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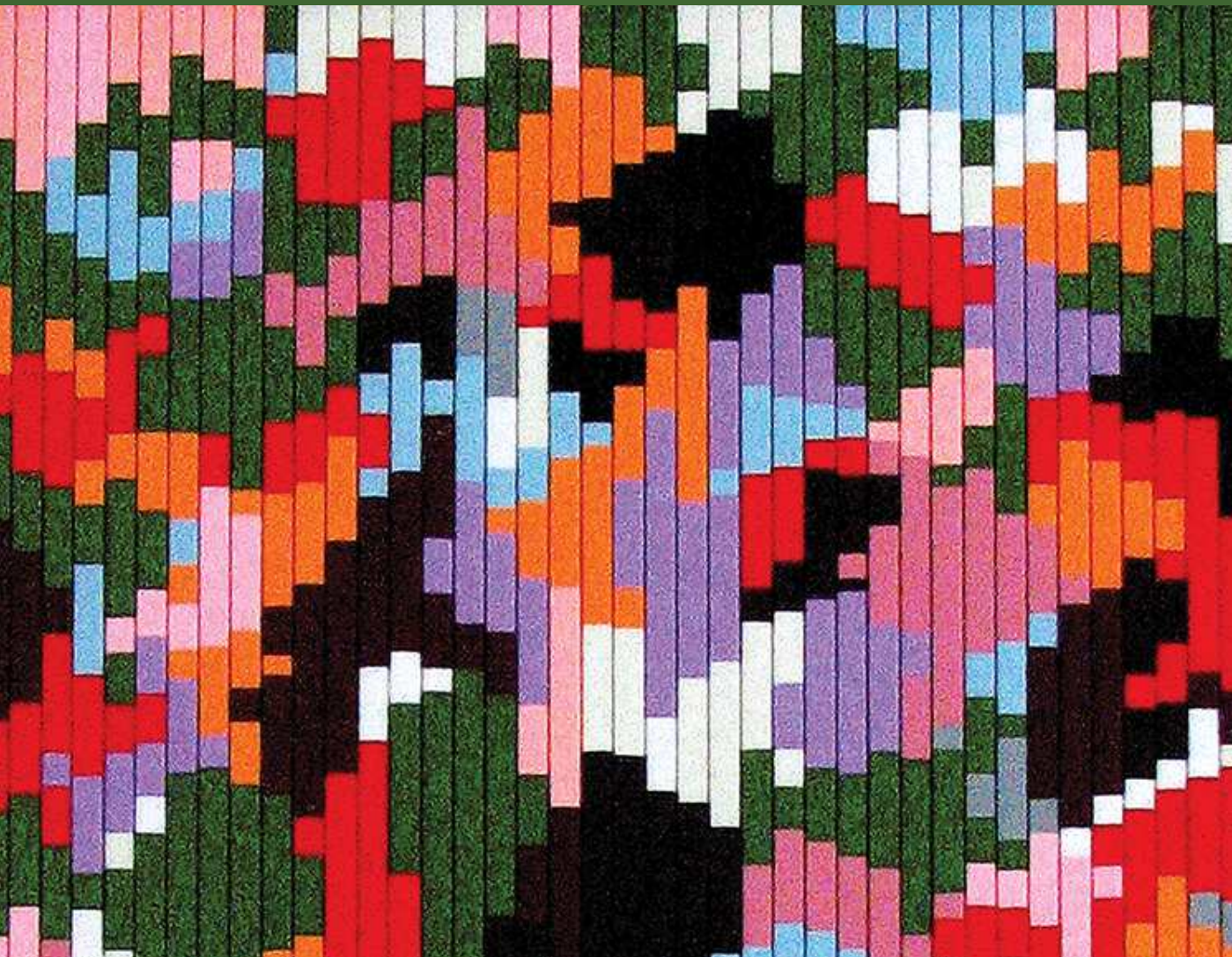
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für Internationale
Zusammenarbeit (GIZ) GmbH



Ministry of Higher Education,
Science and Innovations
of the Republic of Uzbekistan

Anke Boussea. Jamalkhan Shasalimov

**MANUAL ON DUAL EDUCATION
FOR IN-COMPANY INSTRUCTORS
IN TEXTILE COMPANIES**





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Preface

Uzbekistan has decided to introduce the dual training system based on the German model. This will require significant changes to the existing vocational training system. In the dual training system, the practical part, which should ideally make up at least 60%, takes place in the company, in the factory itself. The trainees should be directly involved in the production process; in addition to learning important skills, they contribute to the company's productivity and are part of the company's workforce. This is new. The commitment of companies is essential for this. Without companies that accept trainees, there is no dual training. In order to be involved in the production process directly and not just as a spectator or intern as in the past, trained specialists with extensive work experience in these factories are needed, for these very important people, we call them in-company trainers and everyone who is committed to modern and dual training in the companies this handout is dedicated.



I think the American essayist and philosopher Ralph Waldo Emerson (1803-1882) summed up the qualities of in-company trainers very well:

«What I need is someone who will make me do what I can».

As with all educational measures, the focus of vocational training must be on the learner. It is his potential and talents that need to be activated. We need in-company trainers which can do so. Hopefully this manual will help you to carry out this very important task!

I wish all users of this manual every success in their important work!

Matthias Klingenberg,

Project Manager of the GIZ project

Abbreviations

DE Dual Education

HR Human resource

M&E Monitoring & Evaluating

VE Vocational Education

VEI Vocational Educational Institution

VGC Vocational Guidance Counsellor

Prerequisites for the introduction of Dual Education in Uzbekistan

As part of the reform of vocational education in Uzbekistan, it is necessary to rethink the methodological approaches to training specialists on the basis of innovative approaches. Therefore, in accordance with the Law of the Republic of Uzbekistan “On Education” to promote the interest of young people in acquiring professions and specialties, dual training was organised from the 2021 / 2022 academic year. This is also provided for in the government decree “On measures for the design of dual training in the vocational training system”.

The special features of dual training can be identified using the following key terms, which are directly related to its implementation. Below are some important key terms that illustrate the essential features of dual training.

Key terms

Agreement on dual education - regulates the rights and obligations of the Vocational Educational Institution and Company participating in the of dual education System.

Assessment - process used to identify, gather and interpret information against the required competencies in a qualification or part qualification in order to make a judgement about a trainee's achievement.

Assessment tool - method for the gathering of evidence for assessment, such as a knowledge test or a checklist of practical performance.

Competence - ability to use knowledge, skills and attitudes in order to perform work activities and to achieve expected results within a given timeframe.

Curriculum - Design, planning and sequencing of teaching and learning processes. It includes a statement of purpose, contents, activities and learning practices, as well as the modalities for assessing learners 'achievements.

Diary-is a Proof of training and must be kept by the trainee in order to document what content was taught during the training. The trainee confirms the accuracy of his records with his signature.

Dual Education (DE) - a form of education aimed at trainees acquiring the necessary knowledge, skills and abilities, where the theoretical part is carried out on the basis of an educational institution, and the practical part is carried out at the trainee's workplace.

Dual Education program - set of documents consisting of state educational standard (qualification requirements), a curriculum, training programs (modules) for both theoretical and practical training to enable the trainee to fulfill the professional activities and duties of a specific profession.

Evaluation - process of comparing results, with stated goals, standards and criteria

In-company instructor - Responsible person assigned by the company to the trainee(s) to lead the practical part of the educational process in the training company

In-company training module - part of a training course, implemented during the in-company training period, in the context of dual educational systems.

Joint training plan - A documented program of training and assessment required for the implementation of traineeship training. It is developed by the VE Institution in consultation with the future training company, taking into account the respective curriculum and the capacity of the company regarding practical training providence.

On-the-job training in-company instructor - works in a vocational training institution who, in collaboration with the in-company instructor, plans, monitors and implements the practical training. The on-the-job training in-company instructor is in direct contact with the trainee. It is necessary for the on-the-job training in-company instructor to visit trainees regularly during their stay at the Enterprise. It checks whether the trainee is present in the Enterprise and whether the on-the-job training program is being implemented in accordance with the curriculum for the implementation of the dual education system.

Professional standard - expresses the most important labor functions and defines the requirements for content, quality and working conditions. It is the basis for assessment and certification. Professional standards are developed for both professional training and employers retraining and further training.

Qualification - Formal proof of successfully completed leaning according to an agreed standard.

Record book - is a record of all the training material that the trainee completed during the training period, which is kept in the company.

Roll out plan - shows the training phases (intervals) between in-company training and training in the vocational training institution.

Skills - Bundle of knowledge, attributes and capacities that can be learnt and that enable individuals to successfully and consistently perform an activity or task and can be built upon and extended through learning.

Trainee agreement between the Trainee and the company - regulates the rights and obligations of the trainee and the employer. The contract is concluded between the trainee (or parent) and the employer. The agreement is signed no later than the beginning of the academic year.

Training check list - is a guidance document that maps out the steps and components required in preparing, carrying out, and evaluating a training program.

Training plan - documented program of training and assessment required for a traineeship. It is developed jointly by the Vocational Educational Institution and the company.

Transversale skills - typically considered as not specifically related to a particular job, task, academic discipline or area of knowledge and that can be used in a wide variety of situations and work settings (for example, organizational skills).

Workplace learning implementation plan - a document that describes the activities, location and times schedule of workplace learning. This plan is created jointly by the Vocational institution and employers.

Vocational Education (VE) - is a type of education that forms and develops the professional competencies of students in certain specialisation and professions. Vocational education includes the following level: primary vocational education, secondary specialised vocational education.

Vocational Educational Institutions (VEI) - is an educational Institution where vocational education is carried out. Vocational Educational Institutions are divided into technical schools. Colleges and vocational schools.

Work-based learning - part of dual education, which involves an organized process during which trainees, in a real work environment, acquire competencies to work in a specific profession.

Industrial training master - is a pedagogical worker in vocational education institutions who carries out educational practice, teaching trainees practical skills in profession.

Deputy director for industrial training - a leading employee of a professional educational institution, ensures the fulfilment of the requirements of educational programs of professions in terms of developing practical skills of trainees. He concludes agreements with the company regarding in-company training.

1. Dual Education, goals and obligation



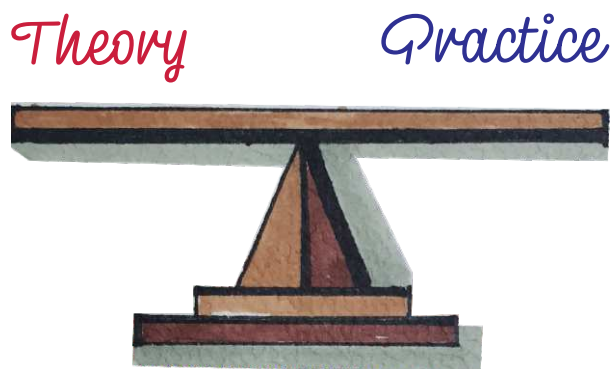
Dual training is a model of vocational training which takes place at two venues, the VE Institution and the company. Knowledge, skills, abilities and attitudes (competencies) are acquired through theoretical lessons and exercises at school and through learning in the real working environment of the training company. By learning in a real-life professional environment as well as in a classroom setting, trainees acquire technical and social skills that can be easily applied in practice. They get access to training on modern equipment not found in the VE Institutes and they are introduced to modern work operation.

The goals of Dual Education are:

- Providing conditions for acquiring skills in accordance with the needs of the labor market;
- Contribution to strengthening the competitiveness of the economy
- Providing employment conditions upon completion of training;
- Providing conditions for continuing education and lifelong learning;
- Developing the entrepreneurship, innovation and creativity of each individual for their professional and professional development;
- Providing conditions for personal, economic and general social development;
- Developing the ability to work in a team and a sense of personal responsibility at work;
- Helping people understand an awareness of the importance of health and safety, including occupational health and safety
- Development of the ability to self-assess and express opinions and make independent decisions;
- Respect the mutual rights and obligations of trainees and employers.

The dual training is based on the obligation of all participants to focus on the well-being of the trainee, in accordance with the following principles:

- Partnership between a professional educational institution and a company: collaboration and a clear division of tasks and responsibilities to ensure a high-quality learning process in the workplace.



- Involving all interested parties in the process of planning, implementing and monitoring dual training through the established institutional framework.
- Professionalism: Establishing formal legal relationships between the trainee, the company and the professional educational institution in the learning process.
- Ethics: respect for the personality and dignity of trainees and the achievement of educational goals Building a social partnership at local level.
- Quality assurance: Coordinating and setting standards at all levels and monitoring the effectiveness of dual training.
- Career Guidance and Employability: Developing career management skills and providing greater employment opportunities.
- Relevance: Consistency with the needs of employers and the labor market.
- The DE system offers advantages to all three actors, the company, the trainee and the VE Institution.



Benefits of DE for companies:

- Receive competent specialists who exactly meet the requirements of the enterprise (compared to third-party candidates).
- Increase productivity and quality of service and product.
- Participate in the development of vocational educational standards.
- Save on cost on recruiting and retraining personnel.
- Contribute to the social responsibility of the business.
- Access to decision-making processes on policy, programs and training content that will improve relevance and quality of VE graduates.
- Additional income/profit generated for the company by VE learners in long-term placements and apprenticeships.

Benefit for the VE Institution:

- Access to updated information on skill.
- Reduced needs on public investments, in new expensive equipment, for recurrent purchase of certain training materials, and for hiring or recruitment of new professionals, or upgrading of VE teacher.
- Improve relevance and quality in VE, and better qualified VE graduates.

Benefits for trainees:

- Receive professional skills and abilities for work and work activities.
- Receive wages during the period of vocational training.
- Learn in real working conditions in production (machines, installations, work processes, etc.)
- Identify themselves with the training enterprise and the chosen specialty.
- Acquire qualifications for subsequent educational activities.



In the Dual Educational system, the responsibility of the training is shared between the company which is responsible for the practical training part and the VE Institution, which takes over the theoretical training and the basic practical training parts.

2. Requirements for the host company for DE training

2.1 Suitability of the company

Trainees may only be hired and trained if the type and facility of the training facility is suitable for vocational training and is recognized by the VE colleges. The company needs to respect labor law regulations regarding youth workers. It is important, that the company is informed about the concept of the dual educational system, as well as about the training content, training regulations and training plan.

The training is intended to impart knowledge and skills of the chosen job profile, the content of which is regulated by training regulations and is the basis for orderly and uniform vocational training. Therefore the availability of equipment/workshop to implement the practical training in different departments (e.g. cutting department, sewing department, pattern drafting department) is mandatory.

In the case, a company cannot offer the training in all requested training area (e.g. the company does not have a pattern drafting department), these training could be offered through cooperation with other companies.

Another eligibility requirement is that the number of trainees is proportionate to the number of training places or the number of skilled workers employed.

The following is generally considered to be an appropriate ratio of the number of trainees to the number of skilled workers

- one or two skilled workers = 1 trainee
- three to five skilled workers = 2 trainees
- six to eight skilled workers = 3 trainees
- each additional three specialists = 1 additional trainee

2.2 In-company instructor

Only those who are personally and professionally qualified are allowed to train. The responsible bodies (VE Institutions/Association/Ministry) monitor the suitability of the training facility as well as the personal and professional suitability of the trainers.

