



## O18 Recommendations for German state authorities

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Project title:

**Slovak Austrian German Alliance for Vocational Education and Training**

Project acronym:

**SAGA for VET**

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Project partners:

**Newport Group, a.s., Ústredie práce, sociálnych vecí a rodiny, Slovenská technická univerzita v Bratislave, Slovak Business Agency, Berufsförderungsinstitut Oberösterreich, Europäisches Bildungswerk für Beruf und Gesellschaft**

## Challenges and recommendations

Modules for the Slovak system, which were worked out on the base of the German professions in the dual system, namely: mason, retailer and wholesales worker, do not present a comparable vocational qualification of these professions in the dual system. Moreover, it concerns the vocational qualifications in a modular design, which were trained in the frame of requalification measures with a considerable part of practice. Recommendations of the German partner, which were also presented in frame of the final conference on 18<sup>th</sup> July 2017 in Bratislava, refer to important additions for the Slovak professions and partial professions. They will be outlined in the following text, related to occupations. Despite of the disparity of approaches, it will be tried to give recommendations and procedures for the realization of the project results for the German authorities in the second part of this output.

### Recommendation no. 1 – plasterboard installer:

The topic of drywall construction is very important in the modern construction. In the German profession, it is educated partially. In the Slovak profession/training concept the drywall construction is a main topic. The structure of the content, which is written down in the part “graduate profile”, corresponds with the aims of the professional concepts which are required in Slovakia. The following additions are recommended:

#### 1.1 addition of the topic environmental protection in construction professions (see German training framework (Ausbildungsrahmenplan - ARP) of mason)

To avoid environmental pollution in the working field, it is important:

- a. to explain the environmental pollution done by the training company and its engagement in protecting the environment,
- b. to apply the rules to protect the environment in the training company,
- c. to use energy and materials that are environmentally friendly,
- d. to avoid waste, to dispose materials and substances which are environmentally friendly.

These contents are to be trained essentially during the apprenticeship.

#### 1.2 addition of the topic work safety in construction professions (see German training framework (Ausbildungsrahmenplan - ARP) of mason)

##### a. Setup, secure and vacate a construction site:

- setup of a construction site: assess traffic routes, to arrange measures for the usage
- installation and maintenance of traffic guiding facilities according to a traffic sign plan

##### b. Security and health protection at a construction site:

- to take measures of security by doing renovation work and maintenance work
- to secure the storage of dangerous materials

##### c. Dealing with tools and machines:

- to choose, request, transport, store and prepare the necessary tools and machines for use

d. Vacation of a construction site:

- handover of a cleaned and vacated work place

These contents are to be trained essentially during the apprenticeship.

### **Recommendation no. 2 – retailer:**

The vocational profession “retailer” is a 3-years apprenticeship training in Germany, which can be completed also partially, as an addition to the 2-years apprenticeship training “seller”. The Slovak education program “retailer” consists of 200 hours and it represents only a part of the German training profession “management assistant for retail services”. The modules which are chosen aim at a quick qualification of the participants, to be able do important tasks in terms of sale. The inclusion of the topics of work safety and fire protection into the program is appropriate.

#### 2.1 Addition of the topic environmental protection (see German training framework Ausbildungsrahmenplan (ARP) of Management assistant of retail services)

To avoid environmental pollution in the working field, it is important:

- a. to explain the environmental pollution done by the training company and its engagement in protecting the environment,
- b. to apply the rules to protect the environment in the training company,
- c. to use energy and materials that are environmentally friendly,
- d. to avoid waste, to dispose materials and substances which are environmentally friendly.

These contents are to be trained essentially during the apprenticeship.

#### 2.2 Addition of the topic merchandise management systems, because a retailer is also employed in international companies and chains of shops, where it is appropriate to add the module warehousing and logistics.

#### 2.3 Expansion of the use of methods, for example the 4 steps training method into practical training.

### **Recommendation no. 3 – wholesales worker:**

The German vocational profession refers to the apprenticeship training Management assistant of wholesales services. Already at the beginning of the apprenticeship, the learner has to decide for one of the other subject area: wholesale or foreign sale. Within the project only the subject area wholesale was considered. This is a profession with duration of 3 years apprenticeship in the dual system.

