



DEEP IN WBL

Co-funded by the
Erasmus+ Programme
of the European Union



Inventory on job profiles of professionals in WBL



INTRODUCTION

This is a report containing the countries approaches of the partners involved in this project aiming at the creation and development of collaborative environments to ensure cooperation between the different professionals involved in WBL with a section devoted for each participant country. It has been very relevant including in this report all the contributions from the 2 chambers of commerce, 1 public administration in education, 3 VET schools, 1 association, 1 NGO, and 2 companies from 6 European countries (Spain, Portugal, Italy, Germany, Austria, Greece) and Turkey. This is due to the increase of importance of Work-Based Learning in VET in Europe, though the cooperation between the different learning venues participating varies from one to another, depending on the tradition of the country.

As a previous task to this inventory, and after the first transnational meeting of the project, the Spanish VET school (Instituto Inter) analysed and searched for the current situation in the Spanish emerging Dual VET system, so as to prepare a first draft and later shared with the other partners to be filled by all of them with the proper information of their countries.



Therefore, it was essential to develop an analyses of the professionals involved in WBL in each country so to establish a clear comparative between them, and then facilitate later analyses of cooperation channels and systems at each partner country, which is the principal objective of this project.

But we have to bear in mind that WBL in formal VET is at different stages of implementation in different Member States, as it was already checked that there are more than 50 profiles across the EU being active in work-based learning at the European Project *“Teachers and trainers in work-based learning/apprenticeships. Mapping of models and practices” (Final report. Request for Services VT/2015/075 In the Context of EAC-47-2014-4*”. In short, it has been decided to include at the comparative of this inventory the most predominant and basic roles being active in WBL in VET for each country, as well as their functions, legal responsibilities, skills and competences, or qualifications.

By the end of this report, it has been set a brief comparison between all the partner countries. And there is also a section for additional relevant information as well as for further reading.

This report it is thought to be an electronic file so to be printed, accessible or downloadable on the project website for all stakeholders at European level.



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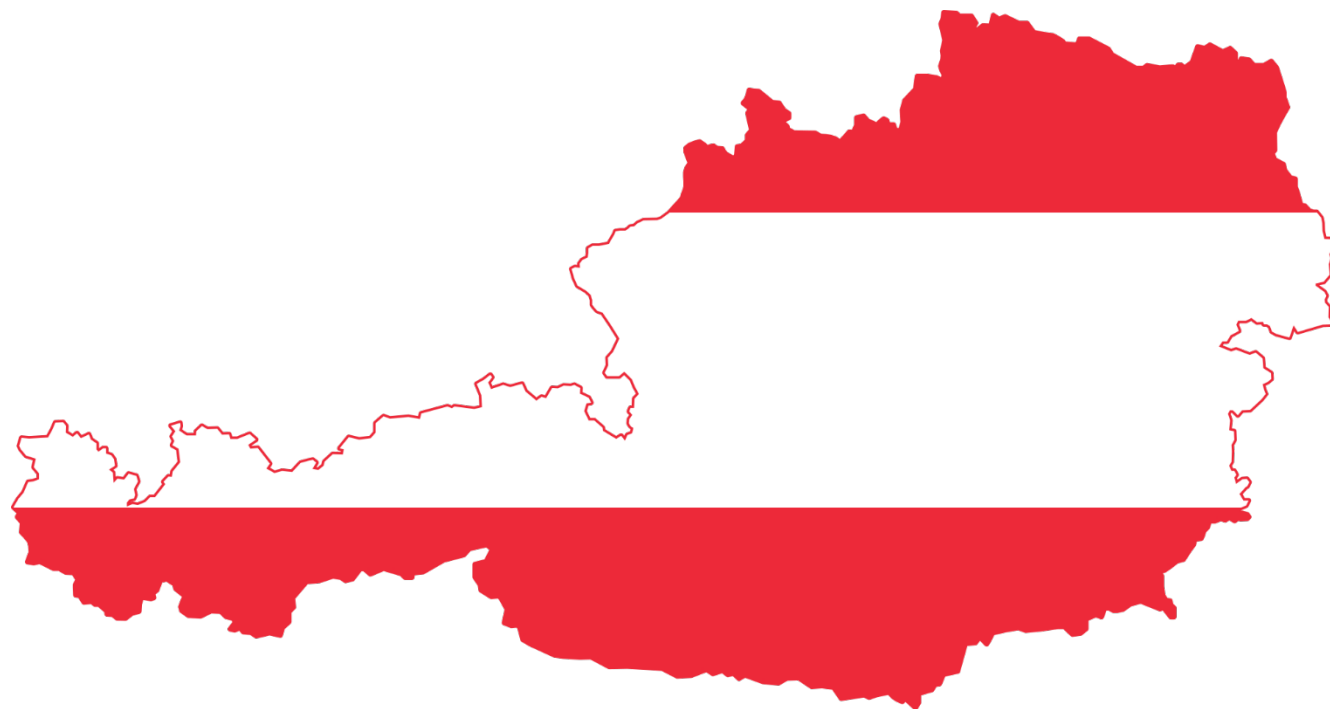
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1. PROFESSIONAL PROFILES IN WORK-BASED LEARNING



