



O1 Comparative analysis of educational programs

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Introduction

The aim of the analysis is to compare the system of continuing education (adult education) in selected countries of the SAGA for the VET project partners. These countries are:

- Slovakia
- Austria
- Germany

The analysis will give priority to the focus on the description of continuing education systems as well as a detailed comparison of six educational programs that have been defined in the SAGA for VET project.

When comparing the different educational programs we will be follow the parameters and the data that are included in the Application for Accreditation of an Educational Program in accordance with Act No. 566/2009 on lifelong learning. We believe that by using the selected parameters of comparative analysis we can obtain the relevant results and conclusions.

Context of the analysis

Education systems are very diverse within the European Union and different in many aspects. The differences are based on the traditions of each country, local conditions – the political situation, the situation in the labor market, demographic indicators, economic indicators, etc.

Despite these differences, it is possible to to achieve relevant results with the choice of appropriate comparative parameters, with which it will be possible to work within the framework of the SAGA for VET project when creating individual educational programs.

The analysis will be divided into 3 parts according to the different partner countries. In the beginning we will mention the general situation in the area of continuing vocational training and subsequently refer to the comparative parameters for selected educational programs. All six programs will be stated in the Slovak section. Three programs each will be stated in the Austrian and German sections.

Methodology of analysis

In the analysis we will follow several of the major information sources. In particular, we will receive information from foreign partners, who have several years of experience in adult education in their country. In addition to direct consultation and information from

foreign project partners, we will also follow the local legislation of lifelong learning and the European Union data relating to continuing education, such as action plans, statistics and so on.

In view of the diversity of educational systems in selected countries, we have chosen the following parameters for the purposes of analysis of the various educational programs:

- Name of educational program
- Organizational form
- Target group
- The minimum entry qualifications
- Profile of the graduate
- Methods
- The total scope
- The lesson plan
- The curriculum
- Form of final exam
- Material and technical provision

Comparative analysis will serve as a background document for the assessment of which foreign partner (AT or DE) will be responsible for a particular educational program (half of the educational programs will be covered by AT partner and half by DE partner). The analysis will also show what elements of the given course can be transferred to the partner countries, where it would be possible to upgrade existing approaches. The most appropriate elements of the educational programs will then be transferred to Slovakia in the creation of documents for accreditation and the course itself. The assumption is that a course from a partner country will be selected as a model for each course, however, elements from the course of the other foreign partner, which will appropriately complement the main course, will also be the subject to the transfer.

SLOVAKIA

Lifelong education in Slovakia

Lifelong education in Slovakia is regulated by the Act No. 566/2009 on lifelong learning. The law regulates, inter alia, the operation of educational institutions, process and policies for accreditation, issuance of documents on accreditation, the obligations of the academic institution, the issuance of certificates of graduation from an accredited

educational program, and activities of the Commission on Accreditation for Continuing Education.

Continuing education is part of the lifelong learning program. It takes place through formal and non-formal education and informal learning. It enables everyone to supplement, expand and deepen the obtained education, retrain or satisfy their interests. It takes place in the institutions of further education, in schools, educational and extracurricular facilities.

Lifelong education includes:

- *Formal education* is conducted in educational institutions, usually in schools. Its functions, goals, content, organizational forms and the methods of evaluation are defined by the law. It includes the acquisition of usually successive stages of education (primary education, secondary education, secondary education with vocational certificate, secondary education with GCSE, higher professional education, university education), whose completion is confirmed by corresponding certificate (certificate, diploma, etc.)
- *Non-formal education* is aimed at the acquisition of knowledge, skills and competence, that can improve the respondent's social and career placement. It is provided by employer's facilities, educational institutions, non-government establishments, private non-profit organizations, educational establishments and other organizations. These include, for example, organized leisure activities for children, youth and adults, foreign language courses, computer courses, retraining courses, but also short-term training courses and lectures. The prerequisite for the implementation of this kind of education is the participation of a professional lecturer or teacher. Does not lead to the acquisition of an education degree.
- *Informal learning* is understood as a process of gaining knowledge, acquisition of skills and competences from everyday experience and activities in the workplace, in the family, in leisure time (learning by doing). It also includes self-study, when the learner has no way to verify the acquired knowledge (for example, television language courses). Apart from the formal and non-formal education, it is unorganized, usually unsystematic and institutionally uncoordinated.

Program Erasmus+ includes 4 sectors of education, being higher education, vocational education and training, school education, and adult education. **In our individual case we will focus on the analysis of vocational education and training.**

Types of further education are:

a) continuing vocational training in an accredited educational program), which leads to the complete complementation, restoration of the spread or the deepening of qualification required for the performance of professional activities,

b) requalification training in an accredited educational program, which leads to acquiring partial qualifications or obtaining full qualification – professional competence for one or more work activities in the different professions other than the one for which the natural person has obtained the qualification through school education,

c) continuous learning in educational programs, which the participant in continued education uses to complement, expand, deepen or renew the qualification as a prerequisite for the pursuit of vocational activity in accordance with specific regulations,

d) interest education, civic education, education for seniors, and other continuing education, which the participant uses to satisfy their interests, engage in civil life and generally develop their personality.

Vocational education in Slovakia

Secondary vocational education and training is carried out in secondary vocational schools. Students are mainly prepared for the performance of professional activities, in particular technical, economic, educational, medical, socio-legal, administrative, artistic and cultural, or even study at a university.

Since 2015, vocational education has been regulated by Act No. 61/2015 on vocational education and training. The Act was approved on 12 March 2015 by the National Council of the Slovak Republic through Act on Vocational Education and Training, which entered into force on 1 April 2015.

The aim of the new law is to allow a smooth transition of graduates of secondary vocational schools from education to the labor market and reduce the risk of unemployment of young graduates.

The new law on vocational education and training incorporates elements that allow the preparation of pupils in the system of dual education:

- preparation to perform employment according to the requirements of the employer,
- the performance of practical training directly with the employer,
- the contract on dual education between the employer and the secondary school,
- the learning contract between employer and student.

Dual education in Slovakia

On 1 April 2015, the new Act No. 61/2015 on vocational education and training and on amendments to certain laws (hereinafter the “Act on VET”) entered into force in order to allow a smooth transition of students from education to the labor market and increase the applicability of graduates of secondary vocational schools in the labor market. Act on VET from school year 2015/2016 introduced the possibility of preparing students in the dual education system, which allows employers to prepare the pupil exactly and specifically to the profession or job position according to their needs and requirements.

The basic principles of the dual education system

- Contractual relationship

The secondary school will close a contract on dual education with the employer, the subject of which is the employer's obligation to provide practical lessons to students at their own expense and the responsibility and commitment of the vocational school to organize vocational education and training in the dual education system. Subsequently after accepting the student to study in the system of dual education, the student concludes a teaching contract with the employer, which must include a precise definition of the study's organization stating the precise timetable for practical training in addition to the identification requirements and the definition the form and place of practical training. The organization of practical training with the employers must be defined to match the organization of education and training in secondary schools.

- The performance of practical training directly with the employer at the workplace of practical training

The student is prepared to pursue a occupation, group of occupations or to pursuit professional activities according to the specific needs and requirements of the employer directly at their workplace. By attending practical training with the employer, the student immediately gets to know the real environment where the occupation is performed and develops work habits necessary for successful inclusion into the labor market immediately after the completion of the study without the need for any further periods of refresher training or retraining.