The company must appoint someone responsible for the training. The person in charge of the company can also assign several instructors to instruct the trainees while they move between different jobs. An in-company instructor can work with more than one trainee in the company. In principle, any well-qualified employee can act as in-company instructor for trainees. Those who have practiced their profession in practice for a reasonable period of time, but at least one and a half times the prescribed training period, are particularly eligible. In order to ensure the quality of in-company training, well-trained

and experienced technicians and/or production managers are specially encouraged to take on the role of in-company trainers.

However, the respective employees must have sufficient personal, professional and pedagogical competence to supervise the training of the trainees as part of the DE training:

- **Technical competence** means that the in-company instructor has completed a vocational training programme in the occupation or in a closely related field and has additionally gained relevant work experience in the relevant field. Further on, the in-company instructor should have sufficient knowledge about occupational health and safety (OHS) requirements and environmental protection.
- **Personal competence** means that the in-company instructor has positive work values and is productive, innovative, reliable, time-oriented, quality concerned, and motivated.
- **Pedagogical competence** means that the in-company instructor has the ability to pass on knowledge to trainees and foster the development of their competences.

2.3 Motivation of the in-company instructor

In-company instructors are at the forefront of dual educational training by providing trainees with the practical and theoretical skills they need for their future profession. They are also heavily involved in defining the technical content of the training course at the company and deciding on what will be tested during exams.

Being an in-company instructor comes with several benefits. Here are some of the key advantages:



1. Professional Development:

As an in-company instructor, you have the opportunity to continuously develop and enhance your own skills and knowledge. You stay updated with the latest industry trends, best practices, and emerging technologies. This constant learning helps you remain relevant and valuable in the labour market.

2. Sharing Knowledge and Expertise:

In-company instructor has the privilege of sharing their knowledge and expertise with others. You get to impart valuable information, skills, and insights to trainees, which can have a direct impact on their professional growth and productivity. It can be highly rewarding to witness the progress and success of individuals you have trained.

3. Personal Fulfillment:

Many in-company instructors find their work fulfilling and meaningful. By helping others improve their skills and achieve their goals, you contribute to their personal and professional development. This sense of making a positive impact can bring a great deal of satisfaction and fulfillment in your career.

4. Continuous Growth and Adaptation:

The field of in-company training is constantly evolving. To deliver effective training, in-company instructor needs to stay updated with the latest learning methodologies, technology tools, and industry practices. This continuous growth and adaptation ensure that trainers remain at the forefront of their field, making the profession intellectually stimulating and challenging.

5. Flexibility and Autonomy:

Depending on the organization and the specific role, in-company instructors often enjoy a certain degree of flexibility and autonomy in their work. They may have the freedom to design and customize training programs, select teaching methodologies, and manage their schedules. This autonomy can lead to a greater sense of ownership and job satisfaction.

While being a in-company instructor offers numerous benefits, it's important to note that the role also comes with its own challenges. These may include adapting to different learning styles, managing diverse participant groups, and staying abreast of emerging trends. However, for individuals passionate about teaching, learning, and making a positive impact, the benefits of being a in-company instructor often outweigh the challenges.

3. Role and responsibility of the company as an actor in DE

The dual training is intended to improve the practical skills of trainees, strengthen their contact with the real world of work and help employers prepare future workers according to their current technologies and production facilities. The employer creates conditions for on-the-job training in dual training in accordance with the training plan for a specific

educational profile. It is the task of the company to provide the trainee with practical expertise in terms of skills and abilities above all.

In the DE format, there is a clear distribution of tasks and responsibilities between the company and the VE Institution .

Company:

- together with the TVET Institution, draws up the appropriate agreement on dual education no less than a month before the start of admission of trainees (a sample agreement between the enterprise and the VE Institution is given in Appendix II);
- coordinates with the VE Institution the duration of training in dual education and the numbers of trainees sent to the enterprise;
- concludes agreements with trainees (a sample agreement between an enterprise and a trainee is given in Appendix III) and admits trainees within the timeframe agreed with the VE Institution;
- assigns an in-company instructor, a specialist to teach each trainee the practical part of the dual education program, which is related to production;
- ensures the implementation of the dual education program, training content and responsibilities by the assigned in-company instructor;
- organizes the process of assessing the results of the profession learned by trainees;
- participates in the final state certification of the trainee.

Also, according to the law, the company assumes the following responsibilities:

- hiring trainees in accordance with labor legislation.
- providing trainees with a specific workplace and the necessary equipment during the practical part related to work in the company familiarizing trainees with the charter of the company, internal regulations, safety rules, fire safety and other requirements.
- allow trainees to participate in practical processes in accordance with their charter.
- ensuring the keeping of trainees record book.
- preparation of reports on the implementation of dual education together with the VE Institute.

The practical training takes place according to the school calendar during the school year, a maximum of six hours per day or 36 hours per week, according to the co-curricula plan.

(See Annex I Labor & regulation)

3.1 Responsibility of the HR manager

The HR manager plays an important role for the successful implementation of the dual education.

His tasks include establishing and ensuring communication with the VE Institution (ensuring the signing of contracts), participation in regular meetings regarding the organization of DE, organized by Enterprise Associations. He identifies units for dual training within the company and determines the number of trainees who can be accepted by the company for dual training. Further on, he nominates an In-company instructor within the company who will be responsible for accompanying the trainee during the training period. He is in direct contact with the Deputy director for industrial training of the VE Institution, in order to organize the entire training process, agreeing on a joint training plan and training schedule. His responsibility includes onboarding of the trainee and monitoring the implementation of the in-company training as well. In his function as an HR manager, he takes care that the dual educational training is part of the annual business plan of the company.



One of the main requirements for training companies in dual vocational systems is the availability of qualified in-company instructors. This is either the role of the entrepreneur himself or that of an employee who is nominated as an in-company instructor for the trainee.

In order to establish a good cooperation between the company and the VE Institution which is crucial for the successful implementation of the DE system, he participates regularly in meeting with the responsible of the VE Institution. It should be noted that in small company involved in the DE process, the role of a specialist HR manager is taken directly by company managers.

🔔 The company provides the trainee with practical expertise in terms of skills and abilities according to the respective training plan by respecting labor law regulations.

3.2 Onboarding of the trainee

Professional onboarding is a good starting point for the trainee to develop a meaningful self-image as a “trainee” and also as a “contributor” to the company. The induction of new trainees should take place right at the start of their training in the company.

The focus of onboarding is the integration and introduction to the most important administrative processes as well as introducing the contact persons. This serves as the basis for familiarization with the immediate workplace and the tasks that are usually carried out in the technical department.

Onboarding ensures that trainees have the support, tools and resources they need to get off to a good start in the new company, including a welcoming environment and clear expectations from their managers.

Effective onboarding is helpful for companies and has a strong and direct influence on the successful implementation of dual training.

Common Challenges:

Here are a few of the most significant trainee onboarding challenges:

- Information overloads on the first day for the new trainee.
- Inadequate onboarding planning.
- Inconsistent and unstructured onboarding process.
- Lack of written documents covering all relevant individual topics.
- Onboarding content not clearly explained.
- Unclear definition of the roles and expectations of the new trainee.
- Lack of commitment from trainees.
- Neglecting of feedback/follow-up after onboarding.



Onboarding delivery method:

Below are some tips and practices that have proven effective for on boarding.

- Make sure that trainees get hardcopy handouts for all important information and offer a folder (file) in case the trainee doesn't have one.
- Handouts with information on all discussed topics should be delivered to the trainees.
- The style of the handbook must be simple and easy to understand.
- Make sure these documents enclose the name and telephone numbers of all relevant staff, i.e., HR, supervisor, In-company instructor.
- Engage key departments in the preparation of the onboarding.
- Ensure proper coordination with the induction in the technical department.

Contents of Onboarding:

VE trainees are expected to receive an onboarding program.

Below there are some essential topics listed that should be covered by each company if applicable.

Organisation:

- Introduction to the company (mission, vision, goals, values, and organization culture)
- Information on the company and its products or services
- Structure of the organisation (Organigram)
- Building plan of the company
- Contact numbers
- Probationary period and CT contract
- Trainees' rights and responsibilities
- Working hours, and shift
- Time keeping
- Benefits (Transport, meals, etc.), if any
- Performance and attendance



Behaviour in the company:

- Company's code of conduct
- Disciplinary procedure
- Dresscode
- Leave, absenteeism and tardiness
- Hygiene
- Dealing with customers
- Courtesy

Security and Safety:

- ID cards usage
- Occupational Health and Safety

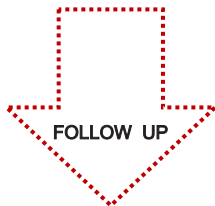
Onboarding Procedures

Get assigned a trainee from VE Institution; coordinate with the relevant department/team concerning start date, trainee's role and related activities; contact trainee to share what to bring and where and when to arrive on the first working day; maybe distribute some overall information on the company to the trainee.



Onboarding the trainee to the company, culture, key administrative procedures, and contact persons by HR. Technical department induces trainee to the department, team, products, working processes, etc. In-company instructor discusses the role and the training plan as well as occupational behavior as standards.

HR Manager or anyone who acts as “buddy”; helping the trainee to get settled-in quickly and is available for any kind of questions;

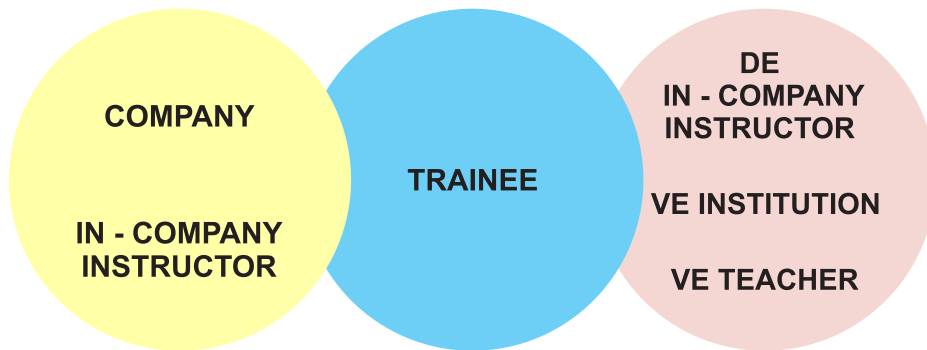


Evaluate the effectiveness of the on boarding and induction process.
Updating or refreshing when awareness, knowledge, competence or behavior is lacking.

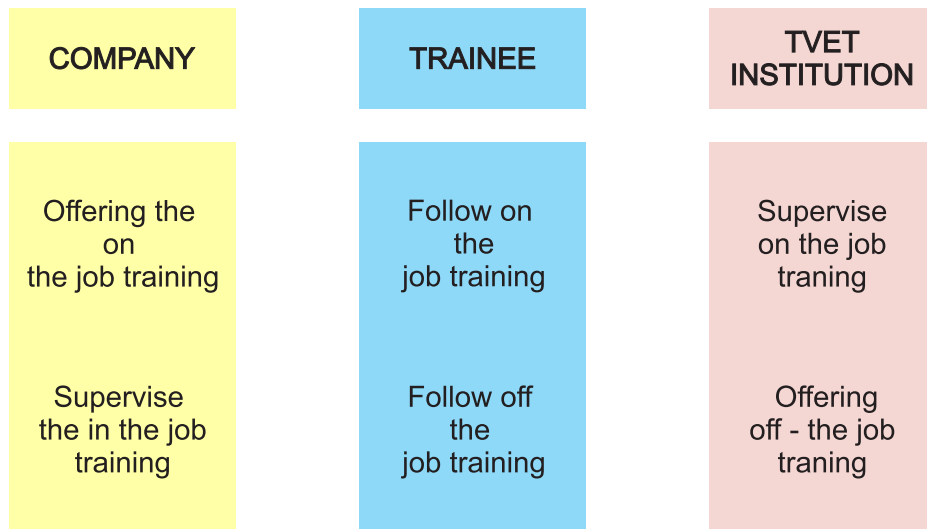
🔔 Onboarding is the integration process of the trainee in the company through the introduction of the contact person, the rules and expectations and as well as the expectation of the company.

3.3 Actors in Dual Educational system

ACTORS OF DUAL EDUCATION



RESPONSIBILITIES OF THE ACTORS



Interaction of the actors of Dual Education

	Company	In-company instructor	Trainee	VE Institution	DE in-company instructor	VE Teacher
Company			Contract			
In-company instructor			Training	Training (in pedagogy)	Coordination of DE training	
Trainee	Contract	Training		Enrollment	Admin of training	Training (off the job training)
VE Institution		Training (in pedagogy)	Enrollment			
DE in-company instructor		Coordination of DE training	Admin of training			
VE Teacher			Training (off the job training)			

4. Guideline for the in-company instructor

Today's Dual Educational system as well as the needs of VET institutions, trainees and the labour market highlight certain competences required by in-company-instructor:

- Professional, technical and didactic competences.
- Professional experiences in different fields.
- Social skills such as openness, tolerance, empathy and conflict resolution ability as well as a certain degree of authority.
- Continuing education to remain up-to-date concerning the professional field, dual training and technical innovations.
- Courses as well as support in the field of communications training (trainees, employees, generational and cultural conflicts).
- Improved cooperation and exchange of experience, skills and knowledge among trainers.

The in-company instructor is fully responsible for teaching each trainee the practical part of the dual training program, which is related to the production. As a rule, the in-company instructor also participates in the creation of dual training programs, which are developed in close cooperation with specialists from the Institute for the Development of Vocational Education, associations of enterprises in the relevant industry, and professional educational institutions.



4.1 Your general role as an in-company instructor

In dual training, you, as an-company instructor, are the person who passes on your experience and knowledge to the trainees. Your responsibility is to promote the holistic development of the trainee and must be close to them to help them develop their full potential. Therefore, you, playing such a crucial role, must have certain personal, professional and pedagogical credentials.

The most important characteristics are that you are a good specialist and you are also willing to take on the role of an instructor for the trainee.

You maintain relationships with the various actors in dual vocational training, including the trainee and the VE Institution.



In addition to experience, knowledge and vocation, you also need a certain sensitivity to the training. This means that you must be prepared to pass on your knowledge, not only to give information, but also to actually teach the trainee.

On the other hand, you must be responsible and able to motivate the trainees, put yourself in the trainee's shoes, be empathetic and know that the

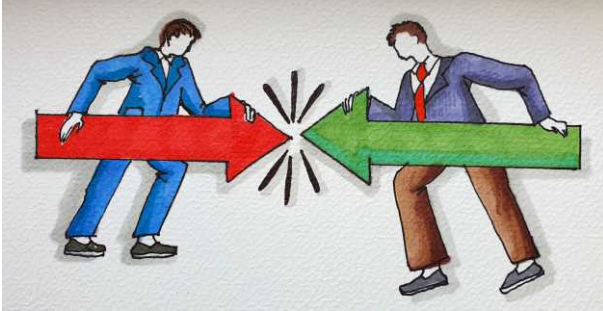
trainees are learning - they are not workers - and therefore deal with them differently. You must be able to cope with interpersonal relationships, show affinity to the trainees and a lot of patience, be able to deal with cultural and gender-specific differences and be able to avoid prejudices.

