



*SLOVAK AUSTRIAN GERMAN ALLIANCE
VOCATIONAL EDUCATION AND TRAINING*

O15 Good Practice Examples

Methodology of transfer of elements of
dual education from Austria and Germany
to Slovakia



Dual education in Germany and Austria

- dual educational system combines **the practice at companies with the vocational education at vocational schools** into one educational program
- dual system gets the **support of the government together with the local, economical authorities, and trade and craft chambers**



Good practice examples in dual education in Germany

- in the system of dual education, **70 % of training happens on the ground in partner companies**
 - in the field of **industry**, the first half or the first year of practical training takes place in specialized workshops, then the students are placed directly in the functional operation of an enterprise
 - vocational **craft** training is being carried out on equipment that is very up-to-date at the labor market and at renowned employers with a professional examination issued by the Chamber of Crafts
- **30% of the teaching is the theoretical part**, which takes place at state or private vocational schools
 - **two thirds** of theoretical lessons are meant **for specialized subjects** and **one third** for **broad-spectrum education** (e.g. German, English, ethics/religion, sports, etc.)



Good practice examples in dual education in Germany

- dual vocational training offers the following **study possibilities**:
 - **system of weekly education** at a vocational school and in a company (1 – 1,5 days of theoretical teaching and the rest of the week of practical training)
 - **modular blocks** (a monthly educational block of theory and three months of practice)
- education at vocational schools **does not follow the study fields, but the learning units**



Good practice examples in dual education in Germany

- practical training in frame of the vocational education takes place under the supervision of the **Chamber of Commerce** and **Chamber of Crafts**
- **the chambers assess the suitability of partner enterprises**, where the practical part of the training takes place, on the basis of 2 criteria:
 - **the factual aspect of the partnership** - whether or not it has the necessary jobs and technical parameters needed to carry out practical training
 - **the appropriateness of staffing** - the competence of the lecturers in the company is controlled, as they must have the appropriate certificate in accordance with the law



Good practice examples in dual education in Germany

- partner companies where practical training is in place **have a contract with the trainees**
- the trainee becomes a **company team member** after signing the contract and is entitled to an agreed **apprenticeship fee**
- this system is attractive for young people as it **makes their subsequent entry into employment easier** and increases their chances of finding a suitable job
- **the dual system is also beneficial to the companies** offering vocational training, in particular because of **cost savings on human resources** (students receive a lower wage than the company would pay to a trained professional)



Good practice examples in dual education in Germany

- **environmental protection integrated into the educational program and practical training to prevent pollution in the working environment**
- the company offering vocational training:
 - informs apprentices of its own environmental pollution, but also how they engage in environmental protection
 - introduces environmental protection rules
 - uses green energy and environmentally friendly materials
 - prevents the generation of waste



Good practice examples in dual education in Austria

- dual education system in Austria combines the **practice in enterprises with vocational education at vocational schools** into one program
- in the dual education system, **80 % of the training happens in partner enterprises directly in practice**
 - gaining specific work knowledge and skills
- **20 % of training happens at vocational schools**
 - the acquisition of theoretical professional knowledge is 65 % and the extension of general education 35 %



Good practice examples in dual education in Austria

- the company can join the dual education system once the conditions set by the **Chamber of Commerce and the Labor Office** are met
- conditions for partner companies:
 - **the management and equipment** of an enterprise must comply with the conditions set for a concrete practitioner's position, that the enterprise plans to provide
 - **activities** that cannot be provided by the company, will be taught in training centers
 - the company must have a sufficient number of **professionally and pedagogically qualified staff** training the apprentices/trainees



Good practice examples in dual education in Austria

- **the costs of practical training provided for students/trainees is covered by the company** in which the trainee performs the practical training
- the largest cost item is the **trainee's remuneration**, which is set for each occupation by a collective agreement and is about approx. **80 % of the salary of a full-time professional** in the post
- **the state finances the dual education indirectly** by allowing a company to write off its costs of a student/trainee, and in the first two years the employer has the trainee's health insurance costs reimbursed (accident insurance is paid for the trainees automatically)
- school equipment and teacher's fees are shared between the government and the regional authorities



Good practice examples in dual education in Austria

- **Inclusive vocational education:**
 - functions as a flexible model guaranteed by state
 - **aims to enable the acquisition of professional qualifications and integration into working life for people with disadvantages:**
 - people with special educational needs at the end of their compulsory school attendance, who were educated at least partially according to the curricula
 - people who dispose of no qualification at the lower secondary school level
 - people with health handicaps
 - if needed, **professional assistance** is provided in the frame of vocational education
 - in valid cases, **the vocational education can be prolonged** by a year or maximally by two years
 - the possibility of receiving a **partial qualification** is also an eventuality; in such cases just a part of the vocational education takes place