- Assumption of responsibility for practical teaching by the employer

In the system of dual education, the employer is not only allowed to enter into the process of vocational education, but they are also given full responsibility for the organization, content and quality of practical training and, to that end, pay all the costs associated with the financing of practical training. In order to ensure a uniform scale and content of the practical training in the various fields of study, the practical training shall be carried out according to the model of training plans and model of curricula developed by the MESRaS SR in cooperation with the professional organizations, which are binding for employers operating in the dual education system.

The above information shows that the dual educational system is regulated by legislation only in the area of secondary education. The law on vocational education and training has an impact on lifelong learning – adult learning. In spite of this situation, pilot projects aimed at the transfer of dual elements into vocational adult education are being gradually formed in Slovakia. In view of the long-term working dual education system also in the field of adult education, which has been tested in Western European countries, such as Germany, Switzerland, Austria, Denmark, the Netherlands and France, we decided to transfer the dual elements into further vocational training in the SAGA for VET project within the framework of the strategic partnership with the German and Austrian partners.

The main purpose of the dual system of education in the field of continuing education is to promote employability in a constantly changing work environment.

Comparative analysis of selected educational programs of continuing education

In the context of a comparison of educational programs in Slovak conditions, we will mainly start from the long experience of Newport Group, a.s. in the area of adult education. Where appropriate, we will follow the available information by the Ministry of Education, the Department of Lifelong Learning. However, for certain training courses in Slovakia we will search for the appropriate information necessary for the analyses in vain, since the courses are not only accredited by the Ministry of Education of the SR, but they currently do not appear even in national education programs (secondary vocational education).

A worker in a water management company (technical worker)

In the context of this profession, we can find a number of accredited training courses:

- Installation of water and sewer system (modular part of the Plumber Course), a scope of 200 hours.
- Water supply and sewerage, a scope of 154 hours.
- An epidemiologically significant activity in water treatment for human consumption and in the operation of water facilities, a scope of 10 hours.

The Slovak Management Company offers the following courses, which are however not accredited by the Ministry of Education:

- Course for the sampling of drinking-water and surface water, scope of 2 days
- Course of water management workers, 1st stage, scope of 5 days
- Course of water management workers, 2nd stage, scope of 5 days
- Course for the sampling of groundwater and sewerage water, scope of 3 days

Comparative parameter	Comment	Note
Name of educational program	Installation of water supply and sewer system	Part of a modular Plumber Course
Organizational form of study	Daily attendance	
Target group	Those with an interest to acquire basic knowledge and skills necessary for the exercise of the profession of a plumber.	
The minimum required education	Completed primary education	
Profile of the graduate	<p>A graduate of the module can/is able to/knows how to:</p> <ul style="list-style-type: none"> - knows the basic operation of manual machining of metals and plastics - create a threaded joint and flange joint - create a joint using orifices - create glued, soldered and welded joints - fitted taps - assemble, repair, and perform water and domestic sewage maintenance - assemble and fix medical-technical installations 	
Methods of teaching	<p>The training course consists of a theoretical and a practical part and has as a practical application nature. Emphasis is placed on hands-on training and practical skills of participants. It is based on the requirements for qualified work in the given profession.</p> <p>Theoretical instruction contains a set of specific knowledge</p>	

	needed to master the given profession. The operative part takes place in specialist workshops led by professional trainers in order for participants to adopt all the practical skills necessary for the work of the installer.	
The total duration of the education	min. 154 hours	The standard recommended length of 200 hours (CVANU)
The main technical themes	Technical materials Manual processing of metals Pipes and fittings for medical installations Bonding and sealing of pipes The internal water distribution system Internal sewage system Installation of pipelines and building articles	
Lesson plans	Not available	Part of the know-how of each educational institution.
Final exam	Not available	
Material and technical security	Not available	

Locksmith-metalworker

In Slovak conditions, the locksmith - metalworker profession can be named by a number of professions, such as mechanical fitter, metalworker, a toolmaker, an auxiliary worker in engineering. In this case, we will stick with the profession of a mechanical fitter, which is the most similar to the original project intent.

Mechanical fitter carries out installation (assembly) of parts of the machinery and equipment, production lines. Disassembly of machine parts and equipment for the purpose of repairs or replacement and reassembly. Implementation of functional tests of machinery. Manual machining of mechanical parts by drilling, roughing, reaming,

honing, chopping, cutting, straightening, cutting coils, scraping, grinding, etc. Care and maintenance of tools, equipment, and other devices.

Comparative parameter	Comment	Note
Name of educational program	Mechanical fitter	- Also a metalworker, toolmaker mechanic of machinery and equipment, plumber, assembler - locksmith, locksmith, metalworker
Organizational form of study	Daily attendance	
Target group	Those with an interest to acquire the professional knowledge and practical skills in the field of manual processing of metals, machining of metals and basic installation work.	
The minimum required education	At least secondary education	- optimal full secondary vocational education (SVS, SVI)
Profile of the graduate	A graduate of the training program can process a simple sketch to supplement the assigned technological procedure. They are capable of processing machinery parts by honing, cutting, chopping, bending, drilling and thread-cutting. They can assemble parts of machinery and equipment by joining them using screws, rivets and soldering. They can perform functional testing of machinery and equipment. They know the rules of treatment and maintenance of tools, machinery and equipment. They know the basic elements of occupational safety and health and fire protection.	
Methods of teaching	<ul style="list-style-type: none"> - lectures - discussions - presentations - individual work on the specified project tasks - group work on the specified project tasks - professional experience 	- professional experience takes place in the most accredited programs in specialized workshops.

The total duration of the education	230 – 400 hours	
The main technical themes	1. Materials 2. Manual processing of metals 3. Machine metalworking 4. Basic installation work	
Lesson plans	The ratio of the practice and the theory of similar educational programs is max. 50:50	
Final exam	The final test takes place after completion of education, i.e. at the end of the training program. In order for the trainee to be admitted to the test, they must complete min. 75% of the education. Form of examination: the most common combination of written and practical part. By default, the required success rate which the participant must meet in order to complete the test successfully is given.	E.g. Written exam – test The required success rate 60% Practical test – preparation of project assignment + presentation of the results of the project assignment The required success rate min. 70%
Material and technical security	Spaces - for the different types of educational programs it is a good idea to state a detailed description of the space where learning takes place Technical equipment, teaching aids – for example, presentation technology, Work equipment, machinery, tools, utilities Study materials – literature and resources which have been used for the creation of AVP	

Seamstress --> Seamstress in automotive industry (seat maker)

The Slovak register of occupations only knows the profession as a Seamstress of clothing and technical lines or a Seamstress in shoe and leather trade. No current profession reflects the needs of the labor market, where the demand is precisely for the profession of Seamstress in the automotive industry. The register of occupations

also lists the employment of Saddlemaker and cuffmaker, which also does not comply with the demand in the labor market. Due to the highly developed and still expanding automotive industry in Slovakia, the market has a demand for this type of profession. Production of upholstery, dashboards, interiors, steering wheels and control levers of leather or textile materials is part of a comprehensive supply chain in the automotive industry.

Also for this reason, we reached out to foreign partners for the project and we will be happy if we manage to accredit a new training program in the given field.