As an in-company instructor you must support the trainees and monitor their activities. In parallel to the skills training of the trainees, you must be aware that you have to develop and strengthen certain competencies in order to be able to take on this role. Of all the required and mentioned competencies, the following can be highlighted as key elements:

Efficient communication

Active listening to enable optimal understanding between yourself and trainees, and positive and healthy communication. Learning to listen is a question of attitude and technique that allows trainees to express themselves freely. You must be tolerant, respectful and open towards the trainees. You must know how to give feedback to the trainee, which should be positive, didactic and specific, and must help them resolve any conflicts that may arise.





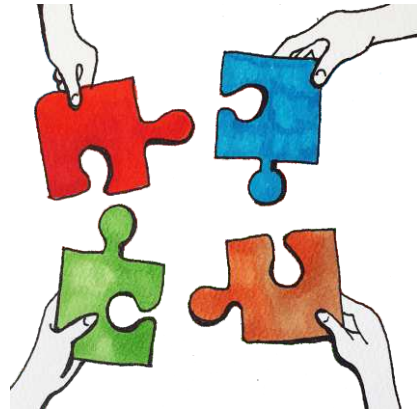
Conflict management

A conflict can be defined as a situation in which two or more people with opposing interests are confronted. Coping with conflicts is about resolving them, as well as managing the negative emotions of the interlocutors, which can lead to a

dispute due to different points of view or interests. Managing conflict requires negotiation skills, emotional intelligence, self-control, self-confidence and freedom of choice.

Teamwork

In the role of an in-company instructor you must introduce the trainee to the relevant work group. Working in a team means achieving a high level of commitment and maturity, identifying and adopting a common mission to achieve the goals through collaboration, emotional harmony and cohesion.




Time planning and management

One of the key skills is time planning and management. You must plan the training activities in the company. Deadlines and goals must be realistically set and adhered to. The planning must be determined in cooperation with the VE Institute. In short, you need to have the following qualifications:

- A good professional attitude with a calling to teaching
- Sensitivity towards you role as an instructor

- Ability to motivate trainees and show affinity and patience towards them
- Good knowledge of the training program and high-quality knowledge of the training content to be taught

 In dual training, you as an in-company instructor, who have both professionally and pedagogical skills, you pass on your experiences and knowledge to the trainees.

4.2 Your duties and tasks as an in-company instructor

Duties	Task
Support development of the DE training plan in cooperation with the DE in-company instructor	<ul style="list-style-type: none"> • Identification / determination of training requirements • Checking of training conditions at the company • Preparation of implementation plan
Preparation of the training process	<ul style="list-style-type: none"> • Preparation of a lesson plan for in-company training based on the work place learning implementation plan • Preparation of teaching instruments / media • Preparation of working equipment
Implementation of the training process	<ul style="list-style-type: none"> • Creation of active learning environment • Implementation of training process according to lesson plan • Management of learning process
Evaluation of the learning outcomes	<ul style="list-style-type: none"> • Preparation of evaluation plan • Development of evaluation tool(s) • Implementation of evaluation plan
Evaluation of the training report	<ul style="list-style-type: none"> • Preparation of report of training process • Obtaining training experience • Development of proposal of measures to improve training quality • Management of trainee´s documentation

In addition, you are responsible for the:

- Development of the trainees character.
- Obligatory supervision of the trainees.
- Surveillance of safety (regulations).

🔗 Your responsibility as an in-company instructor is the implementation of the practical training in accordance with the joint training plan by creating an active learning environment.

TRAINING PLAN



4.2.1 Development of a joint training plan and roll out plan

The joint training plan needs to be developed based on the national regulations, existing occupational standards and curricula guidelines of the respective Ministry responsible for VE.

The training programme is to be structured into a clear sequence of training phases/modules, which take place at the VE Institution and in the company. It contains theoretical and practical learning elements. As a rule, the theoretical and basic practical training modules take place at the VE Institution, and the further practical training modules take place in the company. The joint training plan includes the scope, duration and timing of each module as well as the expected learning outcomes as per occupational standard. The training modules for the in-company training can be implemented either as one block for each training year or structured into several training sections throughout the year. It depends on the occupation and the company' internal work organisation whether one block training or several training sections will be more appropriate.

With regard to the in-company training phases, the joint training plan contains the quantity and personal data of participating trainees (differentiated by company) as well as the required skills level the trainees need to have gained before they enter the respective in-company training.

Training time:

The overall training needs to be divided into:

- time for theory lessons in the classroom.
- time for practical skills training in the workshops of the VE Institute.
- time for the practical training in the company.

The DE programme that includes both, VE - Institute-based and in-company training phases, shall be implemented according to the mutually agreed joint training plan. However, adjustments in timing of the in-company training phases should be possible in order to react on potential production peaks or other requirements, which might become relevant on the side of the companies.

(See Annex VI „Joint training plan, development and assessment“, Annex VII „Example of an training plan“ and Annex VIII „Roll out plan“)

🔔 The joint training plan structures the training phases into clear sequences that take place at the VE Institution and in the company. It contains theoretical and practical learning elements, as well as the scope, the duration and time of each module and the expected learning results in accordance with the professional standard.



4.2.2 Preparing training and participating in trainee recruitment

In the role of an in-company instructor, you plan and carry out vocational training according to the company learning implementation plan and the joint training plan. You determine the induction plan for training and deal with young people. In addition, you establish cooperation between Vocational Institutes regarding training content and organization. You determine the selection criteria for potential trainees and organize the drawing upon of a contract or agreement between the trainee (Vocational school) and the employee.

4.2.3 Conduct vocational training

Your task is to promote learning in the work process, technical, methodological and social skills, including:

- Create good learning conditions, motivate, give and receive feedback.
- Develop and design work tasks based on the company training plan and typical operational and business processes.
- Select and establish training methods and media that suit the situation and target group.
- Support the trainee with individual learning advice and individual design of the training if they have learning difficulties.
- Promote the social and personal development of trainees. Be aware of problems and conflicts in good time and work on solutions.
- Detect and assess performance efficiency, analyze audit results, and evaluate performance.
- Make assessments and draw conclusions for the further training process.

4.2.4 Conclude vocational training

You are able to lead the dual vocational training to a successful final examination and point out perspectives for the further vocational development of the trainee:

- Prepare the trainees to their exam in consideration of the examination date and bring the practical training to a successful examination.

- Participate in the assessment process (See Annex VI „Suggestion for additional monitoring and assessment tools“)
- Inform trainees /apprentices on possible career chances in the company and on further education and training.



🔔 In the role of an in-company instructor, you determine the selection criteria for potential trainees and you cooperate with the VE Institution concerning training content and organisation, you implement and conclude the training.

4.3 Implementation of the training (training methodology, communication skills)

4.3.1 Workplace learning models

Occupational competence means that acquiring professional skills is an important goal of vocational training. The young specialists need to be able to master the work assigned to them and tasks largely independently and responsibly.

Therefore, as an in-company instructor, you are now faced with the challenge of deriving tasks and working for the trainees from the scope of work and the resulting activities in the work process.

Here are instructions on how to derive tasks for the trainee from the tasks facing you during the working day:

1. Have a look at the own work:

- How looks a «normal» or a «typical» working day like?
- Which tasks occur daily?
- Which occur occasionally?
- Elaborate written documents, which give explanations about the working duties:
- Is there a job description or a description of the workplace?
- Is the work documented?
- Are manuals available describing important working duties or the handling of working devices, machines, or tools?
- Is there a quality management manual for the field of work?

2. Have a look in the work place learning implementation plan:

- What are the knowledge, skills and abilities, which should be acquired by the trainees during the training period?
- Which skills do the trainees already master if they come to the work place?

3. Conduct a comparison of the working duties with the work place learning implementation plan:

- Is it possible to do something with what trainees have already learnt?
- Where is the task corresponding with content and skills the trainees should learn from you?
- And in which sphere is the task too much demanding for the trainees?

Sample
Training
Plans



4. As a result of this comparison, is there a list of subjects with which the trainees should deal during the next days and weeks:

Some of it will belong to the everyday business. In this case it will be relatively easy to find the suitable time and to pass on suitable tasks to the trainees:

- At first easy parts of tasks, then more extensive orders and finally extensive working orders.
- Other training contents will occur in the trainees responsibility only sporadically.

Maybe there are also subjects which are content of the work place learning implementation plan that are not, however, at all an object of the trainee's responsibility (at least in the time when the trainee is working under the responsibility of the in-company instructor):

- If necessary, clarify with the in-company instructor to or what extent the trainee should be trained through suitable exercises beyond the actual task.
- To familiarise the trainee with new subjects; the following three methods can be applied:
 - The four-step method.
 - The teaching conversation.

🔔 As an in-company instructor, you have to derive tasks for the trainees from the work process and the resulting activities of the work process.

4.3.2 The four-step method: Allow to demonstrate and imitate

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

Step 1: Preparation

First, you should try out everything without presence of the trainees. Also, the work space and the trainees have to be prepared:

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

Step 2: Demonstration

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

You then demonstrate everything again, but this time, in keeping with trainees preparation, slowly and broken down into individual steps.

Also explain in each case what exactly needs to be done and why it needs to be done that way.

Invite trainees to ask questions if they don't understand something. Always point out what needs to be particularly taken into account for reasons of occupational safety.

While repeating the operation once more, quickly or again slowly with explanations, depends on the previous experience of the trainees and also of whether the trainees already have the confidence to try out themselves.

Step 3: Copy

In the next step, the trainee carries out the activity demonstrated before under the supervision, first concentrated on the operation without your comments.

Intervene only if it is absolutely necessary, for instance when the trainee does not know how to proceed or if the success is questioned or the working security is endangered. Even in such a case, only give instructions, not criticism or even a reprimand! On the contrary: confirmation and recognition of correct work motivate.

Then the trainees follow the example and explain each of their working steps: What they do, how they do it and why they do it in such a way!

If the comments are too scanty or if they completely forget, then ask: «What have you just done, and why have you made like this?». Intervene again only in case of heavy mistakes. Point out, however, afterwards what should be made different or better way.

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

Step 4: Practice

Withdraw more and more and let the trainees practice independently. The learners thereby win security, routine and working velocity.

Remain available to answer questions because this way you can promote the learning process and at the same time increase the difficulty of the work or the speed of work. It could make sense to create alternate with other tasks. Thereby also strengthen the learning effect and prevent boredom. It is important to check the correct realisation over and over again and correct, if necessary, the implementation.

Avoid that mistakes are practiced. In any case, however, remain patient! Remain constructive remarks like «This I have explained now already many times! Why do you make it still wrong?!» are absolutely inappropriate in this situation and do not help, neither you nor the trainees.

For conclusion of such a learning and practise unity, discuss the result together with the trainees:

- Have you learnt everything what you should have learned?
- What should you have explained and emphasised more clearly at the beginning?
- What do the trainees already master?
- Where do they still lack perfection or quickness?

Give at first the trainees a chance to speak and assess their performance by themselves and afterwards take a position on it.

4.3.3 Teaching conversation check and develop knowledge

For optimal knowledge transfer and learning, constant conversations between yourself and the trainees are necessary.



Typical for this method is the recurring three steps:

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

You start again with a next question.

The teaching conversation resembles only restricted a «natural» conversation:
The interplay between question and answer is common to both forms of communication.
However, in the teaching conversation the questions are posed above all from you.

The decisive point is:

In the natural conversation someone usually poses no questions where he or she knows the answer already in advance, but this is exactly the criteria of the teaching conversation, and this is also the challenge!

Achieve at least an approximation of a natural conversation so that trainees are inspired to ask questions and also ask «stupid questions».

And remember:

A teaching conversation is no exam conversation. It is not relevant what the trainees do not yet know. Give priority to the intention to wake up their curiosity and to lead them to new insights.

The teaching discussion begins with your impulse. This is usually a question or a request or an assertion (which may raise doubts or contradictions). Such a statement is often accompanied by a gesture or an appropriate expression. Sometimes it's enough to simply show an object or introduce something, without any comment. Such impulses can be more or less open; they offer more or less room for own thoughts and ideas of the trainees. Corresponding the learning steps carried out are larger or smaller.

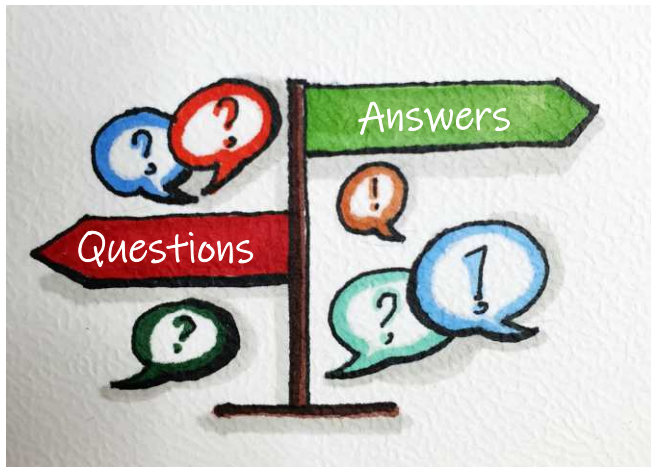
Rules for teaching conversations

Do not leave the path. It requires a clear objective, a good preparation and high concentration, so that this does not happen.

Use the asking teaching conversation only if the trainees already know so much that they are able to contribute. Certain experiences or training is a prerequisite for the trainees to be able to work with.

Consider when preparing the teaching conversation how much time is needed to invest in questions. Asking teaching talks are time-consuming.

Remember that the process of a teaching conversation cannot be planned to 100% in advance. Be adaptable and ready to improvise. Also dare to finish the teaching conversation earlier than planned if find out that there is too much expectations from the trainees and too much planned to carry out. Announce in such a case, to continue later with the instruction and request the trainees to prepare themselves with suitable material.



Questions in the teaching conversation

Ask open questions. Open questions are questions to which several answers are possible and right. Inspire to express also supposition and speculations. A wrong or not quite right answer is better than none!

Avoid closed questions. With closed questions only one answer is possible and right, in the extreme case or «no». Closed questions can be never avoided completely. Nevertheless, they spread the character of exams. Besides, the learners call away simply available knowledge, without putting it in a connection to each other.

Put questions in the direction of the learning target. Divergent questions or answers of the trainees can be taken up if they enrich the conversation. Nevertheless, such detours have to happen consciously and also have to be marked for the learners as such. At the end, you have to come back again to the «red thread».

Ask only one question at the time. Also asking one and the same question several times repeatedly, only formulated differently, confuses rather than it creates clarity. Wait, give the trainee time to consider, at least three seconds, and also longer breaks can make

sense. Ask questions which are answerable. Questions serve to activate the trainees, and not to make a fool of the trainees. The trainees should be able to answer the questions asked.

