



Lifelong
Learning
Programme



1

An introduction to

The Dual VET system

The secret behind the success
of Germany and Austria

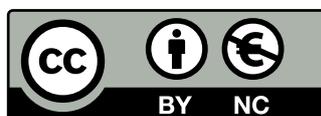
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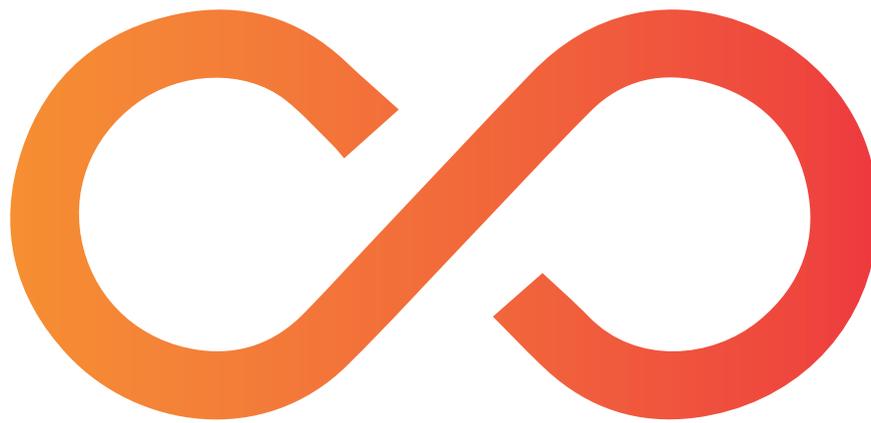
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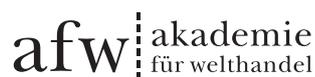
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dualvet

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

Partners:



1

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1.1.

Introduction

Dual vocational education and training systems (dual VET-systems) stand out due to the two learning venues company and vocational school. They are well acknowledged in Europe and established for example in Austria and Germany. Youth unemployment in countries with well working dual VET-systems is low.

Such a system also facilitates the transition from learning to employment and responds to the skills needs of the labour market. In the 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.

This model manual aims to be a general introduction on how dual vocational training systems are organized and it's key elements. It is addressed to potential stakeholders and training employers who want to initialize dual training in their own companies. When reading the manual, readers should be aware that the information provided is derived from al-

ready existing dual VET-systems in Germany and Austria and therefore is biased by the specific national contexts and traditions in in these countries, especially concerning the shared responsibilities of different government levels (federal state, regions, provinces etc.) and involved interest groups (e.g. chambers, trade unions). The presented principles for the organisation of the dual VET-system and responsibilities of different actors have to be translated into the national contexts of countries who wish to implement the dual approach – in this case Portugal and Spain.

This manual:

- » Describes the actors in the dual vocational training system and their role.
- » Describes the interaction between the different players in the dual system.
- » Lays main emphasis in particular on the role of training companies with their general tasks and duties.
- » Refers to the best practice in Germany and Austria.
- » Provides recommendations and important steps for implementation of dual VET-systems.
- » Demonstrates the challenges for the successful transfer of structures which can be adapted in Spain and Portugal.



Visit of the partners to the Mann+Hummel Ibérica factory in Zaragoza (Spain)

Three additional manuals are dealing with the following issues:

- » “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,
- » “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.

1.2.

The actors in dual vocational training systems and their role

Division of responsibilities in dual training

Policymakers, companies and unions all agree: Good vocational training is an investment in the future. “A vocational training system must be able to integrate the expertise and interests of all concerned parties (employers, employees, the state), on all levels, within joint responsibility for planning, carrying out and improving the system”. Solutions found through joint effort lead to voluntary commitment and integration within overall policy, and they help to avoid conflicts and friction. With such solutions, all concerned parties take joint responsibility for the results of vocational training, and the results are easily accepted by the job market.

The organization of dual training requires a complex but clear division of responsibilities. “Employers and unions play a central role in initiatives for change because the structure of vocational training must meet the demands of industry”. If there is a need for changes – e.g. in the qualification requirements of a specific

occupation, all the parties involved have to agree on the basic principles for adaptation. Then the work on the training regulations and framework curricula is continued and constantly coordinated by the individual partners involved.

“Vocational training in the dual system is based on the occupational concept”: Occupations requiring formal training should be oriented to the groups of qualifications that are typical for the relevant work processes. Specialization is permitted, as a complement to the basic qualifications required for each occupation in question, but it must be taught within an occupation context. Vocational training should prepare people for specific occupations, to be pursued immediately after the completion of training, but it should also prepare people for further learning. Vocational training must build «bridges to further training ». For this reason, two of its important components include promoting willingness to learn and fostering personality development. To work in the knowledge soci-

ety, people must be able to plan, carry out and check their work independently. So the main important objective of vocational training is to produce skilled workers with flexible qualifications. Vocational training within the dual system should be oriented to this aim. For e.g. in Germany the term “vocational training” shall mean vocational training preparation, initial training, further training and retraining. Additional qualifications, in addition to regular training, can support this aim and lead to further training.

Dual vocational education and training is a success story. Such systems contribute to the national economy and society with strong SME competitiveness on international markets, low youth unemployment rates and a high employment security for skilled workers in comparison to unskilled workers. With the dual approach, occupational skills are developed that are relevant to the labour market but not narrowly focused on the requirements of individual businesses.

