



---

**METHODOLOGICAL GUIDE**

**APPRENTICES**

**DUAL VOCATIONAL TRAINING**

---

## CONTENT

<b>1. INTRODUCTION.....</b>	<b>3</b>
<b>2. PURPOSE OF DUAL VOCATIONAL TRAINING .....</b>	<b>6</b>
2.1 STAKEHOLDERS .....	9
2.2 ADVANTAGES AND OPPORTUNITIES .....	10
<b>3. HOW TO ACCESS DUAL VOCATIONAL TRAINING .....</b>	<b>11</b>
<b>4. APPRENTICES SELECTION PROCESS .....</b>	<b>17</b>
4.1 QUALIFICATIONS AND PROFESSIONAL COMPETENCIES .....	20
4.2 ACREDITATION OF TRAINING .....	20
4.3 AGREEMENTS .....	21
<b>5. THE APPRENTICE AT THE DUAL VOCATIONAL TRAINING SYSTEM .....</b>	<b>24</b>
5.1 GOALS OF THE APPRENTICE.....	24
5.2 CHARACTERISTICS / PROFILE OF THE APPRENTICE.....	25
5.3 RIGHTS AND DUTIES.....	25
<b>6. TRAINING PROCESS AT THE WORKPLACE .....</b>	<b>28</b>
6.1 COMPANY TUTOR .....	29
6.2 EVALUATION AND FOLLOW UP OF THE TRAINING PROCESS.....	30
<b>7. INFORMATION OF INTEREST FOR STUDENTS ON THE INTERNET:.....</b>	<b>31</b>
<b>BIBLIOGRAPHY .....</b>	<b>32</b>

## 1. INTRODUCTION

Dual-t project starts from the three needs that justify the implementation of dual vocational training in the different European countries

- Need to create more and better jobs and attractive opportunities for the professional careers of our young people and thus achieve a decrease in youth unemployment.
- The need to strengthen the quality and value of education at all levels, enhancing the skills of students, creating an ideal and effective educational framework, and obtaining a decrease of school drop-outs.
- The need to optimize the role of the company to help the young recruit in the transition from school to the professional world, achieving coherence between the educational world and the labour world.

Dual Vocational Training is a process of training young people in trades and professions, in which take part business and training centers in a coordinated way. Students receive training in certain skills in the company which is complete with a developed theoretical training at the training centers. The student works in the company with a tutor, during regular business hours. The students learn a profession in a real production environment, allowing them to improve their skills, to develop their competences and to increase their employability.

In vocational education and training there are various models to provide and organize work- based learning:

- in the school-based programme model, training may be provided entirely in an educational institution or training center.
- combining practical training and hands-on experience at the work place and “block-release” or “off-the-job” period in the classroom at an education and training institution.

Some of the key points for the system to be possible are the involvement of business in defining the training plans, the flexibility of the training center regarding the needs of business and the necessary coordination for all aspects related to training. It is also necessary the implementation of educational means to carry out the project (classroom training, documentation, etc.). Communication with students about their own expectations with the project is also critical. Finally, a good model of monitoring and the commitment of all stakeholders are essential for the project.

With this Dual Training system, students do not "practice" classroom learning, but learn both at the training center and in the workplace, so both places complement each other. Students learn as well, not only the technical knowledge but get to know the workplace and how to work in a company. At the end of the process, students get their middle or higher degree of the training cycle they have

completed, in addition to the professional experience and possible additional training included in the proposed grade.

### **What is the European Commission<sup>1</sup> doing for vocational education and training?**

Based on the Copenhagen Process, the European Commission acts in partnership with national governments, employers' and workers' groups and countries outside the EU to:

- improve the quality of training (initial education, continuing development).
- improve the quality of **teachers, trainers and other professionals** in the sector.
- make **courses more relevant** to the labour market.

### **Implementation of dual vocational training in the countries of Dual-t project:**

One of the reasons that have made successful the Dual Vocational Training in countries that have implemented it is that this training matches the needs of the companies and the labor market.

In **SPAIN**, it is developed through two different models: Dual Training from the Educational system and Dual Training from the Labor System. Dual Training from the educational system aims to enable students of the training centers, to complete their theoretical training with practical training within the company. It is a process regulated through cooperation agreements, improving student skills and familiarizing the student to working reality.

In **ITALY**, to overcome the high youth unemployment rates in the medium and long term, labor market and school reforms have introduced the "dual system".

School-work (Scuola-Lavoro) alternation is a didactic methodology, introduced in the educational system by art. 4 of l. 53/2003 with the aim of enriching the paths of the second cycle with skills that can be spent on the labor market.

Alternative work-school courses are organized on the basis of agreement between the educational institution and the host institution, which regulate them alternately in classroom and workplace contexts, respecting the educational profile of the ordinary course (d.lgs n 77/2005). In the context of alternation, the permanence of young people in working environments does not turn out to be a working relationship: young people retain the status of students and the school or the training institution is responsible for the entire path.

---

<sup>1</sup> [http://ec.europa.eu/education/policy/vocational-policy\\_en](http://ec.europa.eu/education/policy/vocational-policy_en)

Law n. 107/2015, “Buona scuola” (Good School Law) has ruled the alternation of school-work in the paths of the second cycle, introducing the obligation for the students of the second biennium and the opportunity to perform it as an alternative solution during the last year.

The alternation between school and work is implemented by carrying out activities inside and outside the school, in an ideal path starting from the didactic lab and reaching the collaboration between schools, students and host companies. The path is monitored through the collaboration between the subjects involved, in which a crucial role was the one of the school tutor and company.

In **ROMANIA**, the concept of dual education was first introduced in the Education Act by Government Decision 94/2014. The new type of dual vocational education is different because it is only organized at the request of the economic agents. Educational authorities are responsible for ensuring human and financial resources, and organizing technical theoretical training in the school (1-2 days per week); and the employer must provide human and financial resources and organize practical training at work (3- 4 days).

Dual Vocational Education can be organized in state education units, based on a partnership contract concluded between one or more economic operators or an association / consortium of economic operators, the educational unit and the administrative-territorial unit from which the school unit emerges, but also on private and confessional educational units, based on a partnership contract concluded between one or more economic operators or an association / consortium of economic operators and the educational unit

The Dual Vocational Training system in **GERMANY** is based on 2 parts; the practical education in an approved education company as well as the theoretical education in the vocational school.

In the education company practical abilities specific for occupation, skills and knowledge are given and in the vocational school theoretical technical knowledge as well as a part of general lessons. Currently approx. 50% of an age year decides on the dual vocational education and training. Remaining 50% decide on a study at a college or university. The amount of those who decide to do a dual vocational education and training is declining for years first of all, practical education in a company (accredited), and secondly, the theoretical training at the professional school. In the company, specific knowledge and practical skills for employment are given and at the vocational school technical theoretical knowledge is obtained.

