



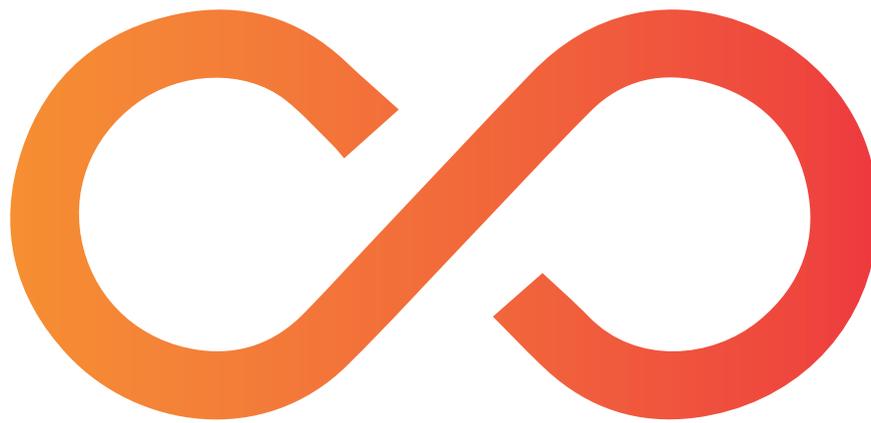
Lifelong
Learning
Programme



dualvet

Dual VET system

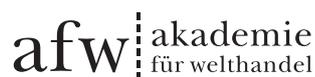
Transfer of successful structures and guidance
for implementing the dual VET system.
Training company trainers



dualvet

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the dual VET system. Training company trainers

Partners:



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P^a Isabel la Católica, 2
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www.camarazaragoza.com

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Intros



Nowadays, youth unemployment rate of those under 25 years old is about 49,6 % in Spain and 31,2 % in Portugal. Significantly higher than in other countries, such as Germany (7,2 %) or Austria (10,1 %). From the point of view of the European Union, dual vocational training is directly related to the decrease of youth unemployment, and thus, it is identified as a core pillar in education and training of the member countries.

This model has a conciliatory effect between the education and production system, as it acts as an element of transition between both of them, as well as strengthening the position of the companies in the society, turning them in key actors and offering the youth a qualification well adapted to the demand of their production. This is why this DualVet project focuses its development and results on them, mainly on the SMEs, which represent more than the 99 % of the productive fabric in Spain and Portugal, and which are responsible for the 70 % of the new contracts.

DualVet is a project of transferring successful models in dual vocational training from Germany and Austria, which lead the implementation of this system in Spain and Portugal. Preferably, it acts on the automotive and tourism industry, offering the singularity of the development and teaching of a specific training for in-company instructors.



Manuel Teruel Izquierdo

It is part of the Lifelong Learning Programme (LLP)/Leonardo da Vinci. The Lifelong Learning Programme (LLP) was designed to enable people, at any stage of their life, to take part in stimulating learning experiences, as well as developing education and training across Europe. The activities of LLP continue under the new Erasmus+ programme from 2014-2020.

The innovation transferred on the DualVet project has dealt, first of all, with the identification of key transversal skills for the activity of the dual in-company instructor, aiming at preparing, and subsequently, teaching groups of instructors in Spain and Portugal about a

specific training programme, adapted to their needs. A training programme where they learned to plan and assess the contents they taught the apprentices, while they worked on transversal skills and abilities to facilitate their work.

In addition, it has contributed to the development and edition of the document that I am presenting: A practical guide addressed to dual companies, which offers good practices, conducts and recommendations to be part of a dual system. In this guide, the companies will find information about how a dual system in the partner countries is developed, key questions for the company to be successful in dual training, necessary actions to develop as a dual company, focusing on the automotive and tourism industry specially, and a practical guide about key transversal skills for the instructor of the dual company.

DualVet was designed to reach the following objectives:

- » Promote dual training while sensitizing the society, public administrations and companies, about the benefits that a vocational training system as the dual one can have to facilitate the access of youth to the labour market.
- » Carry out a real transfer of knowledge from experienced systems in dual training in Germany and Austria to Spain and Portugal, focusing on the training of the in-company instructors in transversal skills and abilities.

Promoted by the Official Chamber of Commerce, Industry and Services from Zaragoza, the project has had the commitment and experience of institutions and organizations, competent in the field of education, vocational training and employment: Cambra de Comerç I Indústria de Terrassa (Tarrassa, Spain), Fundación San Valero (Zaragoza, Spain), Mentortec – Serviços de Apoio a Projectos Tecnologicos S.A. (Matosinhos, Portugal), Inovaformação – Prestação de Serviços de Formação Profissional Lda. (Matosinhos, Portugal), ABIF – Wissenschaftliche Vereinigung für Analyse Beratung und Interdisziplinäre Forschung (Vienna, Austria), Akademie für Welthandel AG (Frankfurt am Main, Germany), IHK- Projektgesellschaft mbH Frankfurt (Oder), Germany). From this document I would like to show our gratitude and recognition for their excellent work.

Finally, let me invite you to know this guide and its four practical developments, with the desire that the developed project contributes to implement a dual system of excellence that positions our companies and consolidates the people that integrate them.

Manuel Teruel Izquierdo

*President of the Chamber of Commerce,
Industry and Services from Zaragoza*



DualVet is a project of transferring successful models in dual vocational training from Germany and Austria, which lead the implementation of this system, in Spain and Portugal



The content for this compendium was developed on basis of:

- » Our visions for this project,
- » The interim results of a conducted benchmarking between the four different VET-systems in Austria, Germany, Portugal and Spain,
- » Many discussions on certain aspects during and after exchanges in the partner countries with company visits in the tourism and automotive sector and finally
- » The feedback of the enterprises being involved in the pilot training action.

How did we work?

Developing draft versions clarified different expectations of the project partners and identified aspects missing. Most difficult was to portray facts with systemic content in a common way, easy and understandable for the target groups of this project. Expressions which are usual and normal in one system are not natural in another. We identified core elements, described and illustrated them with examples from Austria and Germany.

In addition, we considered to select two business sectors – tourism and automotive - which are both important in Spain and Portugal and included examples and documents (e.g. training framework plans) of two occupations well known and of future interest in both countries.

Finally, we decided to develop four manuals or practical guides with different priorities. All guides refer on best practices from Austria and Germany:

1. *An introduction to the Dual VET system. The secret behind the success of Germany and Austria*
This model manual aims to be a general introduction on how dual vocational training systems are organized and explains their key elements. The different

players, their role and their interaction in the dual system are described. In particular, main emphasis is laid on the role of training companies with their general tasks and duties.

2. *Practical guide for companies to organise and conduct training on the Dual VET system. Special focus on Tourism and Automotive 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. Examples from occupations of the tourism and automotive sector are used for better illustration but can be transferred to other economic sectors.

3. *Key questions and formal requirements for companies to successfully implement dual training*

This model manual is directed to training employers and deals with important requirements and essential qualities requested of training companies in a dual VET-system.

4. *Training company trainers on transversal skills. Practical guide*

This practical guide is directed to in-company instructors and deals with their competences and transversal skills requested in the training company. Many examples from the praxis point out how to qualify and become a good company trainer.

Recommendations and challenges

Each of the manuals closes with recommendations and challenges for the adaptation and implementation of structures in Spain and Portugal. They arose from the experiences

the project partners made with their own systems, the insight and the critical comparison of the different VET-systems with their advantages and disadvantages during the project period. Some of the recommendations from the involved enterprises came up in the pilot training action of the project.

Recommendations for implementing a dual system mainly concern the legal situation, the involvement of different actors (company, government and social partners), the prevailing education system, the financing, the identification of a “competent body”, the realisation of a company based training and the further and standardized qualification of company instructors.

In Portugal and Spain, challenges are related with some fears:

- » That companies, especially small and medium sized companies, won't accept the responsibility and the costs,
- » That companies might not be suitable to conduct the dual training in a sufficient quality and in addition,
- » A lack of information or “unpopularity” about vocational dual training throughout the adolescents could increase the disinvestment in the Dual VET-system.

A clear identification of the role of actors involved is seen as a big challenge. Especially in Spain, the legislation allows that vocational training is conducted in a different way, sometimes within the same region.

We hope that this guide will be helpful to establish dual vocational training in Portugal and Spain successfully. It is addressed to enterprises, stakeholders and politicians (on regional and national level) providing with valuable information and experiences made in Austria and Germany for many years. In addition, this guide should really encourage enterprises to become “the important player” in



such a system when converting into a training company.

Ursula Kunze

*Director of products development
Akademie für Welthandel AG, Frankfurt am
Main, Germany and project partner DualVet*



An introduction to

The Dual VET system

The secret behind the success
of Germany and Austria



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An introduction to

The Dual VET system

The secret behind the success
of Germany and Austria



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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.

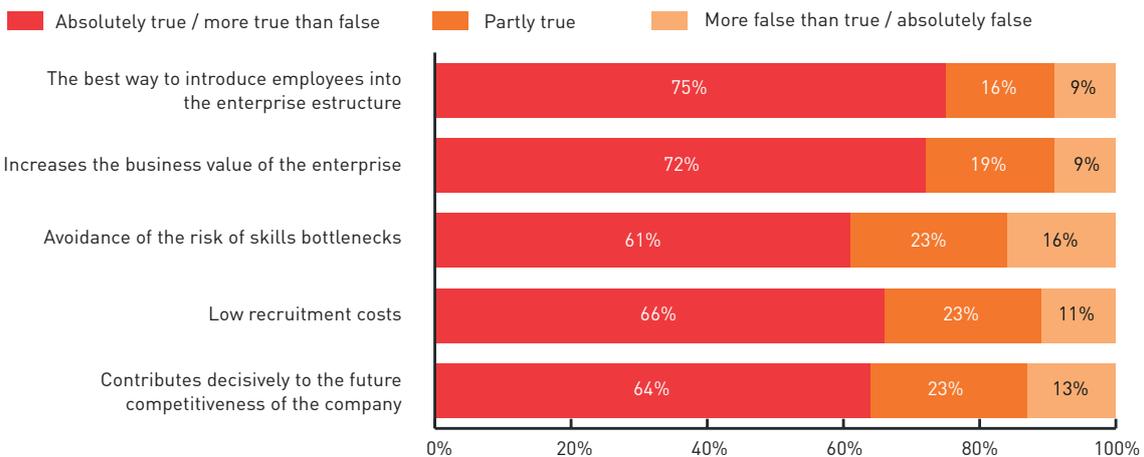
e. Training companies

“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 (BMWFV)

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.



Practical guide

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

*Special focus on Tourism
and Automotive sectors*



2

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

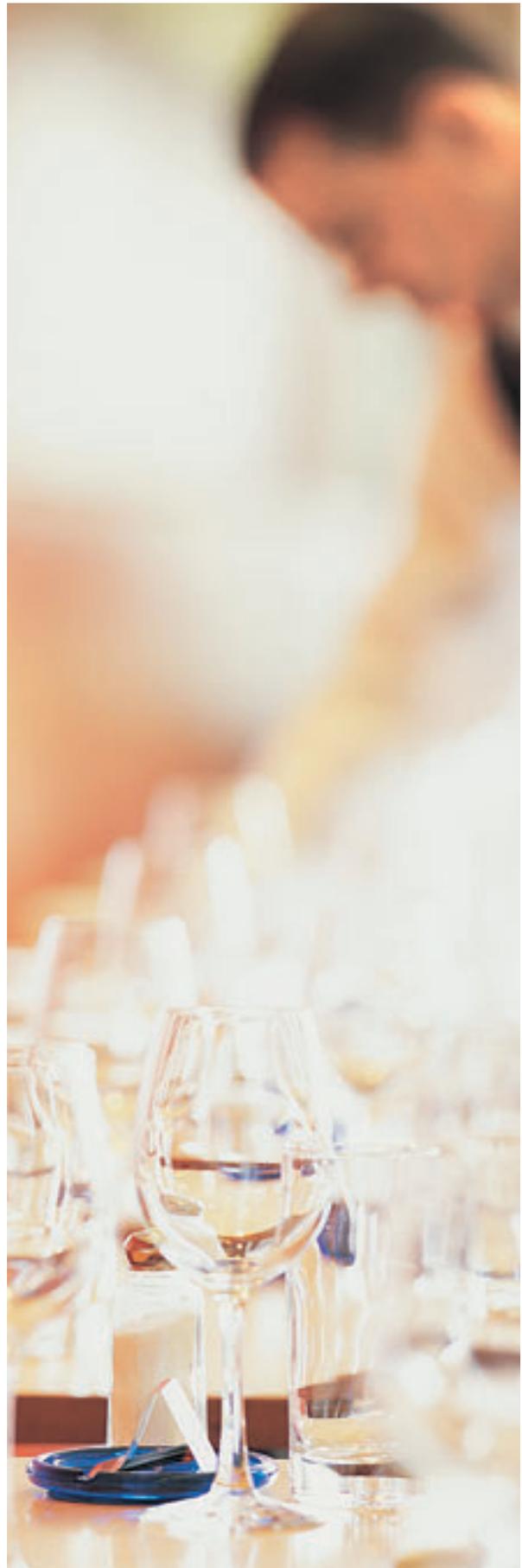
Enterprises engaged in dual vocational training enjoy a positive image in the society. The chance to be successful within the competition for the young talents is increasing. This image component becomes especially important when the number of the suitable applicants decreases for example due to demographic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



– *Gross costs of the dual training*

– *Yields: Productive output, other output and opportunity output*

= *Net costs of the dual training*

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.

| | |
|---|---|
|  Germany | Exist chambers for commerce and industry, chambers for hand-crafts, agriculture and medical professions |
|  Austria | 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, it is 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&arrpadres=&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 und 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 lane 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 an 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 auf 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 | |



Key questions and formal requirements

for companies to successfully implement dual training



3

3

Key questions and formal requirements

for companies to successfully implement dual training



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3.1.

Introduction

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

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

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

Three additional manuals are dealing with the following issues:

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



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

3.2.

Arguments in favour of dual vocational education and training

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

What are the interests of training employers?

They want:

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

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

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

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

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

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

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

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

What are the opportunities for trainees after the training?

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

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

Conduct dual training

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

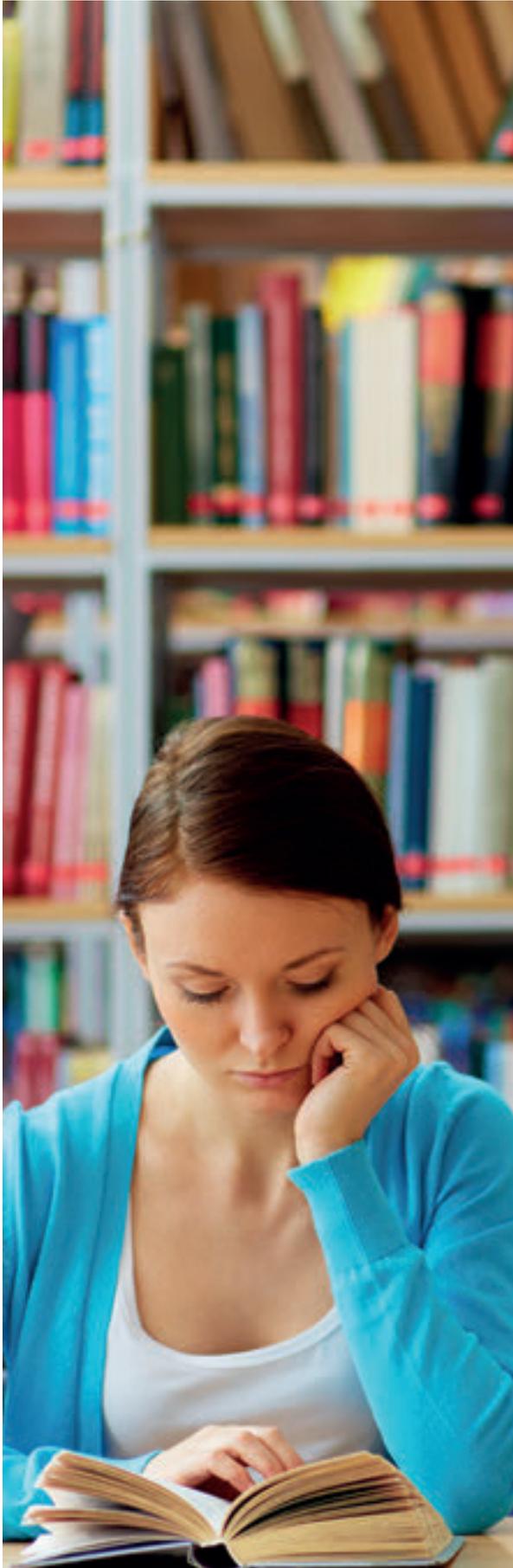
There are three possibilities to conduct dual training:

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

Support for training companies

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

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



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

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

SUCCESS STORY – Dual training is worthwhile for both sides

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

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

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

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

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

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

3.3.

Requirements for training companies

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

a) Operational suitability

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

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

b) Personal suitability

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

c) Technical suitability

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



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

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

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

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

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

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

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

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

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

2. General criteria for the suitability of the training venue

2.1 Training regulations

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

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

2.2 Training overview

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

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

2.3 Imparting of knowledge and skills

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

2.4 Equipment of the training venues

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

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

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

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

2.5 Relation trainees – skilled workers

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

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

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

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

below if thereby the training does not become endangered.

2.6 Instructor

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

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

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

2.7 Prerequisite for the suitability of the training venue

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

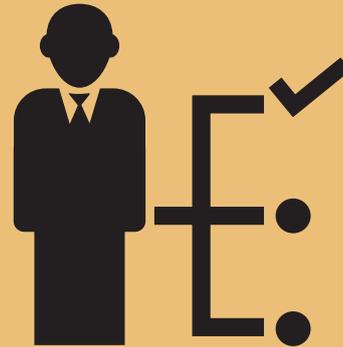
2.8 Liquidation and settlement proceedings, trade deprivation

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

2.9 Training in several training venues

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

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



Key questions for potential training employers are:

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

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



3.4.