Comparative parameter	Comment	Note
Name of educational program	Seamstress in production	Modular course
Organizational form of study	Daily attendance	
Target group	Those with an interest to acquire theoretical and practical experience in the field of industrial sewing.	
The minimum required education	Completed elementary school attendance	9 years of compulsory school attendance
Profile of the graduate	A graduate of the training program has a knowledge of the workability and usability of various clothing materials. They are familiar with machinery and other equipment in the field of industrial sewing. They know the basics of hand sewing. They know the principles of creating patterns for different types of products. They can fit, draw, and cut out the different types of products and they can independently choose a suitable technological procedure for their production. They know the basic work on the different types of sewing machines, basic maintenance of the machine, the basic designs of products, simple ironing technique, principles of OSH.	Most of the accredited programs are directed to the ready-made sewing.
Methods of teaching	<ul style="list-style-type: none"> - lectures - practical demonstrations - professional experience - separate work on specified tasks 	Is not specified where the professional practice takes place. Experience says that in 95% of cases, course participants learn to sew in

		school workshops on outdated machines and equipment.
The total duration of the education	240 – 250 hours	Depending on the educational institution
The main technical themes	Modules: Working materials, machines and tools Preparation of production Hand sewing Machine sewing	
Lesson plans	The ratio of the practice and the theory in similar educational programs is max. 50:50 Most of the practical training takes place in workshops, not in production.	The training is very little specialized.
Final exam	The final test takes place after completion of education, i.e. at the end of the training program. In order for the trainee to be admitted to the test, they must complete min. 75% of the education. Form of examination: the most common combination of written and practical part. By default, the required success rate which the participant must meet in order to complete the test successfully is given.	E.g. Written exam – test The required success rate 75% Practical examination — practical verification of your acquired skills (e.g. the design of the cut of selected product, sewing of manual stitches, manual embroidery, stitching on, etc.)
Material and technical provision	Spaces - for the different types of educational programs it is a good idea to state a detailed description of the space where learning takes place Technical equipment, teaching aids – for example, presentation technology, Work equipment, machinery, tools, utilities Study materials – literature and resources which have been used for the creation of AVP	

Mason

Mason constructs the building structures by bricklaying and concrete work, embeds simple reinforced concrete, wooden, metal and plastic products. This is a unique

profession, which has determined minimum qualification standards for getting a full qualification in the field.

Comparative parameter	Comment	Note
Name of educational program	Mason	Modular course
Organizational form of study	Attendance/Combined	
Target group	Persons with an interest in theoretical knowledge and practical skills in the field of construction.	
The minimum required education	Primary education	Completed min. 9 year compulsory education
Profile of the graduate	The training course is intended for persons wishing to gain technical knowledge and skills in the field of construction.	The graduate profiles are described in more detail for individual modules.
Methods of teaching	<ul style="list-style-type: none"> - lectures - practical demonstrations, work-based learning - separate work on specified tasks - also distance learning 	Is not specified where the professional practice takes place. Experience says that in 95% of cases, course participants learn to sew in school workshops on outdated machines and equipment.
The total duration of the education	Min. 500 hours for a total profession of mason.	According to the qualification standards, every person who has an interest in obtaining a full qualification in mason profession must complete min. 500 hour course (Ministry of Education of the SR). For this reason, we select only a partial qualification of Mason profession.
The main technical themes	Technical drawing Materials Building structures Work technology Dry technologies Alteration of buildings	
Lesson plans	The ratio of the practice and the theory in similar educational programs is max. 50:50 Most of the practical training takes place in workshops, not in production.	
Final exam	The final test takes place after completion of education, i.e. at the end of the training program. In order for the trainee to be admitted to the	Theory test: test – the required success of min. 75% Practical exam: Model case from practice (verification of the professional skills)

	test, they must complete min. 75% of the education. Form of examination: the most commonly combination of written and practical part. By default, the required success rate which the participant must meet in order to complete the test successfully is given.	
Material and technical provision	Spaces - for the different types of educational programs it is a good idea to state a detailed description of the space where learning takes place Technical equipment, teaching aids – for example, presentation technology, Work equipment, machinery, tools, utilities Study materials – literature and resources which have been used for the creation of AVP	

A worker in wholesale

In the current conditions of accredited adult education, there is no division of educational programs to the wholesale and retail trade sections. All are dedicated to commercial operation as a whole. It's a shame, because the adult education system reflect the requirements of the market, where the work in wholesale trade focuses more on the work with the goods – logistics, and less on direct contact with the client. Wholesale has a different distribution and communication channels as opposed to the retail trade. Unfortunately we were unable to find a more suitable accredited training program for the comparative analysis than Stock management program.

Comparative parameter	Comment	Note
Name of educational program	Stock management	Storage management, logistics, warehousing and logistics, inventory management and warehousing
Organizational form of study	Combined	Theoretical instruction may take place by electronic means, or as a self study. The practical part is done in the classroom with specialized software

Target group	Those with an interest to gain technical knowledge and skills from the field of warehouse management and logistics	
The minimum required education	At least secondary education	
Profile of the graduate	Graduate of educational program knows the key activities in the area of the warehouse management and logistics. They can work with storage software. They can get set up their own warehouse management system in a small and medium enterprise. They know the basic activities necessary for the warehouse keeper, officer of warehouse management in production and business establishments, they can manipulate the stocks, manage their flow, organize the storage of material with respect to the needs of the enterprise.	
Methods of teaching	<ul style="list-style-type: none"> - lectures - presentations - individual work and work in groups on specified tasks - work with storage software 	
The total duration of the education	From 10 up to max. 68 hours	The length of training is sufficient for qualifications in the field of warehouse management. When extending the Worker in Wholesale Trade, it is necessary to extend the program to other professional themes.
The main technical themes	<p>The basics of the technology and warehouse management</p> <p>Logistics</p> <p>Key activities in logistics</p> <p>Logistic functions and operations</p> <p>The relationship of logistics activities and costs</p> <p>Inventory</p>	
Lesson plans	The ratio of the practice and the theory in similar educational programs is max. 80:20 Most of practical learning takes place in	Absolutely inadequate ratio of theory and practice.

	classrooms and not in real practice.	
Final exam	Written test: test – the required success of min. 70% In order for the trainee to be admitted to the test, they must complete min. 75% of the education. Form of examination: the most commonly combination of written and practical part. By default, the required success rate which the participant must meet in order to complete the test successfully is given.	Lacking a practical part of the exam in all monitored educational programs in the field of storage and logistics.
Material and technical provision	Spaces - for the different types of educational programs it is a good idea to state a detailed description of the space where learning takes place Technical equipment, teaching aids – for example, presentation technology, Work equipment, machinery, tools, utilities Study materials – literature and resources which have been used for the creation of AVP	

A worker in the retail industry

The Slovak labor market does not recognize the "Worker in the retail sector" qualification. The register of occupations lists the following professions – head cashier in the retail trade and Managing Worker (head) of the retail operation. Here we again encounter the lack of preparation of the educational system. Many business operations, in particular the networks of food, drugstore goods and services in shopping centers are always looking for skilled work forces, which they wouldn't have to train through expensive courses before taking up employment. In the ideal case, cooperation directly with individual establishments, where the practical part of the training would take place, would facilitate the situation for both parties.

As has already been mentioned, the profession Worker in the Wholesale does not include a training program capturing this issue in the list of accredited training courses either. The most similar training program is a Worker in the Trade and Services, but

even here it is not exactly defined in the program specification whether it is a retail or wholesale operation.