Federal framework legislation

“Action by all stakeholders in dual training is governed by a federal framework”.

A federal framework legislation builds the legal prerequisite for the introduction of a dual training system. It defines for instance what an apprentice is, who is allowed to work as company trainer, regulates examination procedures and specifically important, defines nationwide recognised occupations. In addition, certain labour law provisions in different fields of law are also binding on initial and continuing vocational training. These are for example the legal provisions and rules governing work contracts, which are also applicable to training contracts.

Germany

In Germany the stakeholders are the Federal Government, Länder and industry. The Vocational Training Act (Berufsbildungsgesetz, BBIG), which was adopted in 1969, introduced a national legal framework for the different traditional training paths in the skilled trades and in industry and commerce.

Austria

In Austria the legal responsibilities for dual vocational training are organized on a federal, provincial and local level. The legal base for dual training is laid down in the Vocational Training Act (Berufsausbildungsgesetz, BAG) which was adopted in 1969.

Spain

The dual system of vocational training in Spain, is developed through two different models that are defined in Royal Decree 1529/2012, of November 8, 2012 and ESS / 2518/2013 Order of December 26, 2013:

These two models are:

- » The Dual Vocational Training from the Education System (regulated by the Education Authority)
- » The Dual Vocational Training from the Labor System (regulated by the Labour Administration)

The Dual Vocational Training from the Educational System aims to provide students of Schools of formal education access to practical training in the company and adapted to the reality of work to complete their theoretical training at the School. This is regulated through cooperation agreements with the company or the center.



Transnational meeting of the project partners in Zaragoza (Spain)

The implementation of this approach depends, as in all the educational provision, on each Autonomous Community (region). To collect national data on the different projects of dual vocational training, mechanisms between the General Directorate of Vocational Training of the Ministry of Education, Culture and Sports with the Autonomous Communities are established.

It is stated a minimum rate of 33% of participation from the company in the training (approximately at least 970 h. of 2000 h. with training cycles). In Spain every two hours of training in the company are counted as one hour of training in the school. The student may also receive a grant or a contract from the participating companies or other institutions. These grants and contracts are regulated by the Ministry of Employment and Social Security. A learning contracts can be directed students with a limit of 30 years (25 years if the percentage of youth unemployment down), while the scholarships can be accessed any student, no age limit.

In Dual Vocational Training from the Labor System, the relationship between the student and the company is organized through

a contract for training and learning which has a minimum and maximum duration set by regulations.

This approach is addressed to youth under 30 (it will be 25 when the unemployment rate is below 15%) who combine their work in a company with training periods related to the activity developed in the company and taught in training centers (vocational schools, education system centres or companies).

It is planned that the salary received may never be less than the minimum wage in proportion to the work done and that in the first year may not exceed 75% of hours of agreement and 85% the second and third, and so be compatible with the theoretical training at the center.

Catalonia

Beside the law of the Spanish state level each community has a policy that regulates dual vocational training. In the case of Catalonia dual training is regulated by the resolution ENS / 1204/2012 of May 25, 2012. This is an example for autonomies in Spain, which also charge responsibility for vocational education from the Spanish government.

Portugal

The Dual system in Portugal, known as “Aprendizagem” or “Sistema de formação em alternância”, is a specific programme developed and implemented by the Employment and Vocational Training Office (“Instituto de Emprego e Formação Profissional”) of the Ministry of Solidarity, Labour and Social Security; (Ministério da Solidariedade, do Emprego e Segurança Social). This system aims to qualify young people though vocational education and it is presented as an alternative for those youngsters (attending the 6th to the 9th grade) that having dropped out from the standard educational system are willing to start a professional career, without possessing any type of qualification. Nevertheless, when considering the strategic orientation, accompaniment, organisation and control, the dual system is chaired by the National Learning Committee (Comissão Nacional de Aprendizagem – CNA), which is composed by representatives from the following bodies:

Employers and Trade Union Confederations in the Permanent Commission for Social Dialogue;

- » Economic and Social Council;
- » Ministries of Solidarity, Labour and Social Security;
- » Ministries of Education and Science;
- » National Council for Youth;
- » Autonomous Regions of Madeira and the Azores;

In addition and if deemed necessary, any outstanding individual with recognised merit in the field of vocational training can attend/be part of the National Learning Committee.

Source: <http://repositorium.sdum.uminho.pt/bitstream/1822/10093/1/o%2520sis-tema%2520de%2520aprendizagem%2520final.pdf>



Actors

In particular the following different actors on different levels are involved in a dual system and adopt certain responsibilities and tasks:

a. Federal level: Government

The Federal Government is responsible for designing the content of training for the occupations it has recognized unless training is entirely school-based. “The nationally binding recognition of the training occupations ensures that the basic principles agreed with all participating parties are taken into account and that training for a recognized occupation is only provided in accordance with the training regulations adopted by the Federal Government”. The Federal Government’s responsibilities are not limited to implementing what was jointly agreed: it also takes measures to promote dual training.