Dual training has an excellent reputation and it is seen as a competitive factor, as German companies in Dual Training are among the most competitive ones in the world. In Germany and Austria, once the training period is completed, around 60% of students who have participated are incorporated into the company with an employment contract and become highly skilled workers.

### **RECOMMENDATIONS OF THE EUROPEAN COUNCIL ON THE QUALITY FRAMEWORK FOR PRACTICE PERIODS:**

- It's essential to foster young people's productivity and their employability.
- It's important to give important role and responsibility to the educational centers in the didactic contents and the working conditions that are offered to the young people.
- The traineeship period should include the determination of the skills to be developed, the supervision and tutoring of the worker and the monitoring of their progress.
- Provide young people with specific information about available professional opportunities and the qualifications they require.

## **2. PURPOSE OF DUAL VOCATIONAL TRAINING**

The main purpose of dual vocational training programs is to prepare students for both work and further learning. They are effective tools to facilitate the transition of the education system to the world of work and to give young people the skills that the labour market needs.

Dual Vocational Training can bring a modern image to the education system and a close and real relationship with the labour market. And to give it that character it would be key to be aware of the opportunities offered by Dual Vocational Training and to eliminate the cliché of vocational training as second-class education. With this Guide, like the other materials we are creating within the Dual-t Project, we intend to enhance Dual Vocational Training and create useful materials for its implementation.

To achieve the modern and up-close Vocational Training that in Europe, several items need to improve and it must be promoted collectively. All EU Member States should address the recommendations of the European Alliance for Apprenticeship Training<sup>2</sup>.

This Alliance invites Member States to:

---

<sup>2</sup> European Alliance for Apprenticeship [1], an alliance formed in 2013 which is influencing the policies of the Member States and promoting changes in dual vocational training.

- Reflect the internship period in an agreement to reflect the duties and rights of participants in the Dual Vocational Training.
- Improvement of the quality in didactic contents and practices.
- Respect the rights and working conditions of trainees.
- A sufficient and reasonable internship time for the acquisition and assimilation of the concepts and skills subject to the training.
- Establish the European framework as a framework for educational and professional mobility, being one more tool for training.

These recommendations directly revert to the students, as they will be attending a dual vocational training that is close to the reality of the work, with strong contents and materials and in a community system, leaving the doors of European mobility open.



#### WHAT IS VET FOR?

- It prepares you a for specific occupation
- It's about personal development.
- It's about continuous professional development in adult life
- It takes place before starting working life
- it occurs in school environment.
- It's about doing manual work.
- It takes place in higher education such as university

EUROPEAN OPINION SURVEY ON  
VET PRESENTATION  
CEDEFOP



The development of Dual Vocational Training projects has the following aims:

- ⇒ Increasing the number of people who can get a degree of post-compulsory secondary education through Vocational Training.
- ⇒ Achieving greater motivation in students, reducing early school leaving.
- ⇒ Facilitating employment as a result of increased contact with businesses.
- ⇒ Increasing involvement and co-responsibility of the business sector with Vocational Training.
- ⇒ Strengthen relationship between Vocational Training teachers and companies of the sector and promoting transfer of knowledge.
- ⇒ Getting qualitative and quantitative data in order to improve to quality of vocational training.

Projects that are not developed as this Dual Vocational Training framework from an educational perspective, shall comply with the provisions of each country law of, taking into account the different aspects to be considered (analyzing whether these aspects are regulated):

- ⇒ Characteristics required to companies.
- ⇒ Legal framework.
- ⇒ Characteristics of the job places that will be trained.
- ⇒ Qualifications required to the company tutor.
- ⇒ Formal conditions, if any.
- ⇒ Stakeholders.
- ⇒ Rights and Duties during training period.
- ⇒ Features to be met to obtain qualifications (minimum requirements).

**In Spain:**

- Royal Decree 1529/2012, November 8<sup>th</sup> : approving the “Contract for training and learning”, developing basis in order to establish Dual Vocational Training.

- Order ESS / 41/2015, January 12<sup>th</sup> which has been amended by the Royal Decree-Law 4/2015 of 22 March for the urgent reform of the Vocational Training for employment in the workplace.

**In Italy:**

- In the context of the experimentation of the dual system in Italy, the State, Regions and Autonomous Provinces have reached an agreement (CSR 158/2015 of 24/9/15) under which the experimental project " *Accompanying, developing and strengthening the dual system within the left Education and Training System*" has been developed

#### In Romania:

- Government Decision 94/2014 provides the legal framework for organizing it and offers economic agents the opportunity to get involved directly in all the components of the workforce they need.

The Dual Vocational Training projects will take place in training centers, in production environments that meet the conditions for its implementation, in accordance with:

- The characteristics of professional activity that meets the training cycle.
- The characteristics of companies in the training center environment.
- The characteristics of the training involved in each training cycle.

#### 2.1 STAKEHOLDERS

⇒ The **students**, while working at the company, complete the development of their technical skills, obtaining a degree, a formal vocational training degree, related to the working activity carried out in the company where they perform the practical training.

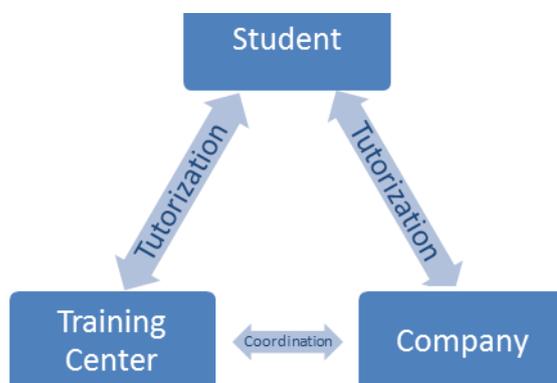
Many young people are caught in a vicious circle: they cannot find a first job, but they cannot get a job because they have no professional experience. It has been demonstrated that apprenticeship programs have a significant impact on the promotion of youth employment and are one of the main reasons for the low levels of youth unemployment in some European countries.

⇒ The **companies** are key players in the process, because without their involvement training in the workplace would not be possible, losing contact with the labor and sectoral reality. It is important for companies to complete the training and the evaluation, as well as they must appoint qualified tutors and collaborate with the training centers.

⇒ The **training centers** are the link between companies and students. Their work focuses on interacting with the working centers. There are many figures involved in designing and developing the learning process. The training centers must awaken the pupil's curiosity, interest and creativity in learning process.

⇒ **Public Administration** also has a role in the system as a driver of standards, methodologies, supporting guides, etc., for an effective process of Dual Vocational Training.