Comparative parameter	Comment	Note
Name of educational program	A worker in trade and services	Modular course
Organizational form of study	Attendance/Combined	Theoretical instruction may take place by electronic means, or as a self study. The practical part is done in the classroom with specialized software.
Target group	Those with an interest to acquire professional knowledge and skills to work in the field of trade and services.	
The minimum required education	At least secondary education	
Profile of the graduate	The modular course is designed for individuals who are interested in finding application in the field of trade and services. It is also suitable for those who would like to learn new professional and practical skills or want to improve in their already performed profession at the various positions in the store.	The course is focused on learning the skills and competences when dealing with customers, handling of goods and work with the cash register.
Methods of teaching	<ul style="list-style-type: none"> - lectures - interpretation - demonstrations - practical demonstrations - individual work with emphasis on the acquisition of practical skills 	
The total duration of the education	From 20 – 185 hours	
The main technical themes	Trade operation: The psychology of sales Stock management Work in the store and work with cash register Promotion and arranging	In the framework of the main topics we could believe that this is a retail operation.
Lesson plans	The ratio of the practice and the theory in similar educational programs is max. 70:30 Most of practical learning takes place in classrooms and not in real practice.	Absolutely inadequate ratio of theory and practice.

<p>Final exam</p>	<p>Written test: test – the required success of min. 75% In order for the trainee to be admitted to the test, they must complete min. 75% of the education. Form of examination: the most commonly is the combination of written and practical part. By default, the required success rate which the participant must meet in order to complete the test successfully is given.</p>	<p>Lacking a practical part of the exam in all monitored educational programs in the field of trade.</p>
<p>Material and technical provision</p>	<p>Spaces - for the different types of educational programs it is a good idea to state a detailed description of the space where learning takes place Technical equipment, teaching aids – for example, presentation technology, Work equipment, machinery, tools, utilities Study materials – literature and sources which have been used for the creation of AVP</p>	

THE FEDERAL REPUBLIC OF GERMANY

The basics of dual vocational education in Germany

Dual education is carried out in Germany on the basis of the act on vocational education and training for employment. The practical training is conducted under the supervision of the professional Chamber of Commerce and Industry (IHK) and the Chamber of Crafts and Trades (HWK). The chambers evaluate the appropriateness of the partner enterprises, in which the practical vocational part of education takes place. In particular, the chambers evaluate these 2 criteria:

1. Substance of the suitability of a partner business. Evaluate whether the company has the necessary job positions and technical specifications for the implementation of the framework training plan (a plan for the practical training).
2. Staffing. The eligibility of the lecturers who are involved in the operation is checked at this level. A professional employee with the appropriate test as required by law must operate in the industrial sectors, called "Ausbildereignungsprüfung". In the craft industries, the test may be carried out in the framework of the Chamber of Crafts and Trades (HWK).

In the dual education system in Germany, 70% of learning takes place in the partner enterprises, thus directly in practice. In the industrial sector, first half of the work-based learning or the first year of practical teaching takes place in specialized workshops. Subsequently, students are placed directly in live operation of the enterprise based on the specialization.

In the case of vocational training in the field of small-scale craft trades, practical training takes place using facilities that are provided by reputable employers in the labor market. Such education must be done under the supervision of professional staff, who has completed the respective course in the Chamber of Crafts and Trades (about 100 hours) and successfully completed the course with a test.

In addition to the practical training, the so-called regular period takes place at vocational schools, i.e. 30% of learning. This learning is done in public vocational schools or for state-approved/recognised professional vocational schools (privately owned schools). From the mentioned 30% of learning, 20% is dedicated to theory for vocational subjects and 10% to wide-spectral learning (e.g., German language, English language, ethics/religion, sports, etc).

Dual vocational education provides the following study options:

- Weekly training in the operation (practice) and at the vocational school (1 to 1.5 day of theoretical instruction and practical training takes place for the rest of the week)
- Modular blocks (monthly learning block for theory and 3 month block in the operation)

The mere teaching at vocational schools does not take place based on the individual specializations, but based on learning units.

Partner operations where the practical training takes place must have entered into an agreement with the student/trainee. By signing the contract, the student/trainee becomes a part of the corporate team and shall be entitled to agreed remuneration (also called "apprentice remuneration"). A contract for the completion of the practical training must be registered with the competent IHK or HWK authority or under other relevant legislation.

Practical training (Ausbildungsrahmenplan) in a partner operation is done on the basis of the applicable national legislation. Education in vocational schools falls under the legislation of the individual federations, but here is an effort to ensure a coherent framework, learning on the basis of the common framework education plan (Rahmenlehrplan), which was approved at the "Kulturministerkonferenz" meeting of the individual federal states.

Up to 60% of young people study this way in Germany in more than 350 occupations. The dual system combines practice in enterprises with professional education in vocational schools into a single school program. In comparison to the public school system, the dual system is supported by the government in cooperation with the local state economic bodies, trade and craft chambers. This education system is very attractive for youth, since it facilitates their entry into employment and increases their chances of finding a well paid job, or a separate application in the labor market. Also, this system is beneficial for businesses which provide professional experience, mainly because of saving costs on human resources. Although the students/trainees receive a salary, it is much lower than the company would have to pay to a trained professional staff member. According to surveys, students/trainees bring greater economic value to businesses in the form of work performed for substantially lower labor costs.

In Germany, the dual educational system reflects the public interests of the society, which are:

- Individual plane – highlights the role of the individual in the development and learning stage. Professional teaching gives individuals the possibility to grow in order to find their future direction.
- The social plane – highlights the smooth integration of young people into the working environment and society as a whole.
- The economic plane – highlights the economic productivity of the country and sufficient manpower for the operation of the economy. The main objective is to ensure that businesses and also the individual sectors of the economy (even the less popular ones) have enough skilled labor to produce positive results for the country's economy. An equally important factor is to ensure that people are employable and are able to earn a living so that they do not constitute a burden for the economy.

In contrast to conditions in the Slovak Republic, the dual education system in the Federal Republic of Germany is also transferred to the field of adult education. Many years of experience from vocational secondary education were gradually transferred to the field of continuing education as well.

Comparative analysis of selected educational programs of continuing education

Mason

The structure and the eligibility for the profession of a Mason

The profession of a Mason is a profession in the field of construction, studied for a period of 36 months. The first part of the training lasts 24 months and subsequently it is possible to obtain a certificate – specialist building worker. In the second part – 12 months, the graduate can become a Mason. For this particular profession, the conditions are governed by the respective Chamber of Crafts.

Comparative parameter	Comment	Note
Name of educational program	The first part of the training (24 months) allows to obtain a certificate as a "skilled construction worker". The second part of the training (12 months) entitles the graduate	The profession is regulated under the Act on vocational education (the Berufsbildungsgesetz). It is also governed by the Regulation on vocational

	to obtain the "Mason" certificate	training in the construction industry, and Regulation dated 10 June 1999, amending the regulation on vocational training in the field of construction dated 4 February 2004.
Organizational form of study	The education consists of: 1. what is called "full time," 40 hours a week. The foundation is the Contract on Practice, which shall be concluded between the enterprise and the student/participant. The conclusion is reported to the competent authority (HWK). Professional practice makes up 70% of the total teaching and serves for the acquisition of knowledge and skills directly in the profession's division. 2. "part time" training in the vocational school. Makes up 30% of the total length of education. From 30% is 20% of the education professional theory and 10% is general education.	Throughout the training, it is possible to attend vocational school 1 to 1.5 days per week, and the rest of the week in the partner business. Or it is possible to choose so called block education – 1 month of theory and 3 months of practice in the partner enterprise. It is also possible to study within seasonal modular blocks. Other specifications are listed in the qualifications for this area and are regulated by the competent authority (HHK).
Target group	It is suitable to have completed primary education It is also possible to enter without a certificate after passing the entrance exam.	Young people, who are interested in working in the field of construction.
The minimum required education	It is suitable to have completed primary education (primary school). It is also possible to start without the completion of compulsory education, after passing the entrance exam.	In the case of candidates without a certificate of completion of basic education (primary school), the partner enterprise decides itself whether it will sign a contract with the participant based on the entry interview and test.
Profile of the graduate	Profiles of the "Construction Worker" and "Mason" program graduate are stated in the description of vocational education/profession. The graduate should acquire the following skills and knowledge: 1. Professional education – Labor Code, Collective Bargaining	See Federal Law Gazette 2004, sec. I, no. 15, published in Bonn on 8 April 2004, Appendix 1) - see Federal Law Gazette 1999, part I, no. 28, published in Bonn on 10 June 1999, Appendix 4 - The framework educational programs for vocational training in the construction