These measures include not only individual support programmes but also special funding programmes which aim, for example, at creating additional training places in less favoured regions. The Federal Government provides funding for special research projects to ensure the constant updating of vocational training. The objectives of vocational training research are in particular to establish a basis for vocational training, monitor national and international developments, identify training requirements in terms of goals, content, structures and methods, and

test the developed models under practical conditions.

Vocational education and training remains a national responsibility.

In Germany and Austria the dual system of vocational training is based on a number of national standards that are designed to guarantee the quality of vocational training. Curricular standards are designed to ensure that vocational training is provided at the envisaged quality level and that the current needs in the respective vocational field are met. National quality standards aim to ensure that trainees are able to successfully complete their training and maintain or increase the acceptance of training among employers by documenting a high level of competence. The national standards also offer companies a degree of transparency about what they can expect from trainees after they have completed their training.

In addition the federal government can also be responsible for the development of federal vocational training curricula and for national standards of vocational training.

b. Regional level: Provincial Government

The federal provinces can be fully and solely responsible for school education but at least they participate in any way, e.g. provide for the construction and equipment of vocational schools. In dual training this means that – after coordination between the different provincial governments and with the other stake-

holders in dual training – each province drafts the curricula for instruction at part-time vocational school for the training occupations in question. Furthermore, the provinces can have the task supervise the activities of the chambers, which are self-governing bodies in the dual system.

c. Industry: Employers and unions

“Normally the proposals submitted by industry for the development or revision of training regulations are taken up by the Federal Government if they have been agreed between employers and unions.” Without the involvement of the Federal Government, the social partners agree on further details of voca-

tional training, particularly the amount of the allowance paid to trainees, within the framework of free collective bargaining. Some collective agreements also include provisions concerning such points as continued employment of training graduates under a limited contract.



d. Industry: Chambers of industry, commerce and labour and handicrafts

“As self-governing bodies of industry, the chambers have been assigned public tasks in dual training (competent bodies)”. These include counselling and monitoring functions with regard to the individual training contracts. Training advisers of the chambers verify the aptitude of companies and instructors for providing training and advise both companies and trainees. They receive the training contracts and check and register them. The chambers take care of the overall organization of examinations by fixing dates and setting up examination boards, which administer the examinations.

Furthermore, the chambers issue the certificates, which are awarded to successful candidates. Finally this certificate awarded a skilled worker, recognized national-wide. A certificate from the responsible chamber still

provides the best opportunities in the labour market. The term of “recognized training occupation” refers to training courses which are nationally regulated in training regulations. Training in recognized training occupations primarily serves the purpose of providing young people with vocational qualifications. The objective is to give them opportunities for permanent employment. In addition, the training is to provide business enterprises with qualified skilled labour in the long term.

The examination boards are composed of representatives of employers, employees and vocational schools. The chamber sets up a vocational training board, which must be consulted in important matters of vocational training. It is composed of equal numbers of representatives of companies, unions and – in an advisory capacity – part-time vocational schools.

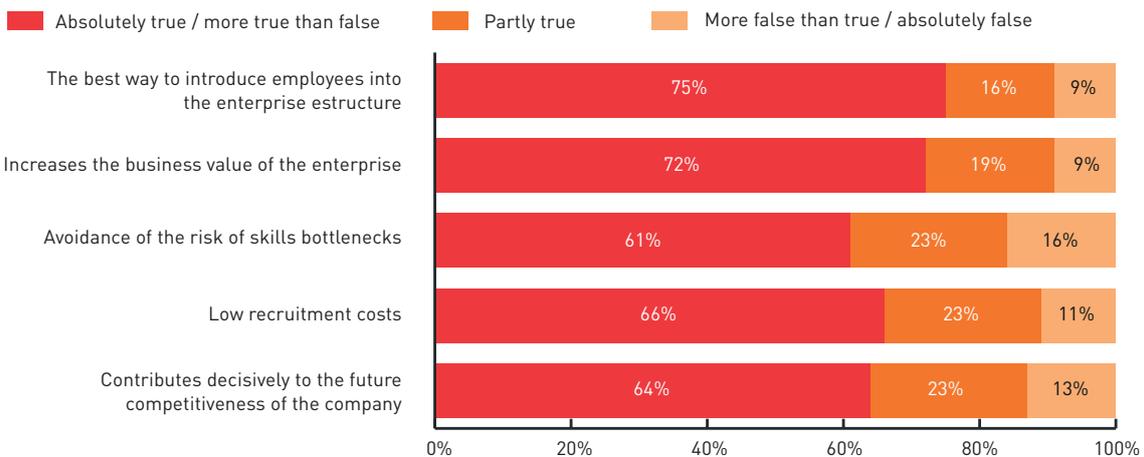
e. Training companies

“Training is mainly provided at the workplace, that is, during work. This is the central point in which the dual system differs from the school-based training models”: In-company training familiarizes the trainees with the technological and organizational aspects

of the current work processes in companies. In addition, trainees contribute to the company’s productivity during their training, which reduces the overall cost of vocational training for both the companies and society at large.

Benefits of training from the viewpoint of the enterprises

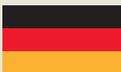
Approval rates



A company concludes a training contract with a young trainee and assumes the responsibility for teaching the required training contents. The company organizes learning on an average of three or four days per week on the basis of a training plan, which forms part of the training contract concluded with the trainee.

