitions, trade show etc. actively for the promising advertisement, use here videos, brochures and banners. Publish your training offer also on your Internet presence, describe there the occupation profile. If you use social networks, also post your free traineeships there.

More and more enterprises complain difficulties in the appointment of open positions with suitable applicants. Reasons for this are many-fold. A reason for the low number of suitable applicants is the fact that young professionals concentrate with their choice of career often upon a few but well known occupations. In addition applicants do not correspond to the demands of the companies.

Another fact is that just small enterprises often do not have the necessary resources to recruit trainees. In particular they lack the time to carry out the necessary application talks.

Due to different reasons (e.g. demographic change, mismatching, increasing run to universities, gap between expectations of companies but absence of requested abilities of school leavers) the appointment of open training positions is an increasing problem in Germany and Austria. In both countries the chambers provide with services for the imparting of trainees and support enterprises in all questions of recruitment of trainees:

- » Provide requirement profiles of future trainees in consensus with the companies.
- » In support of the developed profiles they search qualified young people in direct contact with schools and other organisations.
- » Another activity is the realisation of applicant's talks after the requirement profile and the preselection of suitable applicants.



### 2.2.8 How to find the right in-company trainer / instructor

A sufficient number of professionally and pedagogically qualified trainers or instructors should be available to fulfil the technical suitability as training company, see 1.3. The authorised apprenticeship trainer, in many cases the company owner is entitled to train apprentices himself / herself. He or she can entrust another competent employee with this task who is training apprentices on part-time basis alongside the regular work. In large companies trainers are also full-time employed for this task.

Consider if the person you want to entrust the task to train has the following competences:

- » The technical qualification for the occupation intended to train or an examination for the master's certificate in the handcraft sector
- » Several years of work experience
- » The willingness to participate in a train the trainer seminar preparing on the trainer aptitude examination
- » The willingness to work as trainer beside the normal work
- » Personal and social competences: interested in training young people and the ability to train

For more information we refer also on "Practical guide for instructors on transversal skills".



An effective method to inspire juveniles for an occupation is to practically allow try out something





## 2.3.

# Task and duties of the enterprise

After the decision to take apprentices a good planning of the training period is important. There are certain aspects the training company has to consider before and during the training.

In Germany and Austria the training period usually starts in August / September of a year. In many enterprises the decision for an applicant is made at least one year in advance.

## Before the dual training period

### 2.3.1 Select and hire trainees

Exactly as with the choice of employees employers select their future trainee in the applicant's interview.

Beside the personal impression, it is an aim of the application interview to gain the first impression about social behaviour (social competence and personality competence). In general is valid: Methods can be learnt; social abilities should already exist ("the nose must fit").

The preparation of an overview about the abilities important for the enterprise (e.g. capability and motivation) can be helpful. Small exercises can proof the professional and me-

thodical competences of candidates (professional questions, small experiments, something to assemble and take apart).

During the interview the employer should be able to make himself / herself a picture about the following qualities of the applicant:

- » Initiative,
- » Ability to handle stress,
- » Working willingness, however, also team ability,
- » Solution-oriented problem solving (e.g.: How would you have handled with it....),
- » Independence and communicative capability.



To gain extensive information, the interview should follow the following structure:

- » Welcome; introduction of the interview,
- » The interview,
- » Aim of the conversation,
- » Professional and personal development,
- » Open subject with relation to the branch of the enterprise,
- » Interview end, prospect.

If the decision is made for an applicant, the training company concludes the training contract for the duration of the entire training period.

### **2.3.2 Provision of the training contract**

The training contract between training company and trainee is a special form of a labour contract over the entire period of the training. The trainee is treated as an employee from the beginning of the training.

In Germany and Austria the chambers provide with pre-printed forms of the training contract for dual education. These have to be used exclusively. The company registers the training contract at the responsible chamber together with the operational company-training plan for the training period.