Collaborative training / training alliances

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

Advantages of collaborative training in general

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

Advantages of collaborative training for companies:

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

Training alliances in Austria

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

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

Forms of training alliances:

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

Organisational options

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





Classical collaborative training models in Germany

1. Leading company with partner company(ies)

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

2. Training by order

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

3. Training association

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

4. Syndicate

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

5. Joint venture

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

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

Arrangement between

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

- in the following called leading company -

And

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

- in the following called partner company -

about the vocational training of his / her

Trainee _____ born in: _____

Occupation: _____

Contractual period of training: _____

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

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

The duration of these training sequences comes to

_____ Weeks in the 1st practical training year

_____ Weeks in the 2nd practical training year

_____ Weeks in the 3rd practical training year

is directed according to the information in the training plan

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

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

Rights and duties

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

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

Place, date

Place, date

Signature leading company

Signature partner company



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



3.5.

Recommendations for the transfer to Spain and Portugal



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



Training company trainers on transversal skills

Practical guide



4

4

Training company trainers on transversal skills

Practical guide



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4.1.

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 practical guide is directed to in-company instructors and deals with their competences and transversal skills requested in the training company. It refers on examples from Germany and Austria.

Three additional manuals and guides inform you about the following issues:

- » “An introduction to the dual VET system: The secret behind the success of Germany and Austria” is a general introduction on how dual vocational training systems function and which are the key elements,
- » “A practical guide for companies to organise and conduct training on dual VET system – Special focus on Tourism and Automotive sector” is directed to potential training companies serving with information on chances, tasks and duties, guiding the transformation process from a company to a successful training company and
- » “Key questions and formal requirements for companies to successfully implement dual training” contain important requirements and essential qualities of training companies.



Instructors are responsible for planning the training content and schedules and for conducting the entire in-company vocational training.



4.2.

Tasks and qualifications of the in-company instructor in the dual vocational education and training system (dual VET-systems)

In “A practical guide for companies to organise and conduct training on dual VET system – Special focus on Tourism and Automotive sector” and especially in “Key questions and formal requirements for companies to successfully implement dual training” we already described the required operational, personal and technical suitability of training companies. One of the main requirements of training companies in dual vet-systems is the availability of qualified in-company trainers or instructors. Either this is the role of the entrepreneur himself / herself or an employee who is nominated to become instructor for the trainee.

Instructors are responsible for planning the training content and schedules and for conducting the entire in-company vocational training.

The instructor has mainly the following tasks:

- » Prepare and conduct the training period in consideration of the existing training regulations: occupational profile which include competencies of the occupation to be trained, general training plan of the training period and examination regulations
- » (Know how to) teach this occupation
- » Prepare an in-company training plan on basis of the general training plan for this occupation
- » Prepare on the examination standard (know what a trainee needs to know in order to pass the exam)
- » Cooperation with the vocational school
- » Develop the character of the trainee
- » Obligatory supervision of the trainees
- » Surveillance of safety (regulations)
- » Controlling and appraisal of progress of the trainees
- » Assessment of the performance



Only persons who have the requisite personal and professional qualifications may provide vocational training:

a. Personal qualification

Personally qualified are persons who have not come into conflict with the law or have violated against the prevailing legal act for vocational training.

b. Professional qualification

Instructors must be professionally qualified. They must have a good command of the occupational skills that they want to teach to young people.

Persons shall be deemed to have the necessary technical qualifications if they possess the vocational skills, knowledge and qualifications as well as the teaching skills, knowledge and qualifications required to give initial training in the occupation and processes concerned.

Two examples from Germany and Austria

In Germany it is normally assumed that a trainer who has earned corresponding recognized vocational qualifications with certificate of the chamber of commerce and industry or handicrafts or an examination for the masters (handicraft occupations) is professionally qualified. Even when he / she has no recognized vocational qualification an individual can be deemed to be professionally qualified. In this case he or she has to prove at least six years of relevant occupational experience.

In Austria the required professional qualifications cover apprenticeship and apprenticeship –leave examination, examination for the masters and several years of relevant occupation experience.

c. Educational qualification for vocational training

Instructors must understand something about planning and conducting vocational training and dealing with young people. A trainer or instructor can earn this qualification at a trainer seminar after passing an exam.

The competent body shall satisfy itself that training premises are suitable and that persons have the necessary personal and technical qualifications. This also includes vocational education and training qualifications.

Two examples from Germany and Austria

In Germany it is suggested to attend a special course for several days where the necessary legal, professional and pedagogic basics are taught. The regulations for the qualification of training personnel are called "Ordinance on Trainer Aptitude"-Ausbild-ereignungsverordnung (AEVO).

Within the scope of the dual vocational training system, the Ordinance on Trainer Aptitude, "AEVO", recommends that there should be a trainer in each training company, who functions as the apprentices' contact person and who is in charge of their training.

§ AEVO: Vocational education and pedagogic training qualifications:

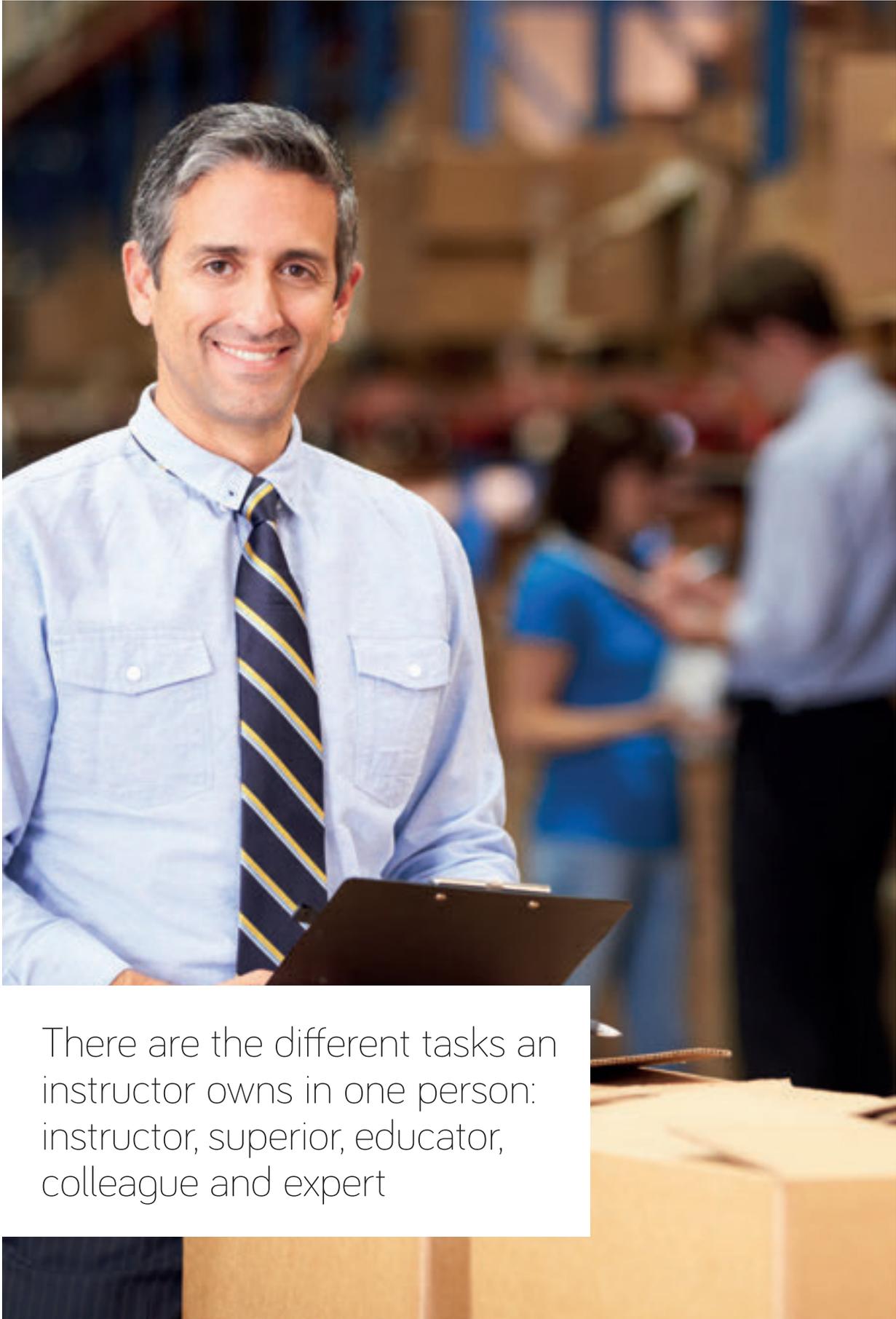
The vocational education and pedagogic training qualifications involve the ability to plan, to implement and to control independently the spheres of activities as follows:

1. General basics (e.g. regulatory framework)
2. Scheduling (e.g. organisation, coordination with the vocational school)
3. Assistance with the recruitment of apprentices (e.g. selection criteria)
4. Training in the company (e.g. practical advices, educational evaluation)
5. Encouragement in the learning process (e.g. different techniques of learning / work techniques)

6. Teamwork training (e.g. presentation, use of media)
7. Completing the training (e.g. exam preparation)

In Austria the examination is called "IVET trainer exam" and is described as "BAG trainer examination" in the vocational training act. It consist of a 40 hour course and a short oral exam. The course is voluntary, persons who are interested in becoming a trainer can also skip the course and directly take the exam. In addition a variety of other exams are recognised as equal qualification e.g. someone who has passed the master exam for a respective occupation. To pass the IVET trainer exam a person has to be able to/ know:

- » define training goals on basis of the occupational profile of a recognised occupation
- » plan, prepare and conduct the in-company training for trainees
- » to control the training and the progress of trainees
- » how to behave towards trainees
- » the differnt laws in relation to apprenticeship training e.g. the vocational training act, industrial safety act etc.
- » the role of the dual-VET-system in the Austrian education system



There are the different tasks an instructor owns in one person: instructor, superior, educator, colleague and expert

4.3.

Requirements to in-company instructors in the different fields of action

For training in occupations defined in a dual training system instructors have to establish proof, that they have received pedagogical competences, knowledge and skills in vocational and work education. Pedagogical suitability in vocational and work education covers the competence to plan, conduct and control dual education in different fields of action:

a. Assess vocational training requirements and plan training

In-company instructors are able to:

- » Portray and justify the advantages and benefits of company based vocational training.
- » Collaborate in planning and decision making concerning the company based requirement for dual training on the basis of legal, collective wage agreement and company based conditions.
- » Portray the structure of the vocational education system and its interfaces.
- » Choose suitable occupations for dual education in the company and justify.
- » Examine the suitability of the company for dual vocational training in the se-

lected occupation. Verify if some content of the dual training must be trained outside the training venue, especially training as collaborative training, in special workshops or as external vocational training.

- » Consider the use of prevocational education schemes, which prepare young people who need special preparation for taking up vocational training as an additional possibility.
- » Coordinate tasks of all persons in the company who are involved in the dual vocational training when taking into account their function and qualification.

b. Prepare training and participate in trainee recruitment

In-company trainers are able to prepare the vocational training period in consideration of organisation and legal aspects:

- » Develop the in-company training plan on basis of the existing training regulation for the selected occupation. The plan orientates on typical working- and business processes in the company.

- » Take into consideration the possibilities of cooperation and determination of employee's in a group representing their interests during the training period.
- » Analyse the need for cooperation. Especially coordinate with the vocational school concerning content and organisation.
- » Use criteria and different methods for the selection process of potential trainees.
- » Prepare the contract between employee and trainee / apprentice and initiate the registration at the responsible competent body.
- » Examine the possibilities if part of the training can be conducted abroad.

c. Conduct vocational training

In-company instructors are able to foster learning in the work process, the occupational competence of trainees in particular technical, methodological and social competences:

- » Create conditions, which foster learning and initiate a motivating culture for learning; give and receive feedback.
- » Organise, design and assess the trial period.
- » Develop and design operational learning- and working tasks on basis of the in-company training plan and from typical operational and business processes.
- » Choose and establish training methods and media suitable to the situation and your target group.
- » Support trainees /apprentices through individual advice in learning and individual design of the training if they have learning difficulties. If necessary install supporting measures and check the possibility to extend the training period.
- » Offer the possibility of further training, check if the reduction of the training period and the early admission to the exam is feasible.

- » Promote the social and personal development of trainees / apprentices. Realise problems and conflicts on time and work towards solutions.
- » Identify and assess efficiency of performance, analyse results of exams and performance rating of other persons. Give appraisals and draw conclusions for the ongoing training process.
- » Promote the intercultural competences of the trainees / apprentices.

d. Conclude vocational training

In-company instructors are able to leading the dual vocational training to a successful final examination and point out perspectives for the further vocational development of the trainee / apprentice:

- » Prepare the trainees / apprentices to their exam in consideration of the examination date and bring the vocational training to a successful examination.
- » Provide for the registration of the trainee / apprentice at the competent body and point out relevant features of the exam.
- » Participate in the drawing up of a written testimonial on basis of the performance rating.
- » Inform trainees /apprentices on possible career chances in the company and on further education and training.

4.4.

Transversal skills requested of in-company instructors



What is the characteristic of a good instructor?

A good instructor demands and promotes. He is open, honest and communicates clearly and clearly as duties are to be worked on. He is accessible with problems and constructive criticised. He actively demonstrates motivation and the will to success.

a. Cope with the different demands and roles

These are the different tasks an instructor owns in one person,

1. Instructor for professional and technical skills,
2. Superior – because you assign learning duties and working duties and control whose implementation and
3. Educator, you pay attention to the observance of rules of the cooperation, punctuality and reliability and must react to changes of the young people in the course of the training period,
4. Colleague if you work together and achieve an output
5. Expert in your company working in your normal job,

They can result in conflicts, because your different roles cause partly contradictory demands to you.

E.G. if the workload is high, it can be tempting to occupy trainees for a longer time with easy auxiliary and routine works to relieve you and your colleagues. Also you may lack of sufficient time to explain tasks to trainees in detail because you are occupied with other work you have to do. Then the quality of the training you are also responsible suffers because of the circumstances.

Thus a pally way of speaking may be measured in the working everyday life absolutely, however, it fits less if it is about an objective

assessment of the achievement or if the behaviour of the trainee offers any occasion for criticism.

Not for all possible conflicts exist easy patient recipes. Everybody must decide from case to case for her or himself which behaviour is the right one for the company and the trainees in the respective situation in order to find the right way which corresponds to your personality and to avoid strain and excessive demand.

It depends not least on the fact that you find understanding and support for your demanding job in the company – and that means through the management, the superiors and the colleagues.

b. How to lead young people?

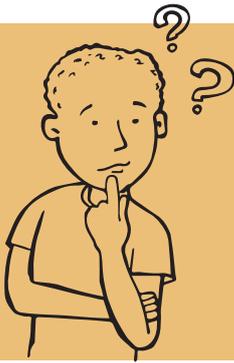
Young people still search for their place in society to become accepted as adult member. They should acquire occupational competence within the scope of the vocational training. Remain therefore, open for the interests and problems of young people. Show them as an example how to deal with feelings and challenges in a competent way. Enable freedom for initiative of one's own and make adequate demands. Above all keep calm and patiently with problems (see chapter "Motivation"), and if you carry on conversations, proceed as described in the chapter "Feedback".

| Situation / Demands | Possibilities for (re)action |
|----------------------------|---|
| Problems at home | Offer an open ear, be ready to talk |
| Relationship problems | Offer an open ear, be ready to talk |
| Drugs | Recognise limits of own competence, consult training employer |
| Debts | Recognise limits of own competence, consult training employer |
| Appearance | Be an example, conduct a conversation and demonstrate consequences, consult training employer |
| Social behaviour | Be an example, conduct a conversation and demonstrate consequences, consult training employer |
| Communication | Be an example, conduct a conversation and demonstrate consequences, consult training employer |
| Illness / health reduction | Consult training employer |



Young people still search for their place in society to become accepted as adult member. Remain therefore, open for the interests and problems of young people.

c. Motivation



How do you help there specifically, possibly if an apprentice is often unpunctual?

This depends on the isolated case. Sometimes I recommend to react quickly by disciplinary measures, also with a caution if it must be. However, the urgent appeal sometimes helps already to the trainee that we must simply keep everybody in rules in the professional life.

What can I do if my trainees are not motivated any more to do their work, not feel like doing something or to learn something?

You must always take into account that engagement and motivation of your trainees decrease. It is quite normal that someone does not every day go to work with fun and enthusiasm, but sometimes, instead, rather would like to stay at home or make something completely different. It becomes a problem when this reluctance becomes bigger and bigger and thus the successful conclusion of the training is endangered.

Therefore, it is important that you perceive signs of a lacking or declining motivation early. Such signs can be:

- » Expression and indications of annoyance or lack of attention as a reaction to allocations of tasks, verbally but often by respective face or gestures,
- » Negligence or unreliability when implementing transferred duties; execution of tasks is worse than expected from the present performance level,
- » More frequent delay and flimsy justification attempts or
- » Lack of readiness and initiative if participation in certain tasks is requested or if the evaluation of completed work must be dealt with.

The background of declining motivation and readiness to learn can vary and, depending on the specific reason, has to be dealt with in

different ways. Always keep in mind that you are not able to look behind the trainee's putative lack of attention. And above all it usually cannot be expected that they come to you and explain their behaviour. If such signs are recognised, don't draw rash conclusions and run the risk to react immoderately. Try to clarify occasion and backgrounds of such a behaviour. Furthermore it is always better to directly approach the trainee as soon as possible when problems are perceived than to wait and hope that inappropriate behaviour will change by itself.