	education, work in school workshops, specialized laboratories, etc.	
The total duration of the education	The total duration of training is 36 months. 70% of it as practice in a partner company (directly in the operation) and 30% in vocational school.	- see Federal Law Gazette 2004, part I, no. 15, published in Bonn on 8 April 2004, Appendix 1).
The main technical themes	Content of practical training is governed by general vocational training plan "Professional building worker". In the first year the training is generally tuned, and in the second year the training is specialized. In the third year, the training plan of "Mason" vocational training is followed, where the student specializes in the given profession.	- see Federal Law Gazette 2004, part I, no. 15, published in Bonn on 8 April 2004, Appendix 1). - see Federal Law Gazette 1999, part I, no. 28, published in Bonn on 10 June 1999, Appendix 4
Lesson plans	<p>Economic and social studies</p> <p>For the profession of "Mason," trainees undergo three years of training, where they gradually acquire knowledge and skills for a professional of a Mason:</p> <p>Construction worker (1 year 1 – 320 hours)</p> <ul style="list-style-type: none"> - preparation of the workplace - a draft of the work (work plan) - simple masonry work - creation of wooden structures - the creation of concrete-steel structures - covering and laying plaster on structures <p>Professional construction worker (2nd year – 280 hours)</p> <ul style="list-style-type: none"> - masonry on a simple wall - masonry on double-layer wall - masonry of ceilings (lintels) - cleaning of walls - dry structures - working with concrete <p>Mason (3rd year – 280 hrs.)</p>	"elements for the teaching of vocational training school in the area of economic and social studies for business and technical professions" is intermediated (Standing Conference decision dated 18 May1989). - see The curriculum of vocational training in the construction industry- Resolution of the Standing Conference dated 5 February 1999

	<ul style="list-style-type: none"> - staircase - vaults - natural stone structures - special structures - repair and reconstruction 	
Final exam	<p>The test consists of two parts: an ongoing test – part 1 final exam – part 2</p> <p>Continuous test takes place all day (6 hrs). Here the participant presents all the acquired practical knowledge. Final test takes place all day (8 hrs). It consists of a written and a practical part. During the test, the participants verify all the knowledge acquired throughout their studies/training/work-based learning.</p>	
Material and technical provision	The textbook for teaching at vocational schools, workshops in vocational schools and in partner companies	More details will be provided during the Training of Trainers

A worker in wholesale

Comparative parameter	Comment	Note
Name of educational program	Head Assistant in wholesale and foreign trade	The profession is regulated on the basis of the dual system – Act on vocational education, specific. Article 4, par. 1.
Organizational form of study	<p>The education consists of:</p> <ol style="list-style-type: none"> 1. what is called "full time," 40 hours a week. The foundation is the Contract on Practice, which shall be concluded between the enterprise and the student/participant. The conclusion is reported to the competent authority (IHK). Professional practice makes up 70% of the total teaching and serves for the acquisition of knowledge and skills directly in the profession's division. 2. "part time" training in the vocational school. Makes up 	<p>Throughout the training, it is possible to attend vocational school 1 to 1.5 days per week, and the rest of the week in the partner business.</p> <p>Other specifications are listed in the qualifications for this area and are regulated by the competent authority (IHK).</p>

	30% of the total length of education. From 30% is 20% of the education professional theory and 10% is general education.	
Target group	It is appropriate to have completed primary education or lower secondary education. It is also possible to enter without a certificate after passing the entrance exam.	Young people who have organizational and communication skills and an interest in the given profession.
The minimum required education	Many applicants for the given vocational education have successfully completed lower secondary vocational education.	In the case of candidates without a certificate of completion of basic education (primary school), the partner enterprise decides itself whether it will sign a contract with the participant based on the entry interview and test.
Profile of the graduate	<p>Profile of the "Worker in wholesale trade/international trade" program graduate is described in the description of vocational education/profession – Contract between the trainee and the partner company. Below we only state the section – "Worker in wholesale trade".</p> <p>A student can learn the following knowledge and skills:</p> <ul style="list-style-type: none"> - Corporate training - Warehousing and logistics - Sales and customer orientation - Work with information, cooperation - Business management and control in the sphere of wholesale trade <p>By completing the training, the participant will be able to independently plan, implement and evaluate their own activity</p>	
Methods of teaching	In business operations (practical learning) the following is applied in particular: project exercises, work in the establishment's operation at specific work positions, work in a team, etc.	

	In school, the learning takes place as follows: classical education, work in school workshops, specialized laboratories, etc.	
The total duration of the education	The total duration of training is 36 months. 70% of it as practice in a partner company (directly in the operation) and 30% in vocational school.	- see Regulation on vocational education as "management assistant in wholesale and foreign trade" from 14 February 2006, Federal Law Gazette the class of 2006, part I, no. 9, issued by the Bonn on 28 February 2006, par. 4 Practical training to the working profile.
The main technical themes	Content of practical training is governed by a training plan for vocational preparation – factual curricula and timetable (Appendix 1 and 2) of training for the profession of "Wholesale and foreign trade assistant"	- see Regulation on vocational education - "Assistant in wholesale and foreign trade" from 14 February 2006, Federal Law Gazette the class of 2006, part I, no. 9, issued by the Bonn on 28 February 2006, par. 4
Lesson plans	<p>Economic and social studies (general part of education for vocational schools)</p> <p>For the profession of "Assistant in wholesale and foreign trade," trainees undergo three years of training, where they gradually acquire knowledge and skills for the profession</p> <p>year 1 – 320 hours</p> <ul style="list-style-type: none"> - the operation of the wholesale and foreign trade business - order processing - planning, management and performance of the purchasing processes - business travel, documentation <p>2nd year – 280 hrs.</p> <ul style="list-style-type: none"> - staff in the operation - logistics processes - macroeconomic influences - pricing policy 	"elements for the teaching of vocational training school in the area of economic and social studies for business and technical professions" is intermediated (Standing Conference decision dated 18 May 1989).

	3rd year – 280 hrs. - marketing - financing - analyses, corporate results - career oriented projects	
Final exam	The test consists of two parts: an ongoing test – part 1 final exam – part 2 Intermediate test runs in the middle of the second year of learning. It has the written character (180 min.) and the graduate should be able to handle these topics: - work organization - management of goods - economic and social studies The final exam will take place at the end of the study. It has written and verbal nature. The graduate must be able to respond in a comprehensive way on the issue of wholesale trade.	- see Regulation on vocational education - "Assistant in wholesale and foreign trade" from 14 February 2006, Federal Law Gazette the class of 2006, part I, no. 9, issued by the Bonn on 28 February 2006, par. 4 vocational education training, par. 8 intermediate test - see Regulation on vocational education - "Assistant in wholesale and foreign trade" from 14 February 2006, Federal Law Gazette the class of 2006, part I, e. 9 issued in Bonn on 28 February 2006, par. 4 of the professional education training, par. 9 final exam
Material and technical provision	The textbook for teaching at vocational schools, workshops in vocational schools and in partner companies	More details will be provided during the Training of Trainers

A worker in the retail industry

Comparative parameter	Comment	Note
Name of educational program	Assistant Manager for retail services	The profession is regulated on the basis of the dual system – Act on vocational education, page 931, regulation dated 31 October 2006
Organizational form of study	The education consists of: 1. what is called "full time," 40 hours a week. The foundation is the Contract on Practice, which shall be concluded between the enterprise and the student/participant. The conclusion is reported to the competent authority (IHK).	Throughout the training, it is possible to attend vocational school 1 to 1.5 days per week, and the rest of the week in the partner business. Other specifications are listed in the qualifications for this area and are regulated by the competent authority (IHK).