## Dual Vocational Training Stakeholders



### 2.2 ADVANTAGES AND OPPORTUNITIES

#### For the apprentices:

- ⇒ They get a real touch with work, gaining experience and professional competences and a real integration of theory and practice.
- ⇒ They gain professional responsibilities of the activity developed, they acquire skills in team working and they receive a target and specific training of their area of professional activity.
- ⇒ They improve their employability by getting solid professional experience and also they may receive a payment while in the company, so they have their first work experience in their sector.
- ⇒ On the other hand, they improve mobility<sup>3</sup> within Europe, as the Higher Level Dual Vocational Training belongs to the European Higher Education Area and their qualifications are valid in all countries with Europass.

#### For companies:

- ⇒ While the company is involved in the development of the study programs of their future human resources, the process of integration and learning of their employees is accelerated.
- ⇒ The company guarantees professional skills that are really needed.
- ⇒ Costs of adaptation of new employees to their jobs are reduced.

<sup>3</sup> At the moment, funding for these mobility programmes can be obtained from the ERASMUS + programme. More about mobility programmes in: [http://ec.europa.eu/programmes/erasmus-plus/opportunities-for-individuals/trainees/students\\_en](http://ec.europa.eu/programmes/erasmus-plus/opportunities-for-individuals/trainees/students_en)

- ⇒ It enables to improve planning of human resources assuring a proper management of staffing table, creating a culture of performance evaluation.

#### **For the Training Center:**

- ⇒ Contact between the world of education and the production system is strengthened, facilitating the acquisition of skills required in the labor market.
- ⇒ Improving career guidance from the training center and the training system enriches the center.
- ⇒ While being in direct contact with business, opportunities for collaboration, professional conferences, internships for students and teachers, company visits, etc. may arise.

### **3. HOW TO ACCESS DUAL VOCATIONAL TRAINING**

*Torino Process. Moving skills forward together (2015):*

*“ Young people need access to reliable and up-to-date information about possible options to make informed decisions”*

*“They need to know that opening one door does not necessarily close others”*

#### **STUDENTS**

Requirements for students to access a Dual Vocational Training program will be the same as for accessing to any training cycle of higher level, but students must have previously passed the selection process of partner companies of the program, offering training posts. We can better understand the requirements if we see those who establish different educational systems.

For example:

In **ROMANIA**, graduates from compulsory education who discontinue their studies can be enrolled, up to the age of 26, in a vocational training program, including dual education. Vocational and technical education, including dual, organized by age are arranged in Level 3, 4 and 5 professional qualifications, according to the National Qualifications Framework (CNC).

#### Academic training in Dual Education:

- Classes with minimum 20, maximum 30 students (on average of 25 students);
- Practical training and specialized training in groups of min. 10, maximum 15 students;
- Classes can be made up of a maximum of 3 groups with different qualifications
- Normalization of teaching positions for laboratory activities and practical training in technological high school and vocational education is done by groups, based on the norms in force regarding study formations.

#### Admission to dual education:

- At the request of the economic operators, admission tests established by the educational unit can be organized in collaboration with the economic operators, regardless of the number of candidates enrolled and the number of available places.
- The number and content of admissions may be decided by the educational establishment and the economic operators.
- Admissions may relate to knowledge of secondary school curricula and / or student motivation, testing of skills / aptitudes and other admission requirements established by admission procedures adopted by the educational establishment in collaboration with economic operators.

#### In the case of **ITALY**

- Alternative courses can be undertaken on the students request of the second cycle, aged between 15 and 18.
- In the field of dual experimentation, employers interested in hosting pupils of the Vocational Training can enter into training centers with agreements involving different stages of involvement, depending on the interests. For example, they can participate in the entire path of the integrated project that involves the realization of several alternating moments, with subsequent degrees of commitment from the newcomer.
- Apprenticeship is a work contract aimed at the training and employment of young people.
- This approach allows to hire young people between the ages of 15 and 25, and allows to combine work experience with study and education course by developing skills required by the job market already during the course of the study. As part of the ongoing experimentation on the dual system, it is possible to hire young people with a first-level apprenticeship contract to obtain the qualification and the professional diploma.
- There are two types of apprenticeship: second and third level apprenticeship.

And **SPAIN**, the students must:

- As a general rule, any student of a medium or higher grade training cycle at the time of enrollment in the training cycle of the center that offers it in that modality.
- The minors will be, in any case, over 16 years old and will have an authorization from the parents or legal representatives, in any case having to respect the labor regulations established in this regard, taking into account the specific characteristics of the projects and the autonomic regulation.
- Students and legal guardians, if applicable, must undertake to comply with the conditions of the project and the participating company established in the agreement.
- The student who wishes to participate must know that requesting the Dual modality is enrolled in a group with different conditions, in which the temporary distribution of the training activity in the center and in the company can vary the duration of its cycle. At the same time selection criteria exist to occupy the possible training positions and must know also that for this project they will have a tutor in the VET center and a tutor in the company during the whole training process. and so, they will have to commit with the calendar and the schedule established in Agreement.

## TRAINING CENTERS

They can participate in Dual Vocational Training, schools authorized to offer vocational training courses and establish agreements with companies in the industry.

All training centers, both public and private, providing vocational training courses, may request for authorization to develop projects in Dual Vocational Training.

Obligations of educational centers:

- provision of training facilities with the corresponding facilities for theoretical training and practical training component, in the specialized modules, convened to be carried out by the educational unit, in accordance with the professional training standard, the curricula and the curriculum in force;
- assuring the human necessary resources for the theoretical and practical training of the pupils, organized by the educational unit;
- providing a coordinating teacher for each group of students in practical training, responsible for monitoring the practical training of economic operators;
- providing work and protective equipment for pupils during the training periods carried out in the educational unit

- assuring the safety and health of the pupils during the training periods carried out in the educational unit
- assuring the necessary conditions and hiring the expenses related to the assessment-and certification of the students regarding the exams in the educational units

In Dual Vocational Training projects all the students in a training cycle of a center may participate as well as a minimum of two students in the group within the training cycle.

- In **SPAIN**, for instance, training must be provided by a vocational training as referred in the Royal Decree 1529/2012, of November 8<sup>th</sup>. It is also possible to train in the company when there are adequate facilities and personnel with adequate technical and didactic training skills. In any case, the company must be authorized to offer training for vocational training and / or accredited as a center for providing training in order to obtain professional certificates.

- In **ITALY**, as mentioned above, thanks to the agreement signed in the State-Regions Conference in September 2015, the Government has started an experiment involving 300 vocational training centers across the country National level, to allow 60,000 young people to acquire a qualification or a professional diploma.

The building of an organic system between the world of education and training and actors in the labor market is becoming reality. The employer who chooses to become apprenticeship course level will have the ability to insert organic profiles at the same time it will benefit from wages, contributors, tax and economic incentives.