Important aspects of a training contract are:

- » Aim of the dual training
- » That the training will be done on basis of valid training regulations
- » That the regulations for working hours are noticed
- » Recognition of the industrial safety act
- » Payment and amount of the monthly training allowance
- » A trial period for employer and trainee
- » The duration of vacations
- » The name of the responsible instructor in the company is mentioned

For example in Germany the main aspects of the training contract and the registration procedure are described as follows:

#### Contracting partner and contracting party

If the trainee is under 18 years it is requested:

- » Signature of the training company or the responsible person for setting and notice
- » Signature of the trainee
- » Signatures of the legal representatives: In this case father, mother, guardian (countersign of the guardianship court)

If the trainee is over 18 years it is requested:

- » Signatures of the training company and trainees

Kind, factual and chronological structure as well as the aim of the dual training, in particular the occupation to be trained

Basis are the in each case valid training regulations and for the factual and chronological structure the general training plan.

#### Start and duration of the dual training

The beginning of the dual education is freely eligible. Nevertheless, it is to be seen to the fact that the start corresponds with the school beginning of the year of the vocational school and the end with the summer or winter final examination.

#### Education measures beyond the operational training venue

If certain knowledge and skills cannot be passed on in the company, (e.g., occupation: specialist in the hotel business - area: kitchen) the trainee must be trained in a suitable company or in a special training centre.

#### Duration of the regular everyday training period

Follow:

- » Order for working hours
- » Youth industrial safety act
- » General wages agreements
- » In-house rates
- » Company arrangements

After the youth industrial safety act the maximum permissible working hours (training time) for people younger than 18 years comes to 8 hours. If the working time is shortened, however, in single working days on less than 8 hours, young people can be occupied on the remaining days of the same week up to 8,5 hours. For the rest, the regulations of the youth industrial safety act for the maximum permissible weekly working hours are to be followed.

#### Duration of the trial period

May not fall below one month and not exceed four months.

#### Payment and amount of the training allowance

The trainee receives a monthly training allowance. The payment of an adequate training allowance in Germany is regulated in §17 of the vocational training act. Decisively for the amount of the training allowance is the branch affiliation of the training company and not the occupation. That means, that it is possible that young people are trained in the same occupation but receive a different training allowance because their companies belong to different branches.

»

### Duration of the vacation

Follow:

- » Under 18 years: Youth industrial safety act
- » Over 18 years: Federal vacation law
- » General wages agreements
- » In-house rates
- » Company arrangements

### Notice conditions

Legal basis: Vocational training act, general labour legislation

### Inadmissible arrangements

In the training contract no arrangements may hit, which stand in contradiction to the meaning and the purpose of a dual vocational training or deviate in disfavour of the trainee from the regulations of the vocational training act.

In particular arrangements are inadmissible, which limit the trainee for the time after his / her vocational training in the exercise of his / her professional activity like, for example, the arrangement of a ban of the working admission after ending of the vocational training relation with a competitive company for a year.

The arrangements also have no validity in the contract, which intend an obligation of the trainee to the payment of a compensation of the vocational training, contract punishments, the exclusion or the restriction of compensation claims as well as the appointment of the size of a compensation in all-inclusive amounts.

The training contract is available with the responsible chamber, together with the application for registration in the list of the vocational training relations.

The conditions for the registration at the chamber are:

The training plan of the company is to be added to the training contract in double issue.

Should alterations of the contract arise during the training, these must be immediately reported of the chamber.

The registration in the list assumes that the training contract corresponds to the vocational training act as well as the training regulation.

The personal and technical suitability of the teaching personnel and the training venue must be given.

Another condition is the presentation of a certificate about the medical first investigation of trainees under 18 years. After the youth industrial safety act a young person may be occupied only if he or she has been examined within the last fourteen months by a doctor and is given a certificate issued by this doctor to the trainee. Permits are given by the school visited at last or are to be requested by the labour inspectorate.

### Contract data

- » Company: The name which is put down in the commercial register;
- » Beginning and end of the vocational training;
- » Occupation and duration of the dual education;
- » Charge of internships;
- » Company headquarters / place of the training venue;
- » Name of the responsible instructor;
- » Entry of the official period of training prescribed in the training regulation;
- » On application in certain cases the chamber can shorten the training period;
- » Put down the plant location;
- » Entry of the training allowance, which was agreed.

The signed training contracts are sent together with the application for registration of the training relation to the chamber. The confirmation of the registration should be given to the company before the education begins.





In comparison to Austria and Germany in Spain exists the possibility that the apprentice is not attached to the company through a contract, but through receiving a grant-subsidy whose amount is variable and depends on the training company.