	<p>Professional practice makes up 70% of the total teaching and serves for the acquisition of knowledge and skills directly in the profession's division.</p> <p>2. "part time" training in the vocational school. Makes up 30% of the total length of education. From 30% is 20% of the education professional theory and 10% is general education.</p>	
Target group	<p>It is appropriate to have completed primary education or lower secondary education. It is also possible to enter without a certificate after passing the entrance exam.</p>	<p>Young people who have organizational and communication skills and an interest in the given profession.</p>
The minimum required education	<p>Many applicants for the given vocational education have successfully completed lower secondary vocational education.</p>	<p>In the case of candidates without a certificate of completion of basic education (primary school), the partner enterprise decides itself whether it will sign a contract with the participant based on the entry interview and test.</p>
Profile of the graduate	<p>Profile of the "Worker in retail trade" program graduate is described in the description of vocational education/profession – Contract between the trainee and the partner company.</p> <p>A student can learn the following knowledge and skills:</p> <ul style="list-style-type: none"> - Corporate training - Work with information, communication - Product mix - The basics of sale - Servicing - Work with money, cash register - Principles of marketing - Retail operations - The basics of accounting - Business processes and 4 optional qualification modules <p>By completing the training, the participant will be able to independently plan, implement and evaluate their own activity</p>	

Methods of teaching	In business operations (practical learning) the following is applied in particular: project exercises, work in the establishment's operation at specific work positions, work in a team, etc. In school, the learning takes place as follows: classical education, work in school workshops, specialized laboratories, etc.	
The total duration of the education	The total duration of training is 36 months. 70% of it as practice in a partner company (directly in the operation) and 30% in vocational school.	- see Regulation on vocational education as "management assistant in wholesale and foreign trade" from 14 February 2006, Federal Law Gazette the class of 2006, part I, no. 9, issued by the Bonn on 28 February 2006, par. 4 Practical training to the working profile.
The main technical themes	Content of practical training is governed by a training plan for vocational preparation – factual curricula and timetable (Appendix 1 and 2) of training for the profession of "Retail operation assistant"	- see Regulation on vocational education - "Assistant in wholesale and foreign trade" from 14 February 2006, Federal Law Gazette the class of 2006, part I, no. 9, issued by the Bonn on 28 February 2006, par. 4
Lesson plans	<p>Economic and social studies (general part of education for vocational schools)</p> <p>For the profession of "Assistant in wholesale and foreign trade," trainees undergo three years of training, where they gradually acquire knowledge and skills for the profession</p> <p>year 1 – 320 hours</p> <ul style="list-style-type: none"> - representation of the retail company - sales and pro-customer orientation - customer service at cash register - promotion of goods 	"elements for the teaching of vocational training school in the area of economic and social studies for business and technical professions" is intermediated (Standing Conference decision dated 18 May 1989).

	<ul style="list-style-type: none"> - sales promotion, advertising 2nd year – 280 hrs. - procurement of goods - acceptance, storage and care of goods - monitoring of corporate processes - coping with various situations 3rd year – 280 hrs. - customer-oriented managed processes - the acquisition and retention of the customer - planning and workforce management - management and development of retail branching 	
Final exam	<p>The test consists of two parts: an ongoing test – part 1 final exam – part 2</p> <p>Intermediate test runs in the middle of the second year of learning. It has the written character (120 min.) and the graduate should be able to handle these topics:</p> <ul style="list-style-type: none"> - Sales and Marketing - Finance and Accounting - Economic and Social Studies <p>The final exam will take place at the end of the study. It has written and verbal nature. The graduate must be able to respond in a comprehensive way on the issue of wholesale trade.</p>	<ul style="list-style-type: none"> - see Regulation on vocational education - "Assistant in wholesale and foreign trade" from 14 February 2006, Federal Law Gazette the class of 2006, part I, no. 9, issued by the Bonn on 28 February 2006, par. 4 vocational education training, par. 8 intermediate test - see Regulation on vocational education - "Assistant in wholesale and foreign trade" from 14 February 2006, Federal Law Gazette the class of 2006, part I, e. 9 issued in Bonn on 28 February 2006, par. 4 of the professional education training, par. 9 final exam
Material and technical provision	The textbook for teaching at vocational schools, workshops in vocational schools and in partner companies	More details will be provided during the Training of Trainers

THE REPUBLIC OF AUSTRIA

The basics of dual vocational education in Germany

Dual education in Austria is part of a comprehensive education system. Currently it is possible to choose from over 240 professional directions. Annually in Austria there is organized a nationwide day of education, within which is spread awareness of dual vocational training.

According to statistics, also in Austria the dual educational system has been very popular and well functioning for several years already. Approximately 40% of young Austrians enter each year into apprenticeship education – a dual education system, after the completion of compulsory education. About 40 – 44% of them remain even after the completion of professional studies to work at the site of practical training. Each year approximately 40,000 companies provide conditions, premises and capacity for about 12,000 students/trainees. More than 50% of the students/trainees train in the crafts sector, 16% in the commercial sector, 11% in the industrial sector and 10% in the tourism sector.

The legislative basis of occupations in vocational education are enacted in the Act on Vocational Training (Berufausbildungsgesetz). The Ministry of Economic Affairs issued regulations for various professions, which are binding for the partner enterprises in which they performed the practical training. The regulations describe the work profile of the occupation or the curriculum, which the enterprise manages during the practical training.

When an enterprise has an interest in participating in the dual education system, it submits an application to the local council of the Business/Economic Chamber. This council is required by law to work together with the Office to verify the capacity of the enterprise to participate in the dual education system. If a company meets the required criteria, it will receive a certificate allowing the recruitment of apprentices/trainees.

According to the regulation of business, enterprises must meet all the requirements that can ensure the education of the required curriculum of the given occupation. Apprentices/trainees cannot be trained in just one company, but also subjects of other professions such as lawyers, architects and also subjects of different associations, administrative offices, and other public organizations.

Conditions for the partner enterprises:

- The management and equipment of the enterprise must be consistent with the conditions of the trainee positions, which the company plans to provide.
- Activities that cannot be ensured by the enterprise will be taught in the training centers of the alliance.
- The enterprise must have available sufficient professionally and educationally qualified employees, who will induct the apprentices/trainees.

Vocational education – dual education system	
Practical training in the enterprise	Vocational education in school
80% of the period for vocational training -the acquisition of specific work knowledge and skills	20% of the period for vocational training - acquiring theoretical vocational knowledge (65%) and an extension of general education (35%)

The cost of the practical training of students/trainees shall be borne by the enterprise in which the trainee is employed. School attendance is funded by the state. Most of the costs for dual education are borne by the private sector. The largest item is the trainee's remuneration, fixed for each occupation by collective agreement. Where a collective agreement does not exist, it is addressed by an individual agreement. The remuneration is usually at the amount of 80% of the salary of a full-time employee in the given position. On the other hand, a trainee in the given enterprise creates value, while the increase in their expertise also increasing their contribution to the company – increasing company profits.