Listen exactly and dig deeper. Sometimes the received answer seems to be correct, but only because the correct answer is known and interpreted the statements of the trainees «favourably». Thus, e.g., results of a consideration are announced and, besides, jumped over «in-between thoughts».

Inquire:

- How did you hit on that?
- Can you give me an example from the practice?
- Can you state this more precisely?

Thus, you raise the transparency and revalue the learners.



Questions of the trainees

Listen well and let the questioner finish speaking, even if the question is already understood according to the first words. To ask a question and to be interested in facts is already an important step in the learning process.

When questions asked are unclear, dig deeper or repeat the question before the answer «If I have understood properly, then» ... make clear perhaps with an example.

Do not answer every question immediately, but return them «What do you mean?». Or pass the question further to other trainees.

If the question leads away too far from the subject, take down the question well obviously and come later back on it (do not forget!).

If the question cannot be answered, admit. Note down the question and announce that the answer will be given later.

It looks human and plausible if someone does not know everything and also admits it. Or transform the question to a job for the trainees: «Try yourselves to find an answer to it up to the next spot!» Give instructions to suitable information and sources of information at the same time.

🔔 For optimal knowledge transfer and learning, constant and appropriate conversations between you in the role of the in-company instructor and the trainees are necessary.



4.3.4 Motivation and difficulties in learning

Leading of young people

Young people still search for their place in society to become accepted as adult members.

They should acquire occupational competence within the scope of the vocational training. Remain therefore open for the interests and problems of young people. Show them as an example how to deal with feelings and challenges in a competent way. Enable freedom for one's own initiative and make adequate demands.

Motivation

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

As an in-company instructor, you must always take into account that engagement and motivation of the trainees decrease. It is quite normal that someone does not every day

go to work with fun and enthusiasm, but sometimes, instead, rather would like to stay at home or make something completely different. It becomes a problem when this reluctance becomes bigger and bigger and thus the successful conclusion of the training is endangered.

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

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



The background of declining motivation and readiness to learn can vary and, depending on the specific reason, you have to deal with them in different ways. Always keep in mind that it is impossible to look behind the trainee's putative lack of attention. And above all it usually cannot be expected that they come and explain their behaviour. If you recognise such signs, don't draw rash conclusions and run the risk to react immoderately. Try to clarify the occasion and backgrounds of such a behaviour. Furthermore, it is always better if you directly approach the trainee as soon as possible when problems are perceived than to wait and hope that inappropriate behaviour will change by itself.

Occasions and backgrounds

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

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

Repetitive and routine work tasks can easily lead to boredom and inattention. Trainees often find it difficult to assess which activities they would be useful for in order to develop the necessary routine and gain experience. Therefore, it can easily happen that trainees get the impression that some tasks are actually not part of the training and that they are misused only as cheap workers.

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

Though, sometimes it only seems as if the young people lack motivation: The trainees evade some tasks, approach only slowly to work, appear not to be concentrated, and mistakes occur frequently.

Reason for this can be that they are intellectually, psychically or physically overburdened by the type of problem:

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

Dealing with missing motivation

If there is the impression, the trainees only work half-hearted, then try to clarify the backgrounds behind. However, be careful not to make any accusations based on your observation and first impression: «I see, you do not make some progress»:

- How do you have understood your setting of tasks?
- Do you still have additional questions?
- What do you have already done?
- What do you plan as next step?
- Which step probably will become difficult for you?

Have a look on the first work result and let him/her explain. Agree together, when further (interim-)results should be discussed. If you find that the trainees feel really overwhelmed by the task, think about how you can better adapt the work tasks and the knowledge and achievements acquired.

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



Some rules for this conversation:

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

If signs increase that the trainee lacks a basic interest in the occupation and a wrong occupational choice was made it becomes problematical. In such cases turn to the in-company instructor or the training employer. His/her job is to find a solution together with the affected trainee and to take into consideration a change of job and/or company.

Even if the reason for the lack of motivation lies in the trainee's dissatisfaction with the company's conditions, your abilities as an instructor are also limited, e.g. working hours, remuneration, the working atmosphere or the relationship with colleagues and superiors. Although your task is to identify such problems, you are hardly able to solve them. Let management know if your trainees complain about such things and if this is having a negative impact on their motivation.

A difficult situation can also arise if the young people doubt about their professional perspectives because the company and/or the branch offer no possibilities for further professional development (advanced training, career, income). Small companies and those in less attractive sectors are particularly affected. In particular, efficient and productive young people can be lost to the company at an early stage, which results in bad investments in training and affects the future viability of the company.

Only the management can indicate concrete operational and vocational perspectives. But you have however, an important exemplary function. If enthusiasm and engagement with the matter are shown, this attitude transfers to the trainee. Show the trainee that it is worthwhile to work in this company and in this occupation. Support the young people with personal identification in their decision for a career and the company.

The consequences of a lack of motivation can be radical:

Unreliability and low motivation easily lead to conflicts with other trainees, with colleagues, with superiors and, under certain circumstances, with customers.

Decreasing performance leads to poor assessments and grades at the VE Institute.

Failure of the test is inevitable. Finally, it can also result in the drop out of the vocational training.

Promotion of motivation

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

For the motivation of the trainee it is only great importance what you have explained and what tasks you have assigned to them, but also how it is expressed:

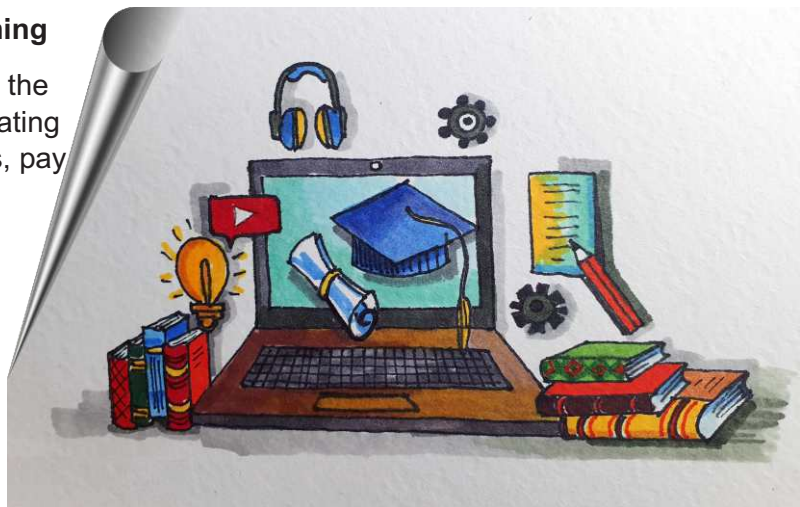
🔊 Of course, if it is necessary to indicate mistakes at work, but without a personal attack. Even if you are angry that he or she again has made the same mistakes (although you have explained it already «a thousand times»): remain objective and patient.

A praise contributes more to motivation than a reprimand (or pressure or punishment). That's why a „little praise“ is important when you notice progress in learning, even if it is small of course, do not go overboard with the praise, otherwise it will become unbelievable (and seen as means to an end) But it's better to praise too much than too little. Often low motivation is caused through the fears to make something wrong. Try to strengthen the self-confidence of the trainee. Encourage the trainee: mistakes are there to learn from them: „ you make it! It will help you“ Show that the trainees are important for the company and its competitiveness: We need you! Look at the strength of the trainees (where are their special abilities and talents? What does distinguish their personality? Use and promote these strengths.

Organisation of the training

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

🔊 Pay attention that with start of the training, trainees are not only allowed to watch work processes but are allowed to make something on their own.



🔁 Working on «real» orders and products are to be preferred to working on training examples. In this manner the trainees can see that their work is important and appreciated.

Thus, explain more easily the sense and the purpose of the tasks:

The importance the work has for the company, for the cooperation with the colleagues and demands of clients have to be thought of. Always remember to explain how important it is that certain tasks contribute to the trainees' training progress:

- What existing knowledge and skills can be developed?
- Where is it about gaining more security and routine through practical experience?
- In which cases is it about acquiring completely new skills?

Try to bring changes in the everyday training situation. Vary the degree of difficulty as well as extent and complexity of the tasks. Change between repetitions to save the trained skills and new problems.

Use different training methods:

- Presentation.
- Teaching conversation.
- 4-steps method.

By varying the level of requirements and the scope of the tasks, the trainee (even with lower performance) is repeatedly offered the opportunity to experience (little) success. Success is necessary to keep going. (Repeated) failures frustrate and demotivate! Confront the trainees with completely new, demanding tasks without explaining too much. Challenge your creativity and initiative! Offer the trainee enough freedom to develop their own initiative for self-learning. On the other hand, always offer support if a trainee doesn't know how to proceed.

Regularly check the performance of the trainees. Check the intermediate results of work and training tasks. Explain and offer help if necessary.

Participation and collaboration

Imagine the function as a role model: It is important that everyone, all colleagues, communicate with each other respectfully, listen to each other and take each other seriously. Involve the trainees and give them the opportunity to collaborate.

Imagine the function as a role model: It is important that everyone, all colleagues, communicate with each other respectfully, listen to each other and take each other seriously. Involve the trainees and give them the opportunity to collaborate.

Integrate the trainees as full members of the team. Assign them authority and responsibility for specific (smaller) tasks. This gives the trainees the feeling that they are useful to the company and that they can contribute something. Discuss the results of these independently completed tasks: What went well and what didn't go so well? Promote and demand constructive criticism of the trainees concerning the training:



- Where do they feel not challenged enough or demanded too much?
- What did they not understand?
- Which training methods are well accepted, which not?
- Where do the trainees wish more support?
- Where more freedom?
- Which are the tasks/work they have interest?

Try to compile together improvements.

Check together the feasibility of alternative suggestions.

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

- Have I taken care of the own responsibility of the trainees?
- Have I demanded them without demanding too much of them?
- Have I spoken often enough with the trainees?
- Did I give them enough opportunity to talk and have I taken their statements seriously?
- How is it with praise and criticism?
- Have I made it clear, why they should do certain things and what they learn by it?
- Have I not only admitted (also critical) inquiries, but have encouraged to question?
- Are the trainees integrated into the team?
- Is their work also appreciated by the colleagues?

It is also important that you not only examine such questions in your head, but also remember concrete examples:

- What exactly have I said when I have promised them?
- How they have reacted?

🗨️ Working with young people means a great outline, because they are still looking for their place in society, they are often demotivated and unsettled. As an example, try to keep them motivated and show them how you can deal with feelings and challenges in a competent way.

4.3.5 Conflicts

In everyday training you often have to deal with tasks that are not easy to complete:

- The trainee does not complete a task satisfactorily despite repeated training and multiple help.
- The trainee always finds more or less convincing reasons to hand over annoying tasks to other trainees or colleagues.
- The trainee's position and manners cause your colleagues or superiors to make critical comments.
- The trainee's position and manners cause your colleagues or superiors to make critical comments.
- The performance of trainees has declined recently. The work results still meet the requirements, but could be more productive.
- In such cases, it may be difficult for you to find the right time to talk and to find the right words.



Assistance for coping conflicts

- What exactly displeases?
- What needs to be changed?
- What could be an acceptable solution?

Despite these preliminary considerations, remain open to new information and creative solutions to the problem.

Create favourable basic conditions:

- Is the place suitable for it? Is enough time available? Your tasks also include critically assessing the performance and behavior of your trainees:
- However, be sure to treat them with respect. Stay objective.
- Describe specifically what behavior caused the dissatisfaction and use verifiable facts. Avoid generalizations and vague assumptions.
- Formulate the demands clearly. And don't forget to justify your expectations in a comprehensible way.

Clarify the perception of the trainees

What wishes and hopes, what concerns and problems are behind the trainee's behavior? If you are too preoccupied with the conflict, you are afraid of not remaining objective and contributing to escalation rather than resolution of the conflict: Get support from a third party, mainly the person responsible for training, the training provider. Get advice on finding possible solutions to the problem. Provide a solution to the problem that the opponent can also accept. The conflict is only resolved when all those affected can live and work with the arrangement made and no longer feel burdened with negative emotions. Different roles can sometimes place conflicting demands on you. E.g. If the workload is high, you may be tempted to employ trainees for a longer period of time with simple auxiliary and routine work in order to relieve yourself and your colleagues. You may not have the time to explain tasks to trainees in detail because you are busy with other work that needs to be completed. Then the quality of training also suffers under the given circumstances. The assessment of the trainee's performance or behavior can also give rise to criticism.



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

There are not simple, patent remedies for all possible conflicts. You have to decide on a case-by-case basis what behavior is right for the company and the trainees in each situation in order to find the right path that suits your personality and avoid being overwhelmed.

Several times it was already pointed out to the fact that it is important that you and the trainees communicate «appropriately» with each other. That means that you communicate often and regularly with each other!

Starting points for such discussions already arise in the context of daily work: There is a special reason, e.g. behavior of the trainees (negligent performance of tasks, unreliability, excessive treatment of colleagues or customers). Then it is important that you address such occasions early on in order to avoid emotionally stressful situations or conflicts.

Point out to the trainees right from the start that you will regularly talk about the status of their training. Also make a fixed appointment: at least once a month (e.g. on the first Monday of every month), but preferably at even shorter intervals.

It is also helpful to link the interview appointments to regularly recurring events.

Examples of this include presentations of proof of performance or appraisal interviews after a training session (e.g. after a department's routine or after completion of a more complicated assignment or project).

🔗 Dealing with different kind of conflicts which occur during the trainings is one of the challenges for you as an in-company instructor.



4.3.6 Feedback from the trainee

Reflection (analysis) by the trainee of his actions. Feedback is information about a person's behavior, process, and performance that you give to them with the expectation that it will positively influence their behavior, process, and performance in the future. Feedback is most often given in person, especially when there is negative information. It is wrong not to give the trainee any feedback or to constantly criticize them.

Feedback rules: Giving feedback

Take an active role and lead the feedback discussion. Prepare for the conversation:

- Write down which points you would like to address and in what order.
- Set priorities and do not overload the conversation with trivialities.
- Understand the central goal of the conversation:
 - What «message» should be conveyed to the trainees?
 - What regulation should be achieved?
- Create a personal and pleasant atmosphere.
- Think of a place where you won't be disturbed or distracted by others.
- Make sure the feedback is clear and unambiguous.
- Common statements like «You always avoid difficult tasks» are not helpful for your trainee
- Avoid generalizations such as «It always seems like you...», «Every time you act...», «You never have...».

- Instead, refer to specific observations and incidents.
- Then the statement is easier to understand for the trainee:
- «I noticed that you referred the customer to the colleague when the colleague wanted additional information».
- Tell him or her what behavior is expected in the future. Also, be realistic. Also, avoid putting excessive demands on your trainees «I expect you not to make any more mistakes in the future!». Set priorities and focus on what's important.
- Avoid moral evaluations of your trainees' behavior. Do not embarrass or humiliate the trainees.