- In **ROMANIA**, the National Competitiveness Strategy 2014-2020, which proposes "*a global vision for the development / consolidation of initial and continuing vocational training*", has been approved in Romania. The assumption for which the Strategy was designed is to increase by 10% (60% in 2020 compared to 49.8% in 2014) the share of students in VET and an increase from 1.5 in 2014 To 10% in 2020 of the adult participation rate for lifelong learning. Strategic Goal Targets:

- Increasing the share of the graduates at high school (to 60% in 2020, from 45% in 2014)
- Increasing the total number of students involved in innovation and entrepreneurship development programs, up to 50,000 in 2020 compared to 40,000 in 2014
- Increasing the total number of students involved in international mobility programs - to 4,600 young people in 2020, from 2,800 in 2014 reducing the drop-out rate in high-tech and vocational education to 2% in 2020 (from 4.2% in 2014)
- Increasing the employment rate of young people aged 20 to 34 not included in education and training at 63% by 2020 (compared with 57.2% in 2014)

- The professional qualification of about 54,000 young people neither who are employed some have nor any form of education.

## COMPANIES

Companies that are interested in participate in the Dual Training must demonstrate compliance with certain related operational and technical expertise and personal requirements. In vocational training systems established, as Germany and Austria, and even Spain, these requirements are established by law and the relevant bodies should check whether companies meet them.

The company involved in Dual Vocational Training, must bid at least 1 training post as long as it has at least one employee (hired worker) working in the work center where the training is set.

Possible Host Entities can be:

- 1 Companies
- 2 Associations of Representation
- 3 Chambers of Commerce
- 4 Public and Private Bodies

The goal is to create a continuous and organic relationship between: the education system, vocational training and the labor market. To promote a model that sees companies active in the field of education and training.

Companies applying for Dual Vocational Training must meet the following requirements:

- ⇒ They must allow developing and ensuring the training program.
- ⇒ They must commit to keep the number of workers in the department where the student is in training.
- ⇒ A person among the staff will act as company tutor with the student to develop training and the necessary activities for the monitoring and evaluation of the student.
- ⇒ Each company can offer one post for Dual Training when at least there is one worker in the position in which the student develops the training activity.
- ⇒ For a company willing to have more students they should have one student every three workers.

Other requirements: the companies shall preferably be located near the training center and must also have the specific workplace risks assessment and be up to date with the social security and national and regional taxes payment.

- In **ITALY**, from a legal point of view between Employer and Employee if neither party withdraws within the terms set forth, the relationship continues as an ordinary report is the professional apprenticeship for the purpose of obtaining a professional qualification for contractual purposes identified by the parties to the contract on the basis of professional profiles or qualifications for the reference sector, as required

by staffing systems of the collective agreements entered into force by the trade unions most comparatively representative at national level.

- In **ROMANIA**, companies face a severe shortage of labor. Recruitment companies relocate thousands of employees from low-investment areas to those linked to infrastructure of the European economy; and firms, especially those with external capital, have already begun building a dual training system to prepare their workforce. Dual education allows transfer to the theoretical or technological education and vice versa, at any stage of training, which should stimulate enrollment in vocational schools so that Romania can solve within a few years the shortage of qualified workforce, deficit that is one of the main Barriers to attracting investment.

The company's fulfillment in order to sign up for the apprenticeship contract<sup>4</sup>, the employer must follow a set of obligations:

- Check if he / she is in possession of the requirements provided by current legislation - the legislative decree 81/2015 and the national collective bargaining agreement.
- In addition, the company, in constant collaboration with the educational institution, must sign a protocol with the vocational training center and define the individual training plan, in which the tutor is also indicated.
- Once the apprentice is selected, it is possible to stipulate the contract and send the compulsory recruitment notice.
- It is up to the Employer organize and manage the internal training in accordance with the training provided by the reference institution.

Economic operators who enter into partnership contracts with educational establishments benefit from the tax, tax and contribution facilities due to the state budget, social security budget, special fund budgets or local budgets, according to the legal provisions. Units in which vocational training is organized are determined by the school inspectorates in consultation with the local public administration authorities of the Local Committees for the Development of the Social Partnership, taking into account the social and economic development trends specified in the regional, county and local strategic documents on vocational education And technically, as well as to the demands of economic operators interested in vocational training through vocational education.

For vocational training, each major pupil, namely the parent, tutor or legal guardian of the minor pupil, concludes an individual practical training contract with the economic operator and the educational unit, regulated by specific methodology developed by the Ministry of National Education and Scientific Research, with prior consultation Appointed representatives of economic operators and associative structures of the local public administration authorities, and approved by order of the minister.

---

<sup>4</sup> Reference rule: Article 43 Legislative Decree 81/2015; General principles of Legislative Decree 81/20

The company shall inform on the agreements the legal representatives of the workers, on those recruited for training and learning, on the post and on the content of the content of the training activity.

The incumbent of the company should tutorize the development of the training activity, either him/herself assuming this role, either by designating among its workforce, a tutor, provided that in both cases, they have the appropriate qualifications and experience to do so. The main areas of responsibility of the company tutor are:

- To define the objectives of the training according to the occupational profile
- Training planning
- Preparing and conducting evaluation and training follow-up
- Fulfill the legal requirements, if any, relating to vocational training, minors and youth in work legislation and the dual training system established for each state.

Companies must sign an agreement with the training center and the body designated by the educational or labor administration to provide training and with the working person.

#### 4. APPRENTICES SELECTION PROCESS

Selection of students to pursue Dual Vocational Training is carried out jointly by the training centers and the companies, which establish the process to be followed in each of the projects to be implemented.

A selection procedure will be developed in accordance with the criteria established for this purpose, fixed, as indicated by mutual agreement with the company and the training center.

These criteria shall be necessarily:

1. The academic performance of applicants, expressed in terms of qualifications obtained in studies that give access to the project,
2. The assistance to the modules in the training center
3. And the related professional development in the company as the capacity for teamwork, creativity, innovation and decision-making skills.

Students, once selected by the companies, then formalize their enrollment in the center concerned. Then they will sign an agreement between all parties; that is, pupils, schools and businesses detailing the commitments and duties assumed as to curriculum, schedule, amount of grant if any, and other conditions of the Dual Vocational Training program. The signing of this document implies the assumption of the characteristics established and the commitment to compliance. training program and agreements.

The training center, together with the companies, will define a training program for each student, where training activities that are planned will be specified, and will be part of the agreement.

The training course will be composed by a theoretical program and a practical one. The didactic programme will give all the required skills, competences and tools needed to be prepared to face the practical part to be developed in host companies through the apprenticeship.

The training program shall specify the schedule for each of the professional modules included therein. This should include, at least, the contents, the activities carried out in the center and in the company, their length and the criteria for evaluation and qualification. The program shall enable the achievement of the established learning results.

The training center and the company will appoint a tutor of the school and a tutor of the company for each of the training programs.

A permanent mechanism for reporting and monitoring the dual training between the training center and the company will be established, through monthly meetings of coordination and control, which will be monitored for each of the students.