Occasions and backgrounds

The occasions and backgrounds of declining motivation can be very different:

- » Trainee is not challenged enough by "dull" or routine works,
- » Excessive demand and lack of assurance,
- » Distraction by private interests and problems,
- » Lacking interest in the occupation (wrong choice of career),
- » Discontent with the training conditions or terms of employment or
- » Missing vocational and operational perspectives.

Repeating and routine work tasks can easily cause boredom and inattentiveness. Often the trainees have difficulties to estimate for which activities make sense to develop the necessary routine and to collect experience. There-



fore, it can easily happen that trainees get the impression that some tasks are actually not part of the training and that they are misused only as cheap workers.

Therefore it is the job of the instructor, to explain that it is important to do tasks repeatedly because only that way it is possible to gain the necessary security and quickness of a skilled worker. Explain where and in which extend the trainees can and have to improve. Moreover, make clear that work not always only gives only pleasure, but also is connected with effort and strain and is sometimes also monotonous and tiresome (this may be natural for you and your experienced colleagues, however, it is not for young people). It is also important that the trainees see that they are not the only one's who have to carry out unpleasant duties. However, at the same time you should also try to avoid that trainees are not challenged sufficiently by providing settings of tasks that are rich in change and demanding.

However, sometimes it only seems as if the young people lack motivation: The trainees

evade some tasks, approach only slowly to work, appears not to be concentrated, and mistakes occur frequently. Reason for this can be that they are intellectually, psychical-ly or physically overboredened by the type of problem:

- » They have not understood what exactly they should do.
- » They are not familiar with the use of tools / not yet used how to operate a machine
- » They are afraid to make mistakes (and, therefore, make rather first of all nothing at all or as less as possible).

If you have the impression, your trainees only work half-hearted, then try to clarify the backgrounds behind. Pay attention, however, to the fact that you make no reproach from your observation and your first impression:

“I see, you do not make some progress: How do you have you understood your setting of tasks? Do you still have additional questions? What do you have already done? What do you plan as next step? Which step probably will become difficult for you?”

Have a look on the first work result and let him / her explain. Agree together, when further (interim-)results should be discussed. If you find out in this manner that your trainees really feel demanded of the setting of tasks, think about how you could better adapt the work duties as well as the knowledge and achieved performance.

How do you handle with it? First you should be aware about the fact that a (temporarily) decreasing motivation is something “completely normal”. So calmness and patience is announced. This does not mean that you simply ignore negligence and mistakes. Point out, if duties have not been correctly performed; express your criticism in objective tone and formulate your demands clearly and unmistakably. If, however, such phases of the inattentiveness and disinterest continue longer (longer than one week or ten days), it is time for a conversation. It is a matter of clearing the backgrounds of this behavior and this attitude to the work. However do not talk to your trainee, when the behaviour of your trainee appears again negatively, but with some distance. Use the regularly appointment which you already noted for a conversation with your trainee.

Rules which are shown in the chapter “feedback” in greater detail are valid for this conversation:

- » Consider the aims of this conversation in advance.
- » Devote time for the conversation and create an atmosphere based on trust.
- » Describe your perception of the trainee’s behaviour and ask for the reasons of the behaviour.
- » Express your demands.
- » Close a corresponding arrangement with the trainee.

If signs increase that the trainee lacks a basic interest in the occupation and a wrong occupational choice was made it becomes problematical. In such cases you should turn to the responsible personnel department or

the training employer. His / her job is to find a solution together with the affected trainee and to take into consideration a change of job and / or company.

Your competences are also on limit if the reason of the lacking motivation can be found in the dissatisfaction with basic operational conditions by the trainee is to be seen above all in the dissatisfaction of the trainee – e.g. about the working hours, the remuneration, the working atmosphere or the relation to colleagues and superiors. Though their job is to recognise such problems, you can hardly solve this, however. Point out to the management if your trainees complain about such things and this affects their motivation negatively.

A difficult situation can also arise if the young people doubt about their professional perspectives because the company and / or the branch offer no possibilities for further professional development (advanced training, career, income). Especially in small enterprise and those affiliated to less attractive branches of industry are concerned by that. Above all efficient and productive young people can get lost early to the company – what means bad investment in education and affect the future ability of the company.

Only the management can indicate concrete operational and vocational perspectives. But you as a training expert have however, an important exemplary function. If you show enthusiasm and engagement with the matter, this attitude transfers to the trainee. You show the trainee that it is worthwhile to work in this company and in this occupation. With your personal identification you encourage the young people in their decision for the occupation and the enterprise.

Consequences of lacking motivation

The results of lacking motivation can be radical:

- » Unreliability and low motivation easily lead to conflicts with other trainees, with colleagues, with superiors and under prevailing circumstances also with customers.
- » Declining performance cause bad assessments and marks in the vocational school. A failure in the examination is pre-programmed.
- » Finally it can also result in the drop out of the vocational training.

Promotion of motivation

There are different possibilities and forms to promote the motivation of the young people from beginning of the training – and not only if the interest and performance decrease.

a) Organisation of the training

When organising the training period and formulating training and working tasks you should pay attention to the following:

- » Pay attention that with start of the training trainees are not only allowed to watch work processes but are allowed to make something on their own.
- » Working on “real” orders and products are to be preferred to working on training examples. In this manner the trainees can see that their work is important and appreciated.
- » Thus you also can explain more easily the sense and the purpose of the tasks: the importance the work has for the company, for the cooperation with the colleagues and demands of clients have to be thought of. At the same time you should remember again and again explaining the importance that certain tasks contribute to the training progress of the trainees: Which are already available knowledge and skills to build up? Where is it a matter of attaining more security and routine through practice

experience? And in which cases it is a matter of appropriating quite new abilities?

- » Try to bring changes in the everyday training situation. Vary the degree of difficulty as well as extent and complexity of the tasks. Change between repetitions to save the trained skills and new problems. Use different training methods: Presentation, teaching conversation, 4-steps method and learning order.
- » By variation of the requirement level and the extent of the tasks you offer trainees (also with less performance) again and again the possibility of (little) experience a feeling of achievement. Success is necessary to keep on. (Repeated) failures frustrate and demotivate!
- » Confront your trainees also with quite new, demanding tasks without explaining too much. Challenge their creativity and own initiative! Offer your trainee enough freedom to develop initiative for self-learning. On the other hand you should always offer your support in case a trainee does not know how to proceed.
- » Control regularly the performance of your trainees. Check interim results of working and training tasks. Explain and offer assistance if necessary.

b) Communication

For the motivation of trainees it is not only of great importance what you tell them and what tasks you assign to them, but also how you express it:

- » Of course it is necessary to indicate mistakes at work – but without a personal attack! Even if you are angry that he or she “again” has made the same mistake (although you have explained it already “a thousand times”): Remain objective (and patiently)!
- » A praise contributes more to motivation than a reprimand (or pressure or punishment). Therefore a “little” praise is also important if you ascertain a learning progress, even if these are low. Of course you should not exaggerate it

with the praise, then it becomes implausible (and seen through as means for the purpose). But rather once too much than once not enough praise!

- » Often low motivation is caused through the fear to make something wrong. Try to strengthen the self-confidence of your trainee. Encourage your trainee: Mistakes are there to learn from them: "You make it! I will help you." Show that your trainees are important for the enterprise and it's competitiveness: „We need you!“ Look at the strengths of the trainees: Where are their special abilities and talents? What does distinguish their personality? Use and promote these strengths.

c) Say and collaboration

Think of your function as role model: It is important that you and your colleagues communicate with respect to each other, listen to each other and take mutually seriously. Incorporate the trainees, give them opportunity to collaborate:

- » Incorporate the trainees as full members in the team. Assign to them the competence and responsibility for certain (smaller) tasks. Thus the trainees feel that they are useful to the company and that they are capable of doing something. Discuss the results of these independently conducted tasks: What has run well and less well?
- » Promote and demand constructive criticism of the trainees concerning the training: Where do they feel not challenged enough or demanded too much? What did they not understand? Which training methods are well accepted, which not? Where do the trainees wish more support? Where more freedom? Which are the tasks / work they have interest? Try to compile together improvements. Check together the feasibility of alternative suggestions.

Many of these tips may sound banal and natural. But just, therefore, one often does not remember. Therefore, you should get used to thinking regularly about your behaviour towards the trainees during the last days:

- » Have I taken care of the own responsibility of the trainees?
- » Have I demanded them without demanding too much of them?
- » Have I spoken often enough with the trainees? Did I gave them enough opportunity to talk and have I taken their statements seriously?
- » How is it with praise and criticism?
- » Have I made it clear, why they should do certain things and what they learn by it?
- » Have I not only admitted (also critical) inquiries, but have encouraged to question?
- » Are the trainees integrated into the team? Is their work also appreciated by the colleagues? Besides, it is important that you check such questions not only in your head, but also recall concrete examples to your memory: What exactly have I said when I have promised them? How they have reacted?

Checklist for support of the motivation:

Organisation and methods of the training

Allow making something on their own
Work on real products
Explain sense and purpose of tasks
Provide for change
Provide for feeling of achievement
Promote and demand
Control performance

Communication

Promote constructive criticism
Praise when successful
Strengthen self-confidence

Say / collaboration

Take up in the team
Promote constructive criticism



Often low motivation is caused through the fear to make something wrong. Try to strengthen the self-confidence of your trainee

d. Convey occupational competence

As an instructor you have the challenge to derive tasks and work for trainees out of your scope of work and from activities resulting in the working process:

- » These duties may neither not challenge enough nor demand too much.
- » The tasks have to fit into the in-company training plan.
- » Tasks should be part of the daily work and with usable results for the company.
- » It is not only about the fact that the trainees acquire new knowledge and skills to become perfect. The tasks transferred to them should be likely to convey occupational competence.

Occupational competence

Obtaining occupational competence is an important aim of the vocational training. This means that the young skilled workers are able to master the entrusted work and tasks widely independently and responsibly. They should “follow”, are able and ready to conduct the entire process of an order: starting with the preparation over the realisation up to the control and assessment of the result.

Instruction how to derive tasks for your trainee from your own tasks during the working day

1. Have a look at your own work: How looks a “normal” or a “typical” working day like? Which tasks occur daily? Which occur occasionally?
2. Elaborate written documents, which give explanations about your working duties: Is there a job description or a description of the work place? Do you document your work in the form of work proof? Are manuals available describing important working duties or the handling of working devices, machines or tools? Is there a quality management manual for your field of work?
3. Have a look in the in-company training plan: What is the knowledge, skills and abilities, which should be acquired by your trainees during the training period? Which skills do the trainees already master if they come to your field of work / department?
4. Conduct a comparison of your working duties with the in-company training plan: Where is something to do what your trainees have already learnt? Where is your work corresponding with content and skills the trainees should learn from you? And where is your work too much demanding for the trainees?
5. As a result of this comparison you have now a list of subjects with which your trainees should deal during the next days and weeks:
 - a. Some of it will belong to your everyday business. In this case it will be relatively easy to find the suitable time, to pass on suitable tasks to your trainees: at first easy parts of tasks, then more extensive orders and finally extensive working orders.



What is important when dealing with trainees?

Instructors often place the same great demands they have to professional workers. They assume too much and demand too much of their charge. Education is a process in whose course a person becomes only more and more the expert – instructors must realize this. A lot of tasks must be explained two or even three times.

- b. Other training contents will occur in your field of work only sporadically.
 - c. Maybe there are also subjects which are content of the training plan that are not, however, at all an object of your own work (at least in the time at the trainee is working under your responsibility): If necessary clarify with the training employer to what extent you should train these contents by suitable exercises beyond the incurred work.
- To familiarise your trainee with new subjects; in the following three methods are introduced:
- » the four-step method,
 - » the teaching conversation and
 - » the learning order.

e) The four-step method: Allow to demonstrate and imitate

A widespread procedure in the training practise is the four-step method giving trainees the opportunity to acquire new knowledge, with priority, however, new skills.

Step 1: Preparation

First of all you should prepare yourself: Clarify the previous experience of the trainees, what are the abilities they already possess and what should they learn additionally. Disassemble the task in single steps and consider which explanations are necessary for the single working steps. First of all you should try out everything without presence of the trainees.

Also the work space and the trainees have to be prepared: Lay out all required tools, materials and visual aids in a clear structure. Face to the trainees openly and friendly. Explain the upcoming subject and the aim of this learning unity. Try to stimulate their interest in learning and attention. If you are not sure, ask for their previous experience. Finally, make sure that the trainees are able to observe everything well.

Step 2: Demonstration

First you carry out the whole operation quickly and in time of a skilled expert, so that the trainees get an impression of what they should master themselves in future.

Afterwards everything is demonstrated once again, this time, however – according to the preparation – slowly and disassembled in single working steps. Besides, you explain in each case what you just do as you do it and why you do it that way. Invite your trainees to ask questions if they do not understand anything. And point out over and over again what particularly has to be followed for reasons of working security.

Whether you still repeat the operation once more – quickly or again slowly with explana-

tions – depends on the previous experience of the trainees and also of whether they already have the confidence to try out themselves.

Step 3: Copy

In the next step the trainee carries out the activity demonstrated before under your supervision – first concentrated on the operation without comments from the instructors side. You intervene only if it is absolutely necessary, for instance when the trainee does not know how to proceed or if the success is questioned or the working security is endangered. Also in such a case, give only instructions – no criticism or even reprimand! On the contrary, confirmation and recognition of correct work are motivating.

Then the trainees follow your example and explain each of their working steps: What they do, how they do it and why they do it in such a way! If the comments are too scanty or if they completely forget, then ask: „What have you just done, and why have you made like this?“ Intervene again only in case of heavy mistakes. Point out, however, afterwards what should be made different or better way.

Afterwards your trainee should repeat the entire process in your presence the third time and this time quickly and uncommented. Do not expect that now already everything runs off perfectly and fast enough.

Step 4: Practice

Withdraw more and more and let the trainees practice independently. The learners thereby win security, routine and working velocity. You stay available for questions and can still promote the learning process, while you raise the degree of difficulty of the work or the working velocity. It could make sense to create alternate with other tasks. Thereby you also strengthen the learning effect and prevent boredom.



Besides, it is important that you check the correct realisation over and over again and correct if necessary the implementation. Avoid that mistakes are practiced. In any case, however, you have to remain patient! Remain constructive! Remarks like "This I have explained now already many times! Why do you make it still wrong?!" are absolutely inappropriate in this situation and do not help you and your trainees.

For conclusion of such a learning and practise unity you should discuss the result together with your trainees: Have you learnt everything what you should have learned? What should you have explained and emphasized more clearly at the beginning? What do the trainees already master? Where do they still lack perfection or quickness? Give at first the trainees a chance to speak and assess their performance by themselves and afterwards you take a position on it.

f) Teaching conversation

The teaching conversation: check and develop knowledge

The teaching conversation is suitable to introduce a new subject. Besides, previous experience of the trainees is clarified. At the same time they are inspired to argue with new questions and to develop interest in the subject.

Typical for this method are the recurring three steps:

- (1) You yourselves begin with a question or another impulse.
- (2) Trainees answer.
- (3) You react with confirmation, praise, correction or supplement.

Then you start again with a next question

The teaching conversation resembles only restricted a “natural” conversation: The interplay between question and answer is common to both forms of communication. However, in the teaching conversation the questions are posed above all from one person, namely from you as an instructor. The decisive point is: In the natural conversation someone usually poses no questions where he or she knows the answer already in advance – but this is exactly the criteria of the teaching conversation, and this is also the challenge!

You reach at least an approach to a natural conversation if you inspire the trainees to ask and also to ask “silly questions”. And remember: A teaching conversation is no exam conversation. It is not relevant what the trainees do not yet know. Give priority to the intention to wake up their curiosity and to lead them to new insights.

The entry in the teaching conversation is made by an impulse by the instructor. This usually is a question or also a request or an assertion (which may cause doubt or contradiction). Such a statement is also often accompanied

by a gesture or a suitable expression. Sometimes it is simply enough to show an object or to present something –without any comment.

Such impulses can be more or less open; they offer more or less room for own thoughts and ideas of the trainees. Corresponding the learning steps carried out are larger or smaller.

Rules for teaching conversations

- » Do not leave the path. It requires a clear objective, a good preparation and high concentration, so that this does not happen.
- » Use the asking teaching conversation only if the learners already know so much that they are able to contribute. Certain experiences or training is a prerequisite for the trainees to be able to work with.
- » Consider when preparing the teaching conversation how much time you are able to invest in questions. Asking teaching talks are time-consuming.
- » Remember that the process of a teaching conversation cannot be planned to 100% in advance. Be adaptable and ready to improvise. Also dare to finish the teaching conversation earlier than planned if you find out that you expected too much from the trainees and you planned too much to carry out. Announce in such a case, to continue later with the instruction and request the trainees to prepare themselves with suitable material.

Questions in the teaching conversation

- » Ask open questions. Open questions are questions to which several answers are possible and right. Inspire to express also supposition and speculations. A wrong or not quite right answer is better than none!
- » Avoid closed questions. With closed questions only one answer is possible and right, in the extreme case or “no”. Closed questions can be never avoided completely. Nevertheless, they spread the character



of exams. Besides, the learners call away simply available knowledge, without putting it in a connection to each other.

- » Put questions in the direction of the learning target. Divergent questions or answers of the trainees can be taken up if they enrich the conversation. Nevertheless, such detours have to happen consciously and also have to be marked for the learners as such. At the end you have to come back again to the “red thread”.
- » Ask only one question at the time. Also asking one and the same question several times repeatedly, only formulated differently, confuses rather than it creates clarity. Wait, give your trainee time to consider – at least three seconds, and also longer breaks can make sense.
- » Ask questions which are answerable. Questions serve to activate the trainees, and not to make a fool of the trainees.