“Vocational training is held under real-life working conditions”. The trainee acquires the required knowledge and skills, which are laid down in the job profile for the respective training occupation. “Immediately upon completion of the training, he or she is able to take up a qualified professional activity as a skilled worker.”

“Most of the training can be provided through productive activities; this reduces costs and

	Company-based training
 Germany	70% of the apprenticeship period. Provision of job-specific knowledge and skills.
 Austria	80% of the apprenticeship period. Provision of job-specific knowledge and skills.

increases the apprentice’s motivation to learn”.

Companies that cannot provide the job profile completely have the possibility to use complementary practical training in a training alliance, which enables them to safeguard the provision of a full vocational training.

f. Vocational school

Trainees attend part-time vocational school. Training in schools can be organised on a regular basis (apprentices attend school e.g. one or two times a week) or blocked (apprentices attend school for several weeks for one or two times per year). The actual organisation can differ from occupation to occupation and often depends on the industry needs (e.g. in tourism vocational schools are often blocked in off-season times), where they are mainly taught theoretical and practical knowledge related to their occupation; in addition they attend classes on general subjects such as economic and social studies and foreign languages. “Systematic teaching at vocational school is a necessary supplement to process-oriented training in the company which is rather more based on specific in-house requirements”.

Teaching at part-time vocational school takes complex processes into account as well:

Education at part-time vocational school	
 Germany	30% of the apprenticeship period. Provision of basic subject-related theory and extension of general education.
 Austria	20% of the apprenticeship period. Provision of basic subject-related theory and extension of general education.

Theoretical contents is therefore not taught in isolation but within the framework of so-called fields of learning, and is related to work in the respective occupation wherever possible. This approach is also used in classes on general subjects if possible.



g. Trainees

The dual system of vocational education and training provides all young people with an opportunity to enter skilled employment and take responsibility for their own lives. At the same time, it trains tomorrow's skilled labour and thus can make a significant contribution to national competitiveness and prosperity.

Benefits for trainees are especially:

- » They develop their personal and social skills.
- » They learn and work in a motivating situation (learning and learning)
- » They go through a labour market relevant training.
- » After completion of training they have a recognized qualification and their chances in the labour market increase.

There are many reasons why the dual system is attractive to young people: vocational training, depending on its type, duration and extent, can confer social prestige, provide an early opportunity to live on one's own, open up life opportunities and enhance one's social security.

Training curricula in the dual system are tailored to young people with at least a school-leaving certificate from a secondary-modern school. To compensate for possible differences in trainees' education levels,

	Training period
 Germany	2 – 3,5 years
 Austria	2-4 years

resulting from differences in their preparatory schooling, the legal frameworks provide for shortening or lengthening of training periods. This helps keep trainees from being over challenged or under challenged.

Trainees who have decided for an occupation and found a training company run their dual vocational training at least 2 years depending on the occupation. The legal basis for their vocational training is a training contract with the training company. During the training the company pays a monthly training allowance and the company provides systematic training under real-life working conditions. After the training period the trainees graduate with the final examination at the responsible chamber.

Two examples for the division of responsibilities in the dual vocational training systems of Germany and Austria:



Dual training in Germany has a long history. In the distant past, of course, training took place in the company alone. The dual system began to take shape when compulsory school attendance was introduced. Efforts to provide systematic training were already made in the middle Ages in the area of the skilled crafts and trades.

The training partners in the economy are industry, commerce, agriculture, the liberal professions, public administrations, health services, and inter-company training venues. The various Chambers ('competent bodies') are responsible for advising companies, registering trainees, certifying trainers' specialist aptitude, accepting examinations and conducting social dialogue at regional level. The examination boards are composed of representatives of employers, employees and vocational schools. The chamber sets up a vocational training board, which must be consulted in important matters of vocational training. It is composed of equal numbers of representatives of companies, unions and – in an advisory capacity – part-time vocational schools.

The partnership between employers and unions manifests itself at federal level through cooperation in the main commit-

tee of the Federal Institute for Vocational Education and Training (BIBB), at Land level in the competent ministry's VET committee, and at regional level in the Chambers' VET committees and examination committees.

The social partners have responsibilities at four levels:

1. National level: participation in developing training programmes / standards, recommendations in all areas and aspects of VET.
2. Regional level:
 - » "Land" level – recommendations in all areas of VET in respect of coordination between school and enterprise;
 - » Level of the competent bodies – advice, supervision of training provision in enterprises, implementation of examinations, award of qualifications.
3. Sectorial level: negotiations on provision of training places; collective agreements on remuneration of training.
4. Company level: planning and implementation of in-company training.



The success and further development of the dual system are ensured by the partnership of many institutions and establishments at various levels.

Federal level

Federal Ministry of Science, Research and Economy (BMWFW)

The enterprise-based part of apprenticeship training is within the sphere of competence of the Ministry of Economy. The legal bases for dual training are laid down in the Vocational Training Act (BAG). The regulations for the individual apprenticeship occupations are issued by the Ministry of Economy on the basis of expert opinions submitted by the Federal Advisory Board on Apprenticeship.