The royal decree 1529/2012 regulates the fact that the apprentice is connected with the company through a collaboration agreement sponsored by the Educational Institution, but it does not state the obligation of the contractual relation between company and apprentice. This is up to the company, which can use many means in which the grant-subsidies are included, (see the following reference: <http://fp.educaragon.org/arboles/arbol.asp?sepRuta=&guiaeducativa=&strSeccion=SFP02&titpadre=Informaci%F3n&arpadres=&arrides=&arridesvin=&lngArbol=2419&lngArbolvinculado=>).



### 2.3.3 Drawing up an operational in-company training plan

Therefore, on the basis of federal existing training regulations and general training plans the instructor of the training company

provides an operational in-company training plan which is tuned to the special circumstances in the company.

As an example from Germany the in-company training plan defines the factual and chronological structure of the training for the respective company. The factual structure must contain the knowledge and skills defined in the training regulations for the respective occupation profile. These can be divided in such a way that working units and working projects result.

Within the training plan is documented, on which machines, tools and working places in the company the necessary knowledge should be provided. In addition the different training segments have to be considered: courses, school and company as times of vacation and - as the first training segment - the trial period.

#### **Introduction how to draw up the operational training plan**

On basis of the training regulation the training plan describes how the training proceeds actually within or beyond the operational training venue. If possible, the factual and chronological structure should be summarized, while the suitable times are assigned to the subjects. When writing the factual and chronological structure the instructor pays attention to the following:

#### **Factual structure**

- » The factual structure must contain all skills and knowledge performed in the training regulations.
- » The trial period must be formed in such a way that statements about suitability and interests of the trainee are possible.

- » Skills and knowledge should be summarized to education units, which can be assigned the individual functions or departments of the operational training venue.
- » The training units should be easy to grasp.
- » As far as necessary bigger coherent education segments should be formed to factual reasonable sub-segments.
- » For the whole training as well as for every training unit very basic knowledge should be given first and afterwards special skills and knowledge.
- » The factual structure must consider the demands in the intermediate and in the final examinations.
- » In case particular training units - beyond the operational training venue - take place in form of courses or measures it should be considered that operational and external measures interlock time wise and are based on each other.

#### **Chronological structure**

- » The chronological structure should be within the scope of the contractual training period.
- » Consider factual and pedagogical aspects when ordering the chronological structure.
- » The chronological sequence has to consider the order of the examinations.
- » If a chronological sequence is prescribed in the training regulation, this must be kept (e.g., in the first three months).

- » If temporal approximate values are given for imparting skills and knowledge, a flexible arrangement can be made within this frame.
- » Every chronological structure should build on clear segments with a maximum duration of six months and also consider vacation periods. If possible, define sub-segments.
- » The duration of the training segments and the chronological sequence can be variated, as long as intermediate aims and the aim of the vocational training are not affected.
- » Considering the contractual defined training period, in particular education segments can be shortened on the basis of outstanding results but can also be extended in case of specific weaknesses of the trainee.
- » In reasonable special cases and to restricted extent deviations from the structure are acceptable. The operational training venue has to justify the deviation by giving a reason.

Attachments to this practical guide:

- » Exemplary training plan for the specialist in the hotel business
- » Exemplary general training plan for the Automotive mechatronic (subject area passenger car technology)



As an example from Austria the federal training plan defines for each training content certain intentions and objectives. The in-company training plan documented by the instructor documents the point of time when the actual training aim is reached. Here the in-company training plan is also used as monitoring instrument.

See Appendix 1: In-company training plan with objectives

### 2.3.4 Registration of the trainee in the responsible vocational school

Dual vocational education means learning in two different ways:

Training venue number one is the training company, where the “training on the job” takes place. Training venue number two is the part-time vocational school offering:

- » Subject-related theoretical training supplementing the company based training
- » Complementary subject-related practical training
- » Deepening and completing general education
- » Subject-related foreign language training

The training company is responsible for the registration of the trainee in the vocational school. For the registration in the vocational school no costs and fees result.

The employer turns to the local vocational school which is responsible for the respective occupation he / she wants to train. The training contract between company and trainee must be already concluded and be put down in the list for the respective branch in the responsible chamber. The responsible chamber knows which vocational school is responsible for each occupation. A copy of the vocational school registration has to be sent to the responsible chamber.