In DUAL-T countries:

- **SPAIN**.- The training center and the company establish the parts of the title to be held in the company. The distribution of the subjects to be taught is contained in the agreement between the training center and the company. In general, the training center imparts the minimum and essential theoretical knowledge and the company completes the rest, especially those linked to the development of skills related to the job. Both sides therefore coordinate in order to agree on the content while meeting the specific context of the Professional Qualification and the specific rules of each Autonomous Community.

There are different ways to distribute the duration of training between the company and the training center. Generally, the duration of a cycle Dual Training is two years, though the regulation allows it to be up to three. There are also centers with two degrees of the same Dual Vocational Training in three years. Working time in the company must be at least 33% of training hours set for the title; this percentage may be extended depending on the features of each professional and business cycle.

For example, in Madrid, the developed model is based on the first year of training at the training center and a second year usually students move entirely in the Company.

- **ITALY**.- Law no. 107/2015 (the so-called Good School) has systematized the alternation of school-work in the courses of the second cycle, introducing the obligation for students of the second biennium and of the last year to alternately perform a minimum hour time of 400 hours for technical and professional institutes and 200 hours for high schools, to be included in the three-year offer plan. The

alternation is carried out by activities inside and outside the school, in an ideal path starting from the didactic lab and reaching the collaboration between schools, students and host companies. The path is monitored through the collaboration between the subjects involved, in which the role of the school tutor and the company is of particular importance. This system has allowed to opt for a dual training model in which workplace alternation will be "strengthened" by periods of practical application with an employer not less than 400 hours a year.

- **ROMANIA.**- Dual education is addressed to students who have graduated from the 8th grade.

For practical training students who completed an individual contract with an economic operator, and a school practice partner. Vocational training is organized for Level 3 Professional Qualifications (numerator machine operator, welder, low voltage electrician, chef, retailer, etc.) by economic operators requesting dual education.

Theoretical training is carried out within the school and practical training by the economic operator, as follows:

- in the first year 20% training in the company and 80% in the school.
- in the second year 60% training in the company and 40% in the school.
- in the third year 70% training in the company and 30% in school.

Students in dual-level vocational education will face, after the first semester of the second year of vocational training, a mid-term evaluation that demonstrates the level of theoretical and practical training. Students who do not promote from the mid-term evaluation will participate in corrective training programs, in the school for the theoretical component and with the economic operator for the practical training component, at the end of which they will once again face this assessment.

- **GERMANY.**-There are more than 400 approved qualified jobs. To every qualified job there is an education order and an education framework curriculum. These are compiled by different committees (employers' associations, trade unions, central organisations, institutes, etc.) under the direction of the federal institute of vocational training (BIBB). After successful vote of the education order this is given by the BIBB to the license to the German Bundestag. Only after vote in the German Bundestag an education order is declared as compulsory.

The education order regulates the following points of the education:

- state recognition of the qualified job
- period of training
- education aim
- qualified job picture
- education framework curriculum
- final examinations or apprenticeship certification exam

The period of training in the dual vocational education and training is with the prevailing number of the occupations 3 or 3.5 years. Few occupations are trained 2 years. With these occupations a possibility for the acquisition of the full occupation is always given, i.e. Prolongation of vocational education to learn the full occupation.

#### 4.1 QUALIFICATIONS AND PROFESSIONAL COMPETENCIES

Qualification can be defined as "the set of knowledge and skills, including behaviors and skills that individuals acquire during the process of education and training". It is the potential ability to perform tasks corresponding to an activity or working post.

In skills they are considered some areas of the global knowledge and skills necessary to obtain certain results or products required in a specific situation. It refers to "the real capacity of the person to dominate the set of tasks that make up a particular function."

To identify the skills a job may require, occupational analysis can be used. This aims to survey the set of tasks that make up an occupation. For its part, the identification of competencies is based on the results and objectives of the organization, and ultimately, in the tasks, knowledge, skills and abilities required.

Learning in the workplace, it is a structured approach to the development of professional skills of the people in a workplace process. It involves close collaboration between: training centers, workplaces and students.

This process takes place directly in the workplace and allows the development of both specific skills (according to different sectors, and companies) and generic skills (such as teamwork, planning and organization, communication, etc.).

#### 4.2 ACREDITATION OF TRAINING

The qualification or professional competences acquired will be accredited under the terms provided in each country's legislation.

When the training activity inherent in the contract includes additional training provided by the company, this may be recognized in accordance with the legally established procedure by the competent bodies.

Qualifications or skills acquired through the "Contract for training and learning", will be contained in the Information System of the National Employment Services.

The qualification or the professional diploma, the higher education diploma and the higher technical qualification certificate, to which the apprenticeship contract is finalized is nationally recognized degree but awarded by the Regions. The pathways for qualification and diploma are awarded by the training centers.

Accredited by the Region or by secondary schools, the employer will have to refer to regional rules and modalities and contact an accredited center that handles area-related routes. Professional correspondent to the work activity that the apprentice is called to perform.

#### 4.3 AGREEMENTS

Authorization to initiate a Dual Vocational Training project between training centers and enterprises (organizations or associations) to develop work and training is made through an Agreement between the training center and the company. If the agreement is signed by a group of companies, each of the companies who offer positions must consent and express their commitment to achieving the educational objectives set out in the project through a document of accession to the Agreement.

If the company is the leader of the project, it must then select the training centers (among authorized centers) offering cycles related to their needs. Then they will sign an agreement with the training center and the relevant education authority.

Companies, therefore, must sign an agreement with the training center and the body designated by the educational or labor administration providing training and the student.

In general, the Agreement should at least consider:

- ⇒ Identification of the person representing the training center, the person representing the company and the student signing the agreement.
- ⇒ Identifying the person acting as tutor of the company as well as the person acting as tutor at the training center.
- ⇒ Detailed expression of the Vocational Training title, professional certificate or academic certification or partial cumulative accreditation as well as detailed expression of complementary training related to the needs of the company or the student, if contemplated.
- ⇒ To display way of providing training: classroom based, at distance, e-learning or mixed.
- ⇒ To display the corresponding mode of development of vocational training.
- ⇒ Content of the training program, stating the activities taking place in the company and the training center, teachers and forms and evaluation criteria.
- ⇒ Calendar, schedule and program.
- ⇒ Criteria for settling holidays and holiday periods in the training center.
- ⇒ Number of participants.
- ⇒ Necessary insurance for students and teachers giving coverage to training.

The company will inform the workers' legal representatives on the agreements, indicating at least those recruited for training and learning, the workplace and the content of the training.

---

*There are three documents to be signed by the participating company in the Dual Vocational Training project:*

- *Agreement with the relevant education authority.*
  - *Agreement with the Training Centre (for each student).*
  - *Agreement with the student (contract or internship).*
- 

The Council of the European Union demanded that the agreement with the student and the centres offering the internship period should include the didactic objectives, working conditions, whether or not received, the rights and obligations of the parties under Applicable national and European legislation and duration.