The trainees should be able to answer the questions asked.

- » Listen exactly and dig deeper. Sometimes you receive answers which seem correct to you though – but only because you already know the correct answer and interpret the statements of your trainees “favorably”. Thus, e.g., results of a consideration are announced and, besides, jumped over “in-between thoughts”. Inquire: How did you hit on that? or Can you give me an example from the practise? or Can you state this more precisely? Thus you raise the transparency and revalue the learners.

Questions of the trainees

- » Listen well and let the questioner finish speaking – even if you mean to have understood the question already according to the first words. To ask a question and to be interested in facts is already an important step in the learning process.
- » When questions asked are unclear you dig deeper or you repeat the question before the answer (“If I have understood properly, then” ... make clear perhaps with an example).
- » Do not answer every question immediately by yourselves, but return them (“What do you mean?”). Or pass the question further to other trainees.
- » If the question leads away too far from the subject, take down the question well obviously and come later back on it (do not forget!).
- » If you cannot answer questions, admit. Note down the question and announce that you will give an answer later. It looks human and plausible if someone does not know everything and also admits it. Or transform the question to a job for the trainees: “Try yourselves to find an answer to it up to the next spot!” Give instructions to suitable information and sources of information at the same time.

g) Learning order: Foster independency and creativity

Aim of the vocational training is that trainees obtain occupational competence. With priority it is a matter of enabling the trainees to act proper, independent and responsible in their professional framework.

A learning order is suitable to promote this independency and an action full of responsibility. It is characteristic for the learning instruction that it concerns a relatively complicated plan which orientates itself to a working order or customer order: beginning with the procurement of necessary information and the planning of the action about the realisation up to the control and assessment of the work results. Besides, one calls this action also "complete action".

It is optimum if you can take up a real working order or customer order and pass on as a learning order to your trainees: Thereby trainees extensively work under the real conditions of the everyday working life. They contribute with it to the company result, they find out that their work is "valuable". This promotes the motivation and with it the learning effect. And in the ideal case work is taken from you as a responsible expert. The education relieves you and causes no additional efforts.



The model of the complete action

The following steps belong to the complete action:

1. Inform: The trainees make themselves familiar with the setting of tasks, they inform themselves what they have to do.
2. Plan: The trainees plan the course, the material regulation, the expenditure of time to the execution of the job.
3. Decide: The compiled planning is discussed with the training expert and the decision on the final procedure is made.
4. Realise: The trainees carry out the setting of tasks according to the planning. The task of the training expert is to observe the working method of the trainees, to give assistance and to pay attention to the observance of the security regulations.
5. Control: The result of working first is controlled from the trainees, if necessary with the on basis of a controlling sheet.
6. Evaluate: Finally the result of working and also the approach are discussed with the training expert.

What is necessary for this?

The preconditions of the trainees must be given: The trainees must have the previous experience and the necessary basic skills, so that to them a widely independent treatment of the order is possible. Moreover, it must be expected that they can fulfil the order within the intended time and in the usual customer quality of the company.

The order must fit to the operational training plan and has to offer the possibility to develop the competences of the trainees: The new knowledge, competences and skills the trainees appropriate within the scope of the process of the order must be part of the training segment.

And, finally, you have to process the working order / customer order in such a way that it becomes usable as a learning order for the trainees.

How do you proceed?

1. The learning order is to be formulated written. Orientate yourselves on the formulation of a "normal" customer order / work order.
2. Refer to continuing information (e.g., operating instructions, specialist literature, reference books, quality management manuals) which the trainees should procure.
3. Moreover, you should serve with other process materials (as for example leading questions, planning facilities, controlling sheets).
4. Make sure that the trainee receive access to the necessary tools, machines, raw materials / pre-products.
5. Hand over the learning order and the additional information. Explain, besides, the process of a learning order.
6. Accompany the procedure of the learning order (according to the course of the complete action):

- a. In the first two phases, while the trainees find out about the object of her order and plan of the procedure the trainees work independently. However, you are available if the trainees do not get on without your advice. However, in the case you better point out to where continuing information can be found, as that you solve the problem of your trainees.
- b. If the trainees have provided their working plan, they discuss this and decide together with you on the next action. Be reserved with corrections and improvements of the plan. Point out instead lacks of clarity, defects and demand – if inevitably – demand a reworking of the planning with the use of further information.
- c. The realisation of the working plan is again as much as possible in responsibility of the trainee. Also it is the job of the trainees to control to the completion of the working result and to value the quality of the implementation.
- d. Finally the trainees evaluate and the course and the result of the order together: Which experiences were gained? Which problems, to unexpected difficulties appeared? Where did one feel if necessary overtaxed? Where would have one wished other support? And to what extent does the result correspond, in the end, to the standard of the company.

h) Conflicts

In the everyday life of the vocational training you very often have to deal with tasks not slightly to be mastered:

- » The trainee does not carry out a task in a satisfying way in spite of repeated training and multiple help. What can you do?
- » The trainee finds more or less persuasive reasons repeating and again to deliver tiresome works on other trainees or colleagues. How do you handle with it?
- » Position and manners of your trainee arrange your colleagues or superiors to critical remarks. To what extent are you able to deal with or to pay some attention?
- » The achievements of your trainees have decreased in the last time. Though the working results still correspond to the demands, but you are persuaded of the fact that they could be more productive. Do you wait further or do you take care of more engagement and motivation?

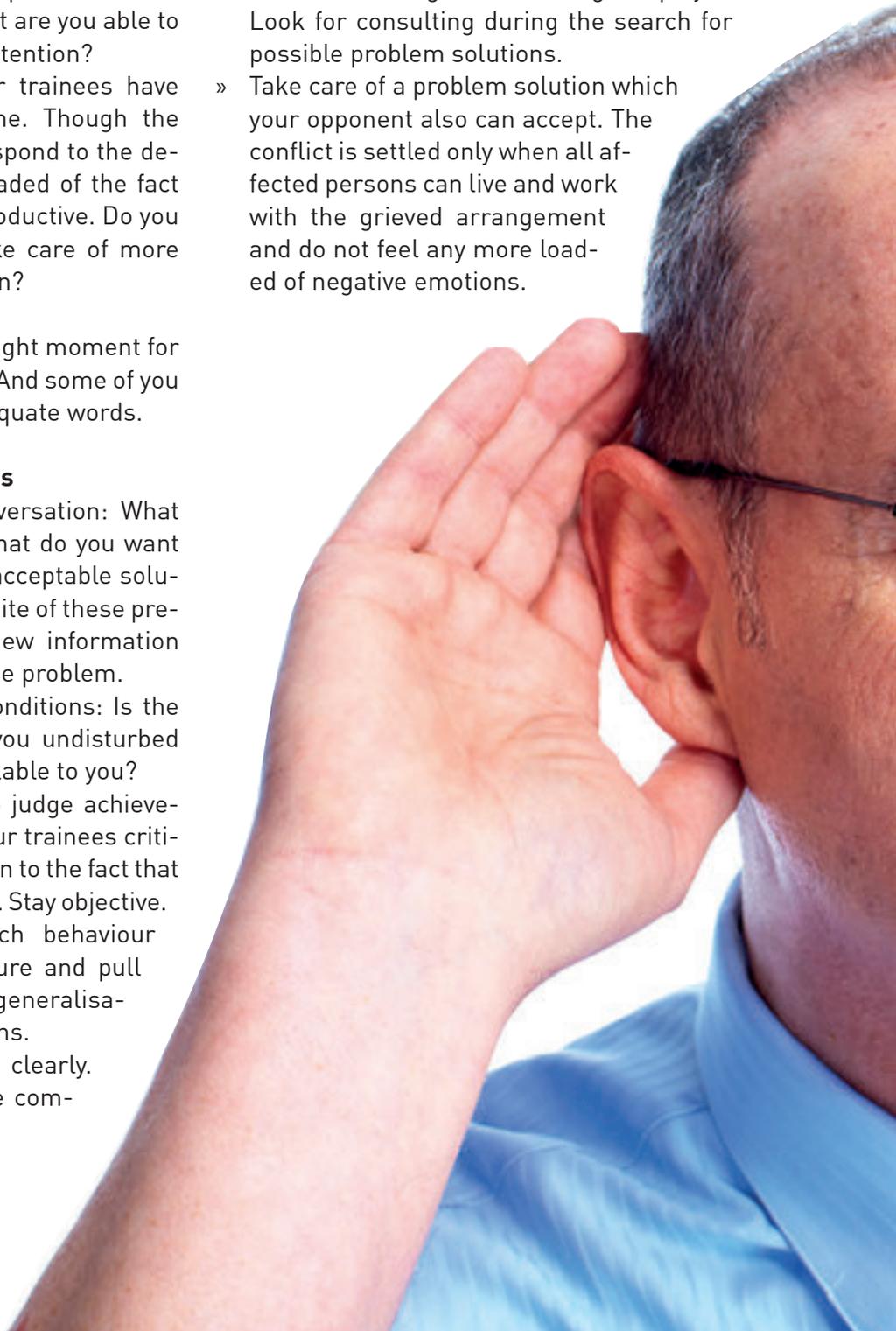
It may be difficult to find the right moment for a conversation in such cases. And some of you has difficulties to find the adequate words.

Assistance for coping conflicts

- » Prepare to a conflict conversation: What exactly displeases you? What do you want to change? How could an acceptable solution look like? Remain in spite of these pre-considerations open for new information and creative solutions of the problem.
- » Create favourable basic conditions: Is the place suitable for it, are you undisturbed there? Is enough time available to you?
- » Natural your job is also to judge achievements and behaviour of your trainees critically: However, pay attention to the fact that you treat them with respect. Stay objective.
- » Describe specifically which behaviour has excited your displeasure and pull up verifiable facts. Avoid generalisations and vague suppositions.
- » Formulate your demands clearly. And do not forget to name com-

prehensible reasons for your expectations.

- » Clarify the perception of your trainees: Which wishes and hopes which worries and problems are behind the behaviour of the trainee?
- » If you are concerned too much by the conflict, be in fear not to stay objective but to contribute rather to the escalation than for the settlement of the conflict: Get support by a third, mainly the person responsible for the training, the training employer. Look for consulting during the search for possible problem solutions.
- » Take care of a problem solution which your opponent also can accept. The conflict is settled only when all affected persons can live and work with the grieved arrangement and do not feel any more loaded of negative emotions.



i) Feedback

Regular talks allow security and prevent conflicts

Several times it was already pointed out to the fact that it is important that you as a training expert and your trainees communicate “appropriately” with each other. That means that you communicate often and regularly with each other!

Starting points for such talks already arise within the scope of the everyday work:

- » The trainees report above the state of their work, they put questions or ask for additional information or support.
- » You deliver your appraisal of the work of the trainees, explain, to what extent your expectations were fulfilled and specify or complement your demands.

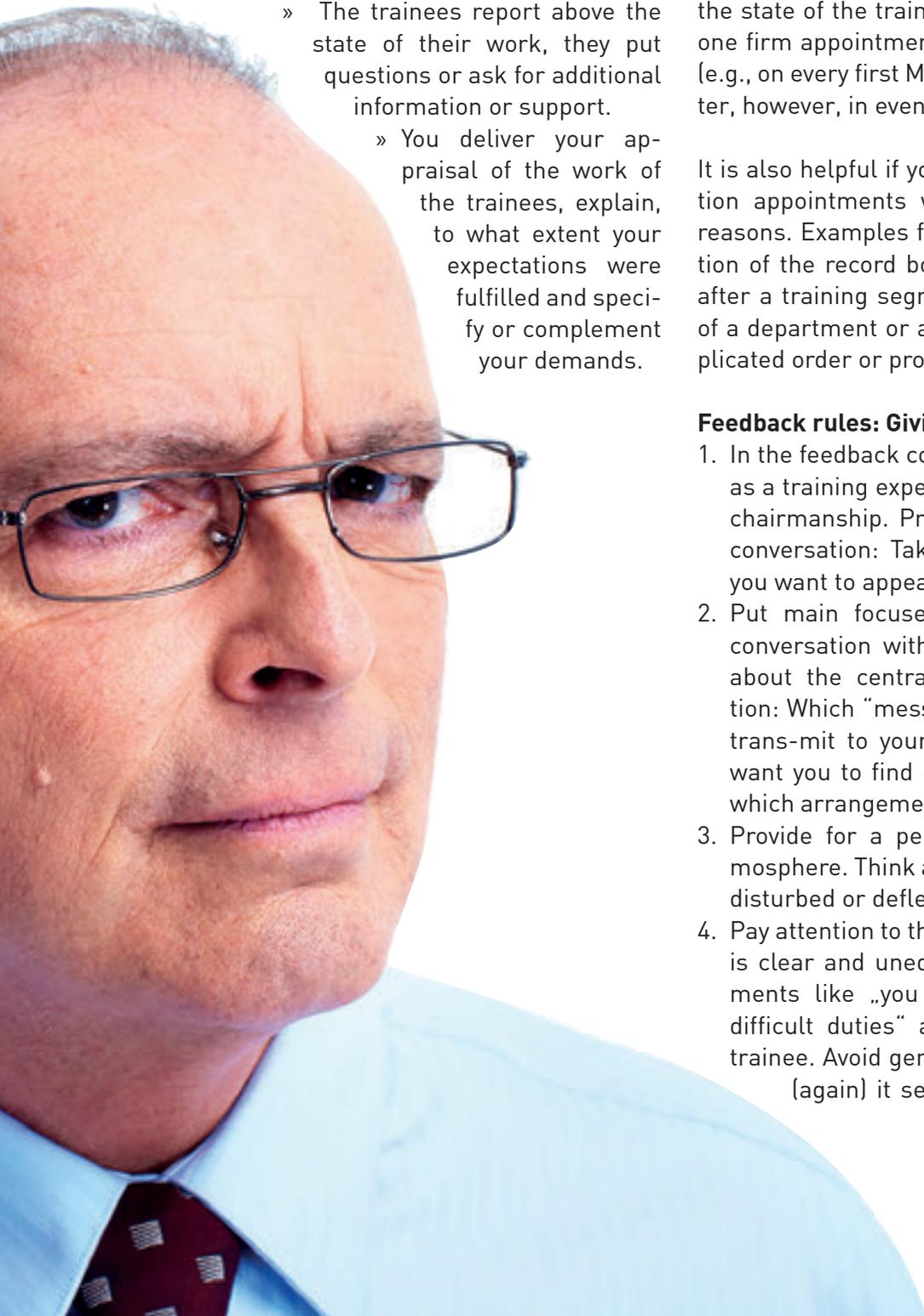
Or there arise special occasions, e.g. conspicuous behaviour of the trainees (negligent implementation of tasks, unreliability, immoderate contact with colleagues or customers). Then it is important that such occasions are appealed early and to avoid emotionally incriminating situations or conflicts.

It is advisable that you point out right to the beginning to your trainees the fact that you carry on at regular intervals a conversation about the state of the training. Agree in addition on one firm appointment: at least once a month (e.g., on every first Monday in the month), better, however, in even shorter distances.

It is also helpful if you connect the conversation appointments with regularly returning reasons. Examples for this are the presentation of the record book or assessment talks after a training segment (e.g., after the flow of a department or after end of a more complicated order or project).

Feedback rules: Giving feedback

1. In the feedback conversation you take over as a training expert the active role and the chairmanship. Prepare, therefore, for the conversation: Take down to which points you want to appeal in which order.
2. Put main focuses, do not overload the conversation with trivialities. Understand about the central aim of the conversation: Which “message” do you want you to transmit to your trainees? What do you want you to find out from her or him? To which arrangements do you want to come?
3. Provide for a personal and pleasant atmosphere. Think a place where you are not disturbed or deflected by others.
4. Pay attention to the fact that your feedback is clear and unequivocal. Common statements like „you always squeeze before difficult duties“ are not helpful for your trainee. Avoid generalizations like „always (again) it seems that you ...“, „every



time you act ...“, „you never have ...“). Refer, instead, to concrete observations and incidents. Then the statement is easier to understand for your trainee: „To me it has struck that you have expelled the customer to your colleague when he wanted additional information.“

5. Tell him or her which behaviour you expect for the future. Remain, besides, realistic. Do not avoid, besides, excessive demands of your trainees („I expect from you that you make no more mistakes in future!“). Set priorities and concentrate on essential points.
6. Avoid moral evaluations of the behaviour of your trainees. Do not expose or humiliate trainees.
7. Appeal anyway always also to positive points of view. Though open view exaggerated praise looks implausible, but be aware about that: Dear several times too much, as once praise not enough!
8. Make clear that also you are ready to accept feedback. Request therefore, your opponent specifically to give feedback if it is time to enter his / her statement.

Feedback rules: Take feedback

Primarily, your trainee will accept feedback of you. Besides, it is important that your trainees keep to some rules – just as you yourselves if you receive feedback from your trainees or also from other people (superior or colleagues). Make your trainees, therefore, familiar with the following rules:

1. Listen intently, and let the person who gives feedback finish her / his speaking (do not interrupt!).
2. If you have not understood anything, ask, and ask for an explanation or examples.

3. If you are not sure whether you have understood something properly, then repeat with your own words and make sure: „Have I understood properly?“
4. Renounce excuses or justifications as well as spontaneous explanations of your behaviour.
5. Accept praise! Do not relativize or curtail your achievements by own remarks.
6. Say, however, answer if it is too much for you and you have the impression that only negative aspects are presented.
7. Consider in silence what you can accept and want of what you have heard.
8. Inform at the end of the feedback, to what extent that what has been said was new for you, helped and helpful.