The apprentice is obliged to attend the vocational school. In consequence the training in the company has to be organised in a way that the trainee is able to attend vocational school.

In Germany the trainees learn in one to two days (as a rule twelve hours per week) or in block lessons (twelve weeks per year). All trainees who begin their training before completion of the 21st year are of school age. Then this is valid for the whole training period. In Germany the legal basis for the combination of vocational training with vocational school is regulated in §14 vocational training act (BBiG) and in §10 school law (SchG).

In Austria the focus of education at part-time vocational school is on occupation-oriented specialist instruction (with about 65%); general subjects make up some 35% of the schooling period. Specialist instruction also includes practical training in workshops and/or laboratories.

The following organisation forms of teaching at part-time vocational schools exist:

- » all year round, i.e. at least on one full school-day or two half school-days a week
- » by block, i.e. for at least eight weeks continuously
- » seasonally, i.e. in block form at a particular time of year

### 2.3.5 The social security

In established dual VET-systems the social insurance cover is already valid for trainees or young professionals (e.g. in Germany and Austria). Each trainee enjoys the protection of the social security (health insurance, pension assurance, unemployment insurance, nursing assurance). Nevertheless, this protection can be guaranteed only any time fast and completely if the necessary notification occur on time.

It is task of the employer to announce the trainee at the social insurance before the training period has started.

- » Announce the trainee to the responsible body of your social insurance.
- » Ask the trainee for the proof of his or her health insurance.



### 2.3.6 Additional to do's up to the beginning of the vocational training

Prepare a workplace for the trainee.

Organise the first day of the vocational training period in your company:

- » Welcome of the trainee,
- » Information about the enterprise, company grounds, buildings and rooms,
- » Superiors,
- » Management,
- » Responsible instructor,
- » Security instruction



## During the dual training period

### 2.3.7 The training material

The training material which is necessary for the entire training, the intermediate and the final examination is usually provided by the company for free. In particular tools and materials belong to it. It is possible that trainees purchase the education material themselves and ask for substitution from the training company. An arrangement that the reim-

bursement of costs will be settled with the training allowance is invalid.

Security clothes prescribed by the professional association do not belong to the education material. The training company is obliged in general to make this available.

### 2.3.8 Working hours and breaks

The working hours for trainees are regulated by wage agreements, company arrangements or the training contract. With agreed independence of a company regulations concerning working hours for trainees are valid according to:

- » The working hour law or
- » Youth industrial safety act.



For example in Germany and Austria the following regulations are valid:

- » Trainees under 18 years: max. 40 hours per week | max. 8 hours per day
- » Trainees from 18 years: max. 48 hours per week | max. 8 hours per day

Up to 10 working hours or training hours are allowed if the time above 8 hours is compensated by leisure time balance within 6 calendar months. The times mentioned are maximum working hours. Breaks do not count as working hours. If a trainee is occupied longer than it is planned in his training contract, these are treated as extra hours. For extra hours a claim to leisure time balance or a special reimbursement exists.

For adults a break of at least 30 minutes is prescribed with working hours of 6 to 9 hours, with more than 9 hours 45 minutes. Breaks must last at least 15 minutes and the first one must begin at the latest after 6 hours. Between end and beginning of the work an uninterrupted rest period of 11 hours must lie. The work shutdown on Sundays and holidays is protected.



### 2.3.9 Documentation of training objectives

Written record books or training check-lists do not only have an informative and pedagogic significance, but in Germany in view of the authorization to the final examination also a juridical meaning. In addition, the documentation of training objectives helps the train-

ing employer and the trainee to preserve the overview about the knowledge and skills to be passed.

In Germany and Austria exist different solutions for the documentation of training objectives.

In Germany written record books are used. Trainees must get the opportunity to write the record book during the training period. The main function of written record books is the controlling function. Therefore, it concerns an individual, personal document. That's why it is inadmissible to present, for example, the operational training plan in the form of a written record book. It should not be proved what should be learnt, but what really has been learnt.

The record book belongs to the education material and is free of charge to the trainee. The education company bears the costs for this.

If there are problems with the guidance of the record book by the trainee the education advisers of the chamber should be informed on time to indicate the consequences for the trainees (e.g., no authorization to the final examination).