In any case, always appeal to positive points of view. Although open, exaggerated praise may seem implausible, be aware of this:

- It's better to praise too much than too little!
- Make it clear that you are also willing to accept feedback.

Therefore, ask the trainee specifically for feedback when it is time to make a statement. Feedback rules: Take feedback

First and foremost, your trainee will accept feedback from you. It is also important that your trainees adhere to some rules, just as you do when you receive feedback from your trainees or from other people (supervisors or colleagues). Therefore, make your trainees familiar with the following rules:

- Listen carefully and allow the person giving feedback to finish (don't interrupt!).
- If you don't understand something, ask questions and ask for an explanation or examples.
- If you are not sure if you understood something correctly, repeat it in your own words and make sure: «Did I understand it correctly?»
- Avoid making excuses or justifications or spontaneous explanations of your behavior.
- Accept praise! Do not relativize or diminish your achievements with your own comments.
- However, say answer if it is too much for you and you have the impression that only negative aspects are being presented.
- Silently consider what you can accept and desire from what you care about.
- At the end of the feedback, share to what extent what was said was new, useful and helpful to you.



List of questions for self-reflection

Just like your trainees, you will also develop further with every feedback discussion. In order to increase the benefit of the lectures for yourself, you should then go through the course and results yourself:

- How prepared was I?
- What unexpected situations occurred? What didn't I expect?
- What went well? What went as expected?
- Why does the conversation go this way and not another way? How important was my role in the course of the conversation?
- What could I have done differently?
- How did I feel during the conversation?
- What did it do for me? What have I missed?
- What do I do the same next time? Something different?

🔔 Feedback plays a crucial role in education and learning. It helps to ensure that new knowledge is acquired earlier and repetitive mistakes.

4.4 Monitoring and evaluating the in-company training process according to the work Workplace learning implementation plan



The implementation of company training phases requires the establishment of well-founded monitoring mechanisms that ensure compliance with the agreed training quality.

A typical monitoring tool for DE training is the diary, which is a kind of training report book. All activities that the trainee carries out during a week are described by the trainee. The trainee makes entries every week and the VE teacher uses this tool to monitor the progress of the training and check whether the training is being implemented according to the joint training plan.

The diary is also very important for the final assessment, as a trainee will only be admitted to the exam if the diary has been filled out and signed by you as the in-company instructor.

In addition to the above documents, other countries have implemented the following assessment and monitoring tools:

- A notepad and a weekly report (your version) maintained by you.
- A notebook and a weekly report (VE teacher version) to be kept by the VE teacher.
- Questionnaire for evaluating the in-company training module (company version)
- Questionnaire for assessing the in-company training module (version for trainees).
- Industry Module Assessment Form (Corporate Version): You and the company's management should complete it.
- Industrial Module Assessment Form (Trainee Version): To be completed by the training.

(See Annex VI „suggestion for additional monitoring and evaluation tools“)

📅 Diary is an important monitoring tool for the implementation of the DE training.



4.5. Your Pedagogical responsibility with the regard to the assessment

A key area of your responsibility is the psychological and pedagogical support of the trainees during the preparation phase for the final examination.

Conducting a trial exam at work helps to overcome a number of difficulties that the trainees face when passing exams related to:

- With the peculiarities of information processing
- With the ability to plan time
- With the lack of complete and clear information on the exam produced itself
- With the specifics of recording responses, etc.

You as an in-company instructor must be able to carry out an examen at the workplace and evaluate the results based on practical criteria.

Preparation for an exam should be aimed at ensuring that trainees deal with exam-oriented content and work on tasks under conditions similar to those of a practical exam.

Examination task must be adapted to the list of professional competencies that the trainee must have upon completion of the vocational educational program.

When preparing for the exam, you have to consider and apply the following:

- Precise organization and implementation of examinations;
- Use of pedagogical testing situations that fully reflect realproduction situations;
- Take into account the opinions and advice of employers' associations when re.paring and conducting audits;
- Improve and finalize evaluation forms, increase the number of evaluation criteria and their justification;
- Use individual work planning for trainees during the exam;
- Transfer teaching into a practical mode, based on real production tasks of the corresponding profession.
- The final grades take into account the trainee's current practical activity based on the completion of specific and formalized tasks.



Exam anxiety is not uncommon and can lead to a deterioration in performance. The foundations for overcoming exam anxiety should be laid during training by imparting the necessary technical, individual and social knowledge and skills.

You are obliged to build relationships with trainees in a pedagogically professional manner. This includes, for example, creating a positive atmosphere during the training period.

However, you and teachers of the VE Institutions should focus on their professional and pedagogical knowledge and skills and not try to have a therapeutic effect on trainees.

🔔 In the assessment phase, you are playing an important pedagogical role. You need to prepare and support he trainee and to reduce his fear before the examen.

4.6 Preparation of the in-company instructor for the DE training

Since you have already extensive practical professional experience and sufficient technical skills, the focus of your training should be on acquiring pedagogical-didactic and transversal skills. These skills should enable you to professionally plan, carry out, monitor and control in-company training based on the training plan.

Further training to prepare you for the role of an in-company instructors should include at least the following content:

- Relevant legal basis know-how for training companies and employers.
- Training in pedagogical competencies, knowledge and skills in vocational and work pedagogy based on typical situations and role plays from everyday business life, e.g. motivating young people, dealing with conflicts and giving feedback.
- Planning of the entire training period and the implementation plan of the joint training plan
- Use of controlling instruments such as management books or training checklists
- Training on performance assessment of trainees
- Imparting professional skills

(See *Annex VIII Proposal for in-company instructor training*)

🔔 As a company trainer, you need further training in order to acquire pedagogical-didactic and comprehensive skills and to be able to plan, carry out, monitor and control company training professionally based on the training plan.

4.7 Establishment of cooperation between in-company instructor and VE teacher

As an in-company instructor, you need to build up a good relationship with the VE teacher to carry out the mutual training of the trainees. Prior to training start, you and the VE teacher are in charge to develop a joint training plan and in accordance with this plan, the roll out plan needs to be developed in line with the VE Institution.

A frequent and direct contact is needed to monitor the progress of the training and to solve various kinds of problems, including discipline problems during the in-company training time.

The contact will be implemented by frequent visit of the on the job training in-company instructor to the trainee during the in-company training period, but also by the tool of the diary.

See Annex IV «*Diary*».

5. Role of VE Institutions, in-company instructor and VE teacher

5.1 Responsibility of VE Institution in dual education training system



In the dual educational system, the VE Institution takes over the following responsibility:

- Relevant legal basis know-how for training companies and employers
- Assist trainees in overcoming personal obstacles, developing self-control, motivation, and a sense of purpose in life
- Facilitate the identification and mobilization process of industries for DE engagement
- Plan, coordinate, and follow up the orientation and induction process of trainees
- Participate in new trainees orientation, predeployment orientation, and induction program
- Build sustainable linkages and partnerships with industries
- Facilitate the signing of MoU, cooperative training contract, and enrolment of trainees
- Conduct labor market analysis and tracer study, and share the result of the study with the training department of the college
- Assist trainees with career assessments, organize host networking events, advise employers with recruitment and hiring

In addition, the VE Institution must carry out labor market analyzes and tracer studies to analyze the supply and demand for workers.

The industrial link is also very important to implement and support DE training and place graduates into jobs.

5.2 Responsibility of the in-company instructor in the DE training system



In the frame of Dual Educational Training system an important role is to be occupied by the so-called in-company instructor. His tasks are the following:

- Collaborate with the staff of the VE Institute and the company to develop and validate the training plan, which specifies, among others, the training stations.
- Facilitate the signing of a Memorandum of Understanding on side of the companies.
- Place the trainees in the cooperating partner companies.
- Coordinate implementation of the training plan with all departments concerned.
- Recommend to management disciplinary actions for trainees' where needed.
- Assesses the proficiency level gained by trainees during the in-company training.
- Maintain regular communication with the in-company instructor and VE teachers for feedback and information updates.
- Visit the partner companies to monitor and evaluate the performance of trainees and receive feedback from the in-company instructor.
- Monitor the trainees 'performance by conducting regular visits to the partner companies, checking the trainees 'record books (training log book), obtain weekly feedback directly from the trainees and counselling trainees on training related matters.

5.3 Responsibility of the VE teacher in the DE training system

On the side of the TVET Institute the teachers appointed as 'DE teachers 'need to be enabled to perform their additional responsibilities which usually comprise:

- Participation in the development of a joint training plan with the company's instructor.
- Carry out theoretical and practical training which corresponds with the practical training at the training company and, additionally, fill the gaps between the competence requirements defined in the curricula and the in-company training in the training companies in the case individual companies cannot provide these training parts themselves (the size of the company could be a limiting factor not only with regard to the number of training places, but also in respect to the scope and content of practical training offered).



- Monitor the trainees 'performance
- Closely coordinate with the partner companies and follow up the trainees learning progress in continuous communication with the in-company instructor (checking the trainees 'record books (training log book), obtain weekly feedback directly from the trainees).
- Implement the final theoretical assessment at the VE Institute

5.4 Further Training of VE Teachers

In order to enable VE teachers to carry out these responsibilities and tasks described in 5.3, further training is required in the training company, which improves their practical, especially job-related skills and familiarizes them with the work/ production processes in the companies



6. Assessment and certification of DE training

The dual education ends with a final (state) certification in the form of a practical exam. A practical exam allows graduates to demonstrate mastered professional competencies and show the level of readiness for future work.

The demonstration exam is carried out in workshops of VE Institutions or at an enterprise with strict compliance by graduates with labor protection requirements, as well as in compliance with the principles of objectivity, openness and equality of graduates. The State Certification Commission includes at least 40% representatives of employers. The assessment of learning outcomes should be done twice, ideally with priority in companies. The final test results reflect each trainee's knowledge, skills and attitude to the respective professional standard. The final exam is therefore not only a learning goal, but also a useful tool for assessing the quality of learning. As part of the implementation of DE, the final audit in the company also shows the effectiveness of educational activities.

6.1 Valuation forms and valuation fund

In the format of dual vocational education, there are three main forms of assessment:

- ongoing assessment—assessment of trainees' progress in the learning process;
- intermediate assessment—assessment of learning outcomes at the end of the professional module;
- final assessment—a qualifying demonstration exam at the end of training, as well as test tests on complexes of professional disciplines (modules).



The trainees' progress in the learning process (current assessment) is assessed on the basis of practical training and production assignments (documented in the trainee's diary). The current assessment also includes tests to test the knowledge, skills and abilities acquired by trainees in classes at an educational institution. Assignments and tests for the current assessment should reflect the material passed at the time of control (the content of the educational program) and check the degree of mastery of the relevant (general and professional) competencies by trainees. Ongoing assessment feed back on the assessment results.

Of particular importance in this context is the trainees's diary, which is a form of certificate of completion of training at the enterprise, reflecting his daily work.

A fund of assessment tools for current monitoring is developed by teachers of an educational institution (with the participation of In-company instructor). The assessment fund consists of three parts:

- assessment tools for ongoing monitoring (materials from the teacher, industrial training master, In-company instructor for checking trainees' mastery of educational material, including entrance control, control in practical classes, when performing laboratory work, educational practice assignments, etc.);
- assessment tools for intermediate certification for conducting exams and tests in academic disciplines (if available), practices, professional modules (if available);
- assessment tools for the qualifying (final) exam.

The practical exam takes place in the company where real production conditions are simulated.

6.2 Development of Assessment Tools

The assessment tools should enable the assessment of the learning outcome. Therefore, they must reflect the level of competence required according to the professional standard. The actual requirements for practical competency assessment can be summarized using five criteria:

- Time.
- Labour Safety.
- Cleaning and Environmental Protection.
- Correctness of production process.
- Working arrangement.

Quality of the product or service provided

Referring to the achievement of technical parameters of the finished product or service performed by the trainee, according to the requirements defined as per examination task. Based on the importance levels of each required parameter the assessors will give component scores of appropriate levels. This criterion should be emphasised together with the trainees' competence in terms of professional behaviour, skills and experience.

Time

This is the actual period of time that the trainee needs to complete the practical test. It is counted from the time the test tasks are handed over to the trainee until the time the trainee hands over the finished product or service and reports on its completion.

This criterion should be emphasised towards the end of the training course, together with the trainee's competence in terms of professional behaviour, skills and experience.



Labour Safety, Cleaning and Environmental Protection

This criterion is assessed against the following:

- Wearing workplace safety equipment and using safety tools and equipment as appropriate

- Adhering to relevant instructions and procedures when operating machines, equipment and tools.
 - Keeping the workplace clean and taking environmental protection measures.
- Correctness of production process:

This criterion is assessed based on the correctness and expertise of the production process.

The cost effectiveness and suitability of the tools, equipment and sub-materials used as well as the accuracy of the production process.

Working arrangement

This criterion is assessed against the following:

Processing the examination task following a specific plan or procedure
Arrange and leave the workplace neatly and tidily.

📌 The assessment reflects the level of competence required according to the professional standards.

6.3 Joint Assessment of DE Learning Outcomes

According to the general provisions on final certification, the management of the VE Institution must decide to form a group to develop practical examination tasks. The group includes company specialists (company trainers), deputy directors for industrial training, industrial training masters and teachers with in-depth knowledge and professional skills in their profession.

It is advisable to involve specialists from industry associations in the work of the group as additional external experts for the joint assessment of DE training.



🔔 The assessment committee includes the administration of the VE Institution, the company specialist, the deputy director of industrial training and industrial training Masters.

6.4 Formal Certification of Qualification

A trainee who has successfully completed the DE training is awarded a state diploma. This diploma gives the rights to use the acquired knowledge, skills and qualification at work.



7. Implementations steps for DE training

The implementation of dual VE involves several important steps to ensure its successful execution.

These steps include

1. Planning and preparation.
2. Onboarding of industries/companies.
3. Trainee selection process.
4. Dual VE implementation.
5. Course Completion and transition to the labour market.

1. Planning and preparation

During the planning and preparation phase of implementing dual VE, VE Institutions should consider the following key factors:

Identification of the Vocation Area

VE Institutions need to carefully identify the appropriate courses that can be effectively implemented in a dual format. It's important to note that not all courses can be adapted to a dual approach. Factors to consider include assessing the local environment surrounding the VE Institute and identifying the types of industries and key economic activities present. For instance, if there are a significant number of motor garages in the area, the institution may choose to implement automotive courses. It is advisable to develop a matrix that maps these companies and the sectors of interest.

Evaluation of Workshop Facilities

During the identification process, the VE Institute should assess whether there is a well-equipped workshop available for the chosen course within the Institute premises. This is crucial to ensure that trainees receive adequate practical training for the sessions that needs to be covered within the VE Institute itself. A properly equipped workshop enables trainees to gain hands-on experience and develop the necessary skills required in their chosen vocation within the VE Institute.

Availability of Qualified Trainers

Another important consideration is the availability of enough qualified trainers to deliver the dual VE program. The institution should ensure that there are teachers with the necessary expertise and experience in the selected vocational area. Adequate staffing and a competent team of trainers are essential for providing quality education and guidance to the trainee throughout their training.