In **ITALY** the fundamental aspects of the apprenticeship contract provided by law must also be updated.

These include:

- The requirements that the contract must be written in writing and the individual training plan. Should be prepared by the training institution with the involvement of the enterprise.
- In addition, the minimum duration of the apprenticeship contract is six months.
- The numerical limits for apprentices are also respected. For instance the employer with at least 10 employees, 3 apprentices must be counted every 2 specialized or qualified employees in the service of the same employer.

In **ROMANIA**, the apprenticeship at the place of work is concluded for a definite period of time and represents an individual labor contract of a particular type.

Under this individual employment contract:

- The employer undertakes to ensure payment to the apprentice and his / her professional training in a profession according to his / her field of activity.
- The apprentice undertakes to form herself professionally and to work under subordination of the employer with whom he signs the apprenticeship contract at the workplace.
- The objectives of training through apprenticeship at the workplace are:
  - offer to interested persons, over 16 years old, the possibility of obtaining a qualification in the vocational training system of adults, allowing employment and continuing education;

- allow employers to provide qualified, quality workforce, according to their own requirements;
- to facilitate the social integration of the persons, aged over 16, in accordance with the professional aspirations and the needs of the labor market;
- ensure an adequate level of security for those interested over the age of 16, to solve the problem of segmented labor markets;
- contribute to the growth, job creation, social cohesion and personal fulfillment;
- promote social dialogue and contribute to the development of partnerships at local level.

If you look at our Project mentor, the **GERMAN** dual system, the contract:

It is concluded between an education company and the trainee. Should the trainee be under age, his legal sales representatives must cosign the education contract. Every education contract must contain the following points:

- name and address of the education company
- name of the instructor
- name and address of the trainee
- date of birth of the trainee
- approved qualified job to be learnt
- period of training according to frame works of the qualified job
- name and place of the trade school
- number of the holiday days of the trainee
- everyday or weekly working hours of the trainee
- monthly remuneration of the trainee for every teaching year
- signatures of the contracting partners

In the **SPANISH** case mention that we repeat the requirements we have already mentioned and note that in the Spanish system may vary according to the Autonomous Community

## 5. THE APPRENTICE AT THE DUAL VOCATIONAL TRAINING SYSTEM

At the Dual Vocational training, the student takes a very important role of his/her own itinerary and training experience, especially with their tutor and the various professional workers in the company.

Enrollment in the training center allow students, their participation in the Dual Vocational itinerary, being necessary as well, the acceptance of the company by signing the partnership agreement (or where applicable, an employment contract).

The stay of the student in the workplace requires the coordination of various activities to make the learning process an effective way to develop professional skills.



- To face the transition from studies to work.
- Ineffective regulations on the labor market.
- Educational plans needed for updating. Institutions that do not function properly and do not respond to the expectations and needs of young people.
- Very high unemployment rate. Few chances of finding work.

**Problems concerning youth employment**



### 5.1 GOALS OF THE APPRENTICE

Vocational training in the education system, aims to prepare students for work in a professional field and to facilitate their adaptation to labor throughout his life, and to contribute to their personal development.

Dual Vocational Training helps students acquiring skills to enable them:

- ⇒ Developing general skills corresponding to the qualification they study.
- ⇒ Understanding the organization and characteristics of the productive sector and mechanisms for job placement, getting to know labor laws, and rights and duties of labor relations.
- ⇒ Learning teamwork and acquiring knowledge in conflict prevention and the peaceful settlement of conflicts in all areas of both professional and personal life.
- ⇒ To promote effective equality of opportunity between men and women to access training which gives a range of career options as well as to work on it.
- ⇒ Working in health and safety conditions and to prevent potential risks arising from work.
- ⇒ Developing a professional identity that encourages future learning and adaptation to changing production processes for the performance of activities and business ventures.

---

*In general, these students aim to be training in order to join the labor market. During training they are trained not only in theoretical subjects but also in skills that will help them to adapt throughout their working life and to changes that may arise.*

---

## 5.2 CHARACTERISTICS / PROFILE OF THE APPRENTICE

Student taking part of Dual Vocational Training program they preferably have a certain attitude such as:

- Intellectual and emotional maturity.
- Sense of responsibility for training.
- Proactive.
- Committed.
- Tolerant.
- Empathetic.
- Building their knowledge through practice.
- Assertive.
- Sense of belonging to somewhere.
- Collaborative and participatory work.

## 5.3 RIGHTS AND DUTIES

Students will have the right to an adequate information and guidance on projects in which they are involved.

The company must ensure, if possible, that 100% of the performance areas and tasks set out in the performance plan (and in the Partnership Agreement) are actually present in the company. If not, the training center can solve this situation through the following:

- Incorporating students to more than one company putting together plans of rotation determining that the performance areas and tasks are performed in each of them.
- Considering learning in compulsory modules that the training center will deal with.

Students must be supervised, controlled, evaluated and ranked by the company tutor and the teacher of the training center.

Students must have the elements of health and safety risks prevention. So the company will provide the *EPIS* and security features as required.

On the other hand, students and legal tutors, if any, must take a commitment to meet the conditions of the project and of the participating company established in the agreement signed.

Students will be required to comply with the calendar, schedule and timing established in the program. Students must first undertake the necessary training to ensure the development of in-house training safely and effectively.

Students must attend at least 85% of the established classes (or as agreed in the agreement), including training in the workplace. They should perform only the activities the tutor states, as far as they are included in the performance plan of the company.

We want to highlight how the **German system**:

Rights of the trainee during the education:

- provision of work and examination equipment as well as the working clothes typical for occupation by the education company.
- right of a physically adequate activity appropriate for education.
- right of a report at the end of the education.
- duty of care by the education company – observance of the legal regulations for the accident protection and health protection.
- right of an adequate monthly reimbursement.
- exemption by the education company for the vocational school, inter-company instruction for the vocational training and tutoring.
- realisation of works which promote the education aim.
- special options of dismissal in the trial period.
- claim to vacation:
  - at least 30-day vacation, if the youngster is at the beginning of the calendar year not yet 16 years old

- at least 27-day vacation, if the youngster is at the beginning of the calendar year not yet 17 years old
- at least 25-day vacation, if the youngster is at the beginning of the calendar year not yet 18 years old

Duties of the trainee during the education:

- Duty for the careful implementation of all transferred works and assignments
- Observance of instructions of the instructor
- Careful treatment of all machines, utensils and objects
- Observance of the rules of the industrial safety and health protection as well as fire prevention (for it the trainee is to be taught once a year)
- Attendance of the occupational school hours, the inter-company instruction for the vocational training as well as when required of the tutoring
- Appropriation of the specialist knowledge in the theory and practise
- Preservation of silence through trade secrets
- Care duty
- Have a daily record on a report notebook

We like finished this section with the recommendations of the Erasmus+ charter<sup>5</sup> of rights and duties, the Student Charter highlights the rights and obligations of students participating in Erasmus+. It informs Erasmus+ students about what they are entitled to and what is expected of them during their secondment for studies and/or for a traineeship:

- You must identify it clearly and check your rights and obligations in your agreement.
- There are different people working at your sending and receiving institution who provide support for Erasmus + students.
- Depending on the nature of the problem and the moment in which it happens, the person of contact or responsible in your institution or host (in the case of trainees) will be willingness to help you. Your names and contact details are specified in your Agreement Learning.
- Make use of the formal complaint procedures at your sending institution, if was necessary.
- If your sending or receiving institution breaches the obligations established in the Erasmus Charter of Higher Education or in your grant agreement, you can get In contact with your National Agency.