### **Demands for the record book**

1. During their education trainees have to lead a “record book”, so that the verification of the proper training is guaranteed.

2. For all partners the factual and chronological course of the training in the company and in the vocational school should be made provable in an easy form (headword-like information).

After §43 paragraph 1 Ziff. 2 of the vocational training act (BBiG) is to the final examination authorized who (...) has lead proof by written record books. On requirement of the Chamber of Industry and Commerce or the board of examiners the controlled record books are to be presented. Opportunity is to be given to the trainee to write the record book during the training period. The record books are not valued in the final examination.

3. The following minimum requirements are valid for making the record book:

- » Record book are to be made week by week and especially in the technical occupations daily notes are required (e.g. motor vehicle mechatronics technician).
- » Record books must return the contents of the education. This can happen headword-like, in the form of check lists or in other suitable form. Operational activities, instructions, operational lessons or other trainings are to be documented.
- » The contents of the vocational school lessons are to be put down.
- » Training employer or instructor and trainee confirm the correctness and completeness of the registrations with date and signature.
- » Training employer or instructor has to check the registrations in the record books at least monthly.

See Appendix 2: Pattern for a record book

In Austria training checklists are used. The instructor is documenting the degree of the reached training aim and emphasizes if an aim is not yet fulfilled. In this certain subject the training will be continued until the training aim is successfully reached.

See Appendix 3: Example for a training check-list





### 2.3.10 Assessment of the training – evaluation of trainees

A good vocational training assumes that training enterprise and the trainee regularly figure out the present state and assume the performance level of the trainee. What is he or she able to do already? What is not yet in such a way as it should be? What must be done to compensate the existing deficits?

Especially for trainees who still have no comparative graduations because of their low work experience it is important to know how the training company estimates their learning state or performance level and their behaviour. During an assessment conversation it often becomes clear to them how far and how well they have developed in their vocational training.

Hence, the assessment conversation pursues three aims:

1. Feedback to the trainee about his or her state of education and behaviour
2. Motivation of the trainee to other learning achievements and working achievements
3. Arrangement of supporting measures for the optimization of the learning achievement and efficiency

Providing feedback to the trainee gives him / her the possibility to learn from mistakes and to use his or her individual strengths even more deliberately. In addition, the assessment conversation offers the opportunity to the trainee to express an opinion on the assessment results or to put questions.

Whether an evaluation is successful or remains without success, primarily, the assessment conversation decides. In the ideal case it increases the motivation and with it the achievement for the enterprise and improves – by mutual constructive feedback – the relation between trainee and instructor.

Besides, important for the success of an assessment conversation is the real dialogue. The trainee may be pushed not merely in the role of the passive listener, but should be involved as an education partner in the search for optimization.

## 2.3.11 The duties of the training employer and the trainee

In established dual VET-systems both parties - training employers and the trainee - have duties which are fixed in the legal training regulations.

For example in Austria the following duties are mentioned in the vocational training act.

### **Duties of the training employer:**

- » Train the trainee according to valid training regulations in the respective occupation.
- » Trainees must not be assigned to tasks that do not fall under the occupational profile of the training occupation (e.g. cleaning windows).
- » When assigning tasks to the trainee the physical condition of the trainees has to be taken into account.
- » The trainee has to be protected against abuse and physical punishment.
- » The trainee has to be guided to proper and responsible behaviour and the fulfilment of his/her tasks.
- » To give the trainee the necessary time to attend part-time vocational school and to keep attention that the trainee regularly attends part-time vocational school.
- » To inform parents or legal guardians of the trainee about important incidents.
- » To give the trainee the necessary leisure time for taking the apprenticeship leave examination.
- » To reimburse the trainee for the examination fee of the first examination attempt.
- » To pay the trainee the apprenticeship compensation.

### **Duties of the trainees:**

- » Make an effort to acquire the necessary knowledge for the respective occupation
- » To attend part-time vocational school
- » To perform assigned tasks properly
- » To get in line with the rules of the training company
- » To protect business secrets of the training company
- » To use working materials and the working premises carefully
- » In case of absence from work for any reason, immediately inform the training company
- » To show certificates from part-time vocational school or any other respective documents on request of the training company



### 2.3.12 Examinations

The aim of a apprenticeship training is that trainees possess all skills & competencies described in an occupational profile and are able to solve professional problems in practical work situations. In order proof that examinations by external bodies (e.g. the chambers) can be conducted. In Germany exist an intermediate and a final examination. Both are compulsory. In Austria there only exists a final examination and it is voluntary.