Clear Certification Process

Having a clear certification process for the dual VE course is crucial. The VE Institute should establish transparent guidelines and criteria for assessing the trainees' performance and awarding certifications upon completion of the program. This ensures that the qualifications obtained by the trainees are recognized and valued by employers in the industry.

Additional Factors

In addition to the above considerations, the VE Institute should take into account any other relevant factors that may apply to the specific implementation of dual VE. This could include local regulations or requirements, industry demands and trends, availability of resources, and any unique challenges or opportunities present in the local context.

By carefully considering these key factors, VE Institutes can effectively plan and prepare for the implementation of dual VE programs, ensuring the alignment of vocational areas, facilities, trainers, certification processes, and other important elements necessary for a successful program.

2. Onboarding of Companies

Once the initial planning is complete companies will need to be identified and onboarded. This process is crucial for the successful implementation of the in-company training in dual VE. The following key considerations can be applied:

Conduct Orientation Sessions for Companies

VET Institutes need to organize orientation sessions for the companies to familiarize them with the concept and workings of dual VE, as well as clarify their roles and responsibilities. Orientation sessions can be conducted through individual visits to the companies or by inviting them to a breakfast meeting at a convenient venue within the VE Institute. It's important to be mindful of the busy schedules of company and industry staff, ensuring that the sessions are focused, concise, and productive.

During the orientation session, the VE Institute should discuss the duration and design of the dual VE approach, such as the rotation model, and seek agreement with the companies. At this stage, it is also essential to discuss the number of slots or positions the companies can offer for trainees, as this information is crucial for planning class sizes. Different industries may commit to varying numbers of trainees based on factors such as their size, priorities, presence of branches, and projected recruitment needs. These details should be thoroughly discussed during the onboarding process.

In-Company instructor

Additionally, the VE Institute should consider the need for training in-company trainers as part of the implementation process. Providing support to companies in enhancing the skills of their trainers can contribute to the overall effectiveness of the in-company training. The VE Institute can assist with this by offering training programs and resources to develop the capabilities of in-company instructor during the implementation period.

Memorandum of Understanding

The VET Institute need to sign a cooperation Memorandum of Understanding (MoU) with the onboarded companies. This agreement clarifies the roles and responsibilities of each party involved. The ultimate goal is to establish a collaborative relationship with industries that ensures the provision of appropriate practical training for the trainees.

3. Trainee selection process

The trainee selection process is a crucial step in ensuring that the dual program enrolls motivated, qualified, and committed trainees who are ready to pursue industry-oriented skills to kickstart their careers. After determining the number of available slots from the companies, the VE Institute can proceed with the identification of trainees. It is advisable to attract a large pool of applicants to allow industries to screen and select the most suitable candidates for the dual VE program. Admission of trainees to an educational institution in the dual education format is carried out in accordance with legislative acts. The selection of candidates for dual education is carried out by interested enterprises, as well as educational institutions.

The following steps are recommended for educational institutions in the selection process:

Interview of Candidates

Once the pool of candidates has been sent to the companies, the VE Institute should

coordinate and confirm interview dates for the final selection of trainees. It is preferable to set aside a specific day at the VE Institution where the companies and trainees can meet for the interview process. However, some companies may prefer to conduct interviews at their own premises, in which case the VE Institute can make the necessary arrangements and communicate them to the relevant trainees. It is important to note that different companies may have different methods for selecting their trainees, such as oral interviews or aptitude tests. The selection process should be left to the discretion of the respective industries. To support the trainees, the VE Institute can organize an interview preparation session a week or a day before the interviews, as most trainees may lack experience in presenting themselves during an interview. This session can also cover important skills such as CV writing.

Finalization and Training Agreements

The TVETInstitute should collaborate with the respective industries to consolidate the final list of selected candidates and prepare admission letters for the upcoming intake. The number of candidates on the final list should match the committed slots from the companies. It is necessary for the selected trainees to sign a training agreement and with their respective companies. The training agreement, which is distinct from an employment agreement, will outline the responsibilities of the trainee, and the company during the training period.

Educational institutions organize groups in DE format only with those candidates who have contracts with enterprises.

By following these steps and ensuring a thorough selection process, the VE Institute can enroll trainees who are well-prepared and motivated to excel in the dual VE program, fostering successful industry partnerships and supporting the trainees' career development.

4. Dual VE Implementation

Once the previous processes have been completed, the dual VE program can commence, following the agreed-upon rotation model between the VE Institute and the industry partner.

Training Implementation

At the VE Institute trainers are expected to adhere to the training plans developed and agreed upon with the industry partner. Different industries may have their own unique program structures, some of which may begin with onboarding and induction sessions.

In-company instructor will utilize the joint-training plans to provide trainees with practical and hands- on training in the industry setting. It is important to note that the industry floor should not be transformed into another classroom, and therefore, the training schedule may be based on focused work at the industry during specific weeks or days. This means that there may be variations in the learning experiences of different trainees at different companies. However, these difference should be taken into consideration and need to be addressed in the process of organising training in VE Institution.

Communication between VE teachers and In-Company instructor

During the implementation phase, trainers from the VE Institute should make regular visits to the industry to assess the progress of their trainees. It is advisable for industry-based trainers to also make visits to the VE school if their schedules permit. Consistent communication and consultation between the industry-based trainers and VE teachers twill greatly benefit the trainees throughout their training journey.

Trainees arrangements

Regarding trainee logistics, they may need to consider shifting their residences to live closer to the industries or choose to retain their current locations, depending on the location of the industries. Therefore, it is crucial for the industries to be easily accessible during the identification process. Alternatively, trainees can be attached to companies near their homes or seek financial support from their parents to reside near the industries, facilitating their attendance at industry trainings. All of this information should be communicated to the trainees and parents during the selection process, ensuring they are aware of the forthcoming processes and potential costs associated with training in the industry, thus mitigating any challenges that may arise during the program.

While working in the industry, trainees are required to comply with all company regulations, similar to regular employees. Violation of company regulations may result in disciplinary action. Trainees are also expected to have the necessary Personal Protective Equipment (PPE) specific to each industry. This information should be communicated to the trainees at the beginning of the program, and the industries should share the specific PPE requirements with the VE Institute during the onboarding stage of the companies

5. Course Completion and Transition to the labour market

Upon completion of the training course, trainees will have gained comprehensive theoretical and practical training, equipping them with the necessary skills to enter the job market. The TVET Institutions, in collaboration with their respective examining

bodies, will award certifications to trainees who have successfully met the course requirements. In addition to the certification, it is advisable for industries to provide recommendation letters and certificates of participation to acknowledge that the trainees have acquired valuable practical training within their specific industry. Many industries prefer to retain a pool of trainees or offer employment to all the trainees who have trained and been mentored by them. This preference arises from the fact that these trainees are already familiar with the company's culture, procedures, and operations, which eliminates the need for additional training and onboarding costs. By hiring these trainees, companies can ensure a smooth transition into the workforce as they can immediately contribute to the organization's operations upon receiving their employment contracts. Other methods of tracking and tracing trainees during employment can be applied.

8. VE linkage with the private sector

8.1 VE teachers' involvement with industry

While VE Institutes are, in general, expected to collaborate with industry, the type and frequency of collaboration varies. Some reasons to collaborate include:

- Offering trainees opportunities for work-based learning (e.g. work placements, apprenticeships, internships, DE training);
- Offering VE teachers and trainers opportunities for professional development (e.g. observations, research activities);
- Planning updates in curricula;
- Proposing changes in occupational skills;
- Offering project opportunities for VE trainees (e.g. trainees are asked to solve a technical problem in a manufacturing company as an assessment for a unit);
- Organising joint events to promote a specific vocational area (e.g. companies team up with VE Institute to promote tailoring as a career);
- Training company employees.

Another opportunity for collaboration is the concept of the 'hybrid' VE teacher who works simultaneously in VE Institutions and for a company, or vice versa. Hybrid teachers can keep VE teachers up-to-date whilst also releasing more teaching resources. Trainees get to meet industry professionals in person, and they have the opportunity to understand what the training can lead to.

VE teachers and trainers who remain in touch with industry are in a better position to be up-to-date in their vocational field.

8.2 Cooperation between the public and private sectors

Dual vocational training implies shared responsibility and ownership by both the private

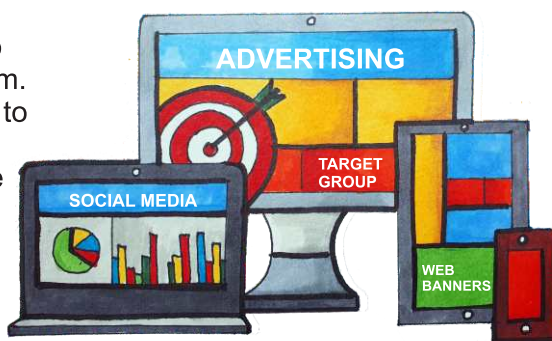
and public sectors. The involvement of private bodies (e.g. chambers, business associations) and companies as well as their cooperation with the public sector is essential in dual vocational training systems. The public and private sectors must work together to develop professional profiles, curricula, training offerings, examinations, governance and financing of vocational training. The systematic involvement of the private sector ensures that the requirements of the economy with regard to the content and quality of training are recognized and met. VE teachers and trainers must have practical experience in the profession they teach. Teacher training institutions cannot be expected to be fully informed at all times about skills needs in all relevant sectors or to be equipped with the latest production equipment for the preparation of VE teachers. Collaboration between the private sector and the VE Institute can be used to build the through the organization of exchange internships.

8.3 Private sector partners Contributions

Modern and effective VE systems deliver and operate their courses and programmes according to occupational standards. Occupational standards specify what a person should know and be able to do in order to effectively carry out the functions of a particular job at the workplace. They are in general defined by private sector stakeholders, who know the skills requirements and conditions in the industry. Curricula specifying the learning outcomes should ideally reflect the content of the occupational standards. Thus the private sector partners would be logical partners for VE Institutes in the development of OS and curricula. So, the private sector has an important role to play in promoting quality VE both as an employer and a training provider.

9. Advertising and creating awareness for DE

The VE Institute can use various advertising methods such as newspapers, local media stations, leaflet distribution and roadshows to attract a wide range of trainees to the program. Additionally, some companies may be willing to promote the program through their corporate websites, allowing VE Institute to collaborate with them on joint promotional initiatives. In order to effectively meet the expectations of trainees, it is necessary to ensure that the information published on the posters and advertisements is correct.



In addition, the VE Institute must participate in job fairs and organize «open door» events at the institute to inform parents and trainees about the DE system. Publishing experience reports from postgraduates is also useful and can convince and motivate future trainees to enrol in DE training.

Annex I Labour law and regulation

Labor legislation and regulations that are significant when organizing DE in Uzbekistan:

1. Law of the Republic of Uzbekistan «On Education»

(National Legislation Database, 09.24.2020, No. 03/20/637/1313; 10.12.2021, No. 03/21/721/0952)

2. Labor Code of the Republic of Uzbekistan

(National Legislation Database, October 29, 2022, No. 02/22/798/0972; April 12, 2023, No. 03/23/829/0208; November 29, 2023, No. 03/23/880/0905)

4. Decree of the President of the Republic of Uzbekistan «On measures to develop the spheres of education, upbringing, and science in a new period of development of Uzbekistan» dated November 6, 2020 No. UP- 6108

(National Legislation Database, 07.11.2020, No. 06/20/6108/1483; 26.08.2021, No. 07/21/5234/0826)

5. Decree of the President of the Republic of Uzbekistan «On measures for the accelerated development of the textile, clothing and knitting industry» dated December 14, 2017 No. UP- 5285

(National Legislation Database, 12/15/2017, No. 06/17/5285/0409; 03/20/2018, No. 06/20/5383/0980; 11/09/2019, No. 06/19/5870/4010 ; 06/19/2020, No. 06/20/6011/0780; 01/27/2021, No. 06/21/6146/0065)

6. Resolution of the Cabinet of Ministers of the Republic of Uzbekistan «On approval regulatory __ acts regulating _ system continuous primary , secondary And average special professional education in the Republic of Uzbekistan» August 7, 2020 No. 466

(National database of legislation, 08.08.2020, No. 09/20/466/116; National database of legislation, 04.06.2021, No. 09/21/345/0522, 23.11.2021, No. 09/ 21/705/1082; 04/05/2022, No. 09/22/153/0266; 04/15/2022, No. 09/22/191/0315; 08/10/2022, No. 09/22/438/0726)

7. Resolution of the Cabinet of Ministers of the Republic of Uzbekistan «On measures to organize dual education in the vocational education system» March 29, 2021 No. 163

(National Legislation Database, March 29, 2021, No. 09/21/163/0250)

8. Resolution of the Cabinet of Ministers of the Republic of Uzbekistan «On introducing changes And additions V some solutions Government of the Republic of Uzbekistan V communications With introduction systems reception trainees V professional educational institutions V form dual education V flow of the year» December 7, 2023 No. 647

(National Legislation Database, 12/11/2023, No. 09/23/647/0926)

9. Joint resolution of the Center for Secondary Specialized Vocational Education of the Ministry of Higher and Secondary Specialized Education and the State Test Center under the Cabinet of Ministers of the Republic of Uzbekistan «On approval of the regulations on the procedure for conducting final state certification in special secondary vocational institutions»

(National Database of Legislation, 2009, No. 41, Article 443; National Database of Legislation , 07.28.2021, No. 10/21/3313/0724)

10. Methodological recommendations for the development of curricula and the schedule of the educational process of dual education in professional educational organizations.

<https://edu.profedu.uz/kurslar/38>)

11. Methodological recommendations for the development of competency-based dual education programs.

https://edu.profedu.uz/media/files/14.Kompetensiyaga_asoslangan_talim_dasturlari.pdf)

12. Methodological recommendations for the development of educational programs based on professional standards

<https://edu.profedu.uz/kurslar/249>)

13. Methodological recommendations for assessing the learning outcomes of trainees in the form of dual education

https://edu.profedu.uz/media/files/20.Dual_talimda_uqitish_natijalarini_baholash.pdf)

Annex II Agreement Company and VE Institution

The sample Agreement was approved by order of the Ministry of Higher and Secondary Special Education of the Republic of Uzbekistan No. 353 dated August 18, 2021

between an enterprise and an educational institution on the organization of dual education

AGREEMENT

Professional educational institution

_____, carrying out training in accordance with the Regulations «On the procedure for organizing dual education in the vocational education system», hereinafter referred to as «Educational Institution», represented by the director (full name) _____, on the one hand and enterprise _____, carrying out training of personnel together with the Educational Institution for dual education, represented by the head (full name) _____ on the other hand, hereinafter referred to as the «Enterprise», collectively referred to as the «Parties», have entered into this agreement (hereinafter referred to as the Agreement) about the following.

1. SUBJECT OF THE AGREEMENT

1.1 The Parties undertake to carry out joint training of qualified personnel on the basis of dual education in the profession (specialty) _____.