State finances dual education indirectly as it allows enterprises to write off the cost per student/trainee for taxes. In the first two years it has also reimbursed the employer contributions for the health insurance of the trainee and insurance against accidents are paid automatically for the trainee. The cost to equip schools and pay teachers are divided between the government and the regions.

As mentioned before, also in the Federal Republic of Germany, as well as in Austria, the dual education system is carried into the field of adult education. Many years of experience from vocational secondary education were gradually transferred to the field of continuing education as well. Individual courses are more profiled, that is, not taught in entire profession courses (3 – 4 years of study), but selects a particular part and the participant passes the vocational education course in the dual training system. It is essential to conduct the relevant tests.

Comparative analysis of selected educational programs of continuing education

A worker in a water management company (technical worker)

Comparative parameter	Comment	Note
Name of educational program	Department - Expert on waste management (treatment and recycling of waste water)	Training takes the form of "Dual vocational education and preparation". The legislative basis for dual education are laid down in the Act on Vocational Education.
Organizational form of study	Daily attendance form (38 hrs. weekly) The basis for the apprentice/trainee contract (partnership with the student/legal representative). An enterprise in which training is conducted: 80% apprentice/trainee study. Ensuring of working positions – the acquisition of specific knowledge and skills. Education in a vocational school: 20% study time. Provide basic theoretical knowledge, general education.	There are two options: Either one day a week the student attends vocational school and four days the enterprise conducting the practical training and/or 8 weeks attending vocational schools and enterprises on rotation, where the practice conducted throughout the training
Target group	Young people who have completed compulsory education	People who have an interest in the given area
The minimum required education	A prerequisite for initiating vocational studies is the ending of the compulsory 9-year school attendance	In some enterprises, candidates must pass entry tests.
Profile of the graduate	Acquire a certificate Profile: - preparation of the workplace - reading and drawing of simple drawings and sketches - repair and maintenance of machinery in the field of wastewater treatment - selection of options for wastewater treatment - analysis of the wastewater - documentation of the collection and treatment of wastewater	Bundesgesetzblatt - Federal Law Gazette: https://www.ris.bka.gv.at/Dokumente/BgblPdf/1998_129_2/1998_129_2.pdf Berufsschullehrplan - vocational school curricula: http://www.abc.berufsbildende-schulen.at/upload/1551_Entsorgungsfachmann-Abwasser.pdf

	<ul style="list-style-type: none"> - safe and appropriate operation of the enterprise for wastewater, machinery, equipment - OSH - qualification for performing the occupation: specialist treatment of water - technical communication 	
Methods of teaching	<p>Practice in the company: each apprentice/trainee has a trainer with specific qualifications in training. This instructor (vocational trainer - Master) leads the candidate in the education in practice (operation).</p> <p>In the vocational school the teaching takes place in classes, workshops and laboratories.</p>	
The total duration of the education	3 years (full study)	3 school years – 38-hour working week. The total number of hours in the vocational school: 3 years – 1260 hours (without religious education)
The main technical themes	<p>Practice: The partner enterprise ensures vocational education</p> <p>Practical training: 80%</p>	<p>Bundesgesetzblatt - Federal Law Gazette: https://www.ris.bka.gv.at/Dokumente/BgblPdf/1998_129_2/1998_129_2.pdf</p>
Lesson plans	<p>Theoretical training: 20%</p> <p>Compulsory subjects:</p> <ul style="list-style-type: none"> - political science (civics) - German and communication - foreign language related to the profession - economics and correspondence - accounting <p>Vocational subjects:</p> <ul style="list-style-type: none"> - chemistry and physics - biology - technology - applied mathematics - laboratory exercises <p>Professional education:</p> <ul style="list-style-type: none"> - Waste management - Laboratory for waste management 	<p>Berufsschullehrplan - Vocational School Curriculum: http://www.abc.berufsbildende-schulen.at/upload/1551_Entsoergungsfachmann-Abwasser.pdf</p>

Final exam	The test of the qualified trainee: 1. Apprentice/trainee test in the processing and recycling of waste – theoretical and practical sections 2. The practical test shall consist of sections like design work and discussion 3. The theoretical exam includes a test of vocational subjects, technical calculations	The theoretical test is possible if a student has completed a vocational school with positive results. The test itself takes place before the testing commission.
Material and technical provision	Textbooks for training, seminars and laboratory equipment at the vocational school The rest will be announced at the Training for Trainers	

Sewing in the automotive industry – upholstery work in a vehicle

Comparative parameter	Comment	Note
Name of educational program	Saddlery Department - Training focused on upholstery work in a vehicle	Training takes the form of “Dual vocational education and preparation”. The legislative basis for dual education are laid down in the Act on Vocational Education.
Organizational form of study	Daily attendance form (38 hrs. weekly)	There are two options: Either one day a week the student attends vocational school and four days the enterprise conducting the practical training and/or 8 weeks attending vocational schools and enterprises on rotation, where the practice conducted throughout the training
Target group	Young people who have completed compulsory education	People who have an interest in the given area
The minimum required education	A prerequisite for initiating vocational studies is the ending of the compulsory 9-year school attendance	Filling apprentice/trainee positions functions like other selection procedures in the labor market. Various agencies and initiatives help

		<p>young people. We can mention the following:</p> <ul style="list-style-type: none"> - Career advice and the public employment service (AMS Österreich) - Online system of the Austrian Economic Chamber and public employment services <p>In some enterprises, candidates must pass entry tests.</p>
Profile of the graduate	<p>Acquire a certificate</p> <p>Profile:</p> <ul style="list-style-type: none"> - selection of materials based on customer requirements - processing and cutting of leather and other materials - sewing parts, leather and upholstery (manually, by machine) - upholstery and covering of seats, head restraints, and other items - lining of steering wheels, gear levers and instrument panels with leather, other materials - measuring, cutting, joining and assembly of sheets, roof lining - indication of the interior coverings/textile parts of the vehicle - repair and restoration of interior coverings/textiles, sheets, roofing - offer of advisory services - product care - OSH - environmental protection - technical language 	<p>Bundesgesetzblatt - Federal Law Gazette:</p> <p>https://www.ris.bka.gv.at/Dokumente/BgblAuth/BGBLA_2010_II_190/BGBLA_2010_II_190.pdf</p> <p>Vocational school curriculum:</p> <p>https://www.ris.bka.gv.at/Dokumente/Begut/BEGUT_COO_2026_100_2_587350/COO_2026_100_2_589718.pdf</p>
Methods of teaching	<p>Practice in the company: each apprentice/trainee has a trainer with specific qualifications in training. This instructor (vocational trainer - Master) leads the candidate in the education in practice (operation).</p> <p>In the vocational school the teaching takes place in</p>	

	classes, workshops and laboratories.	
The total duration of the education	3 years (full study)	3 school years – 38-hour working week. The total number of hours in the vocational school: 3 years – 1200 hours (without religious education)
The main technical themes	The basis for the practical section of the training in the enterprises is regulated by legislation. A separate regulation is issued for each type of vocational education. It is mandatory for enterprises where the practical training is conducted. Practical training: 80%	Bundesgesetzblatt - Federal Law Gazette: https://www.ris.bka.gv.at/Dokumente/BgblAuth/BGBLA_2010_II_190/BGBLA_2010_II_190.pdf
Lesson plans	Theoretical training: 20% Compulsory subjects: - religion - political science (civics) - German and communication - foreign language related to the profession - economics and correspondence - accounting Vocational subjects: - specialized training - technical drawing - practical training - Project task (semester project) The total number of hours (without religious education – 1200 hr.)	Berufsschullehrplan - Vocational School Curriculum: https://www.ris.bka.gv.at/Dokumente/Begut/BEGUT_COO_2026_100_2_587350/COO_2026_100_2_589718.pdf
Final exam	The students end the study with a final exam. This test seeks to examine all the areas essential to acquiring and keeping a job in their field of study. It consists of theoretical and a practical sections.	The theoretical test is possible if a student has completed a vocational school with positive results. The test itself takes place before the testing commission.
Material and technical provision	Textbooks for training, seminars and laboratory equipment at the vocational school The rest will be announced at the Training for Trainers	