---

<sup>5</sup> ERASMUS+ STUDENT CHARTER: [http://ec.europa.eu/programmes/erasmus-plus/content/erasmus-student-charter\\_en](http://ec.europa.eu/programmes/erasmus-plus/content/erasmus-student-charter_en)

## 6. TRAINING PROCESS AT THE WORKPLACE

One of the typical aspects of the dual methodology is conducting training programs for businesses; training that students receive at the companies should be suggested by the training center and accepted by the company so that it corresponds to the curricula of the different modules that make up the cycle and so the company may plan its educational efforts on the same direction. Therefore, the person responsible of the company and the tutor of the training center must agree on the content, activities, learning outcomes and assessment criteria that delimit the training plan.

The teaching methodology of Vocational Training should promote students a comprehensive and coordinated global vision of the production processes. Students should achieve professional, personal and social skills that should be based on experiential learning based on the "know-how". The organization of the contents of each of the modules must be defined around the actual workflow.

The training process is designed in work units. This is based on the development of the content as conceptual or attitudinal types and it is based on the implementation of a series of activities (individual or group) for enhance self-learning process as well as the search and use of information.

Learning functionality is prioritized, in order to allow student accessing to new knowledge and ensuring that this knowledge can be used in the real circumstances students need. The functionality of learning is not only the construction of useful knowledge but also the development of learning skills, so the ability to learn how to learn.

The methodology is based on the following points as a basis for development:

- ⇒ Diagnose of the initial level of the student. It allows determining what students know about the topic and to what extent and their previous ideas.
- ⇒ Exhibition. The tutor of the training center states the key concepts on which students build their learning process.
- ⇒ Debates or brain storming on individually or as a group works that help to think about the contents of a Unit. This process is essential for experiential learning and self-evaluation of the students'.
- ⇒ Filling out questionnaires. Allow to determine the extent to which the objectives referred to the theoretical contents.
- ⇒ Performing tasks and solving practical cases, either individually or working together.
- ⇒ Motivation of students to encourage their participation giving their personal views. Performing different works and expose about them.
- ⇒ Use of ICT.
- ⇒ Conferences and lectures by experts and professionals.
- ⇒ Use of textbooks, magazines, web legislation and other sources.

---

*If I hear, I forget;  
if I see, I remember;  
if I do, I know.*

---

## 6.1 COMPANY TUTOR

The figure of the company tutor is key issue, he/she is ensuring the learning process that takes place in the company. The company must appoint a tutor for each student. This tutor is responsible for scheduling and monitoring the student and also he/she should be the link with the tutor of the training center. Together, the two tutors with students themselves carry out the certification of the learning process.

Company tutors will have as its main functions:

- ⇒ Ensuring the coordination of activities and training program with the training center.
- ⇒ Managing the training activities of the student while in the company.
- ⇒ Generating motivation and involvement of the students in the jobs they perform.
- ⇒ Accompanying students and being their reference of the company.
- ⇒ Assessing the progress of students, being part of the final evaluation of the students.
- ⇒ Preparing a report of professional performance of students in their jobs.

In Italy for example the employer who intends to hire apprentices with a contract for qualification or professional diploma has to:

- Locate tutor, check the requirements for agreements
- Check the requirements and any training obligations defined in the collective agreement
- applied nationally
- Define the protocol with the vocational training center

It is necessary to agree on arrangements for co-ordination between a tutor and a tutor (Article 7 of the Interministerial Decree of 12/10/2015).

In Romania, the apprenticeship at the workplace must also contain some elements specific to the new role, besides the mandatory elements of the individual labor contract. These are:

- the name of the qualification to be acquired by the apprentice;
- the name of the training provider carrying out the apprenticeship training at the workplace;

- the name of the apprentice co-ordinator and his / her qualification;
- the place (s) in which the training activity is carried out;
- the length of theoretical and practical training through apprenticeship at the workplace;
- additional obligations of the employer;
- the obligations of the apprentice;
- other clauses, according to the law.

## 6.2 EVALUATION AND FOLLOW UP OF THE TRAINING PROCESS

The student assessment process grades the compliance of the learning objectives established. The monitoring of the training process is done both by the company tutor and the tutor of the training center and the final evaluation is responsibility of the training center, taking into account the evaluation made by the company tutor.

Each student will have a card, agreed between the training center and the workplace, which includes the "Training Program", and that will be completed and considered by the head of the company for the preparation of final report. This card will be supervised by the tutor and will be attached to the academic file of the student. This card may show:

- ⇒ Academic monitoring of the training center
- ⇒ Assessment activities that are part of the training program.
- ⇒ Evaluation criteria for such activities. In addition, those necessary to demonstrate the acquisition of skills and abilities in the training center.

## 7. INFORMATION OF INTEREST FOR STUDENTS ON THE INTERNET:

- Traineeships for students (ERASMUS+ PROGRAMME):

[http://ec.europa.eu/programmes/erasmus-plus/opportunities-for-individuals/trainees/students\\_en](http://ec.europa.eu/programmes/erasmus-plus/opportunities-for-individuals/trainees/students_en)

- The Erasmus+ Student Charter is available in:

[http://ec.europa.eu/programmes/erasmus-plus/content/erasmus-student-charter\\_en](http://ec.europa.eu/programmes/erasmus-plus/content/erasmus-student-charter_en)

- EUROPASS (A document to present your skills and qualifications effectively and clearly):

<http://europass.cedefop.europa.eu/>

- European Youth: Information and opportunities for young people across Europe.

<http://europa.eu/youth/>

- EUROGUIDANCE: The Euroguidance Network provides support in the areas of learning mobility and lifelong guidance development within education, training and employment

<http://www.euroguidance.eu/>

- Learning opportunities and qualifications in Europe. The European Qualifications Framework (EQF) is a translation tool that helps communication and comparison between qualifications systems in Europe.