Federal Advisory Board on Apprenticeship (BBAB)

The Federal Advisory Board on Apprenticeship is set up by the Ministry of Economy upon the proposal of the social partners (Austrian Federal Economic Chamber, Federal Chamber of Labour). Part-time vocational school teachers are co-opted as advisory members. The Federal Advisory Board on Apprenticeship submits expert opinions to the Ministry of Economy, e.g. on the restructuring of apprenticeship occupations.

Federal Ministry for Education, the Arts and Culture (BMUKK)

Provisions concerning the organisation of part-time vocational schools and the cor-

ner-stones for the framework curricula are laid down in the Federal School Organisation Act. The Ministry of Education issues framework curricula for part-time vocational schools for each apprenticeship occupation. In addition, it bears 50% of the costs for teaching staff of part-time vocational schools.

Provincial level

Apprenticeship Offices

The Apprenticeship Offices of the regional economic chambers act as apprenticeship authorities of the first instance. They examine (jointly with representatives of the regional chambers of labour) the training enterprises' suitability to provide apprenticeship training in subject-specific and staff-related respects; in addition they are responsible for examining and recording apprenticeship contracts. In principle it is their task to provide wide-ranging counselling to apprentices and training enterprises in all matters concerning apprenticeship. In this work they are supported by Offices for the Protection of Apprentices and Minors of the regional chambers of labour. The heads of apprenticeship offices appoint the chairpersons of the final apprenticeship examination boards on the basis of a proposal to be obtained from the Regional Advisory Board on Apprenticeship. Also the apprenticeship-leave exams and subsidisation schemes for training companies are managed by apprenticeship offices.

Federal provinces

The federal provinces are responsible for the construction and equipment of vocational schools. In addition, they bear 50% of the costs for teaching staff of part-time vocational schools.

Provincial governors

At the regional level, provincial governors assisted by the respective provincial government offices are responsible for apprenticeship training and act as apprenticeship authority of the second instance. They decide on appeals in apprenticeship training matters, such as the withdrawal of the authorisation as a training enterprise, and on cancellations of illegally registered apprenticeship training contracts. Provincial governors appoint the members of their respective regional advisory board on apprenticeship.

Regional Advisory Boards on Apprenticeship

In every province, one Regional Advisory Board on Apprenticeship with representatives of the social partners has been established with the aim of providing counselling services in all issues related to VET. It is responsible for submitting expert opinions, proposals and suggestions related to the apprenticeship training system in its province. On its proposal, chairpersons of apprenticeship leave examination boards are appointed.

Regional school inspectors

Regional school inspectors are responsible for school inspection and fulfilment of all the tasks within their sphere of responsibility as well as for implementation of the federal framework curricula in the form of regional curricula.

Local level

Training enterprises

Authorised apprenticeship trainers are responsible for the provision of apprenticeship training. It is in their enterprise that the respective apprentice is trained to become a skilled worker. In this work they are assisted by IVET trainers. In various sectors of industry, apprenticeship counsellors are appointed to provide subject-specific counselling to training enterprises. Working in close cooperation with regional advisory boards on apprenticeship, their two prime tasks are to advise the authorised apprenticeship trainers in the appropriate design of the individual enterprise-based training programme and, in particular, to promote cooperation between training enterprises and part-time vocational schools.

Part-time vocational school

Part-time vocational schools form an integral part of the economic life of their respective location. Direct contact with training enterprises in the region is a key prerequisite to ensure they optimally fulfil their educational task.

1.3.

Co-operation and interaction between the players in the dual system

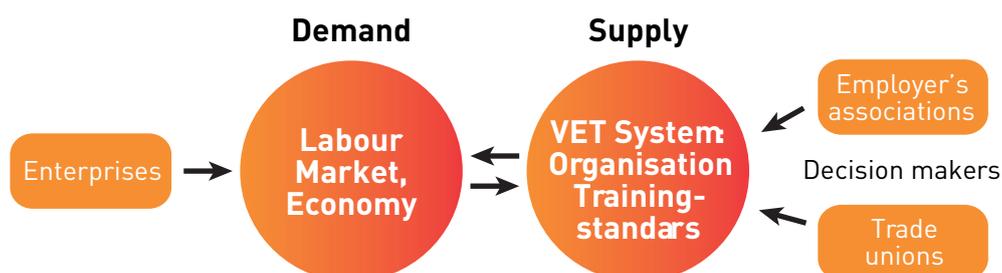
Legal cooperation

Co-operation in the dual system is legally enshrined on all levels (federal, provincial / regional, sectoral, training location). Normally an appointed federal ministry is guiding the process and other relevant federal ministries also issue ordinances and co-ordinate with the responsible ministry. Different federal institutions, advisory boards and representatives of employers, the unions and the provinces work together on an equal basis. Relevant institutions on federal or regional level in a country are responsible for vocational training in schools and cooperate with the responsible ministries for regulating the training in the companies. This could be committees which advice their regional government on vocational training issues, especially with promoting co-operation between school-based and in-company vocational training and with

taking account of vocational training in overall development of schools.

On the regional level, the autonomous organisations within the economy, especially the chambers (for industry, commerce and crafts) have important competencies. They are responsible for advising and monitoring companies offering training within their districts, as well as for reviewing the suitability of such companies and the aptitude of their training instructors. They are also charged with registering training agreements and with establishing examination boards for intermediate and final examinations in vocational training and further training. Furthermore, they issue individual regulations for their own regions, where they are empowered to do so by law.