1.2 Organization of the theoretical, educational and practical part of the educational program in a professional educational institution, as well as the practical part related to the formation of production skills and competencies in the enterprise turning the trainee into a participant in the labor process.

2. DUTIES OF THE PARTIES

2.1. Enterprise:

develops and implements an action plan for the implementation of the dual education program together with the educational institution; coordinates with the educational institution the period of dual education and the composition of trainees sent to the enterprise; concludes agreements with trainees on dual education and accepts trainees for periods agreed with the educational institution; each trainee will be assigned a highly qualified specialist - in-company instructor to teach the practical part of the dual training program; pays the trainee wages in accordance with the law for work at the enterprise in the process of dual training; ensures the implementation of the practical part of the dual education program related to production at the enterprise and creates sufficient conditions.

organizes the process of assessing the results (competencies) of training in a profession (specialty) on the basis of the educational modules mastered by the trainee in accordance with educational programs developed jointly with the educational institution; participates in the final state certification of the trainee by profession (specialization); together with the educational institution, prepares reports on the provision of education under the dual education system.

2.2. Educational institution:

together with the enterprise, develops and approves educational regulatory documents on dual education based on educational programs approved by the Ministry of Higher and Secondary Specialized Education in specialties (specialties); approves with the enterprise the duration of dual training and the list of trainees; issues an order on the organization of dual education, sending trainees to an enterprise, assigning a master of industrial training or a teacher of special disciplines to each group of trainees; ensures the implementation of the dual education program; controls the activities of teachers and industrial training masters and ensures the organization of the educational process in the prescribed manner; controls the trainee's diary; in cooperation with the enterprise, organizes in the prescribed manner the process of certification of trainees and the final state certification; prepares a report on the results of dual education in agreement with the enterprise and submits it to the regional departments for the development and coordination of vocational education of the Republic of Karakalpakstan, regions and the city of Tashkent.

3. DURATION OF THE AGREEMENT

1. This Agreement comes into force from the date of signing .
2. The contract is valid for the period of study of each trainee (group) formed on the basis of dual education.
3. Additional terms and amendments to the Agreement will be reviewed by the Parties within ten days and formalized in additional agreements.
4. The amendments made are an integral part of the Agreement.

4. RESPONSIBILITY OF THE PARTIES

5. The parties are responsible for failure to fulfill their obligations under this agreement in accordance with the legislation of the Republic of Uzbekistan.
6. The parties are released from liability in case of failure to fulfill or properly fulfill their obligations under this agreement if the decision is caused by force majeure.

5. OTHER CONDITIONS

7. The «Educational Institution» does not compensate for damage caused to trainees in the process of studying (working) at the Enterprise.

8. Disputes and disagreements arising in the process of fulfilling the terms of this agreement are resolved by agreement of the Parties .
9. Issues not regulated by this agreement will be resolved in accordance with the legislation of the Republic of Uzbekistan.
10. The agreement is drawn up in two copies, each of which has equal legal force.
11. The terms of the agreement can be changed at the request of the parties, except in cases where the content of the relevant condition is established by law.

6. LEGAL ADDRESS AND DETAILS OF THE PARTIES

"EDUCATIONAL INSTITUTION"

"ENTERPRISE"

(Name of Educational Institution)

(Name of enterprise)

(Legal address)

(Legal address)

(Banking details)

(Banking details)

(Full name of the head)

(Full name of the head)

(Signature stamp)

(Signature stamp)

" " _____ 202__

" " _____ 202__



Annex III Example of agreement between Company and trainee

The sample Agreement was approved by order of the Ministry of Higher and Secondary Special Education of the Republic of Uzbekistan No. 353 dated August 18, 2021 (now: Ministry of Higher Education, Science and Innovation).

AGREEMENT

on dual education between an enterprise and a trainee (sample)

City (district) _____ from " " _____ 2021

Enterprise _____, carrying out training for cooperation in dual education in accordance with the agreement concluded between _____ (name of the vocational _____ from " " _____ 2021 educational institution) and enterprise No. ___ from " " _____ 20___, hereinafter referred to as the "Enterprise" represented by the head _____ on the one hand, and trainee (or legal representative of the trainee) _____, studying at the Professional Educational Institution _____, hereinafter referred to as the "Trainee", acting in his own interests and on his own behalf (acting on behalf of the interests of the Trainee), collectively referred to as the "Parties", have entered into this agreement (hereinafter referred to as the Agreement) as follows.

1. SUBJECT OF THE AGREEMENT

1. According to this Agreement, the Enterprise organizes dual training for the Apprentice at the enterprise in the profession (specialty) _____.
2. The trainee's mastery of the dual educational program of the profession (specialty) _____, as well as the organization in a professional educational institution of mastering the theoretical, educational and practical part of the educational program, and the practical part related to the formation of qualifications and competence in the enterprise.
3. The duration of dual education at the enterprise, the duration of theoretical and practical training, and the final state certification are determined on the basis of the schedule of the educational process approved by the enterprise and the professional educational institution.
4. In an academic year, a trainee is entitled to at least two vacation periods. The start and end dates of the vacation are agreed upon with the professional educational institution.

2. DUTIES OF THE PARTIES

2.1. Enterprise:

coordinates with the educational institution the period of dual education and the composition of trainees sent to the enterprise; employs the Trainee on the basis of labor legislation during the training period; will provide the Trainee with specific workplace during the implementation of the practical part of the dual training program related to production at the enterprise, as well as the necessary equipment; will familiarize the Trainee with the charter of the enterprise, internal regulations, medical (sanitary), fire safety rules and other mandatory rules and regulations, as well as employment opportunities at the enterprise; each Trainee will be assigned a highly qualified specialist-in-company instructor to teach the practical part of the dual training program; ensures the implementation of the practical part of the dual education program related to production at the enterprise and creates sufficient conditions; based on its internal capabilities, it can cover the costs of travel to the enterprise and back, food, special clothing (uniforms), provision of production tools, raw materials, hostel (if necessary); based on the goals and objectives of dual education, ensures the Trainee's participation in practical processes in accordance with the organization's charter. Provides trainees with safety measures that meet the requirements of medical and sanitary regulations, labor protection, life safety and fire safety; ensures the use of medical services provided by the enterprise for trainees; ensures compliance with the dual training program, implementation of job descriptions and job responsibilities; organizes the process of assessing the results (competencies) of training in a profession (specialty) on the basis of the educational modules mastered by the trainee in accordance with educational programs developed jointly with the educational institution; ensures the keeping of a trainee's diary; participates in organizing the final state certification of the Trainee by profession (specialty).

2.2. Trainee:

complies with the rules of procedure established at the enterprise and in the educational institution; participates in work processes in accordance with the charter of the enterprise in the prescribed manner; participates in the theoretical and educational-practical part of dual education; fully master educational modules (programs); completes assignments given in practical classes in a timely manner; in the process of dual education, he is in constant contact with the attached master of the educational institution and the In-company instructor from the enterprise; keeps a diary and submits reports on time; carefully prepares for the final state certification and participates in certification processes in a timely manner; performs the relevant tasks determined by the educational institution and the enterprise; promptly notifies the In-company instructor and the professional educational institution in the event of impossibility of participation in the labor and educational process, unsuitability for work or study for valid reasons; strengthens knowledge and skills by completing and mastering additional tasks from missed lessons.

3. DURATION OF THE AGREEMENT

This agreement comes into force from the date of signing.

3.1 The terms of the agreement are valid during the period of study of each trainee (group) entering on the basis of dual education.

3.2 Additional conditions and changes to the contract will be reviewed by the Parties within ten days and formalized in additional agreements. The amendments made are an integral part of the agreement.

4. RESPONSIBILITY OF THE PARTIES

4.1 The parties are responsible for failure to fulfill their obligations under this agreement in accordance with the legislation of the Republic of Uzbekistan.

4.2 The parties are released from liability in case of failure to fulfill or properly fulfill their obligations under this agreement if the decision is caused by force majeure.

5. OTHER CONDITIONS

5.1 Harm caused by the Trainee during training (work) at the enterprise is compensated by the enterprise or from the wages paid to the Trainee by the enterprise.

5.2 Disputes and disagreements arising in the process of fulfilling the terms of this agreement are resolved by agreement of the Parties.

5.3 Issues not regulated by this agreement will be resolved in accordance with the legislation of the Republic of Uzbekistan. The agreement is drawn up in two copies, each of which has equal legal force.

5.4 The terms of the agreement can be changed at the request of the parties, except in cases where the content of the relevant condition is established by law.

6. LEGAL ADDRESS AND DETAILS OF THE PARTIES

"ENTERPRISE"

(Name of enterprise)

(Legal address)

(Banking details)

Tel. : _____

(Full name of the head)

(Signature stamp)

" _____ " _____ 202_

"TRAINEE"

(Full name)

Passport series _____

(Data of issue)

(Issued by)

Residence: _____

Tel. : _____

(Signature)

" _____ " _____ 202_

 **Annex IV Diary**

1. Cover page of the Diary

**“I approve”
Director of an educational
institution**

Full name. Signature

20__ year “__” _____

**“I approve”
Head of the enterprise**

Full name. Signature

20__ year “__” _____

DIARY

Full name of the student:

Name of the educational institution:

Company name:

Code and name of profession / speciality:

.....

Course: Group:

Trainee signature:

Academic year	Course
Academic year	Course
Academic year	Course
Academic year	Course
Academic year	Course
Academic year	Course

2. Reverse side of cover page

The diary was discussed at the pedagogical council
 (name of educational institution) from 20 years old “ ”
 and a decision has been made on approval and implementation in the
 educational process. Protocol No.

Compiled by Full name:	Signatures:	Place of work and position
From the educational institution _____		
From the Company _____		

3. Information about participants in the dual educational process (by type of practical education)

Name of qualifying practice:

.....

.....

.....

.....

Place of organization of dual training :

.....

Address:

.....

Training period : from “ ” 20_____ before “ ” 20_____ y

(Full name)

(Full name)

Signature
In-company instructor from
an educational institution
Place of work:

Signature
In-company instructor from
an enterprise
Place of work:

Job title:

Job title:

Phone number: _____

“ _____ ” _____ 202_

“ _____ ” _____ 202_

4. Information about qualifying practice of dual education

Name of qualifying practice:

_____ qualifying practice period :
with “ _____ ” 20 _____ before “ _____ ” 20 _____

Place of organization of qualifying practice: (shop, department and others):

Total number of hours of qualifying practice: _____ Hours
of them:

Participated in practical classes _____ hours

Missed hours _____ hours

In-company instructor from the Enterprise (full name and signature):

In-company instructor from an educational institution
(full name and signature): _____

5. Structure of dual education according to types of qualifying practice

Name of qualifying practice :

Names of acquired competencies: (GK, P K)

- 1.
- 2.
- 3.

No.	Days of the week and date	Name of topics to be mastered at the enterprise	Volume (hours)	Competencies to be mastered	Grade	Signature of the Mentor from the enterprise	Signature of the Curator from the educational institution
1	Monday Date						
2	Tuesday Date						
3	Wednesday Date						
4	Thursday Date						
5	Friday Date						
6	Saturday Date						
Total hours:							

6. Contents and types of additional daily work performed at the enterprise.

No.	Days of the week and date	Name of daily work performed in the company (to be filled in by the student)	Grade	Signature Mentor from the enterprise	Signature Curator from an educational institution
1	Monday Date				
2	Tuesday Date				
3	Wednesday Date				
4	Thursday Date				
5	Friday Date				
6	Saturday Date				

7. Feedback

Company name:	
Name of educational institution:	
Full name student:	
Profession/specialty:	
Course:	

Group :	From “ “ 20 before “ “ 20
Period of qualifying practice :	
Workplace at the enterprise (workshop, department, etc.):	
Student according to the program performed the following work: (workplaces a the main types of work performed should be indicated by name)	<ol style="list-style-type: none"> 1. 2. 3. 4. 5. 6.
Quality and assessment of the work performed: (satisfactory, good, excellent)	
Labor discipline: (pros and cons)	
The student has developed the following competencies: (GK, P K)	<ol style="list-style-type: none"> 1. 2. 3. 4.
Additional Information:	

Signature in-company instructor from the enterprise:

Signature of the In-company instructor from the educational institution :

Signature of the head of the enterprise :

“ “ _____ 20____y



Annex V Suggestion for additional monitoring and evaluation tools

Company Evaluation Form to be filled by the trainee

Company Evaluation Form (to be filled by the trainee)			
Trainee Information			
Trainee Name:		ID Number	
Company Name:			
Signature		Date:	

Please circle the number	Strongly agree	Some how agree	Neutral	Somewhat disagree	Strongly disagree
I was assigned meaningful tasks during my DE training	1	2	3	4	5
My DE training assignments were relevant to my academic course	1	2	3	4	5
My DE training assignment were relevant to my interests	1	2	3	4	5
I had regular supervision and guidance from my supervisor	1	2	3	4	5

Please circle the number	Strongly agree	Some how agree	Neutral	Somewhat disagree	Strongly disagree
My supervisor and/or other staff were available if I had questions	1	2	3	4	5
I learned new knowledge & skills in my DE training period	1	2	3	4	5
How you rate the facilities & sources available in the company	1	2	3	4	5
How does the company deal with new ideas?	1	2	3	4	5

You would recommend this company to other trainees:

Yes

No

Neutral

Additional comments, if any

Company Evaluation Form to be filled by each visitor

Company Evaluation Form (to be filled by visitor)			
Trainee Information			
Trainee Name:		ID Number	
Company Name:			
Academic year			
Visitor Name:		Date:	
Signature			

Please circle the number	Strongly agree	Some how agree	Neutral	Somewhat disagree	Strongly disagree
Trainee is assigned meaningful tasks during his DE training period	1	2	3	4	5
DE training assignments were relevant to academic course	1	2	3	4	5
DE training assignment were relevant to trainees interests	1	2	3	4	5

Trainee is under regular supervision and guidance of a supervisor	1	2	3	4	5
Supervisor and/or other staff are available if trainee has questions	1	2	3	4	5
Trainee have the opportunity to learn new knowledge	1	2	3	4	5
The company's environment is suitable for the DE training	1	2	3	4	5

Additional comments, if any

You would recommend this company to other trainees:

Yes

No

Neutral

Supervisor/in-company instructor Name:	Position:
Signature	Date:



Annex VI. Joint training plan, development and assessment

Steps for joint training plan development as part of dual training:

- 1.** Hire experienced and motivated company employees as in-company mentors for planning and implementing operational activities.
- 2.** Identify departments/departments, production areas/workshops, branches, etc., as well as technology/production and business processes suitable for in company training.
- 3.** Using the professional standard, determine the types of professional activities (work functions) and related competencies that are relevant to the company and suitable for in-company training.
- 4.** Determine and describe the content of joint training plan (taking into account the production/technological specifics of the company).
- 5.** Establish an appropriate order of training modules and topics in the company training process.
- 6.** Check the content of the joint training plan with the content of the OS/curriculum of the VE Institution (including the order of teaching modules/topics).
- 7.** Plan and provide training resources (workstation, equipment, tools, training materials, personal protective equipment and clothing for trainees, etc.)
- 8.** Take into account the special characteristics and needs of trainees (creating individual training plans).
- 9.** Determination of the additional qualifications acquired by trainees with outstanding learning outcomes during practical training.
- 10.** Determine the forms, channels and rules to inform the participants of the cooperative training about the implementation of the training program plan, the progress of the trainees and the learning outcomes achieved.
- 11.** Finalize the join training plan with the VE Institution.