[https://ec.europa.eu/ploteus/search/site?f\[0\]=im\\_field\\_entity\\_type%3A97#](https://ec.europa.eu/ploteus/search/site?f[0]=im_field_entity_type%3A97#)

- ESAA: Erasmus+ student and alumni association:

<http://www.esaa-eu.org/about/>



Handwerkskammer  
Potsdam



*This project is co-funded by the European Union under the Call for proposal of Erasmus+ Program. This publication reflects the views only of the authors.*

*The Commission and the National Agency are not responsible for any use that might be made of the information it contains*

## BIBLIOGRAPHY

- ⇒ Confederación de empresarios de Aragón. 2014. “Metodología para proyectos de formación profesional dual”.
- ⇒ Gobierno de Aragón. 2014. “La formación profesional dual. Guía didáctica”.
- ⇒ IESE y CitiFoundation. “La formación profesional dual como reto nacional”.
- ⇒ ADIMAD. 2012 “Formación profesional sistema dual: análisis, reflexión y propuesta para un debate”.
- ⇒ Real Decreto 1529/2012, de 8 de noviembre, por el que se desarrolla el contrato para la formación y el aprendizaje y se establecen las bases de la formación profesional dual.
- ⇒ DualVet. Fundación San Valero. “Formación Profesional Dual”.
- ⇒ CEDEFOP. 2000. “The role of the tutor from a Community perspective”
- ⇒ Junta de Andalucía. 1995. “La Acción Tutorial”.
- ⇒ Cámara de Comercio. “Manual de Formación en Centros de Trabajo. Guía para el tutor de empresa”.
- ⇒ Maitre. “Manual de Formación del Mentor”
- ⇒ Servicio Navarro de Empleo. 2013. “Tutor de empresa en la formación para el empleo en Navarra”.
- ⇒ CEDEFOP. “Guiding principles on professional development of trainers in vocational education and training”.
- ⇒ Beatriz Valderrama y Eva Icarán. “Mentoring y acción tutorial”
- ⇒ Revista Docencia Universitaria. VOI 10 (2). Mayo Agosto 2012
- ⇒ CIDEC. “Guía para el aprendizaje en el puesto de trabajo”
- ⇒ Cámaras de Comercio. “Guía de Formación Dual”
- ⇒ Agrupación de Desarrollo “Periplos” de la iniciativa Comunitaria Equal. “Guía docente en formación dual”.
- ⇒ Club Excelencia en Sostenibilidad. 2015. “Guía práctica para la implantación de metodologías de formación profesional dual en la empresa”.
- ⇒ Ciclo de grado superior. Procesos y calidad en la industria alimentaria. Departamento de Industrias Alimentarias. ISE Lope de Vega (2014-15).
- ⇒ Cuestiones clave y requisitos formales para que las empresas impartan con éxito la formación dual. (Cámara de Comercio, Industria y Servicios de Zaragoza. (2015)
  
- ⇒ BIBB (2006): Vocational training regulations and the process behind them. 4th rev. ed. Bonn.
- ⇒ Busse, G.; Heidemann, W. (2005): Betriebliche Weiterbildung - Betriebs- und Dienstvereinbarungen. Analyse und Handlungsempfehlungen. Frankfurt/Main.
- ⇒ Hensen, Kristina Alice; Hippach-Schneider, Ute (2013): Germany. VET in Europe – Country report. Federal Institute for Vocational Education and Training (BIBB). Bonn.

- ⇒ Hummelsheim, S., Timmermann, D. (200): The financing of vocational education and training in Germany. Financial portrait. Thessaloniki.
- ⇒ Loebe, Herbert / Severing, Eckart (Hrsg.) (2008): Berufsausbildung im Umbruch. Ansätze zur Modernisierung des dualen Systems. Bielefeld.
- ⇒ La via italiana al Sistema duale. Istruzioni per l'uso. Italia Lavoro. Sole 24 Ore.
- ⇒ <http://www.sistemaduale.anpal.gov.it/Pagine/default.aspx>
- ⇒ Italian Ministry of Education and Research (2015), *Focus del 30 Novembre 2015: Alternanza Scuola Lavoro*.
- ⇒ Montanari M., Pinelli D., Torre R. (2015), *From tertiary education to work in Italy: a difficult transition*, ECFIN Country Focus, Vol. 12, Issue 5, European Commission, Directorate-General for Economic and Financial Affairs.
- ⇒ OECD (2015), *Education at a Glance 2015*. OECD Indicators. All figures are in purchasing power parity.
- ⇒ (European Commission (2012), *Supporting the Teaching Professions for Better Learning Outcomes*,
- ⇒ <http://www.telegrama.ro/educatie/item/57510-invamantul-dual-primele-detalii-despre-admitere-vezi-metodologia-si-calendarul.-.html>
- ⇒ <https://www.portalinvatamant.ro/articole/noutati-15/reguli-noi-pentru-organizarea-invatamantului-profesional-dual-6841.html>
- ⇒ Global Employment Trends for Youth 2013. A generation at risk. OIM, 2013.
- ⇒ [www.isjiasi.ro/reglementari\\_privind\\_organizarea\\_functionarea\\_invatamantului\\_dual](http://www.isjiasi.ro/reglementari_privind_organizarea_functionarea_invatamantului_dual)
- ⇒ <http://legeaz.net/monitorul-oficial-232-2017/omen-3554-2017-metodologie-organizare-functionare-invatamant-dual>
- ⇒ [www.tribunainvatamantului.ro/limbile-straine-o-poarta-deschisa](http://www.tribunainvatamantului.ro/limbile-straine-o-poarta-deschisa)
- ⇒ [https://www.portalinvatamant.ro/Proiecte\\_educationale](https://www.portalinvatamant.ro/Proiecte_educationale)
- ⇒ [www.trendshrb.ro/business/invatamantul-profesional-dual](http://www.trendshrb.ro/business/invatamantul-profesional-dual)
- ⇒ [www.cursdeguvernare.ro/sistemul-de-la-care-industria-asteapta-salvarea](http://www.cursdeguvernare.ro/sistemul-de-la-care-industria-asteapta-salvarea)
- ⇒ [www.digi24.ro/.../facilitati-pentru-firmele-care-incheie-contracte](http://www.digi24.ro/.../facilitati-pentru-firmele-care-incheie-contracte)
- ⇒ [www.politicipublice.ro/.../nvmnt-dual-pentru-persoane-cu-dizabilitati](http://www.politicipublice.ro/.../nvmnt-dual-pentru-persoane-cu-dizabilitati)
- ⇒ [www.alegetidrumul.ro/.../invatamantul-profesional-de-tip-dual](http://www.alegetidrumul.ro/.../invatamantul-profesional-de-tip-dual)
- ⇒ [www.salusighet.ro/invatamantul-dual-o-alternativa-viabila](http://www.salusighet.ro/invatamantul-dual-o-alternativa-viabila)
- ⇒ [www.legislatia.muncii.manager.ro](http://www.legislatia.muncii.manager.ro)