Influence on content and organisation of VET



Financing of dual VET

Financing of dual training is provided by different actors in the dual VET-system. “The companies which provide training cover their own training costs (e.g. apprenticeship pay, cost of trainers, material) and contribute the largest share to the financing of dual training.”

Depending on the responsibility the regional or federal government spends money on the equipment and operation of part-time vocational schools. In addition, federal funds and contributions from the Federal Employment Agency are provided to promote vocational

training, for example, via funding of structural programs or individual training support. Furthermore the government is funding the provinces for research in the field of vocational education and training and training promotion programs.

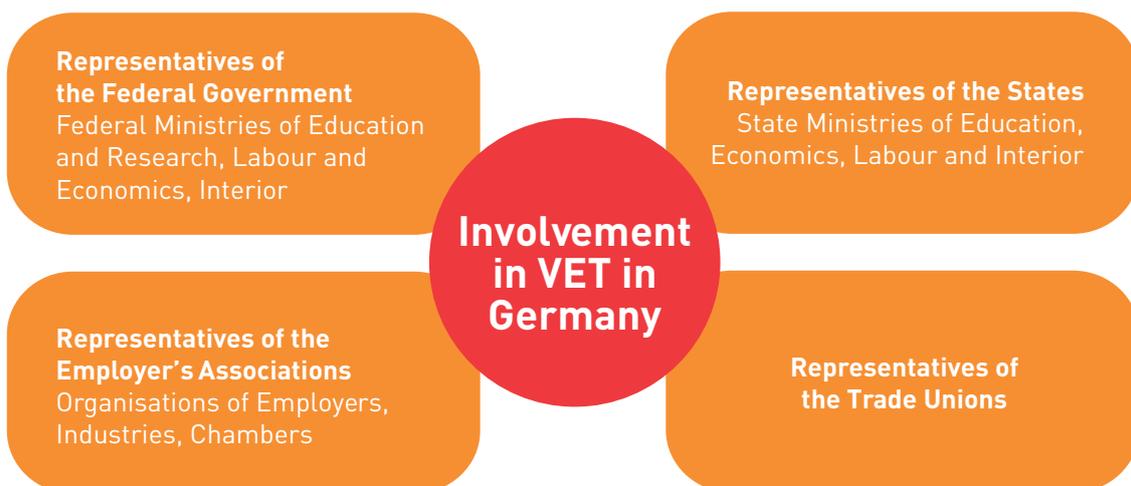
“The benefit for the state is that the private sector contribution eases the burden on public budgets. The benefit for the companies is that dual vocational training is an investment in the future with a return on invest for the company.”

Co-operation of stakeholders

The co-operation of stakeholders in the dual VET-system the Federal Ministries, State Ministries, Employer’s associations and Trade Unions develop:

- » Qualification profiles/VET-standards
- » Examination requirements
- » Duration and contents of training programs
- » Level of qualification
- » Criteria for quality assurance

As an example from Germany the next chart emphasizes the involvement of different stakeholders in the VET-system:





Interaction of training enterprises

“Training companies represent part of the industry and have influence on content and organisation of vocational training”.

Training companies co-operate before and during the training extensively with the chambers concerning:

- » Suitability as training company
- » For general and legal questions of the dual training the chamber is the competent body
- » Documents relevant to the dual VET training
- » Training contract
- » Proof of the requisite training personnel (personal, professional and pedagogic qualification)
- » Intermediate and final examinations

Training enterprises also co-operate with the second learning venue in the dual system, the vocational school:

- » Registration in the responsible vocational school
- » Exchange with the school concerning the trainee
- » Exchange on technical questions to optimize the training content to the performance of the trainee (in the sense of a good cooperation of the learning venues)

Interaction of the chambers

The organisational infrastructure for dual VET training is offered through the chambers:

- » Accreditation and reviewing of training companies,
- » Registration of training and work experience agreements,
- » Maintaining the register of training contracts, enter, amend and delete training contracts
- » Conducting examinations and certification of trainees and instructors
- » Verifying the aptitude of training staff
- » Advising of instructors and trainees
- » Advising firms on all initial vocational training issues via training advisors,
- » Issuing of examination ordinances
- » Monitoring execution of training
- » Revising of training facilities, training agreements
- » Establishing vocational training committees

Interaction of the vocational schools

Vocational schools and companies have a joint educational responsibility for vocational training: Depending from the occupation trainees / apprentices usually spend one or two days in vocational school and three or four days a week in the company. Vocational schools also establish special classes oriented to the various relevant occupations – also on a supra-regional basis for less-popular occupations.

Vocational schools are autonomous training facilities that cooperate, on an equal footing, with other parties involved in vocational training. Vocational schools teach their pupils both vocational and general course material, giving special attention to the requirements for vocational training. And vocational schools also have the task of providing education that broadens vocational training or supports pupils' employability.

Recent framework curricula are divided by «learning areas». Learning areas are instruction units that are derived from the main tasks within a relevant occupation. With this concept, vocational-school training is oriented to company processes and, thus, complex tasks. General instruction includes such subjects as social studies, economics, mother language, foreign languages, religion and sports. It is closely combined with vocational subject matter, in a number of different ways.