1.1 AUSTRIA WBL PROFILES FRAMEWORK & CHARACTERISTICS



**WORK
PLACE**

VET SCHOOL

**TITLE /
POSITION**

Teacher at
part-time
vocational
school

BASIC FUNCTIONS

- Subject-related theoretical training supplementing enterprise-based training
- Deepening and complementing general education
- Occupation-related foreign language instruction
- Supplementary subject-related practical training

LEGAL RESPONSIBILITIES

- Teaching and educational work on the basis of the curriculum
- Careful lesson preparation
- Performance appraisal
- To promote and supplement the teaching of basic theoretical knowledge in relevant technical subjects to promote in-company or practical vocational training
- Extension of general education
- The teacher shall be available to Authorized Company Trainers for individual discussion at their request

COMPETENCES / SKILLS**SOCIAL**

- Able to assert oneself
- Able to show empathy
- Able to motivate students
- Able to assume parental responsibility

PERSONAL

- Able to plan, implement and reflect lessons
- Able to promote the learning and personality of pupils
- Able to select and use the teaching methods and materials
- Able to monitor and assess pupils' performance, make corrections and discuss them

ORGANISATIONAL

- Teaching
- Participate in conferences, meetings and parent-teacher conferences
- Administrative activities such as class bookkeeping, student data management, etc.
- Being available for discussions with authorized apprenticeship trainers on request

**QUALIFICATIONS
/ EDUCATION**

Bachelor of
Education +
At least 3 years
professional
experience +
VET-exam

WORK PLACE	TITLE / POSITION	BASIC FUNCTIONS	LEGAL RESPONSIBILITIES	COMPETENCES / SKILLS	QUALIFICATIONS / EDUCATION
TRAINING COMPANY	IVET Trainer ¹	<ul style="list-style-type: none"> • Planning the content and the time of lapse of the Training • Professional instructions on the apprentice • Observation of the training(result checking) • Contact to the vocational school for apprentices and to the parents 	<ul style="list-style-type: none"> • Specification of the training objectives • Planning of apprenticeship training • Preparation, implementation and monitoring of training • Attitude and behaviour towards the apprentice • Knowledge of legal framework regulating vocational training (Vocational training act, other laws governing working with children and young people) 	<p>PERSONAL Occupation specific specialised skills Able to conduct training in line with training related regulations and laws Apply appropriate vocational pedagogical and principles and methods Able to adapt training methods to the individual strengths and weaknesses of apprentices</p> <p>SOCIAL Integrate the apprentice as part of the work team Able to lead and guide Elaborate a training plan Able to manage conflicts Able to show a professional and appreciative behaviour towards the apprentice: Able to provide and receive feedback Able to promote motivation and self-esteem of apprentices:</p> <p>ORGANISATIONAL Develop a training plan Document the training Determine training progress If required, identify demand and set additional external training offers Communicate with part-time vocational school and parents on relevant issues</p>	<p>IVET-Trainer exam or, IVET-Trainer course or Examination or Course Substitute (legally defined qualifications, usually ISCED 5 or higher)</p>

WORK PLACE

TRAINING COMPANY

TITLE / POSITION

Authorized apprenticeship trainer (= owner of a firm or whole company as legal entity)

BASIC FUNCTIONS

- Legally responsible to apprenticeship authorities
- Decision on type and extent of in-company training provision (offered apprenticeship occupations, number of apprentices).
- Ensure vocational training is conducted in accordance with government regulations and legislation
- Provide necessary technical equipment and training facilities to teach the skills and knowledge required
- Provide sufficient number of qualified trainers

LEGAL RESPONSIBILITIES

- Sign the apprenticeship contract with each apprentice
- Training of the apprentice and instruct him himself or have him instructed by suitable persons, taking into account the training regulations of the apprenticeship profession.
- Make sure the apprentice is only used for activities which are compatible with the nature of the training. The apprentice may not be assigned tasks that exceed his powers.
- Instruct the apprentice to carry out his duties properly and to behave responsibly and shall give him a good example in this respect; he shall neither maltreat nor physically punish the apprentice and shall protect him from maltreatment or corporal punishment by other persons.
- Notify the apprentice's parents or other legal guardians of important occurrences concerning the training of a minor apprentice (e.g. termination of apprenticeship)
- Release the apprentice from the time required to attend school and encourage him to attend school regularly as well as take into consideration the state of education at the vocational school as far as possible.