List of questions for self-reflection

Just as your trainees also you will develop with every feedback conversation. To raise the use of the talks for yourself, you should go through their course and results afterwards for yourselves:

How I was prepared?

- » Which unexpected situations have entered? What I had not counted on?
- » What has well run? What has run in such a way, as expected?
- » Why the conversation runs that way and not differently? What was my portion?
- » What could I have made different?
- » How have I felt during the conversation?
- » What it has brought to me? What have I missed?
- » What do I make the next time exactly the same? What differently?



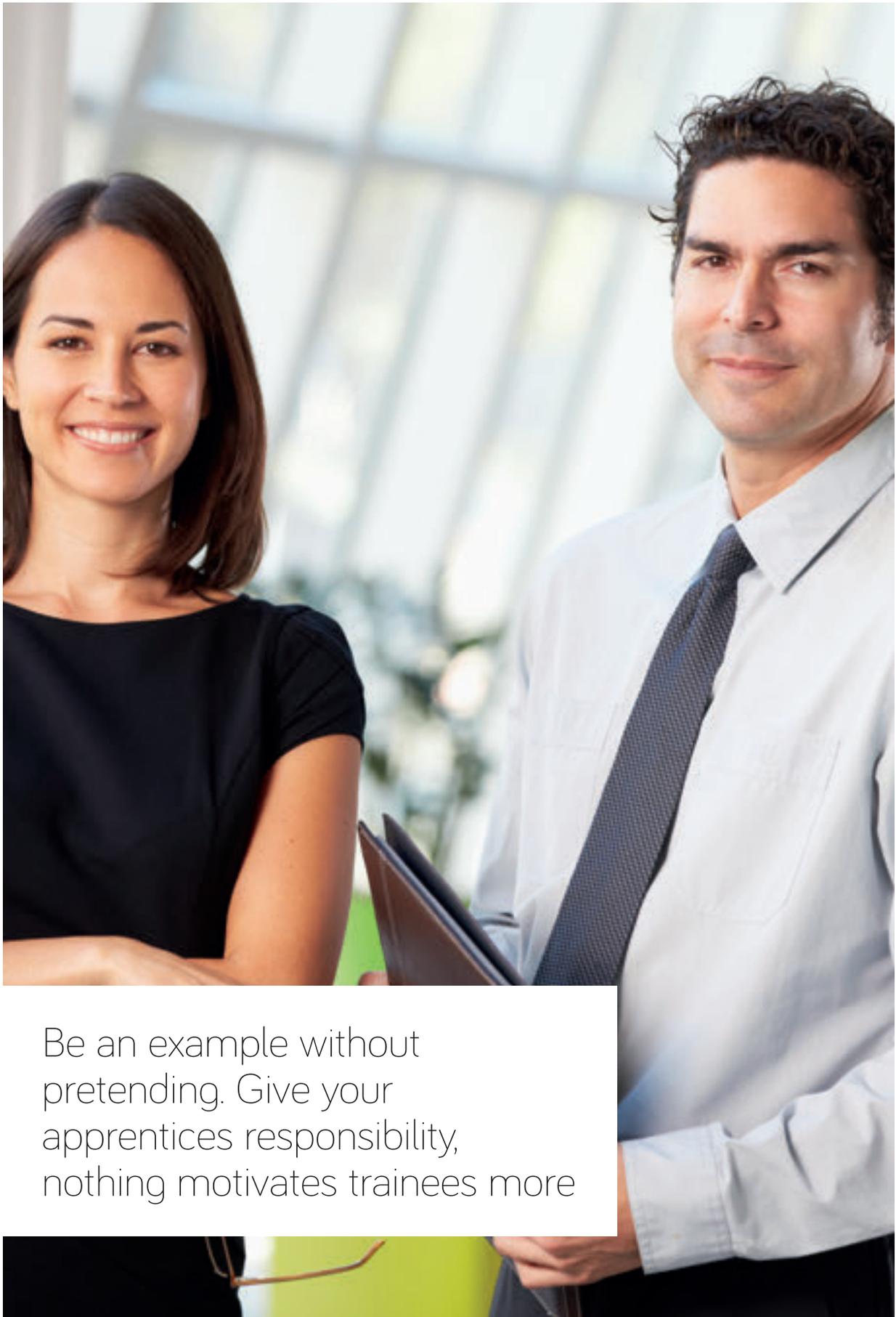
How do I become a good instructor?

Learn first the necessary craft stuff. The train the trainer certificate creates there a good basis. Then after the check one says: Collect experiences. Besides, it is all-important, regular to reflect in which does it lie if it does not run sometimes so? Are these own mistakes? If there are conflicts, one should concern them and hatch on no account or avoid consciously. Moreover, it is a matter of bringing itself in this subject over and over again on the newest state. But this does a good master anyway.

The perfect instructor

There is not one perfect instructor with certainty. People have strengths, however, also weaknesses – each of us. But if we gather once the qualities which a perfect instructor should embody, then these would probably be the following 15 criteria which an instructor should fulfil:

1. communicatively
2. in this subject competently
3. if the knowledge can mediate clearly and understandably
4. able of criticism
5. fair and deferential contact with the trainees
6. dutiful
7. empathetically
8. friendly and well-balanced
9. cooperatively
10. motivating
11. independently
12. if an exemplary function fulfils
13. Contact with problems
14. for the trainee present
15. exerts itself for the trainee



Be an example without pretending. Give your apprentices responsibility, nothing motivates trainees more

4.5.

Train the in-company instructor

Two examples of train the trainer seminars in Germany and Austria:

In Germany exists a legal training regulation, the ordinance on trainer aptitude (AEVO). The content of the trainer seminars and the examinations are detailed in a framework plan that is appended to the AEVO. A trainer seminar from different suppliers prepares to the trainer aptitude examination at the chamber of commerce and industry (in the handicrafts master exam the training is already included). Seminars usually take 50 – 90 lessons in dependence of the prequalification. The required skills and competences assessed in the exam are outlined in four areas of activity which follow the structure of the vocational training, see II. Requirements to in-company instructors in the different fields of action:

1. Assess vocational training requirements and plan training, (15 lessons, 16,67%)*
2. Prepare training and participate in trainee recruitment, (20 lessons, 22,22%)*
3. Conduct vocational training, (45 lessons, 50%)*
4. Conclude vocational training (10 lessons, 11,11%)*

*= recommended distribution of content

The examination comprises a written and a practical test. The practical test contains a presentation of a typical situation during the dual vocational training and a conversation on the subject.

Activities of apprentice's instructors require in Austria an obliging basic education which is regulated in the vocational training act (BAG). During the last years the so-called "instructor's academies" initiated by regional economic chambers support the quality of the continuing education of instructors and increase the quality of the apprentice's education. The BAG regulates all areas of the apprentice's training and determines the content for the instructor's training. The training for instructors contains:

- » Determination of the vocational training aims on basis of the job profile
- » Planning of the in-company training period
- » Preparation, realisation and control of the training
- » Behaviour patterns of the instructors towards the apprentice
- » Questions, concerning the vocational

training act, children and youth employment law, the employee's protection and the position of the dual vocational training system within the Austrian education system.

In Austria the trainer seminar (called IVET-course) has a duration of 40 hours and covers 60% legal content and 40% pedagogic content. The seminar concludes with a conversation on the subject.

The success of company-based apprenticeship training is mainly determined by the IVET trainer's professional competence and pedagogical (teaching) skills. IVET trainers have to prove their knowledge and skills related to vocational education and law. This knowledge is proven by passing the oral IVET trainer exam. Participation in the seminar is voluntary. Trainers can also take the exam without participating in the course.



Are there some tips for a newly-wed instructor on his / her way?

Be an example without pretending. Give your apprentices responsibility – nothing motivates trainees more. Deal openly with conflicts and appeal to what disturbs you, appropriately. Remain fair, even if it is sometimes difficult. And all-important: Do not fall from your role as an instructor. You are responsible for the qualification of trainees and should be neither mate nor bosom-friend.

4.6.

Recommendations for a successful transfer of in-company instructor training

1. Determine minimum standards with regard to personal, technical and pedagogic suitability of the training personnel.
2. Seminars preparing in-company trainers towards their future tasks should teach at least the following contents:
 - » Legal basis know-how important for training companies and employers.
 - » Train pedagogical competences, knowledge and skills in vocational and work education including typical situations, examples and role play of the companies working everyday life, e.g. when motivating young people, in conflicts and when giving feedback.
 - » Train how to plan the entire training period and develop the in-company training plan on basis of existing documents in your country, e.g. general training regulations or occupation profiles.
 - » Develop and train how to use controlling instruments like record books or training checklists.
 - » Train how to assess the performance of trainees.
 - » Train how to convey occupational competence because this is the most important training aim for the learning at the workplace.
3. Even in countries with successful running dual VET-systems does not exist a formal process for recruitment of in-company instructors. The selection occurs informal. Think about how enterprises can motivate employers to take over the task as trainer. Here are some arguments:
 - » Ask employers who are interested in interpersonal relations, persons who are suitable to become a mentor.
 - » The guidance of trainees is very often seen as enrichment beside the technical work.
 - » The recognition of trainees can be an important source for motivation increasing the own satisfaction of work.
 - » In-company trainers are personally involved in their task to train and solve structural problems during the training period with personal commitment.
4. Develop a national platform directed to in-company trainers concerning all questions of vocational training (e.g. www.foraus.de). This platform can build up on the DUAL VET network.



Think about how enterprises can motivate employers to take over the task as trainer.



4.7.

Challenges for companies in Spain and Portugal

A standardized qualification for the company tutor is important, but the EVO exam would be difficult to accept by the Spanish companies at the moment unless this involves getting a different professional or economic status in the company.

Companies recognize that the work with the trainees will evolve, but now they are meeting young people with a low level of professionalism, very close to the school habits and who have great difficulties in integrating into the culture of the company.

In the Spanish companies, the Tutor from the Dual Company is identified unequivocally with the person in charge of Human Resources from the company or with a similar position,

but these people, in turn, delegate to dual training instructors who work directly with apprentices and that will require a training that offers a pedagogical mean to teach the apprentice, as well as the development of transversal competences for learning within the dual system.

In this way, the Tutor of the Spanish Dual Company takes linking roles between the school and the company, and between the company and the instructor, and between company and government. This is not a common role in the German or Austrian dual system; this is why the Spanish and Portuguese dual system will have to take into account these particular characteristics of their tutors.

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Attachments

| | |
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| 1. Training plan for vocational education and training in the occupation “specialist in the hotel business” | 159 |
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Training plan for vocational education and training in the occupation "specialist in the hotel business"

| Professional basic education to be imparted over the whole course of the training period | | |
|---|---|---|
| VET, employment and collective wage agreement law | <ul style="list-style-type: none"> a) Explain the significance of the training contract, in particular conclusion, duration and termination b) State mutual rights and responsibilities arising from the training contract c) State opportunities for advanced vocational training d) State essential parts of the training contract e) State essential provisions contained within the collective wage agreements applying to the company providing training | to be imparted over the whole course of the training period |
| Structure and organisation of the company providing training | <ul style="list-style-type: none"> a) Explain structure and tasks of the company providing training b) Explain the basic functions of the company providing training, such as procurement, production, sales and administration c) State the relationships of the company providing training and its staff to organisations of trade and industry, professional bodies and trade unions d) Describe the basic principles, tasks and way of working of labour-management relations or staff representative organs within the company providing training | |
| Health and safety at work | <ul style="list-style-type: none"> a) Ascertain health and safety risk in the workplace and adopt measures for the avoidance of this b) Deploy occupationally related health and safety and accident prevention measures c) Describe behaviours when accidents occur and institute initial measures d) Deploy regulations for preventative fire protection; describe behaviours in the event of fire and initiate fire fighting measures | |
| Environmental protection | <p>Contribute to the avoidance of instances of environmental pollution caused by the company within the occupational sphere of influence, in particular</p> <ul style="list-style-type: none"> a) Explain possible instances of environmental pollution caused by the company providing training and its contribution to environmental protection using examples b) Deploy environmental protection regulations as these apply to the company providing training c) Take opportunities to use energy and materials in an environmentally friendly manner d) Avoid waste, make substances and materials available for disposal in an environmentally friendly manner | |

| 1. year of training | | Entire period of training: 12 weeks |
|---|----------------|-------------------------------------|
| Incompany training venue: | | |
| Knowledge and skills to be provided proportionately | | |
| Kitchen area | | |
| a) Examine products for state and assign ranges of possible use b) Apply working technologies and cooking processes to the production of simple meals c) Prepare simple meals by taking into account the recipes, the dietetics and the economic efficiency d) Process prepared products considering processing steps, recipes and economic efficiency to simple meals e) Arrange simple meals after default f) help in the product presentation | about 10 weeks | |
| Assignment from devices, machines and basic commodities, work planning | | |
| a) Plan working steps b) Prepare work space, taking into account hygienic and ergonomic requirements c) Carry out work preparation in consideration to different fields d) Use devices, machines and basic commodities economically e) Clean and maintain devices, machines and basic commodities | about 1 week | |
| Hygiene | | |
| a) Apply regulations and principles of personal and operating hygiene b) Use disinfectants and cleansing agents economically | about 1 week | |

| 1. year of training | | Entire period of training: 14 weeks |
|---|----------------|-------------------------------------|
| Incompany training venue: | | |
| Knowledge and skills to be provided proportionately | | |
| Office organisation and office communication | | |
| a) Carry out written tasks related to the work space b) Register and store documents c) Operate card indexes and use files to fulfil working duties; protect data d) Apply legal and operational regulations for data protection | about 13 weeks | |
| Assignment from devices, machines and basic commodities, work planning | | |
| a) Plan working steps b) Prepare work space, taking into account hygienic and ergonomic requirements c) Carry out work preparation in consideration to different fields d) Use devices, machines and basic commodities economically e) Clean and maintain devices, machines and basic commodities | about 1 week | |

| | |
|---|-------------------------------------|
| 1. year of training | Entire period of training: 18 weeks |
| Incompany training venue: Knowledge and skills to be provided proportionately | |
| Service area | |
| <ul style="list-style-type: none"> a) Check condition of products to sale b) Prepare infusion drinks and hot drinks as well as pour out drinks c) Serve and dig up meals and drinks d) colaborate in service and menu discussions e) operate the incompany cash system | about 12 weeks |
| Assignment from devices, machines and basic commodities, work planning | |
| <ul style="list-style-type: none"> a) Plan working steps b) Prepare work space, taking into account hygienic and ergonomic requirements c) Carry out work preparation in consideration to different fields d) Use devices, machines and basic commodities economically e) Clean and maintain devices, machines and basic commodities | about 1 week |
| Hygiene | |
| <ul style="list-style-type: none"> a) Apply regulations and principles of personal and operating hygiene b) Use disinfectants and cleansing agents economically | about 1 week |
| Contact with guests, consultation and sales | |
| <ul style="list-style-type: none"> a) Describe and justify effects of the personal appearance and behaviour on guests b) Perceive host's function c) Investigate expectations of guests concerning consultation, care and service d) Take into account duties, competence and responsibility within the scope of the proceeding organisation e) Conceive and look for guests f) Apply vocational technical terms in a foreign language g) Inform guests about the offer of services and products h) Receive notifications and orders and pass on i) Apply vocational regulations | about 4 weeks |

| | | |
|---|--|------------------------------------|
| 1. year of training | | Entire period of training: 8 weeks |
| Incompany training venue: | | |
| Knowledge and skills to be provided proportionately | | |
| Merchandise management | | |
| <ul style="list-style-type: none"> a) Receive commodities, check on weight, amount and visible damages and initiate company customary measures b) Store commodities conform to their requirements c) Control stocks | | about 7 weeks |
| Assignment from devices, machines and basic commodities, work planning | | |
| <ul style="list-style-type: none"> a) Plan working steps b) Prepare work space, taking into account hygienic and ergonomic requirements c) Carry out work preparation in consideration to different fields d) Use devices, machines and basic commodities economically e) Clean and maintain devices, machines and basic commodities | | about 1 week |

| | | |
|---|--|-------------------------------------|
| 2. year of training | | Entire period of training: 13 weeks |
| Incompany training venue: | | |
| Knowledge and skills to be provided proportionately | | |
| Merchandise management | | |
| <ul style="list-style-type: none"> a) Determine the need of goods in the workspace b) Initiate orders c) Carry out stocktakings, put up an inventory under instruction d) Work on payment processes e) Justify the cost-conscious use of material and basic commodities f) Calculate costs and yields at the example of services performed g) Determine retail prices according to the operational calculation pattern | | about 11 weeks |
| Assignment from devices, machines and basic commodities, work planning | | |
| <ul style="list-style-type: none"> a) Arrange maintainance of devices and machines as well as repair of basic commodities b) Control and assess results of working | | about 1 week |
| Hygiene | | |
| <ul style="list-style-type: none"> a) Apply regulations and principles of personal and operating hygiene b) Use disinfectants and cleansing agents economically | | about 1 week |

| | | |
|--|--|-------------------------------------|
| 2. year of training | | Entire period of training: 21 weeks |
| Incompany training venue: | | |
| Knowledge and skills to be provided proportionately | | |
| Advertisement and sales promotion | | |
| a) Differentiate means of advertising and advertising mediae and use them for the advertisement of the training company b) Prepare measures for sales promotion c) Colaborate in advertisement campaigns d) Carry out occasion-related decorations e) Provide advertising-effective offers | | about 11 weeks |
| Contact with guests, consultation and sales | | |
| a) Conduct conversations guest and company-oriented b) Apply verbal and non-verbal expression possibilities c) Accept and treat complaints, indicate guest and company oriented solutions d) Accept reservation requests, carry out reservations e) Consult guests, taking into account her requests | | about 8 weeks |
| Assignment from devices, machines and basic commodities, work planning | | |
| a) Arrange maintainance of devices and machines as well as repair of basic commodities b) Control and assess results of working | | about 2 weeks |