Irrespective the question of compulsory or voluntary examinations, examinations have an important signaling function on the labour market. With a positive examination employers searching for staff know that the respective candidate possesses all the necessary skills and competencies in a specific occupation.

A vocational training system based on 200 or 300 occupations needs regulations for the examination and an institution in responsibility for the realisation of exams. Regulations fix the examination subjects and take care that at certain times per year examinations are conducted throughout the country under the same conditions. Qualified examiners know the training content and the examination requirements. They work in examination boards in written, oral and practical examinations on a high quality standard.

In Germany and Austria the competent body, the chambers are responsible for the conducting examinations. The board of examiners conducts the respective examination. Examination requirements are documented for each occupation in the respective training regulation.

For example in Germany the competent body, the chambers are responsible for the realisation of the intermediate and final examinations. The board of examiners conducts the respective examination. Examination requirements are documented for each occupation in the respective training regulation.

This is an exemplary description on examination requirements as well as weighting and pass regulations. It is a basic document for company instructors and trainees to inform about structure and content of the examinations.

#### Registration

To the intermediate examination the chamber invites the candidate. To the final examination the training company has to register the trainee on time. The registration form is delivered by the chamber. For the participation in intermediate examinations and final examinations the trainee is to be released.

#### Registration periods

To the summer examination all trainees are allowed, should the training period end up to the 30th of September. Deadline for applications: 31st of January.

To the winter examination all trainees are allowed, should the training period end up to the 31st of March. Deadline for applications: 31st of July.

#### Intermediate examination

To the inquiry of the education status an intermediate examination is carried out during the training period. About the participation a certificate is issued. Passing the intermediate examination is an authorizing condition for the final examination. It contains a statement above the education status, which was ascertained in the examination.

#### Final examination

The final examination gives answers whether the candidate owns the necessary skills and the necessary practical and theoretical knowledge to become a skilled worker. In addition the final examination certifies if he or she is familiar with the essential teaching material, which is provided to him or her in the vocational school lessons.

To the final examination is to be admitted:

- » Whose training relation is registered within the chamber of commerce and industry.
- » Who has passed the training period (or whose training period does not end later than two months after the exam appointment).
- » Who has taken part in the prescribed intermediate examination.
- » Who has lead proof the prescribed record book properly and in a contemporary way.

With the registration for the respective examination the examination fees are to be paid by the training company.

### 2.3.13 Final assessment of the vocational training period

After completing the vocational training relation an operational education and training report should be issued to the trainee, like the testimonial of an employee. For the trainee this education report is an important application base.

Beside the name and the address of the training employer as well as the kind of the training company, the personal information of the trainee also belongs to it, like name, date of birth and residential address. If the training has not carried out by the training employer himself, the instructor should also sign the report.

The education report should be provided in written form. It contains, in any case, the date of the exhibition as well as the signature of the training employer, if necessary also those of the instructor. Besides, information about kind, duration and the aim of the training as well as about the acquired skills and knowledge of the trainee is requested.

By request of the trainee could also to be added information about guidance, achievement and special technical abilities (Certified education and training report).

#### a) The basic education and training report

The basic education and training report contains information on:

- » Kind (operational vocational training),
- » Duration (juridical, not actual duration),
- » Aim of the vocational training (occupation) as well as
- » Acquired skills and knowledge of the trainees.

The basic report is a pure activity description without evaluation. Assessments may not be contained in the activity description.

#### b) The certified education and training report

In the certified training report information about behaviour, achievement and special technical abilities of the trainee is supplemented. Also a shortening of the period of training (on account of previous training at school or professional) is to be mentioned.