COMPETENCES / SKILLS

PERSONAL

- Occupation specific specialised skills
- Able to conduct training in line with training related regulations and laws
- Apply appropriate vocational pedagogical and principles and methods
- Able to adapt training methods to the individual strengths and weaknesses of apprentices

SOCIAL

- Able to integrate the apprentice as part of the work team
- Able to lead and guide
- Able to manage conflicts
- Able to show a professional and appreciative behaviour towards the apprentice:
- Able to provide and receive feedback
- Able to promote motivation and self-esteem of apprentices:

ORGANISATIONAL

- Management of in-company training in general or appointment of IVET trainer to act as training coordinator
- Develop a training plan
- Document the training
- Determine training progress
- If required, identify demand and set additional internal or external training offers
- Communicate with part-time vocational school and parents on relevant issues

QUALIFICATIONS / EDUCATION

Not explicitly, usually ISCED Level 5 or higher



1.2 GERMANY WBL PROFILES FRAMEWORK & CHARACTERISTICS²



WORK PLACE	TITLE / POSITION	BASIC FUNCTIONS	LEGAL RESPONSIBILITIES	COMPETENCES / SKILLS	QUALIFICATIONS / EDUCATION
TRAINING COMPANY	TRAINING EMPLOYER = owner of a firm or whole company as a legal entity	<ul style="list-style-type: none"> Decide whether his company will provide in-house initial vocational training Decide on occupations he will provide training in and how many youths his firm will take on for in-house initial vocational training Sign the training contract with each trainee ensure that the vocational training is conducted in accordance with government regulations and legislation 	<ul style="list-style-type: none"> Sign the contract with the school Assign task of training to an employee – a trainer – who is qualified to provide training Ensure that trainees achieve their training goals within the specified period of initial vocational training Assign trainees only those tasks and work that belong to the particular initial vocational training programme. Provide at no cost tools, materials and specialized literature as well as all other equipment and materials needed for the training Ensure that trainees are not put at moral or physical risk Give trainees time off to attend class at part-time vocational school Provide their trainees record books and assist them in keeping them up to date 	ORGANIZATIONAL <ul style="list-style-type: none"> Know the legal requirements for conducting in-company training Support apprentices with learning difficulties through individual design of the training and learning guidance, reach supportive aids if necessary and consider to provide the possibility to extend the training time 	Non explicitly

WORK PLACE	TITLE / POSITION	BASIC FUNCTIONS	LEGAL RESPONSIBILITIES	COMPETENCES / SKILLS	QUALIFICATIONS / EDUCATION
TRAINING COMPANY	Certified in-company TRAINER	<ul style="list-style-type: none"> • Draw up a company training plan on the basis of the training standard (training regulations) • Impart wide-ranging occupational skills and knowledge and personal competence (types of behaviour, ability to work as part of a team, autonomy etc.) • Integrate trainees into the company and support them in possibly being offered permanent employment (recruitment) • Organise the training process 	<ul style="list-style-type: none"> • Participate in trainee recruitment • Plan training content and schedules • Prepare training • Assess vocational training requirements • Conduct training • Conclude training • Has the overall responsibility regarding legal aspects of in-company training 	<p>Only those persons who have the requisite personal and professional qualifications may provide vocational training.</p> <p>* legal “cleanness”: it is not allowed for a trainer to have come into conflict with the law as a result of certain offences or to have violated the Vocational Training Act or related provisions.</p> <p>Professionally qualified:</p> <ul style="list-style-type: none"> * Good command of the occupational skills that they want to teach to young people <p>Educationally qualified:</p> <ul style="list-style-type: none"> * Understand about planning and conducting vocational training * Able to deal with young people * Able to promote socialization of young people * Be supportive and motivating * Able to empower and encourage trainees 	<p>Min. NQF/EQF Level 3 or 4 (first vocational degree)</p> <p>It is normally assumed that a trainer who has earned corresponding recognized vocational qualification or a degree from a university or university of applied sciences is professionally qualified.</p> <p>Other than that a trainer can be deemed to be professionally qualified if he has at least six years of relevant occupational experience.</p> <p>A trainer can earn this qualification at a trainer seminar and, after passing an exam, receive a corresponding certificate from the Chamber of Industry and Commerce or Chamber of Skilled Crafts.</p>

WORK PLACE

TRAINING COMPANY

TITLE / POSITION

TRAINING PERSONNEL / DEPUTY TRAINERS

BASIC FUNCTIONS

- Impart wide-ranging occupational skills and knowledge and personal competence (types of behaviour, ability to work as part of a team, autonomy etc.)