Criteria for evaluating a joint training plan/in-company training plan

Training plan

This training plan is to document the work with the trainee a period for ... () weeks. It also suggests training areas or topics that will benefit and expand the trainee's skills.

_____/_____/_____

Trainee Name, Trainee I. D. Number (or) Social Security Number

Company _____

Company Address _____

In-company in-company instructor: _____

Training (Work) Period: From: _____ To: _____

To:

Training objectives for completion during the trainee's DE Training Period:

1. _____
2. _____
3. _____
4. _____
5. _____

This document is not a legal contract and may be terminated at any time by either party for just cause or reasonable need.

Trainee Signature _____

HR manager/In-company instructor _____

In-company in-company instructor _____

Director of DE Training _____

Trainee _____

Telephone _____ E-Mail _____

VE Institute _____

Telephone _____ E-Mail _____

Training Supervisor _____

Telephone _____ E-Mail _____

(Parent/Guardian) _____

Telephone _____ E-Mail _____

Signatures: _____

Date _____

Training Supervisor _____

Date _____

Trainee _____

Date _____

(Parent/Guardian _____)

Date _____

Training Program:

Program Title:

Competencies to be Developed

(List the competencies the trainee is to learn during the in-company training)

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

Learning Activities

(Briefly describe what the trainee will do to master the competencies listed above)

Criteria for evaluating a part training plan	Yes, no question
1. Does the in company training plan cover all acquired competencies and corresponding training modules listed in the joint training plan?	
2. Are the acquired competencies grouped into training blocks in such a way that they can be correlated with the technological process of the company (and its structural units)?	
3. Are the topics defined in the joint training plan comparable (in duration)?	
4. Are large topic blocks divided into smaller, technically sensible units?	
5. Is the teaching principle “From general professional skills to specific professional skills” observed (both for the entire course and for each topic block/module)?	
6. Does the actual (content) structure of the joint training plan take into account the requirements for interim and final exams?	
7. Does the temporal structure of the joint training plan correspond to the technological/production and pedagogical requirements?	
8. Does the time structure of the joint training plan correspond to the requirements for total duration and teaching effort according to the company, VE and the trainee agreement?	
9. Does the temporal structure of the in company training plan take into account the order of topics established in the joint training and the timing of their training (academic year and semester)?	
10. Does the in company training plan take into account and integrate the development of general specialist skills and measures outside the company?	
11. Does the time structure of the in company training plan take holiday and exam times into account?	
12. Is the probationary period for trainees designed in such a way that conclusions can be drawn about the trainee's professional suitability and interests from the content to be learned?	



Annex VII Example of joint training plan in accordance with the curriculum for «seamstress»

The duration of practical vocational training is approximately 2 years / 40 weeks.

Modules	All hours	Hours of VE Institution (theoretical and practical train Hours of VE Institution (theoretical and practical training))	In-company training (practice)
2. Both professional modules			
2.1. Practical training at the enterprise	18		18
3. Professional module			
3.1 Sewing women's clothing	184	40	144
3.2 Sewing women's clothing from knitwea	396	90	306
3.3 Drawing up a pattern for women's clothing	250	100	150
3.4 Sewing children's clothing	184	40	144
3.5 Sewing knitted children's clothing	396	90	306
3.6 Drawing up patterns and modeling children's clothing	250	100	150
Preparation for practical exams, final certification			42
Total training time	1720	460	1260



Annex VIII. Roll out plan

Days of stay o trainees in the vocational school (yellow squares) and in the company (pink squares)

Training during the first year takes place in a VE Institution, where general competencies will be achieved. In-company training begins after theoretical training and lasts for approximately 40 weeks.

Number of company hours: 1260 / 40 weeks

About 31,5 h per week (around 5 h / 6 days)

	Week no.	days of the week					
		1	2	3	4	5	6
1st year of study	1						
	2						
	3						
	4						
	5						
	6						
	7						
	8						
	9						
	10						
	11						
	12						
	13						
	14						
	15						
	16						
	17						
	18						

	Week no.	days of the week					
		1	2	3	4	5	6
2st year of study	1						
	2						
	3						
	4						
	5						
	6						
	7						
	8						
	9						
	10						
	11						
	12						
	13						
	14						
	15						
	16						
	17						
	18						

	Week no.	days of the week					
		1	2	3	4	5	6
1st year of study	19						
	20						
	21						
	22						
	23						
	24						
	25						
	26						
	27						
	28						
	29						
	30						
	31						
	32						
	33						
	34						
	35						
	36						
	37						
	38						
39							
40							

	Week no.	days of the week					
		1	2	3	4	5	6
2st year of study	19						
	20						
	21						
	22						
	23						
	24						
	25						
	26						
	27						
	28						
	29						
	30						
	31						
	32						
	33						
	34						
	35						
	36						
	37						
	38						
39							
40							

vocational school
 company



Annex IX Example of in-company-instructor training

As the in-company instructor have a wealth of practical work experience and possess sufficient technical skills, the training of in-company trainers shall focus on acquisition of pedagogical / didactical competences. These should allow the in-company trainers to professionally plan, conduct, supervise and control the workplace-based training based on the training plan.

The modules are:

- 1. Analyzing Work Tasks and Defining Learning Requirements**
- 2. Planning and Preparing Training**
- 3. Conducting Training**
- 4. Evaluation and Further Development of Training**

The necessary skills, knowledge and topics of training are structured using the concept of competencies. Each module includes activities of planning, action and evaluation in regard to the learning process, which are summarized under different competencies relevant to the work process.

Modules of the In-company instructor Standard

Essential job functions of in-company trainers are described as modules within the in-company instructor program. These fields of activity have been transformed into learning fields, which imply that essential job functions of in-company trainers have been taken as a vehicle for learning. Thus, learners are able to recognize which theoretical elements refer to which kind of training practice.

Module 1: Analyzing works tasks and defining learning requirements

An in-company instructor is able to:

- Carry out work place analysis for occupational learning.
- Identify relevant work tasks and analyze the workplace environment in order to extract.
- Essential and training-relevant work processes.
- Define learning requirements.

Recommended duration of the module: 8 hours

COMPETENCY 1.1

Carry out work place analysis for occupational learning

Recommended duration: 3 hours

Skills / knowledge	Contents / topics
<ul style="list-style-type: none"> • Understand the framework of employment and VE in your country or region • Understand work systems and structures • Analyze vocations and occupations • Identify and evaluate new technologies 	<ul style="list-style-type: none"> • Labor laws, VE regulations and other legislative issues in the country and region relevant for training • Industrial regulations and procedures • Frameworks of employment and organizational structures • Classifications of vocational systems and structures • Job descriptions and vocational profiles • Workplace analysis processes, methods and tools • Relevant standard procedures • Technical updates relevant to workplace

COMPETENCY 1.2

Identify relevant work tasks and analyze the workplace environment in order to extract essential and training-relevant work processes

Recommended duration: 2 hours

Skills / knowledge	Contents / topics
<ul style="list-style-type: none"> • Working experience in the vocation to be trained • Carry out work task analysis 	<ul style="list-style-type: none"> • Vocational qualification and relevant work experience in the field to be trained • Work task processes and tools • Theory of competency

COMPETENCY 1.3

Define learning requirements

Recommended duration: 3 hours

Skills / knowledge	Contents / topics
<ul style="list-style-type: none"> • Understand the theories of the vocation being taught • Self-development and motivation 	<ul style="list-style-type: none"> • Technical descriptions of work processes and interactions • Descriptions of work activities • Learning field and learning requirement definitions • Methods of motivation and self-development • Learning psychology

Module 2: Planning and preparing training

An in-company instructor is able to:

- Analyze the target groups for training
- Determine working and learning tasks for specific target groups
- Select appropriate content, methods and materials for training
- Select and arrange training facilities

Recommended duration of the module: 12 hours

COMPETENCY 2.1

Analyze the target groups for training

Recommended duration: 2 hours

Skills / knowledge	Contents / topics
<ul style="list-style-type: none"> • Find out who in the company needs training • Analyze trainee's background, including their previous training activities and their position in the company 	<ul style="list-style-type: none"> • Methods of analyzing trainees, situations and environment

COMPETENCY 2.2

Determine working and learning tasks for specific target groups

Recommended duration: 2 hours

Skills / knowledge	Contents / topics
<ul style="list-style-type: none"> • Identify training needs: assess the requirements of the company and the trainees (corporate, job/division, individual) in order to specify the competencies to be gained by trainees • Match the training content with the identified competency 	<ul style="list-style-type: none"> • Competency gap analysis • Training needs analysis

COMPETENCY 2.3

Select appropriate content, methods and materials for training

Recommended duration: 8 hours

Skills / knowledge	Contents / topics
<ul style="list-style-type: none"> • Develop training courses to match the needs of the company and the trainees • Distinguish between different training methods, select the most appropriate method and select, prepare and produce proper training materials • Develop a training and lesson plan • Define the needed length of the training 	<ul style="list-style-type: none"> • Course development • Order of learning steps • Training methodology • Training media and technologies • Training evaluation methodology

COMPETENCY 2.4

Select and arrange training facilities

Recommended duration: 1 hour

Skills / knowledge	Contents / topics
<ul style="list-style-type: none"> • Select the best place to conduct your training in order to maximize the learning outcome • Prepare training facilities and arrange a conducive learning environment 	<ul style="list-style-type: none"> • Conditions of learning • Process and factors in selecting facility, tools, equipment • Health and safety

Module 3: Conducting Training

An in-company instructor is able to:

- Present and explain learning tasks and working requirements Implement appropriate training methods
- Monitor and support trainee's learning process
- Evaluate training implementation

Recommended duration of the module: 40 hours

COMPETENCY 3.1

Present and explain learning tasks and working requirements

Recommended duration: 4 hours

Skills / knowledge	Contents / topics
<ul style="list-style-type: none">• Arrange practical learning situations• Simulate a training situation• Self-evaluate teaching and training performance	<ul style="list-style-type: none">• Conducting exercises• Methods of training improvement• Methods of training simulation• Methods of self-evaluation• Training course curriculum• Work ethics

COMPETENCY 3.2

Implement appropriate training methods

Recommended duration: 24 hours

Skills / knowledge	Contents / topics
<ul style="list-style-type: none"> • Knowledge of training methods • Computer and ICT skills • Implement practice-oriented training • Risk management knowledge • Presentation and instruction skills • Facilitation skills 	<ul style="list-style-type: none"> • Various training methods • Select appropriate methods for the content • Apply the relevant software for training • Risk management related to the training organization • Training of relevant skills • Communication techniques • Presentation methods and selection of media

COMPETENCY 3.3

Monitor and support trainee's learning process

Recommended duration: 8 hours

Skills / knowledge	Contents / topics
<ul style="list-style-type: none"> • Coach and in-company instructor the trainees • Build teams • Psychology of adolescent and adult learning 	<ul style="list-style-type: none"> • Coaching methods • Team building techniques • Learning psychology • Developmental psychology

Skills / knowledge	Contents / topics
	<ul style="list-style-type: none"> • Development of assessment tools: create and sequence questions or tasks • Documentation of assessment results

COMPETENCY 4.2

Assess trainee's competencies

Recommended duration: 4 hours

Skills / knowledge	Contents / topics
<ul style="list-style-type: none"> • Conduct assessment • Apply assessment criteria • Document assessment results 	<ul style="list-style-type: none"> • Steps of the assessment process: Plan the assessment process Prepare the tools and facilities for the assessment process • Compare the data against the criteria • Make a judgment on the result • Documentation of the judgment • Communicating the judgement results to trainers and other

COMPETENCY 3.4

Evaluate training implementation

Recommended duration: 4 hours

Skills / knowledge	Contents / topics
<ul style="list-style-type: none"> • Collect feedback • Self evaluation • Analyze evaluation data 	<ul style="list-style-type: none"> • Feedback tools and techniques • Self evaluation tools and techniques

Module 4: Evaluation and Further Development of Training

An in-company instructor is able to:

- Provide task oriented methods of assessment.
- Assess apprentice's competencies.
- Give and receive feedback.
- Draw conclusions to improve training.

Recommended duration of the module: 16 hours.

COMPETENCY 4.1

Provide task oriented methods of assessment

Recommended duration: 6 hours

Skills / knowledge	Contents / topics
<ul style="list-style-type: none"> • Understanding assessment processes • Develop assessment tools 	<ul style="list-style-type: none"> • Assessment and evaluation principles • Clarification of assessment objectives and criteria • Methods of assessment: oral, written and practical test, work and behavioral observation • Existing practical assessment tools: checklist, rating scale, process assessment, product assessment

COMPETENCY 4.3

Give and receive feedback

Recommended duration: 4 hours

Skills / knowledge	Contents / topics
<ul style="list-style-type: none"> • Describe the importance and benefit of giving and receiving feedback • Create feedback tools • Give and receive feedback 	<ul style="list-style-type: none"> • Principles and importance of giving and receiving feedback • Determination of needed information for feedback • Techniques, methods and procedures of giving and receiving feedback, e.g. designing a feedback form • Principles of self-assessment: benefit, criteria, form, conclusion

COMPETENCY 4.4

Draw conclusions to improve training

Recommended duration: 2 hours

Skills / knowledge	Contents / topics
<ul style="list-style-type: none"> • Analyze feedback data • Document feedback results 	<ul style="list-style-type: none"> • Collect, analyze and interpret the feedback data • Draw conclusions and recommendations to improve the training process • Document and report the improvement process

5. Recommended Duration

In-company trainers can acquire the necessary competencies within a training program of 80 hours minimum. The training of the trainers can be conducted in different ways, such as in a block course, several block courses or continuously over a certain period of time. It is recommended to include practical units in the real workplace of the participants to apply and deepen the gained theoretical knowledge and to connect it to the real workplace situation.

References:

1. https://www.pedocs.de/volltexte/2023/26392/pdf/IJRVET_2023_MarreroRodriguez_Standardi_The_implementation.pdf
2. https://www.bertelsmann-stiftung.de/fileadmin/files/BSt/Bibliothek/Doi_Publikationen/GP_Germanys_dual_vocational_training_system.pdf
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4. https://epub.sub.uni-hamburg.de/epub/volltexte/2020/96655/pdf/Duale_Hochschulausbildung_ENG_N_180605.pdf
5. <http://dominoproject.bg/wp-content/uploads/2019/07/DVET-Guidelines-EN-1.pdf>

The manual on hand is a practical guide for all those actors involved in dual vocational training, especially textile companies.

All implementation steps from the agreement to the training assessment are explained and possible challenges with suggested solutions are presented.

The annex assembles all documents required for dual training.

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