1.4.

In particular the role of training companies with their general tasks and duties

The owner of a company decides whether his company will provide in-house initial vocational training, the occupations he will provide training in and how many youngsters the company will take for the vocational training. In the dual vet system the training company plays an important role because the most important part of the education takes place in the company.

General tasks and duties of training companies who participate in the dual vet system are:

- » The company provides for the operational, personal and technical suitability during the entire training.
- » The training employer signs a contract with the trainee over the duration of the training period. The company ensures to conduct the vocational training in accordance with government regulations and legislation. The training is conducted in line with the binding provisions of the vocational training regulations, which guarantee a national standard.
- » The owner of the company or an instructor / trainer who is qualified to provide training provides for the training of the employee. Instructors are responsible for planning training content and schedules and for conducting the in-company vocational training program according to the occupation.
- » Training employers must ensure that their trainees achieve their training goals within the specified period of dual vocational training especially that they acquire the vocational skills needed to pass the required examinations.
- » They may assign trainees only those tasks and work that belong to the particular vocational training program.
- » They have to finance the entire own training costs (e.g. training allowance, social insurance, cost of trainers, material, registration of the training contract, examination fees).
- » They must provide at no cost tools, materials and specialized literature as well as all other equipment and materials needed for the training.
- » They must ensure that trainees are not put at moral or physical risk.
- » They must give trainees time off to attend class at part-time vocational school.



In the dual system, the training company plays an important role because the most important part of the education takes place in the company.

- » They must provide their trainees record books and assist them in keeping them up to date. They must initial the record books on a regular basis and thus confirm that the individual learning steps have been carried out.
- More detailed tasks and duties of the training company are described in the “A practical guide for companies to organise and conduct training on dual VET system – Special focus on Tourism and Automotive sector”.

1.5.

Important steps and recommendations for the implementation of a dual system

Successful dual vocational training systems own the following core elements. We recommend verifying, if the identified core elements can be established in VET-systems of Spain and Portugal.

- » The dual vocational training system is based on training occupations. The term of “recognized training occupation” refers to training courses which are nationally regulated in training regulations. Training in recognized training occupations primarily serves the purpose of providing young people with vocational qualifications. The objective is to give them opportunities for permanent employment. In addition, the training is to provide business enterprises with qualified skilled labour in the long term.
- » There are two cooperating learning venues: the company and the vocational school or centre. The company-based-training, “the learning at the workplace” has to be predominant in relation to the training time as student at the vocational school.
- » The successful implementation of the dual system implies a strong involvement between the company, the government and the social partners (public and the private sector).
- » Private-public partnership determines the role of the stakeholders, their rights and duties.
- » A wide consensus in society to provide ALL school leavers with vocational education and training.
- » A powerful strategic concept for training young workers in cooperation with the enterprises.
- » A strategic top-down decision made by the government and employer sides to implement a cooperative system.
- » The willingness of the public sector (government, schools) to accept the private sector as an equal partner in vocational education and training.
- » The willingness of the private sector to accept quality control of its education and training activities a fundamental Vocational Education and Training Act which regulates the roles of the stakeholders.
- » A strong cooperation between secondary school and companies.
- » A pre-vocational orientation in the education system.

- » Organisational infrastructure through competent bodies: accreditation of training companies, registration of training and work experience agreements, examinations and certification.
- » Necessary components of vocational training standards, e.g. rules for the training agreement, rules for recognition of previous learning, rules for apprenticeship pay.
- » Clear financing rules: enterprises cover their own training costs (e.g. apprenticeship pay, cost of trainers, material), the government is funding the vocational schools.
- » Both in school and in the company instructors teach and train who are skilled and especially in the enterprise trainers own an aptitude examination.
- » Research in the field of vocational education and training and training promotion programs.



For adaption and implementation of a dual vocational training system in Spain and Portugal we recommend:

Establish a legal basis with responsibilities on different levels. Make sure that the different levels cooperate with each other.

- » In Spain, currently, the bodies defined for the control and management of the dual vocational training are government. In particular training depends on the education departments of the different autonomous. Thus, the student / apprentice, still and stay in the business, still depends to obtain his degree from the school, ie, although the company tutor will make an assessment of the learner, assessment remains with the school.
- » Agencies or institutions such as Chambers of Commerce and cameral regional councils collaborate as facilitators in the dissemination, management, monitoring and control of dual FP (and the FP in general). Thus, in Catalonia, the General Council of Chambers, has developed an application for managing and monitoring agreements stay in the business, in which the different actors are involved: school tutor, mentor and apprentice company.

Look at your educational system and verify, if graduates are prepared to start a dual education. Your company can help to define the preconditions to start.

- » In Catalonia coexist in the same cycle training students in dual mode, with students in "traditional" mode, not having, to date, enough companies willing to host students in dual mode. This fact causes that schools make a selection of the best students to lead / guide them to the dual vocational training. Ultimately, companies finally selected students will be trained in the company and with an employment relationship is established (either through a contract or a grant).

Consider how to finance the implementation of the dual system and how financial incen-

tives can be implemented to increase participation of companies.