The Slovak training program wholesales worker has duration of 200 hours. Because of this, it represents only a part of the German vocational profession Management assistant for wholesale services. The modules which are chosen aim on a quick qualification of the participants to do operations in wholesale. The inclusion of the topics work safety and fire protection into the program is appropriate.

### 3.1 Addition of the topic environmental protection (see German training framework Ausbildungsrahmenplan (ARP) of Management assistant of wholesale services)

To avoid environmental pollution in the working field, it is important:

- a. to explain the environmental pollution done by the training company and its engagement in protecting the environment,
- b. to apply the rules to protect the environment in the training company,
- c. to use energy and materials that are environmentally friendly,
- d. to avoid waste, to dispose materials and substances which are environmentally friendly.

These contents are to be trained essentially during the apprenticeship.

### 3.2 Expansion of the use of methods, for example the 4 steps training method into practical training.

Additional recommendations for the organisation and performance of apprenticeship training modules in the dual system in Slovakia:

#### **Recommendation no. 4 – trainer:**

Qualified trainers in companies are necessary, who are able to plan the performance of the training and to coordinate the theoretical and practical contents. To make this happen, a separate training program should be introduced, which is comparable with the program of the German Trainer Qualification Regulation (Ausbildereignung) with around 100 hours duration.

Additionally, a program for skilled workers with psychological, didactical and occupation educational basics should be developed and offered (around 30 to 40 hours). The aim would be better direct mentoring at the working place. This qualification could motivate the workers with coaching function and help them to deal with the new situations of young people.

#### **Recommendation no. 5 – organisation of parts of the training in the dual system:**

If the responsibility for the performance of the apprenticeship training in the mentioned professions is taken by a school or by a training provider, the organisation of the content and the cooperation of theoretical part and practical part need to be done by the partner for theory in cooperation with the partner for the practice. Hereby it is to consider which parts of the theoretical contents have to be realized before the

placement and which contents of training have to be trained in the company. For this purpose it is recommended to check the activities and needed conditions of the working places by the training provider for theory and by the training provider for practice. Doing this there should be also named a mentoring worker at different work places in the training company.

### **Recommendation no. 6 – incorporation at the future working place:**

If a company is interested to overtake an apprentice, who performs a placement in its company, the apprentice should work at the future working place for a longer time. An additional placement should be performed by the apprentice for incorporation at the future working place, in order to realize efficient deployment of the future workers during the qualification.

## **Recommendations and requirements for the evaluation of the project results with the German authorities**

In Germany the responsibility for the apprenticeship in the dual system lies with the Chamber of Industry and Commerce. Already before the analysis of professions started, the Chamber for Industry and Commerce was informed about the project and questions concerning the volume, content and responsibility were discussed.

The advantage of the professional concept / training concept, which was developed in Slovakia, is the short duration and the demand, which is lower than the demand for the performance of a complete 3 years training. Because of this, they are useful to motivate and qualify early school leavers of primary school, secondary school (8 years) and comprehensive school (9 years).

Moreover the Slovak training concepts offer entry possibilities for long term unemployed people and people with migration background. They can be used as re-qualification programs but also as apprenticeship modules with the possibility of an earlier realization in the practice of the companies.

### **1. Recommendation**

The provider of vocational re-qualification will be informed about the prepared Slovak training concepts. In particular, the Regionale Kompetenzzentrum Berlin and also the Regionale Kompetenzzentrum Sachsen Anhalt Mitte of Europäisches Bildungswerk will be informed (they have been already involved in the preparation of the vocational concepts for the project). Moreover, there will be also a publication at the website of Europäisches Bildungswerk.

### **2. Recommendation**

The provider of vocational training cooperates with the job centre and responsible employment office after the audit of the training concepts. Herby they will be supported by the German partner of the Saga for Vet project.

### **3. Recommendation**

If the provider of the vocational re-qualification signals interest for the usage of the training concepts: plasterboard installer, wholesale worker and retailer, the training courses need to be accredited for the performance by an accreditation commission. Doing this, the recognition of content, volume of hours and price setting will be made.

### **4. Recommendation**

In the same way and how it is formulated in the 3 written recommendations above, the water management company worker apprenticeship should be developed together with the Slovak partner. An adequate profession does not exist in Germany. Rather for the work at this field of environmentally oriented professions, four independent vocational training professions will be offered. Because of the short term and low demand, the Slovak profession offers good entry possibilities for the named target group.

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