| | | |
|--|--|-------------------------------------|
| 2. year of training | | Entire period of training: 18 weeks |
| Incompany training venue: | | |
| Knowledge and skills to be provided proportionately | | |
| Domestic science service | | |
| a) Arrange guest rooms appropriate to the occasion and the offer b) Clean and maintain guest rooms | | about 13 weeks |
| Assignment from devices, machines and basic commodities, work planning | | |
| a) Arrange maintainance of devices and machines as well as repair of basic commodities b) Control and assess results of working | | about 3 weeks |
| Hygiene | | |
| a) Apply regulations and principles of personal and operating hygiene b) Use disinfectants and cleansing agents economically | | about 2 weeks |

| 3. year of training | | Entire period of training: 20 weeks |
|---|--|-------------------------------------|
| Incompany training venue: Knowledge and skills to be provided proportionately | | |
| Reception | | |
| <ul style="list-style-type: none"> a) Work on reservation plans and determine room allocation b) Use information technology and communication technology duty-oriented c) Maintain correspondence d) Carry out guest orders e) Book achievements performed f) Provide guest calculation and settle accounts g) Keep the hotel cash and settle accounts h) Account wirh travel agencies and operators i) Give easy information in a foreign language j) Convert currencies | | about 11 weeks |
| Contact with guests, consultation and sales | | |
| <ul style="list-style-type: none"> a) Work on inquiries and provide offers b) Work on and confirm orders c) Conduct conversations for consultation and sales | | about 8 weeks |
| Assignment from devices, machines and basic commodities, work planning | | |
| <ul style="list-style-type: none"> a) Arrange maintainance of devices and machines as well as repair of basic commodities b) Control and assess results of working | | about 1 week |

| 3. year of training | | Entire period of training: 20 weeks |
|---|--|-------------------------------------|
| Incompany training venue: Knowledge and skills to be provided proportionately | | |
| Marketing | | |
| a) Develop and carry out marketing measures b) Control results of marketing measures c) Conduct measures for public relations | | about 12 weeks |
| Contact with guests, consultation and sales | | |
| a) Work on inquiries and provide offers b) Confirm and work on orders c) Conduct conversations for consultation and sales | | about 5 weeks |
| Office organisation and office communication | | |
| a) Carry out written tasks related to the work space b) Register and store documents c) Operate card indexes and use files to fulfil working duties; protect data d) Apply legal and operational regulations for data protection | | about 2 weeks |
| Assignment from devices, machines and basic commodities, work planning | | |
| a) Arrange maintainance of devices and machines as well as repair of basic commodities b) Control and assess results of working | | about 1 week |

| 3. year of training | | Entire period of training: 12 weeks |
|--|--|-------------------------------------|
| Incompany training venue: Knowledge and skills to be provided proportionately | | |
| Domestic science service | | |
| a) Plan labour employment related to the working area b) Carry out controlling works under use of organisation tools | | about 10 weeks |
| Assignment from devices, machines and basic commodities, work planning | | |
| a) Arrange maintainance of devices and machines as well as repair of basic commodities b) Control and assess results of working | | about 2 weeks |

This plan is based on the training plan and the general training plan for the specialist in the hotel business. The general training plan is part of the training regulation for vocational training in the catering trade.

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**Training framework for vocational training as an automotive mechatronic –
Focus on passenger car technology**

Vocational profile defining skills, abilities and expertise

| Seq. no. | Part of the trainee job description | Skills, abilities and expertise to be imparted | Guideline time frame in weeks during the | |
|----------|---|--|--|--------------------|
| | | | 1st to 18th month | 19th to 42nd month |
| 1 | Operation of vehicles and systems | <ul style="list-style-type: none"> a) Observe and apply specifications and instructions regarding safety and operation b) Apply and clarify operating instructions c) Handle controls for vehicles, operating equipment and systems, as well as their protective devices d) Use menu functions and operate information, communication, comfort and safety systems | 5 | |
| 2 | Putting technical vehicle systems into operation and out of operation | <ul style="list-style-type: none"> a) Apply manufacturer-specific stipulations, safety specifications and protective measures, in particular standards and specifications for electrical work on high voltage vehicles and accident prevention specifications, as well as the latest engineering practice b) Recognise increased hazard potentials in vehicles c) Observe safety stipulations for high voltage systems and secure the working area d) De-energise systems according to work instruction, safeguard against being switched on again, test to ensure no voltage is present e) Check functions and document results f) Observe and analyse electrical risks | 3 | |
| | | g) Put technical vehicle systems into safe condition for maintenance and repair work, in particular note potentially explosive substances, fuels, gases, liquids and electrical voltage | | 2 |
| 3 | Measuring and testing systems | <ul style="list-style-type: none"> a) Determine target data, select measuring processes and measuring devices b) Implement protective measures against electrical current through the body and arcing faults c) Capture measured values and compare with target data, in particular measure, test and assess electrical and electronic variables and signals in parts, assemblies and systems d) Visually inspect electrical connections, lines and line interconnections for mechanical damage e) Check the function of electrical parts, lines and fuses f) Select and utilise measuring tools for measuring and testing lengths, angles and surfaces g) Measure lengths, in particular with vernier callipers, micrometers and dial gauges, check tolerance and fit compliance h) Check workpieces with angles, limit gauges and thread gauges i) Measure and check physical variables, in particular pressures and temperatures j) Document test results | 5 | |
| | | k) Check and assess the function of protective and equipotential bonding lines | | 2 |

| | | | | |
|---|---|---|----|---|
| | | l) Measure and assess insulation resistances | | |
| 4 | Execution of service and maintenance work | <ul style="list-style-type: none"> a) Apply work and safety rules, as well as manufacturer guidelines with transportation and lifting b) Move, set down, lift, support and secure vehicles, assemblies and systems c) Carry out maintenance work according to specifications, in particular check, top up, replace and assist with disposal of operating liquids d) Check mechanical and electrical parts, assemblies and systems for wear, damage, leak-tightness, position deviations and functionality e) Apply wiring diagrams and functional schematics, check hydraulic, pneumatic and electrical lines, connections, as well as mechanical interconnections f) Measure and adjust pressures on pneumatic and hydraulic systems g) Apply maintenance and test instructions, and carry out maintenance work h) Carry out functional checks and read out error memory i) Document working steps, as well as test and measuring results | 14 | |
| | | <ul style="list-style-type: none"> j) Carry out adjustment work on vehicles and systems k) Generate and interpret test and measurement logs | | 4 |
| 5 | Fault and error diagnostics in vehicles and systems | <ul style="list-style-type: none"> a) Reproduce customer complaints, perform functional checks and determine diagnostic processes b) Establish damage and malfunctions in mechanical, electrical, electronic, mechatronic, pneumatic, hydraulic and networked systems of vehicles and their components c) Determine faults and their causes with the aid of circuit diagrams and functional schematics d) Generate test logs and document results e) Test and assess the vehicle wiring, charging current, starting and lighting systems and parameterise these according to customer wishes, document the results f) Implement measures for avoiding hazards due to insulation faults g) Recognise data communication between control units | 8 | |
| | | <ul style="list-style-type: none"> h) Identify system states with the aid of diagnostic systems, compare with the information in databases and evaluate results i) Utilise trouble-shooting programs, manufacturer information and databases, and use hotline and remote diagnostics j) Identify and update control unit software, reset vehicle systems and restore these to default settings, adjust teach-in values k) Determine diagnostic and repair possibilities according to the customer order l) Test and assess the vehicle comfort, safety and driver assistance systems and parameterise these according to customer wishes, document the results | | 6 |
| 6 | Disassembly, repair and installation of parts, assemblies and systems | <ul style="list-style-type: none"> a) Put parts, assemblies and systems out of operation, disassemble and dismantle, identify safety and health-endangering substances, check for re-usability, label and store systematically b) Assign disassembled parts and assemblies to systems and check for completeness | 18 | |

| | | | | |
|---|--|---|---|---|
| | | <p>c) Clean, decontaminate, preserve and store parts and assemblies</p> <p>d) Join parts, assemblies and systems, in particular establish threaded connections with consideration to the part sequence and tightening torque</p> <p>e) Assemble parts, assemblies and systems, put into operation and check for functionality and dimensional accuracy</p> <p>f) Prepare surfaces for corrosion protection, supplement and replace corrosion protection</p> <p>g) Check the position of parts and assemblies, measure position deviations</p> <p>h) Mark and punch reference lines, hole centres and outlines with consideration to the material characteristics, separate parts and semi-finished products and reshape</p> <p>i) Determine and set machine values for hand-guided and fixed machines; drill and countersink workpieces and parts</p> <p>j) Establish inner and outer threads and maintain</p> <p>k) Establish, check, maintain and document electrical connections and interconnections</p> <p>l) Maintain wearing assemblies and systems, in particular brakes</p> <p>m) Fit tyres and balance wheels</p> | | |
| | | <p>n) Determine repair measures following diagnostics, implement repair processes</p> <p>o) Fit and connect electrical systems, test functionality and ensure safety</p> <p>p) Maintain electronic, mechatronic, pneumatic and hydraulic systems, assemblies and parts</p> <p>q) Observe electro-technical safety rules when working on electrical systems, in particular on high voltage systems and fuel cells</p> | | 6 |
| 7 | Execution of tests on vehicles according to legal specifications | <p>a) Prepare vehicles for legally prescribed tests</p> <p>b) Check the road-worthiness and operational safety of vehicles, document defects and initiate measures for their elimination</p> <p>c) Determine target and actual values using diagnostics systems, log settings values, implement settings and document results</p> | | 6 |
| 8 | Equipping, modification and retrofitting of vehicles | a) Identify wheels, chassis and body parts according to vehicle | 2 | |
| | | <p>b) Assign accessory parts, auxiliary devices and special equipment to the vehicle according to legal regulations and technical documents, install and modify, check functionality and document changes</p> <p>c) Integrate parts and systems into the vehicle</p> <p>d) Encode and parameterise control units, update software statuses, document changes</p> <p>e) Instruct customers on the operation and inform them of registration-related specifications</p> | | 4 |

Focus: Passenger car technology

| Seq. no. | Part of the trainee job description | Skills, abilities and expertise to be imparted | Guideline time frame in weeks during the | |
|----------|---|---|--|--------------------|
| | | | 1st to 18th month | 19th to 42nd month |
| 1 | Putting technical vehicle systems into operation and out of operation | Put technical vehicle systems - in particular air-conditioning systems, electrical systems, compressed air systems, hydraulic systems and pyrotechnical systems - in and out of operation in accordance with manufacturer specifications, check functions and document results | | 4 |
| 2 | Fault and error diagnostics in vehicles and systems | <ul style="list-style-type: none"> a) Determine diagnostic and repair possibilities b) Ascertain causes of malfunctions in the drive, chassis, comfort and safety systems with the aid of diagnostic systems c) Carry out chassis measurement and generate measurement log d) Check and assess brake, chassis, spring, shock absorber and levelling systems e) Check and perform diagnostics on the drive units, including the engine management system, exhaust gas system and ancillary devices f) Check and assess body systems, in particular locking systems, folding top systems and sunroofs g) Perform functional analyses on air-conditioning systems and networked vehicle components, in particular on driver assistance systems and active safety systems h) Log and evaluate data communication between control units i) Localise faults in wireless signal transfer systems j) Check and assess fuel transfer systems, in particular manual and automatic gear boxes k) Test and perform diagnostics on steering systems l) Utilise expert systems, in particular use guided trouble-shooting, database and remote diagnostics, hotline | | 30 |
| 3 | Disassembly, repair and installation of parts, assemblies and systems | <ul style="list-style-type: none"> a) Replace high voltage components b) Maintain electrical and opto-electronic data communication lines c) Maintain drive units, including the engine management system, exhaust gas system and ancillary devices d) Maintain fuel transfer systems, in particular manual and automatic gear boxes and all-wheel drive systems e) Maintain body systems, in particular locking systems, folding top systems and sunroofs f) Maintain chassis, spring, shock absorber and levelling systems | | 14 |
| 4 | Equipping, modification and retrofitting of vehicles | <ul style="list-style-type: none"> a) Retrofit systems, components and wiring circuits for signal processing, for optical transmission systems b) Retrofit vehicles with wireless signal transmission systems, antenna systems and communication electronics | | 4 |

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|--|--|--|--|--|
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Integrative skills, abilities and expertise

| Seq. no. | Part of the trainee job description | Skills, abilities and expertise to be imparted | Guideline time frame in weeks during the | |
|----------|---|---|---|--------------------|
| | | | 1st to 18th month | 19th to 42nd month |
| 1 | Vocational training, employment and collective bargaining law | a) Explain significance of the training contract, in particular the qualification, duration and completion b) Define mutual rights and obligations arising due to the training contract c) Specify the possibilities of vocational development d) Highlight the significant parts of the employment contract e) Highlight significant conditions of the tariff contracts applicable to the training organisation | to be conveyed throughout the entire training programme | |
| 2 | Structure and organisation of the training organisation | a) Define the structure and tasks of the training organisation b) Explain the basic functions of the training organisation, such as procurement, production, sales and administration c) Describe the relationships of the training organisation and its employees with economic organisations, professional associations and trade unions d) Describe the foundations, tasks and working methods of the industrial constitution or staff representation bodies of the training organisation, to be conveyed throughout the entire training programme | | |
| 3 | Health and safety protection at work | a) Set out the risks to health and safety in the workplace and implement measures to avoid these b) Adhere to vocation-relevant industrial health and safety and accident prevention regulations c) Describe conduct in the event of accidents and introduce first aid measures d) Adhere to specifications for preventative fire protection; describe conduct in the event of fires and implement measures for fire-fighting | | |
| 4 | Environmental protection | Contribute to the avoidance of company-related environmental pollution in the vocational sphere of influence, in particular a) Clarify potential environmental pollution by the training organisation and its contribution to environmental protection with reference to examples b) Apply the environmental protection regulations relevant to the training organisation c) Utilise possibilities for economical and environmentally-friendly energy and material utilisation d) Avoid waste; recycle materials and substances in an environmentally-friendly manner | | |

| | | | | |
|---|--|--|----|---|
| 5 | Planning and preparing working processes, as well as checking and evaluating working results | <ul style="list-style-type: none"> a) Plan and stipulate working steps and processes b) Determine materials, operating equipment and auxiliary equipment c) Request, provide and document parts requirements, materials, tools and auxiliary equipment according to the job order d) Determine time required e) Prepare workstation with consideration to the job order f) Check and evaluate work results with target/actual value comparisons and document these, propose measures for improving the work results g) Observe the manufacturer's safety instructions, in particular with vehicles with alternative drives | 6 | |
| | | <ul style="list-style-type: none"> h) Prepare vehicle handover i) Plan, check and evaluate work processes with consideration to the job order, maintenance stipulations, installation instructions, staff situation and technical conditions j) Determine test equipment and stipulate its use k) Detect and log damage to neighbouring parts and assemblies, and initiate measures for elimination l) Plan work within the team, divide up tasks and evaluate the results of cooperation | | 8 |
| 6 | Company and technical communication | <ul style="list-style-type: none"> a) Utilise the company information system for processing job orders and for procuring technical documents and information b) Hold meetings as appropriate for the situation, present circumstances and use English technical terms c) Ensure communication with customers, as well as preceding and following functional divisions d) Use data carriers and observe data protection; read digital and analogue measurement and test data e) Identify vehicles, systems, parts and assemblies f) Read and utilise drawings, generate sketches g) Read and utilise maintenance, assembly, commissioning and operating instructions, catalogues, tables and diagrams h) Interpret, prepare, convey and present technical information | 11 | |
| | | <ul style="list-style-type: none"> i) Read and utilise wiring diagrams, circuit diagrams, connection schematics, arrangement drawings and functional schematics j) Read and observe functional schematics for vehicle pneumatic and hydraulic controls and fuel transfer k) Apply specifications and guidelines for road-worthiness, as well as conduct in road traffic l) Receive customer wishes and information, pass this on within the company and take it into account according to specifications m) Observe specifications on informing re. maintenance works n) Observe specifications on informing re. the operation of accessories and auxiliary equipment, provide information on safety rules and regulations o) Utilise, implement and apply knowledge databases p) Receive and apply service information, also from English documents | | 8 |

| | | | | |
|---|---------------------------------------|--|---|---|
| | | <p>q) Observe guidelines for warranty, goodwill and material defect liability</p> <p>r) Update company information systems and technical devices</p> <p>s) Perform fault and damage analyses through restrictive customer surveys</p> <p>t) Inform customers of maintenance and service works, as well as further services</p> <p>u) Determine and evaluate customer and supplier wishes and initiate measures for their fulfilment</p> | | |
| 7 | Performing quality assurance measures | <p>a) Employ test processes and test equipment according to requirement</p> <p>b) Systematically seek the causes of faults and quality defects, contribute to their elimination, document work</p> <p>c) Apply the company's quality management system</p> <p>d) Observe test and maintenance periods for operating and test equipment and initiate measures</p> <p>e) Observe and apply process sequences for recall measures or rework</p> | 6 | |
| | | <p>f) Contribute to the constant improvement of work processes in your own working area</p> <p>g) Systematically seek the causes of faults and defects in the work process, evaluate, eliminate and document these, and estimate the consequences of faults and defects</p> <p>h) Check, evaluate and log your own work results, as well as those of others</p> | | 6 |



Bundesinstitut für Berufsbildung (BIBB)

**Ausbildungsordnung und Rahmenlehrplan
für den Ausbildungsberuf
Mechatroniker/Mechatronikerin**

(Englische Übersetzung)

**Ordinance on Vocational Education and Training
in the Occupation of Mechatronics Fitter**

(English Version)

Bundesinstitut für Berufsbildung (BIBB)
Der Präsident
Robert-Schuman-Platz 3, 53175 Bonn
<http://www.bibb.de>

übersetzt im Auftrag des BIBB durch Herrn Martin Kelsey/Global Sprachteam Berlin

Stand I/2013

Ordinance
on Vocational Education and Training in the Occupation of Mechatronics Fitter
(Mechatroniker-Ausbildungsverordnung – MechatronikerAusbV) *)
promulgated on 21 July 2011

On the basis of § 4 Paragraph 1 of the Vocational Training Act in conjunction with § 5 of said Act, § 4 Paragraph 1 having been amended by Article 232, Clause 1 of the Ordinance dated 31 October 2006 (Federal Law Gazette I p. 2407), the Federal Ministry of Economics and Technology issues the following Ordinance in agreement with the Federal Ministry of Education and Research.