- » In Portugal, for example, the subsidies for the trainees are provided by the government and include (monthly fee/salary, transportation and food fee, other fees (such as training materials, accommodation, etc.).
- » Spain's government is offering tax benefits to companies that hire apprentices in dual systems in certain types of contracts as the contract for training and learning. Also, and linked to developments of the Youth Guarantee Plans, these proposals can be improved.

Identify an institution, which takes care of all tasks like the so-called "competent body" (the chambers) in Germany and Austria. In Portugal the DUAL (www.dual.pt), which is the training company of the Portuguese-German Chamber of Commerce could be suitable for this task.

We recommend that dual training courses last for +/- 3 years and correspond to an estimation of 4200 hours. In Spain, the average length is 2000 hours, which can be distributed in 2 or 3 school years. The paradox is that the same Autonomous Community can offer the same cycle of dual vocational training with different hours duration.

We also recommend that the company-based-training, "the learning at the workplace" has to be predominant in relation to the training time as student at the vocational school:

- » For example in Portugal, it must correspond, on average, to 40% minimum of the total number of hours of the vocational course; this means at least 1100 hours of the vocational course.
- » Currently, in Spain coexist dual training cycles where we can find that prevail training

in the classroom and others, on the contrary, where it tends to training in the company. From just under 14% to over 40%.

Consider how to use existing best practice of occupation profiles, training regulations, framework training plans, examination regulations, instructor trainings and trainer aptitude examination etc. and adopt them to the conditions in your country. Start small and avoid over-bureaucracy.

Develop and implement a system for further education of teachers in / for vocational schools, for instructors in companies and for teachers in the secondary school.

Consider arguments how to change the mind of your company managers, how to drive away mistrust and to activate them taking over the requested responsibility to become the important player in the dual vocational training system.

When implementing the system keep in mind how it can be enlarged with further professional education and how could it be permeable for different target groups (e.g. un-qualified people, drop-out from university).

Try to interest German and Austrian companies settled in your country and with them their business partners, customers and suppliers of the German enterprises in Spain and Portugal. The German and Austrian companies can support you in the marketing for dual VET and can persuade other companies to become involved. They can solve some doubt with regard to the costs for the dual vocational training and that the qualified employees leave the company immediately after the training. They can provide with information that the dual VET secures the availability of very well qualified skilled workers, which are again the basis for competitiveness and ability for innovation in the enterprises.

» In this case, the German Chamber of Commerce in Spain is making an important outreach and awareness towards companies and Spanish society in general, in collaboration with the Spanish Government and the Chamber of Spain.

A recommended involvement between company, government and social partners starts to become visible in Spain. An important outreach from the Government to the social partners is becoming in order to establish common performances.

1.6.

Challenges for the successful transfer of structures to implement the dual VET system in Spain and Portugal



Portugal

In Portugal the main challenges for the successful implementation of the dual vocational and training system are mostly related with:

- » The high risk of disinvestment in the dual-VET system, mostly related with the rather “unpopular” vision that young people have of it;
- » The dual training system is irregular in what concerns the distribution of time spent in the company – sometimes it can be just 1 afternoon;
- » The lack of involvement of the companies in the definition of the curricula programme.
- » The ignorance of VET institution about market needs and distance between both of them;
- » High requirement of professional profile of coordinator of Dual Training courses.
- » Highly dependent on European Funds.

Overall, we must take in consideration that this system lies on a systematic, intense and long “learning-by-doing” process, where the learning of contents, knowledge and competencies (both practical and theoretical) are mostly developed within real working contexts, where the companies have a leading and important role, while without having any costs.



Spain

In Spain are many challenges that arise Spain to implement a dual training system powerful and stable over time:

- » The reorganization in both human resources and dedication of teachers of vocational training centers.
- » The ignorance of the training centers of the reality of the productive market and its needs of specialization.
- » The lack of uniformity in the various models of dual vocational training cycles being implemented, both at regional level and national level.
- » There is no identification of which would be the ideal company to participate in the dual system.
- » There is no a model of training for company tutors, not a definition of their qualification profile. For example, in Catalonia de the education department has developed and begun to ejecutar a training program for company tutors (12 h), intended as required to accommodate students and in turn allow the company and the tutor have an appreciation officer.
- » We must overcome the distrust of business before this new model allowing their active participation in the definition of training curricula.
- » The Spanish productive system (very small companies) is a challenge in itself because it requires the establishment of collaborative models between companies to be able to offer to the apprentices a complete training at their facilities.
- » Is not defined the role of each of the participating actors in the system, so now, all are doing as many functions as they are able to do, duplicating efforts in most situations.
- » The model contracts should be relaxed to allow greater access for young people to the system.
- » A general recognition of apprenticeships is still lacking.
- » Especially enterprises ask for clearer rules in Spain as well as the development of a vocational training bylaw.
- » Government bodies have to clearly identify the role of each one of the actors involved in the dual vocational training in Spain as well as the accompanying regulations.
- » The current Spanish legislation is allowing that training is developed in a different way in the different regions and even within the same region. Thus, for example, the distribution between the time that the trainee should be in the company and the school, even the duration of the total trainee is not the same. In conclusion exist different dual formats in the framework of the same training cycles. This can be an obstacle for the implementation of such a system.



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Transfer of successful structures and guidance for implementing
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