Among the rest, information about social behaviour contains:

- » Behaviour towards superiors and colleagues as well as in dealing with customers
- » Punctuality and ability in the cooperation





The aim of a apprenticeship training is that trainees possess all skills & competencies described in an occupational profile and are able to solve professional problems in practical work situations

## 2.4.

# Lessons learnt and recommendations for the transfer of structures to Spain and Portugal

1. Examples from Germany and Austria illustrate that dual training is connected with many legal questions and training companies have to consider different laws, e.g. vocational training act, the working hour law or youth industrial safety act. We recommend verifying existing laws in your country for necessity and applicability.
2. Announce an authority with a government budget responsible for development and introduction of a dual vocational education and training system in your country.
3. Even in countries where dual education is practised for many years companies need guidance in all questions concerning dual training. It is a big effort to continuously gain companies as training companies. Consider about a competent institution to entrust with the task to motivate, support but also to control enterprises in their duties as training companies.
4. It is important that companies are introduced and prepared to their tasks and duties in the dual training system because the system is either well known, nor accepted in your country and especially enterprises have to be convinced about the advantages. Establish a train the trainer education for in-company instructors and define national quality standards for this.
5. Check existing job profiles and occupations. Does already a system based on occupations exist? Develop and build up a system of occupation profiles on basis of existing profiles. Take into account future requirements, economic development, existing lines of business, and which competences of different parties have to be involved.
6. Beside laws and as part of the dual training system training regulations and training plans are relevant and derive from the training occupations. Define training content, training aims, requirements and standards for the practical training in the training companies.

7. Define examination requirements and announce an authority in responsibility for the development of an examination system, standards and the recruitment and education of examiners on a national level.
8. Develop training contracts, which consider the national situation and with conditions feasible for your enterprises.
9. Start campaigns to promote the idea of the dual-VET system. Support enterprises in the acquisition of trainees. Hire guides who consult potential training companies and young school leavers. Include the employment agencies, the federal school system and train teachers in the primary and secondary school.
10. The contribution and active participation of companies in the dual vocational training is essential for the success of the programme. Therefore, it is strongly advised that companies participate so as to:
  - » the professional profiles are correctly elaborated;
  - » the curricula include the appropriate schedule, training contents and qualification processes both for the theoretical and practical parts;
  - » be prepared for the accomplishment of the training, with appropriate workshops, established workstations and qualified workers...
11. Especially in Portugal companies do not take part in the definition of the learning curricula, which causes some problems. Governing bodies should think about the importance of bringing companies and training institutions together to the definition of the learning curricula.





## 2.5. Summary

Enterprises own the crucial role in the dual vocational education and training system. They are responsible in the training of young people at the workplace. At the end of the training period the effort results in skilled workers for the enterprise.

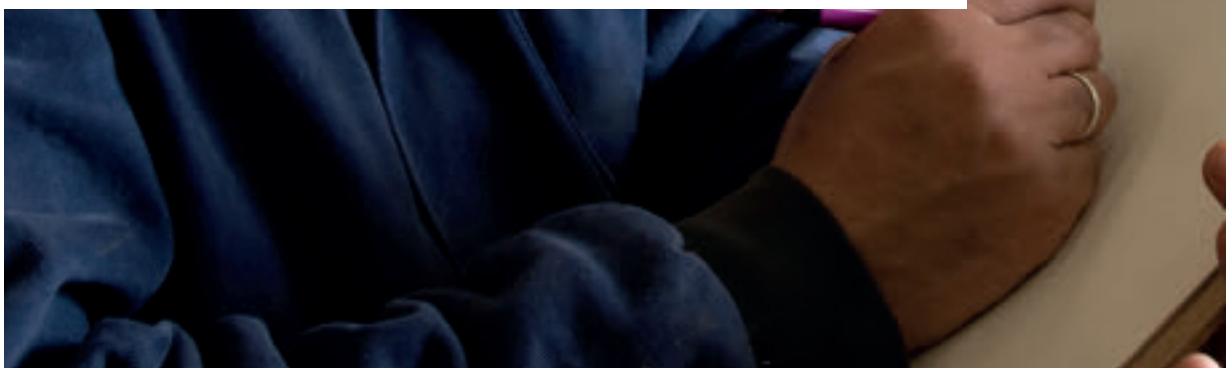
With the task to train are connected numerous duties for the enterprise. In countries like Germany and Austria the dual VET-system already has a long tradition. Structures in these

systems are proven and usable for a transfer to Spain and Portugal when considering the respective prevailing conditions.

The present manual should sensitise enterprises basically for dual training and is a preparation for the upcoming duties before and during the training period. The indicated solution possibilities and best practise examples have to be adapted on the respective basic conditions in the country.