§ 1

State recognition of the training occupation

The training occupation of Mechatronics Fitter is accorded state recognition pursuant to § 4 Paragraph 1 of the Vocational Training Act.

§ 2

Duration of vocational education and training

Duration of training is three and a half years.

§ 3

Training profile, general training plan

(1) The skills, knowledge and competences (employability skills) listed in the general training plan (Annex) constitute the minimum object of the vocational education and training. Organisation of training which deviates from that contained within the general training plan is permitted in particular insofar as specific practical company characteristics necessitate such a deviation.

(2) Vocational education and training in the occupation of Mechatronics Fitter is structured in the following manner (training profile).

1. Vocational education and training, employment and collective wage agreement law
2. Structure and organisation of the company providing training
3. Health and safety at work
4. Environmental protection
5. Company and technical communication
6. Plan and control work processes, check and evaluate work results
7. Quality management
8. Check, mark off and label workpieces
9. Cut, separate and reform manually or by machine
10. Join

11. Install electrical sub-assemblies and components
12. Measure and test electrical values
13. Install and test hardware and software components
14. Build and test control systems
15. Programme mechatronic systems
16. Assemble sub-assemblies and components into machines and systems
17. Assemble and dismantle machinery, systems and plants; transport and secure
18. Test and adjust the functioning of mechatronic systems
19. Commission and operate mechatronic systems
20. Maintain mechatronic systems

§ 4

Implementation of vocational education and training

(1) The skills, knowledge and competences stated in the present Ordinance should be imparted in such a way so as to enable trainees to exercise a qualified occupational activity within the meaning of § 1 Paragraph 3 of the Vocational Training Act, this particularly to encompass the autonomous planning, execution and checking of work. Evidence of the competence described in No. (1) above is to be provided in the examinations pursuant to §§ 5 to 7.

(2) Trainers shall use the general training plan as the basis for the drawing up of a training plan for trainees.

(3) Trainees are to keep a written record of their training. They are to be afforded the opportunity to maintain this written record of training during training time. Trainees shall review the written record of training on a regular basis.

§ 5

Final examination

The final examination comprises Parts 1 and 2, which are held at separate times. The objective of the final examination is to ascertain whether candidates have acquired occupational employability skills. In the final examination, candidates should demonstrate mastery of the necessary occupational skills, possession of the required occupational knowledge competences and familiarity with the teaching material

*) The present Statutory Ordinance constitutes a training regulation within the meaning of § 4 of the Vocational Training Act. The Skeleton Curriculum for Vocational Schools, published as Annex No. 168a to the Federal Gazette No. 168 of 9 September 1998, remains in force.

essential to the vocational education and training to be imparted via teaching at vocational school. The training regulation shall constitute the basis of the examination. Skills which have already constituted an object of examination in Part 1 of the final examination shall only be included in Part 2 of the final examination to the extent that such inclusion is necessary for the determination of the requisite occupational competence pursuant to § 38 of the Vocational Training Act.

§ 6

Part 1 of the final examination

(1) Part 1 of the final examination should take place before the end of the second year of training.

(2) Part 1 of the final examination encompasses such skills for the first three half years of training as are listed in the Annex and extends to include teaching material to be imparted at vocational school insofar as such teaching material is integral to the vocational education and training.

(3) Part 1 of the final examination comprises the examination area of "Working on a mechatronic sub-system".

(4) Candidates should demonstrate that they are in a position to:

1. evaluate technical documentation, determine technical parameters, plan and agree work processes, plan material and tool requirements;
2. wire up, connect and configure sub-assemblies and components, accord due consideration to compliance with safety rules, accident prevention regulations and environmental protection provisions;
3. evaluate the safety of mechatronic sub-systems, test mechanical and electrical protective measures;
4. analyse sub-systems, test functions, adjust and measure ratings and establish functionality;
5. hand over and explain systems; document the execution of the order, prepare technical documentation including test protocols.

(5) Candidates should carry out a work task which includes situational oral examination phases and written assignments.

(6) The examination time is 8 hours, whereby the situational oral examination phases should be of a total maximum duration of 10 minutes. The duration of the written assignments should be 90 minutes.

§ 7

Part 2 of the final examination

(1) Part 2 of the final examination encompasses such skills as are listed in the Annex and extends to include teaching material to be imparted at vocational school insofar as such teaching material is integral to the vocational education and training.

(2) Part 2 of the final examination comprises the following examination areas.

1. A work order
2. Work planning
3. Function analysis
4. Business and social studies

Due consideration should be accorded to vocational education and training, employment and collective wage agreement law; structure and organisation of the company providing training; health and safety at work; environmental protection, company and technical communication; planning and management of work processes; evaluation of work results; business processes and quality management.

(3) The following stipulations apply to the examination area of "Work order".

1. Candidates should demonstrate that they are in a position to:

- a) analyse work orders; obtain information from documentation, clarify technical and organisational interfaces, evaluate and select possible solutions in accordance with technical, economic and ecological considerations;
- b) plan and agree order processes, stipulate subtasks, draw up planning documentation, accord due consideration to work processes and areas of responsibility at the place of deployment;
- c) execute orders, test and document function and safety, comply with standards and specifications for the quality and safety of the systems; search systematically for causes of errors and defects;
- d) release and hand over systems; provide specialist information including in English; prepare acceptance protocols; document and evaluate work results and services; invoice for services; document system data and information.

2. The examination area should be based on the following activities: assembly or maintenance of a mechatronic system followed by subsequent commissioning in each case.

3. In order to demonstrate fulfilment of requirements in the examination area of "Work order", candidates should:

- a) execute a company order within 20 hours including provision of practical documentation and to take part in an order-related specialist oral examination of no more than 30 minutes' duration; the specialist oral examination should be conducted on the basis of the practically related documentation of the company order processed; the order-related specialist oral examination should act as a vehicle for evaluating relevant process skills with regard to the execution of the order under due consideration of the practically related documentation; prior to the execution of the company order the assignment including planned processing time should be presented to the Examination Board for approval; or
- b) prepare, execute and follow-up a practical work task in 14 hours, including documentation via task specific records, and to conduct a specialist oral examination of no more than 20 minutes' duration; the execution of the work task lasts 6 hours; observations of the way in which the task is executed, the task specific documentation and the specialist oral examination should act as a

vehicle for evaluating relevant process skills with regard to the execution of the work task.

The company providing training should select the examination option in accordance with 1 (3) above and should notify the candidate and the competent body of the selection at the same time as registration for the examination takes place.

(4) The following stipulations apply to the examination area of "Work planning".

1. Candidates should demonstrate that they are in a position to:

- a) conduct problem analyses;
- b) comply with technical rules in selecting the mechanical and electrical components, cabling, software, tools and equipment required for assembly and commissioning;
- c) adapt installation and assembly plans;
- d) plan the necessary stages of work according due consideration to health and safety at work and use standard software.

2. The examination area should be based on the preparation of a work plan for the assembly and commissioning of a mechatronic system in accordance with pre-stipulated requirements.
3. Candidates should perform the task in written form.
4. The examination time is 105 minutes.

(5) The following stipulations apply to the examination area of "Function analysis".

1. Candidates should demonstrate that they are in a position to:

- a) plan measures for maintenance or commissioning according due consideration to company processes;
- b) evaluate circuit documentation;
- c) interpret and alter programmes;
- d) identify and present functional correlations within a mechatronic system, mechanical and electrical values and sequences;
- e) align signals at interfaces functionally;
- f) select and deploy test procedures and diagnostic systems;
- g) localise causes of errors, check protective equipment and test electrical protective measures.

2. The examination area should be based on a description of the approach to be adopted towards preventative maintenance and the systematic identification of an error within a mechatronics system.
3. Candidates should perform the task in written form.
4. The examination time is 105 minutes.

(6) The following stipulations are in place in respect of the examination area of "Business and social studies".

1. Candidates should demonstrate that they are in a position to present and evaluate general business and societal correlations within the world of employment and work.
2. Candidates should process practically oriented tasks in written form.
3. The examination time is 60 minutes.

§ 8

Weighting and pass regulations

(1) The examination areas should be weighted as follows.

| | |
|---|------------|
| 1. <u>Working on a mechatronic sub-system</u> | 40 percent |
| 2. <u>Work order</u> | 30 percent |
| 3. <u>Work planning</u> | 12 percent |
| 4. <u>Function analysis</u> | 12 percent |
| 5. <u>Business and social studies</u> | 6 percent |

(2) The final examination is deemed to have been passed if:

1. an overall result of at least "pass" is achieved in Part 1 and Part 2;
2. an overall result of at least "pass" is achieved in the examination area "Work order";
3. an overall result of at least "pass" is achieved in two of the examination areas pursuant to Paragraph 1 (5) above and
4. no mark of "fail" is recorded in any examination area in part 2.

(3) At the request of the candidate, an examination in the areas of "Work planning", "Function analysis" and "Business and social studies" for which a mark of worse than "pass" has been awarded should be supplemented by an oral examination of approximately 15 minutes if this may be decisive for the passing of the examination. In calculating the result for this examination area, the previous result and the result of the supplementary oral examination should be accorded weighting in the ratio of 2:1.

§ 9

Entry into force, ceasing to be in force

The present Ordinance enters into force on 1 August 2001. The Ordinance of 4 March 1998 (Federal Law Gazette I p. 408) in respect of vocational education and training in the occupation of Mechatronics Fitter ceases to be in force at this time.

Berlin, date:

The Federal Minister of Economics and Technology
per procuracionem

- ▶ Researching
- ▶ Advising
- ▶ Shaping the future

Sample initial contract and instructions

Initial Training Contract
(Sections 10 and 11 of the
Vocational Training Act - "BBiG")

Sample initial training contract and instructions

**Initial Training Contract
(Sections 10 and 11 of the Vocational Training Act – "BBiG")**

The following initial training contract for training for the training occupation

.....

as provided in the initial training regulations¹ was concluded

between

.....
(Name and address of the training employer (company providing the training))²

and

.....
(Name and address of the trainee)

born on

.....

legally represented by³

.....

¹ Under section 104, subsection (1) of the Vocational Training Act and section 122, subsection (4) of the Crafts and Trade Code, regulatory instruments that existed prior to 1 September 1969 are to be used in the absence of training regulations.

² Several natural persons or legal entities may cooperate within the framework of a collaborative training venture to discharge the contractual obligations of training employers as long as responsibility for the individual stages of initial training and for the period of initial training as a whole is ensured (collaborative training, section 10, subsection (5) of the Vocational Training Act).

³ Both parents acting together are authorized to act for and on behalf of the trainee insofar as the authority to represent the trainee is not restricted to just one parent. Should a guardian have been appointed, this person must have the approval of the guardianship court for the conclusion of a training contract.

Section 1 – Duration of training

1. Duration

In accordance with the initial training regulations, training shall last years/months.

a) A total of months' credit for vocational training for the occupation⁴ or prior vocational training in, as the case may be, shall be granted toward the training period.⁵

b) The period of training shall be reduced by months on the basis of, subject to the decision of the competent body.⁶

This initial training relationship shall commence on and end on⁷

2. Probationary period

The probationary period shall last months⁸. Should training during the probationary period be interrupted for more than one third of this time, the probationary period shall be extended by the period of the interruption.

3. Premature termination of the initial training relationship

Should the trainee pass the final examination before the end of the training period agreed under No. 1, the initial training relationship shall end upon the announcement of the results by the board of examiners.

4. Extension of the training contract

⁴ Prior vocational training may be credited towards the period of training when the training regulations on which the contract is based provide for this possibility under section 5, subsection (2), number 4 of the Vocational Training Act.

⁵ The federal ordinances governing basic vocational training years and full-time vocational schools apply until 31 July 2006 for granting credit for prior vocational training acquired through the attendance of a course of training at a vocational school or vocational training acquired at another type of facility. After this time, the states may stipulate by means of an ordinance that applicants have a legal claim to receiving credit for such training or that credit be granted automatically. Starting 1 August 2009 at the latest, credit may be granted only upon joint application by the trainee and the training employer (section 7 of the Vocational Training Act).

⁶ Under section 8, subsection (1) of the Vocational Training Act, the competent body must, upon joint application from the trainee and the training employer, reduce the period of training when it is likely that the objective of the training will also be achieved in the shorter period of time.

⁷ When the training regulations provide for initial training to be conducted in progressive stages according to specific syllabuses and timetables, provision is to be made at the end of each stage for a certificate of competence qualifying trainees to engage in a form of skilled occupational activity (so-called "real" multi-stage training, section 5, subsection (2), number 1 of the Vocational Training Act). The contract must however be concluded for the entire period of training in this case as well (section 21, subsection (1) of the Vocational Training Act).

⁸ The probationary period must last for at least one month and may not exceed four months.

Should the trainee fail the final examination, the initial training relationship may be extended, at the trainee's request, until the next possible date for repeating the examination, up to a maximum of one year.

Section 2 – Training premises

The training shall be held, except as provided in Section 3, No. 12, at

.....
(training premises)

and at the construction, assembly and other work sites generally connected with the principle place of operations of the company providing the training.

Section 3 – The training employer's obligations

The training employer shall undertake to

1. (Objective of the training)

ensure that the trainee is taught the vocational competence necessary for achieving the training objective and to conduct the training according to the attached instructions regarding the syllabus and timetable in such a way that the objective of the training can be achieved within the foreseen training period.

2. (Trainee)

provide the initial vocational training itself or to expressly entrust such training to an instructor who has the personal and technical qualifications for this and to inform the trainee of this in writing;

3. (Initial training regulations)

provide the trainee the initial training regulations free of charge prior to the start of training;

4. (Training aids)

furnish to the trainee free of charge the materials, in particular tools, supplies and technical literature, that are necessary for the initial training received at company training facilities or intercompany training centres and for sitting interim and final examinations⁹, including those that are held within a short time after the end of the initial training relationship;

5. (Attendance of part-time vocational school and participation in training measures outside the training premises)

urge the trainee to attend part-time vocational school and grant him/her the necessary time off from work to do so. The same shall apply when initial training measures outside the training premises are prescribed or are to be conducted pursuant to No. 12;

6. (Keeping written records of initial training)

⁹ Including the first part of the final examination, when provided for in the training regulations.

insofar as written records of the initial training are to be kept by the trainee, issue to the trainee at no charge the forms that are needed for keeping a record of his/her vocational training and initial them in regular intervals to ensure they are being properly kept;

7. (Training-related activities)

entrust the trainee with only such tasks that serve the purpose of his/her initial training and are commensurate with his/her physical abilities;

8. (Obligation to care)

ensure that the trainee is encouraged to develop his/her character and is protected from physical and moral danger;

9. (Medical examinations)

insofar as the trainee is not yet 18 years of age, require certificates pursuant to sections 32 and 33 of the Act on the Protection of Young People at Work

[*Jugendarbeitsschutzgesetz*] to the effect that he/she

a) has undergone a medical examination prior to starting training and

b) has been re-examined following completion of the first year of training;

10. (Application for registration)

apply to have the initial training contract entered in the register of initial training relationships kept by the competent body immediately following conclusion of the contract, attaching the contract documents and – in the case of trainees who are under 18 years of age – a copy or duplicate of the medical certificate regarding the initial medical examination in accordance with section 32 of the Protection of Young People at Work [*Jugendarbeitsschutzgesetz*]; the same shall apply, *mutatis mutandis*, to subsequent amendments to the contract's essential stipulations;

11. (Registration for examinations)

register the trainee in good time for the scheduled interim and final examinations or for the first part of the final examination, grant him/her time off to take the examination and attach a copy or duplicate of the medical certificate concerning the first re-examination pursuant to section 33 of the Protection of Young People at Work [*Jugendarbeitsschutzgesetz*] when registering a trainee who is not yet 18 years of age for the interim examination or the first part of the final examination;

12. (Training measures conducted outside the training premises)

.....

Section 4 – The trainee's obligations

The trainee shall make every effort to acquire the vocational competence that is necessary to achieve the objective of his/her initial training. He/She shall in particular undertake to

1. (Obligation to learn)

perform carefully the tasks entrusted to him/her as part of his/her training;

2. (Instruction at part-time vocational school, examinations and other activities)

attend classes at part-time vocational school, take examinations and participate in training measures held outside the training premises, for which he/she will be granted time off pursuant to Section 3, Nos. 5, 11 and 12;

3. (Duty to comply with instructions)

follow instructions given him/her in the course of the his/her initial training by the training employer, instructors or other persons entitled to issue instructions insofar as their authority to issue instructions has been made known;

4. (Company rules)

comply with the rules of conduct to be observed on the training premises;

5. (Duty of care)

handle tools, machinery and other equipment with due care and use them only for the work he/she has been assigned;

6. (Trade secrets)

not reveal any trade or business secrets;

7. (Keeping written records)

keep properly written records of the initial training and submit them on a regular basis;

8. (Notification)

notify immediately the training employer, citing the reasons, in the event of absence from in-company training, classes at part-time vocational school or other training measures. In the event that the trainee is unable to work for more than three calendar days due to illness, he/she shall submit on the following working day at the latest a medical certificate confirming that he/she is unable to work and the anticipated duration of his/her inability to work. The training employer is entitled to require the trainee to submit the medical certificate sooner. Should the trainee be unable to work for longer than indicated on the certificate, the trainee shall be required to submit a new medical certificate;

9. (Medical examinations)

insofar as the provisions of the Act on the Protection of Young People at Work [*Jugendarbeitsschutzgesetz*] apply to the trainee, undergo, in accordance with sections 32 and 33 of said law,

- a) a medical examination prior to the start of training and
- b) a re-examination prior to the end of the first year of training

and submit certificates regarding them to the training employer.