Dual education and adult education in Germany and Austria

- unlike the conditions in Slovakia, the dual education system is **transferred to the field of adult education** in Germany and also in Austria
- the long-term experience in secondary vocational education has been the subject of gradual transfer into the field of adult education in Germany and Austria
- individual courses are profiled in a way they **do not teach the entire profession** (3 to 4 years of study), but the **specific part** that the participant is going through

Possibilities how to transfer innovative elements into adult education

- the **dual vocational training system is very young** in Slovakia, and in adult education it is applied only in a small amount of **pilot training projects**
- even in pilot projects, practical lessons are not always available in partner enterprises but often in **training centers with artificially created conditions**
- practical lessons in such classrooms **do not always contribute to a correct understanding** of practical activities and their performance in the scope of individual professions



Possibilities how to transfer innovative elements into adult education

- an important aspect in transferring innovation to adult education is the appropriate **ratio between theoretical and practical education**
- the main task in transferring the dual system to SK is to **ensure the minimum of 30 % of practical training directly in a partner enterprise**
- the trainees in a partner company acquire **real habits, knowledge and practical skills in the profession**, and this way the company educates **qualified personnel** who are **stand-alone and well-trained workers** immediately after completing the training, **without any further training/education needed**
- it is justified to maintain the ratio of theory and practice min. at the level of German education standards, concretely **30 % of theoretical and 70 % of practical training**, also in the adult education programs in Slovakia



Possibilities how to transfer innovative elements into adult education

- for the area of adult education it is recommended to **offer a choice of educational methods**, as it goes:
 - splitting a week between theoretical and practical training on a **weekly basis**; 1 – 1,5 days of theoretical teaching and the rest of the week of practical training in a partner company, or
 - splitting based on a **block model**; 1 months of theoretical teaching and 3 months of practical training in a partner company



Possibilities how to transfer innovative elements into adult education

- **the appearance of new or combined educational programs**
 - accreditation of the training program "**Car upholsterer**", pilot training within the SAGA for VET project and the possibility of further **education provided for subcontractors of the automotive industry in Slovakia** in response to the highly demanded but lacking profession at the labor market
 - the training program "**Worker in wholesale**" and "**Retail worker**" are also responding to the needs of the market; in these professions, the **Slovak educational system educates only universal workers** such as: cashier, storekeeper, salesperson, etc., but **does not provide skilled workers for the labor market** in a way the employers would not need to educate these employees additionally
- **accredited educational programs reflecting the current labor market situation, independent of the systemic redevelopment of vocational education in Slovakia, offer the possibility to retrain the critical target group** of job seekers



Implementation of 6 accredited educational programs in practice

Using RE-PAS as a tool in Slovakia

Forms of education for jobseekers

Training provided by the employment office

- outsourced based on public procurement
- the candidate may receive a training grant of 100% of the cost

Training provided thanks to the employee's own initiative

- the candidate finds the adequate education, direct consequence of which will be the entry into employment or self-employment
- after completing the training, the office will pay the applicant 100% of the costs, up to a maximum of 600 €

RE-PAS

- the candidate chooses the retraining course and the provider who will provide it
- after completing the training, the employment office will pay the applicant 100% of the costs

RE-PASS

- currently **the most popular tool** aimed at supporting the inclusion of the unemployed in the labor market by increasing their employability
- **an innovative approach** to ensure the training of job seekers
- **taking into account the regional requirements** of individuals
- **objective:** to increase the job seekers' competences in order to succeed at the labor market by acquiring the required knowledge and skills during the requalification course

RE-PASS procedure

1. a job-seeker who faces challenges when trying to succeed at the labor market, may choose the type of work he/she wants to be retrained at and also the retraining course provider who is able to perform the required course



2. the employment office assesses individually all the requirements of retraining with regard to their efficiency and following potential of job seekers to succeed at the labor market



3. after approval of the retraining course and its completion, the employment office shall pay 100 % of the requalification costs to the job seeker

RE-PASS results

- ✓ from the start of the retraining process (**October 2014 - June 2017**), a retraining allowance has been paid to more than **36,000 job seekers**
- ✓ the overall **success of placement of job seekers in the labor market** after completing retraining courses is relatively high in the long run
 - in 2016 it reached almost **48 %**
- ✓ **most wanted courses:**
 - nursing courses
 - courses focused on accounting, tax and finance
 - professional courses related to the profession of motor vehicle driver
 - courses focused on beauty services
 - courses in security services
 - welding courses
 - computer courses with a specialized focus

Education for jobseekers in SAGA for VET project

- ✓ the educational trainings were organized for **jobseekers** registered at Offices of labor, social affairs and family in **Michalovce, Čadca, Zvolen, Trebišov a Spišská Nová Ves**

- ✓ 6 accredited educational programs were offered:
 1. **Drywall installer**
 2. **Car upholsterer**
 3. **Worker in water supply**
 4. **Machine mechanic – locksmith**
 5. **Wholesaler**
 6. **Retail worker**

- ✓ all the educational trainings are **further available for jobseekers via RE-PAS**

O15 Good Practice Examples

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