LEGAL RESPONSIBILITIES

- Plan training content and schedules
- Prepare training
- Conduct training
- Conclude training

COMPETENCES / SKILLS

Professionally qualified:

- Good command of the occupational skills that they want to teach to young people

Educationally qualified:

- Understand about planning and conducting vocational training
- Able to deal with young people
- Able to promote socialization of young people
- Be supportive and motivating
- Able to empower and encourage trainees

QUALIFICATIONS / EDUCATION

- No specific requirements in terms of degree
- Must have relevant occupational experience

**WORK
PLACE**

VET SCHOOL (Public)

**TITLE /
POSITION**

TEACHER

BASIC FUNCTIONS

- Teach professional theory and general education
- Teach occupational practice
- Exchange with in-company trainer about improvement of trainee

LEGAL RESPONSIBILITIES

- Organize teaching on the basis of the skeleton curriculum
- Impart professional theory and principles of occupational practice in a wide-ranging manner
- Impart general knowledge
- Impart personal competence

COMPETENCES / SKILLS**SOCIAL**

- Ability to interact with different parties and people (director, training personnel at the company, parents etc.)
- Ability to moderate groups and mediate them
- Ability to establish and maintain interpersonal relationships
- Ability to actively listen the motivations and interests of trainees
- Ability to motivate and engage people and teams
- Ability to valorise and recognise trainees and their capacity of work/studying

PERSONAL

- Be emphatic;
- Be able to take and incorporate criticism;
- Be patient and open-minded;
- Be resilient and persistent;
- Be creative and innovative;
- Be proactive and flexible;
- Be able to adapt to different situations and circumstances;

ORGANIZATIONAL

- Plan and evaluate teaching Independently

**QUALIFICATIONS
/ EDUCATION**

Teaching Specific Subjects at the cycle: suitable degree+ teaching masters degree or enough working experience at sector + teaching certificate or masters
* no previous experience required

WORK PLACE	TITLE / POSITION	BASIC FUNCTIONS	LEGAL RESPONSIBILITIES	COMPETENCES / SKILLS	QUALIFICATIONS / EDUCATION
VET PROVIDER (School-Based VET, private)	VET TRAINER	<ul style="list-style-type: none"> • Teach professional theory and general education • Teach occupational practice • Exchange with in-company trainer about improvement of trainee 	<ul style="list-style-type: none"> • Organize teaching on the basis of the skeleton curriculum • Impart professional theory and principles of occupational practice in a wide-ranging manner • Impart general knowledge • Impart personal competence 	<p>SOCIAL</p> <ul style="list-style-type: none"> • Ability to interact with different parties and people (director, training personnel at the company, parents etc.) • Ability to moderate groups and mediate them • Ability to establish and maintain interpersonal relationships • Ability to actively listen the motivations and interests of trainees • Ability to motivate and engage people and teams • Ability to valorise and recognise trainees and their capacity of work/studying <p>PERSONAL</p> <ul style="list-style-type: none"> • Be emphatic; • Be able to take and incorporate criticism; • Be patient and open-minded; • Be resilient and persistent; • Be creative and innovative; • Be proactive and flexible; • Be able to adapt to different situations and circumstances <p>ORGANIZATIONAL</p> <ul style="list-style-type: none"> • Plan and evaluate teaching Independently 	Bachelor / Master Degree

**WORK
PLACE**

COMPETENT BODY
(Chamber)

**TITLE /
POSITION**

TRAINING
ADVISOR

BASIC FUNCTIONS

- Take part to working groups with dual partners
- Check that all legal prerequisites of a training company have been met, ie. in terms of equipment of the training company and requirements regarding the personal and professional aptitude of trainers
- Advice in case of trainees' difficulties in the company or in the vocational school
- Inform on interim and final examinations

LEGAL RESPONSIBILITIES

- Advice and support all persons and bodies involved in training in-house and external
- Be in continuous exchange with the regional economy

COMPETENCES / SKILLS**SOCIAL**

- Ability to interact with different parties and people
- Be able to moderate between different stakeholders and people