Even in countries where dual education is practised for many years, companies need guidance in all questions concerning dual training



## 2.6.

# Appendices

### Appendix 1: In-company training plan with objectives

Job profile position (objectives)	Coarse aim	Training aim reached?
Nr.: 2.3.6 Knowledge of professional behaviour towards to principals, contractors, customers, parties, clients or suppliers	Communication with clients	Aim adequate fulfilled! Date: xx.xx.xxxx
Apprentice: Training occupation: Year of training:		
Instructor:		

*Excerpt following the presentation of Dr. Abdessalem Jelidi, Wirtschaftskammer Wien,  
15.10.2014*

## Appendix 2: Pattern of a record book

Name: \_\_\_\_\_ Department: \_\_\_\_\_

Record book	no.....week from.....to.....
Practise at the learning venue	
Subjects of instructions, teaching conversations, operational lessons and external trainings:	
Vocational school (Topics of school lessons in individual subjects)	

Signatures:

\_\_\_\_\_  
Trainee                      Instructor                      Instructor

### Appendix 3: Example for a training check-list

Job profile position	Coarse aim (Explanation)	Detailed aim	Task	Degree of reached aim
2.3.6	Communication with clients	Correct welcome	How will you face a customer?	Well
			How will you contact on the phone?	Apprentice has not understood the name of the customer and has not enquired

*Excerpt following the presentation of Dr. Abdessalem Jelidi, Wirtschaftskammer Wien,  
15.10.2014*

## Appendix 4: Checklist for training companies

### 1. Preparation of the training company for dual training

The operational, personal and technical suitability of the training company is confirmed from the competent body. If not, contact your responsible chamber.	
A suitable instructor or trainer is named	
Get used to the training content. Training regulations for the training occupation are available.	
The factual and chronological structure of the general training plan is available.	
Exam standards and licensing conditions are known	
Framework plan for the theoretical training in the vocational school is known.	
Check, if all training content, knowledge and skills laid down in the training plan can be fully imparted. If not, contact your responsible chamber how to conduct the training within a compulsory training alliance.	
Consider prerequisites of the potential trainee. Define a profile with requested skills, social and personal competences.	
Acquisition of trainee. My company must be perceived as training company in the public. For the choice of a trainee applications must be available. Recommendations: Request for written applications of applicants and use possibilities to publish apprenticeship offers (e.g. chamber, employment agency)	
Contact to career advisors and to vocational training advisors of the responsible chamber	
Participation in career and vocational training fairs	
Open house event in the enterprise	
Cooperation with public schools	
Offer periods for practical training (for pupils and in holidays)	
Selection of applicant	
Pre-selection of applications and comparison with requirement profile	
Interviews with candidates (invitation, preparation, realisation, evaluation)	
Decision for applicant	
Information of refused applicants	



## 2. Preparation of the training period

Enter a written training contract with the provided preprinted form	
Contract: Signature of trainee	
Contract: Signature of the legal representative, if the trainee is under 18 years old	
Certificate about the medical first investigation of trainees under 18 years	
Application of the training relation at the responsible chamber and registration in the list of registered training relations.	
Training contract with all signatures (two duplicates)	
In-company training plan	
Detailed information of the instructor including copy of professional qualification and certificate	
Registration at the responsible vocational school	
Announcement of the trainee at the responsible body of your social insurance.	
Preparation of working space and training material	
Request for record book at the responsible chamber	
Check, if the trainee has a claim on federal subsidies (vocational training aid) and inform him / her if applying.	

### 3. During the training period

Introduction of the trainee into the company.	
Recommendation: Keep in contact with the trainee until start of the training.	
Preparation of the initial training day	
Present and explain the company and training venues.	
Present important contact persons	
Give security instructions and let them sign	
Explanations to data protection and environmental protection	
Instructions to the workplace	
Explanations of the training course	
Arrangements of evaluation conversations	
Handing over of the training plan	
Record book and rules how to handle the record book	
Hand over schedule of vocational school	
External supplement courses (appointments, place)	
Hand over training material (e.g. tools)	
Allow to hand over wage tax card and social security identity card of the trainee	
Note account data for transfer of the training allowance	





# dualvet

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

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