Locksmith-metalworker

Comparative parameter	Comment	Note
Name of educational program	<p>The teaching in the Metalworking Department is set up as modular education. The compulsory core modules:</p> <ol style="list-style-type: none"> 1. Engineering technique 2. Vehicular technique 3. Technique for metal and sheet metal 4. Techniques for steel structures 5. Metalworking technology 6. Technology for the manufacture of tools 7. Welding technology 8. Technology for cutting machining <p>For greater specialization there can be added an extended compulsory module or one of the specific modules listed:</p> <ol style="list-style-type: none"> 1. Automation technology 2. Design technology 3. Construction technology 4. Process and production technology 	<p>Training takes the form of “Dual vocational education and preparation”. The legislative basis for dual education are laid down in the Act on Vocational Education.</p>
Organizational form of study	<p>Daily attendance form (38 hrs. weekly)</p>	<p>There are two options: Either one day a week the student attends vocational school and four days the enterprise conducting the practical training and/or 8 weeks attending vocational schools and enterprises on rotation, where the practice conducted throughout the training</p>
Target group	<p>Young people who have completed compulsory education</p>	<p>People who have an interest in the given area</p>
The minimum required education	<p>A prerequisite for initiating vocational studies is the ending of the compulsory 9-year school attendance</p>	<p>Filling apprentice/trainee positions functions like other selection procedures in the labor market. Various agencies and initiatives help young people. We can mention the following:</p> <ul style="list-style-type: none"> - Career advice and the public employment service (AMS Österreich)

		- Online system of the Austrian Economic Chamber and public employment services In some enterprises, candidates must pass entry tests.
Profile of the graduate	Acquire a certificate Profile: Depending on the selected combination of main and specialized modules	Bundesgesetzblatt - Federal Law Gazette: Vocational school curriculum:
Methods of teaching	Practice in the company: each apprentice/trainee has a trainer with specific qualifications in training. This instructor (vocational trainer - Master) leads the candidate in the education in practice (operation). In the vocational school the teaching takes place in classes, workshops and laboratories.	
The total duration of the education	3 – 4 years (full study)	3 – 4 school years – 38-hour working week. The total number of hours in the vocational school: 3 years – 1200 hours (without religious education)
The main technical themes	The basis for the practical section of the training in the enterprises is regulated by legislation. A separate regulation is issued for each type of vocational education. It is mandatory for enterprises where the practical training is conducted. Practical training: 80%	Bundesgesetzblatt - Federal Law Gazette:
Lesson plans	Theoretical training: 20% The total number of hours (4 years) – 1620 lessons (without religious training, in each grade there must be 360 lessons undertaken Compulsory subjects: - religion - political science (civics) - German and communication - foreign language related to the profession	Berufsschullehrplan - Vocational School Curriculum:

	<ul style="list-style-type: none"> - economics and correspondence - accounting Vocational subjects: <ul style="list-style-type: none"> - specialized training - technical drawing (PC) - technology - applied mathematics - practical training - Project task (semester project) The total number of hours (without religious education – 1200 hr.)	
Final exam	The students end the study with a final exam. This test seeks to examine all the areas essential to acquiring and keeping a job in their field of study. It consists of theoretical and a practical sections.	The theoretical test is possible if a student has completed a vocational school with positive results. The test itself takes place before the testing commission.
Material and technical provision	Textbooks for training, seminars and laboratory equipment at the vocational school The rest will be announced at the Training for Trainers	

CONCLUSION

The possibility of transferring innovative elements into the areas of adult education

The dual system of vocational training has undoubtedly many benefits that were presented in the brief summary information for each of the partner countries in the project. In Slovakia, this system is very “young” and does not apply to the conditions for adult learning. Only in a small number of pilot educational projects. Even in these rare cases, practical training is not always conducted in partner enterprises, thus directly in the enterprise, but often times in the artificially created conditions of the training center. Much of the practical training in the created classrooms thus do not always contribute to the proper understanding of the practical activities performed in the individual professions.

The main task for the transfer to the dual system will be the completion of minimum 30% of the practical section of training directly in the partner enterprise.

Besides the possibility of passing a practical training directly in the business, operations, manufacturing is also important in the share of the theoretical and practical training. With the German and Austrian partners, we see that the major emphasis is on passing the practical section of the training in the partner enterprise. The participant in the education thus gaining real habits, knowledge, and practical knowledge of the given profession. On the other hand, the partner enterprise thus educates qualified personnel who can, immediately after training, move into operation without further necessary retraining.

We would like to maintain the ratio of theory and practice minimally at the level of the German standard of education, i.e. 30% theoretical training and 70% practical training also within continuing education programs.

We consider an appropriate element to be the possibility of selection within the educational method. The participant shall know how to distribute the theoretical and practical training either on a weekly basis, i.e. 1 to 1.5 day of theoretical training and the rest of the week undergoing practical training in the partner enterprise or based on model units, i.e. 1 month of a completed theoretical section and three months of a practical section in a partner enterprise. We do not know how to currently present this flexibility for participants of continuing education at the legislative level.

We will certainly in the implementation of intellectual output O8 – O13 Accreditation of Educational Programs also take this opportunity to transfer into consideration and we will discuss it with the Department of Lifelong Learning at the Slovak Republic Ministry of Education.

A separate chapter is also the creation of entirely new or combined education programs. For example, the profession/qualification “Sewing in the Automotive Industry” is highly demanded on the labor market, but the education system does not reflect this demand. We believe that for the accreditation of this education program and subsequent pilot education we will open and start a new educational chapter for subcontractors to the automotive industry.

It also applies to specialization in educational programs, Worker in the Wholesale and Worker in Retail. It may seem that work in a store is the same everywhere, but it is not so. Unfortunately the Slovak education system educates universal workers: cashier, storekeeper, clerk, agent, and so on, and unable to provide the labor markets with specialized workers so that individual operations do not have complex and costly training.

For the accreditation of educational programs, we will draw attention to the differences between the market and the requirements of the employers of small and medium-sized enterprises.

The SAGA project for VET will bring solutions oriented on SMEs independent of the systemic rebuilding of vocational schooling in Slovakia, able to deliver in the short term results corresponding to the actual needs of the labor market, which is already evident in the selection of activities and partners from the project consortium. Since the reform of vocational schooling will bring the first results in 3 to 4 years, our project will help overcome this period through accredited training under Act 568/2009 on lifelong learning, which will also help improve the situation in the labor market by retraining a critical target group of job seekers, and thus prove the effectiveness of these solutions tested in the pilot operation.

Pilot testing will also help the German and Austrian side in the form of accepting innovations and their application on already functioning measures and the project thus having an information exchange dimension between all parties.

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