Section 5 – Allowances and other benefits

1. Amount and date of payment

The training employer shall pay the trainee an appropriate allowance; this allowance is currently

- € (gross) during the first year of training
- € (gross) during the second year of training
- € (gross) during the third year of training
- € (gross) during the fourth year of training.

Insofar as allowances have been arranged under collective agreements and are applicable or have been agreed under Section 11, the collectively agreed rates shall apply.

Employment that exceeds the agreed number of normal daily hours of initial training shall be remunerated separately or compensated by a corresponding amount of time off.

Allowances shall be paid on the last working day of the month at the latest. Payments for holiday leave (holiday pay) shall be disbursed before the start of the leave.

The parties to this contract shall bear the contributions to social insurance in accordance with the legal provisions.

2. Benefits in kind

Insofar as the company providing the training grants the trainee costs and/or provides housing, the arrangement outlined in the enclosure shall apply.

3. Costs for training measures conducted outside the training premises

The training employer shall bear the costs for training measures conducted outside the training premise under Section 3, No. 5, unless they are covered otherwise. Should out-of-town accommodations be necessary, trainees may be charged a prorated amount for the cost of their meals. This prorated amount shall be based on the costs that the trainee saves due to the fact that he/she is not eating at home. The prorated costs and benefits in kind that are charged under section 17, subsection (2) of the Vocational Training Act may not exceed 75 per cent of the trainee's agreed gross allowance.

4. Working clothes

In the event that the training employer requires the trainee to wear special working clothes, it shall provide them.

5. Continued payment of allowance

The trainee shall also be paid an allowance

- a) for time off he/she is granted under Section 3, Nos. 5, 11 and 12 of this contract and in accordance with section 10, subsection (1), number 2 and section 43 of the Act on the Protection of Young People at Work [*Jugendarbeitsschutzgesetz*]
- b) for a period of up to six weeks when he/she
 - aa) is available for initial vocational training but it is not provided,
 - bb) is prevented for any other personal reason beyond his/her control from discharging his/her obligations under the initial training contract.

- cc) is ill, under the terms of the Continuation of Wage Payments Law [*Entgeltfortzahlungsgesetz*].

Section 6 – Training hours and holiday leave

1. Number of daily training hours¹⁰

Regular training shall last hours a day.¹¹

2. Holiday leave

The training employer shall grant the trainee holiday leave in accordance with current regulations. Holiday leave entitlement shall be

..... business days or working days in the year
..... business days or working days in the year
..... business days or working days in the year
..... business days or working days in the year
..... business days or working days in the year

3. Timeframe for holiday leave

Holiday leave should be granted and taken in one piece during the vocational school holidays. The trainee may not undertake any gainful employment during his/her holiday leave that would contradict the purpose of the leave.

Section 7 – Termination

1. Termination during the probationary period

The initial training relationship may be terminated without notice or without having to cite the reason during the probationary period.

2. Reasons for termination

After the probationary period, the initial training relationship may be terminated only
a) for good cause¹² without notice,

¹⁰ Under the Act on the Protection of Young People at Work [*Jugendarbeitsschutzgesetz*], the maximum permissible number of daily working hours (training time) for persons who are not yet 18 years of age is eight hours in principle. When however the working time on individual working days is shortened to less than eight hours, young people may work up to 8.5 hours on the other working days during that particular week (section 8 of the *Jugendarbeitsschutzgesetz*). The provisions of the *Jugendarbeitsschutzgesetz* regarding the maximum permissible number of weekly working hours are otherwise to be observed.

¹¹ In the event of legitimate interest, the training may also be conducted as part-time training upon joint application from the training employer and the trainee (section 8, subsection (1) sentence 2 of the Vocational Training Act).

¹² Good cause is given when in light of existing facts the party giving notice cannot be expected, considering all the circumstances of the particular case and balancing the interests of both parties to the contract, to continue the initial training relationship until the end of the training period.

- b) by the trainee under observance of a four-week period of notice when he/she wishes to discontinue his/her initial training or undergo initial training for a different occupation.

3. Form of termination

Notice of termination must be given in writing; in cases covered by No. 2 it must also state the reasons for termination.

4. Invalid termination

If the initial training relationship has been terminated for good cause, the termination shall be null and void if the circumstances upon which it is based have been known for more than two weeks to the party entitled to terminate. In cases where conciliation proceedings have been instituted under Section 9, this period of notice shall cease to run until such proceedings are concluded.

5. Damages in the event of premature termination

If the initial training relationship is prematurely terminated after expiry of the probationary period, the training employer or trainee shall be entitled to seek compensation for damages if the other party is responsible for the cause of termination. The foregoing shall not apply to termination due to the discontinuation of the initial training or a switch to vocational training for a different occupation (No. 2b). Such entitlement shall lapse if it is not asserted within three months after termination of the initial training relationship.

6. Discontinuation of the company, cessation of the capability to provide training

If the initial training relationship is terminated due to the termination of the business or the cessation of the capability to provide training, the training employer shall undertake at an early point in time, with the help of the occupational guidance service of the competent Employment Agency, to find another course of training in the present occupation at another suitable training facility.

Section 8 – Company certificate

At the end of the initial training relationship, the training employer shall issue the trainee a certificate. Issuing a certificate in electronic form is not permissible. If the training employer has not provided the initial training itself, the certificate shall be signed by the instructor as well. The certificate must contain particulars regarding the nature, duration and purpose of the initial training as well as the vocational skills, knowledge and qualifications acquired by the trainee. If the trainee so requests, it shall also include particulars of his/her conduct and performance.

Section 9 – Settlement of disputes

In the event of a dispute arising from the present initial training relationship, it shall be brought before the conciliation committee established under section 111, subsection (2) of the Labour Courts Act [*Arbeitsgerichtsgesetz*], insofar as one exists at the competent body, before recourse to the labour court may be taken.

Section 10 – Place of performance

Place of performance for all claims arising out of this contract is the place of the training premises.

Section 11 – Other provisions¹³; information regarding collective agreements and plant / service agreements

.....
.....

Legally effective supplementary provisions regarding the initial training relationship may be made only by supplementing Section 11 of this training contract in writing.

The above contract has been made out in copies (..... copies in the case of wards) and personally signed by the contracting parties.

.....
.....
(City) (Date)

Training employer:
.....
(Stamp and signature)

Trainee:
.....
The trainee's legal representatives:
Father:
.....
and
mother:
.....
or
guardian:
.....

¹³ As an example, training segments abroad lasting up to one fourth of the training period may be stipulated as integral elements of the training. Furthermore, additional qualifications may be agreed. Such qualifications may take the form of optional modules provided for in new initial training regulations or parts of other initial or further training regulations. Separate examinations must be held for additional qualifications which must also be separately certified.

This contract was entered in the **Register of Initial Training Relationships** on under the number

Registered to take the examination for

(Seal)

Enclosure pursuant to Section 3, No. 1 of the initial training contract

Particulars regarding the syllabus and timetable:

.....
.....

Enclosure pursuant to Section 5, No. 2 of the initial training contract

The training employer shall provide trainees adequate room and board in communal facilities. The trainee may be charged for these benefits at the rate fixed for the value of such benefits under section 17 of Book Four of the Social Code [*Sozialgesetzbuch*], though not more than 75 per cent of the trainee's gross allowance. Should a trainee not be able to accept benefits in kind for good cause during times for which he/she is to be paid an allowance (e.g., holidays, hospitalization, etc.), these benefits are to be paid on the basis of their value.

Instructions for the initial training contract

Training contracts are concluded between training employers and trainees. The training employer is that natural person or legal entity (such as a limited liability company) who has hired another to provide vocational training. A differentiation is to be made between the training employer and the persons who actually conduct the training. The latter may be the training employer itself or instructors it has engaged.

Trainees are those persons who receive initial training. In the event that a trainee is still a minor, the approval of his/her legal representative is necessary for the conclusion of this contract.

Initial training contracts for persons who are under 18 years of age may be concluded only for a recognized occupation that requires formal vocational training ["training occupation"]. Such occupations are recognized by ordinance pursuant to sections 4 and 5 of the Vocational Training Act and sections 25 and 26 of the Crafts and Trade Code. As long as this

has not been done, the current regulatory means (occupational profile, vocational training plan and examination requirements) pursuant to section 104, subsection (1) of the Vocational Training Act or the occupational regulations pursuant to section 122, subsection (4) of the Crafts and Trade Code are applicable. The official register of recognized training occupations may be viewed at the vocational guidance office at local branches of the Federal Employment Agency or the competent body.

When an initial training contract between the contracting parties is formed as a result of the joint desire that the individual undergo training for this training occupation, the contract document must be executed immediately, before training begins at the latest. The sample initial training contract designated by the competent body is to be used when drafting the text. The training employer must apply immediately after the contract document has been executed to the competent body to have it entered in the register of initial training relationships.

The following is to be observed when executing the contract document:

Section 1 – Duration of training

No. 1 (Duration)

The prescribed period of training is to be taken from the training regulations. The actual duration of the training is to be entered in the contract with the dates that it starts and ends, taking into account any reductions in or periods credited toward the period of training.

Arranging a longer period of training than is stipulated in the training regulations is not allowed. A trainee may however, in exceptional cases, apply during the course of his/her initial training relationship for an extension, which the chamber can approve, when an extension is necessary in order to achieve the objective of the training.

If appropriate, previous initial vocational training for another occupation or, under special regulations of the particular state, other prior vocational training such as a basic vocational training year may be credited in part or entirely toward the prescribed period of training.

Upon joint application by the trainee and the training employer, the competent body has to shorten the training period when it is to be expected that the trainee will achieve the objective of the training in the shortened period of time. The guidelines and directives of the Board of

the Federal Institute for Vocational Education and Training and the respective competent body are applicable when deciding individual cases.

Any reduction in the period of training or credit granted for previous periods of training is to be entered in Section 1, No. 1 of the contract, listing already completed periods of training or schools attended.

In addition to contractually agreed reductions in the period of training or credits toward the period of training, the Vocational Training Act also offers the possibility of early admission to final examinations (section 45, subsection (1) of the Vocational Training Act, section 37, subsection (1) of the Crafts and Trade Code). Details are outlined in the examination rules issued by the competent body.

Initial training relationships end upon expiry of the agreed training period at the latest. Initial training contracts may not include provisions that arrange for the trainee's continued employment after the initial training relationship ends. Such arrangements may be agreed outside the bounds of the training contract during the last six months of the existing training contract at the earliest. If the contracting parties intend this, the trainee should correspondingly express his/her will within the last six months of the existing initial training relationship in the interest of contractual clarity.

Employment relationships may be entered into for an indefinite or a limited period of time. The provisions of the Law on Part-time and Temporary Employment [*Teilzeit- und Befristungsgesetz*] apply to those contracts that are valid for a limited period of time.

Section 2 – Training premises

The following is to be entered here:

- a) When the entire training is conducted at only one facility: the location (town) of the training premises;
- b) When the training is conducted at more than one facility: the names of the training premises and their location (town).

Section 3 – The training employer's obligations

No. 1 (Objective of the training)

Particulars regarding the syllabus and timetable of the initial training are to be attached to the training contract in the form of an enclosure. Using the overall training plan pursuant to section 5 of the Vocational Training Act and/or section 26 of the Crafts and Trade Code, the course of the training should be structured to suit the respective company's operating conditions and in such a way that both the chronological sequence (timetable) and the structure of the subject matter to be covered (syllabus) are clear.

No. 9 (Medical examinations)

Section 32 of the Act on the Protection of Young People at Work [*Jugendarbeitsschutzgesetz*] allows training employers to start training young persons only when the latter have been examined by a physician within the last 14 months and have submitted a certificate issued by that physician. Prior to the end of the first year of training, training employers must be in receipt of a medical certificate confirming that the respective trainee has been re-examined.

No. 10 (Application for registration)

An application for registration must be submitted to the competent body before the initial training relationship begins and not, for instance, during the probationary period. The application must be accompanied by the contract documents, in the number required by the competent body, and the forms used by the competent body. The competent body must be notified immediately of any subsequent changes that have been made in the provisions of the contract which deviate from the text of the contract or the enclosures originally submitted to the competent body.

No. 12 (Training measures outside the training premises)

Those training measures that are conducted outside the training premises are to be entered in this space. The training employer bears the costs of these measures in accordance with Section 5, No. 3 of the initial training contract.

Section 4 – The trainee's obligations

No. 4 (Company rules)

Rules that apply to the training premises may concern, for example: safety and accident prevention regulations, the wearing of protective clothing, rules regarding entry to workshops and specific rooms, rules for the use of social facilities, general house rules, provided they do not contradict the provisions of the Vocational Training Act. The training employer must inform the trainee of existing rules. The trainee should also inform himself/herself about the rules when they have been made generally available in the training premises.

No. 6 (Trade secrets)

Over and above those facts that they have been informed are trade or business secrets, trainees are also obligated not to reveal any information that they should clearly recognize involves a trade or business secret.

Section 5 – Allowances and other benefits

No. 1 (Amount and date of payment)

The amount of the allowance to be paid the trainee during the respective year is to be entered in the appropriate line in the contract. The amount of the allowance must be increased at least once a year based on the trainee's age and increasing occupational experience.

Provided there is no collectively bargained arrangement, it is recommended that the level of the allowance be based on an existing sector-related allowance or comparable scale. Even when the training employer is obliged to pay in line with a collective agreement, the contracting parties are free to agree on a training allowance that exceeds the rates stipulated in the collective agreement.

No. 3 (Costs for training measures conducted outside the training premises)

Arrangements that diverge in the trainee's favour are also permissible here.

No. 4 (Working clothes)

The intention of the provision stipulating that special working clothes will be provided is to protect the trainee against excessive expense. A further intention is to avoid a situation in which contracts cannot be concluded because purchasing and maintaining special

prescribed working clothes would exceed the trainee's or his/her parent's financial capabilities. This therefore targets primarily those cases where the trainee is not free to decide and the training employer prescribes working clothes that deviate in type, quality or other respect from the usual working clothes in the particular sector.

Section 6 – Training hours and holiday leave

No. 1 (Number of daily training hours)

The number of regular daily training hours is to be expressly stipulated in the contract. The regular daily period of training applies to the working day and its upper limit is determined by legal provisions such as those in the Act on the Protection of Young People at Work [*Jugendarbeitsschutzgesetz*]. As a consequence of agreeing on a regular daily period of training, any work done by the trainee in excess of this time must be paid separately.

In companies that have flexible working hours that also apply to trainees, the number of daily working hours may not exceed the maximum permissible amount stipulated by the Act on the Protection of Young People at Work [*Jugendarbeitsschutzgesetz*]. The daily training hours must remain within the bounds set forth by the Act on the Protection of Young People at Work.

In the event of legitimate interest, the initial training may also be conducted as part-time training upon joint application by the training employer and the trainee to the competent body (section 8, subsection (1), sentence 2 of the Vocational Training Act).

No. 2 (Holiday leave)

The holiday leave to which the trainee is entitled for every calendar year (rather than the training year) is to be entered on the appropriate lines unless there are sector-specific exceptions. The number of days is to be entered in just one column – either business days or working days, according to the collective or individual agreement.

The number of days of holiday leave entitlement is based on the trainee's age at the start of the respective calendar year. Another important factor is whether the holiday leave is granted pursuant to the Act on the Protection of Young People at Work [*Jugendarbeitsschutzgesetz*], the Federal Leave Act [*Bundesurlaubsgesetz*] or a collective agreement. General references to collectively agreed provisions on holiday leave are not sufficient.

Unless other more favourable rules are applicable, trainees are entitled to annual holiday leave of:

- at least 30 business days when the individual is not yet 16 years of age on 1 January of that year,
- at least 27 business days when the individual is not yet 17 years of age on 1 January of that year,
- at least 25 business days when the individual is not yet 18 years of age on 1 January of that year,
- at least 24 business days when the individual is 18 years of age or older on 1 January of that year.

Section 9 – Settlement of disputes

The first-instance labour court has jurisdiction over disputes arising from an initial training relationship. When the competent body has set up a so-called conciliation committee to settle disputes, the matter must first be brought before said conciliation committee as a prerequisite for conducting proceedings before the labour court. The application to the conciliation committee is to be reported verbally or in writing for the record to the competent body.

Section 11 – Other provisions

No provisions may be agreed that are inconsistent with the meaning or purpose of the initial training or diverge from the provisions of the Vocational Training Act to the trainee's disadvantage. Not permissible in particular are arrangements that restrict trainees in the practice of their occupation after the initial training relationship has ended.

Penalties for non-performance of contract may not be agreed. Equally impermissible are agreements that would exclude or limit damages or fix the amount of a lump-sum compensation.

Violations of the provisions of the Vocational Training Act / Crafts and Trade Code in connection with the conclusion of the contract, the document setting out the contract or with entering it in the register of initial training relationships can be punished as a regulatory offence with a fine of up to 1,000.00 euros and in some cases with a fine of up to 5,000.00 euros (section 102 of the Vocational Training Act, section 118 of the Crafts and Trade Code).



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