PERSONAL

- Be empathic
- Be proactive and flexible;
- Be able to advise properly - know advising techniques
- Be able to listen
- Be able to judge without prejudices
- Presentation skills

ORGANIZATIONAL

- Be able to organize meetings and working groups
- Be able to coordinate appointments

**QUALIFICATIONS
/ EDUCATION**

Master Degree



1.3 GREECE WBL PROFILES FRAMEWORK & CHARACTERISTICS³



**WORK
PLACE**

VET SCHOOL (EPAS)

**TITLE /
POSITION**

TEACHER

BASIC FUNCTIONS

- Communication with the host Company
 - Offer guidance and counselling services to current apprentices
 - Play an important role in the implementation of the apprenticeship programmes by actively searching for enterprises and supervising apprentices on site
 - Adapt their teaching to labour market needs
- Monitoring the implementation of the programme

LEGAL RESPONSIBILITIES

- Offer the right conditions for the placement: time, location, resources, results, objectives
 - Group Final Report
 - Handle cases of conflict among companies and learners on contractual or learning related issues
 - Responsible to reduce the existing/identified gaps between theoretical education and the more practical education
- The law on lifelong learning (Law 3369/2010) sets professional development for teachers and trainers in adult education and stipulating continuous monitoring and evaluation of the national lifelong learning network

COMPETENCES / SKILLS**GENERAL - ORGANIZATIONAL**

- Propose learning-related goals to the workplace in informal, unstructured way
- Check on the quality of company based learning when learners are back in the laboratorios
- Permanent teaching staff may be appointed as supervisors of in-company learning; they visit the training companies once a month
- Take initiatives to adjust national curricula in accordance with labour market needs

**QUALIFICATIONS
/ EDUCATION**

- Graduates of AEIs, who usually teach subjects of general education and theory aspects of specialisation subjects;
- Graduates of TEIs and those who have completed departments of ASPAITE(8), who usually teach technological subjects, combining theory and workshop training
- Graduates of the upper cycle of secondary technical vocational education, who are employed as workshop instructors

WORK PLACE	TITLE / POSITION	BASIC FUNCTIONS	LEGAL RESPONSIBILITIES	COMPETENCES / SKILLS	QUALIFICATIONS / EDUCATION
TRAINING COMPANY	In-company TRAINER	<ul style="list-style-type: none"> Cooperating and communicating informally with the responsible VET teachers Have the obligation to provide the necessary staff for training programmes at the workplace Comply with rules for the safety and protection of apprentices 	<ul style="list-style-type: none"> There is a provision of training for in-company trainers to develop and update their pedagogical/ didactic and transversal competences There are mechanisms for cooperation and exchange between in-company trainers and VET teachers in schools There is no learning plan for the in-company training element 	<ul style="list-style-type: none"> An apprentice tutor in a company has to have qualification in the vocation he/she trains for An apprentice tutor in a company has to have some proof of pedagogical/didactic competence. The apprentice tutor must have attended a special training programme, proved by certification 	

WORK PLACE

INSTITUTES of INITIAL VOCATIONAL TRAINING
Vocational Training Schools (IEK)

TITLE / POSITION

TRAINERS
of Initial
Vocational
Training
(Adult
Trainer)

BASIC FUNCTIONS

- Use of appropriate teaching methods and tools
- Key requirements for ensuring the high quality of the training provided.

LEGAL RESPONSIBILITIES

- They are recorded in the General Register of Adult Trainers Certified by the Educational
- Adequacy for general adult education and vocational training in the context of lifelong learning.

COMPETENCES / SKILLS

GENERAL

- Hold the cognitive and practical skills relevant to their specialty.
- Apply specialized techniques in their field of expertise.
- Solve specific problems that arise in their working environment.
- Have communication skills at a specialized level in subjects of their expertise.
- Handle adequately the required technological equipment of their specialty.

QUALIFICATIONS / EDUCATION

Specialised, experienced professionals occupied on a daily, full-time basis in their profession and who teach in Vocational Training Centres in the evening

Secondary school teachers teaching subjects within their field of expertise (general subjects)

**WORK
PLACE**

VET SCHOOL (public)

**TITLE /
POSITION**

TEACHER

BASIC FUNCTIONS

- Teach professional theory and general education
- Teach occupational practice
- Exchange with in-company trainer about improvement of trainee

LEGAL RESPONSIBILITIES

- Organize teaching on the basis of the skeleton curriculum
- Impart professional theory and principles of occupational practice in a wide-ranging manner
- Impart general knowledge
- Impart personal competence

COMPETENCES / SKILLS**SOCIAL**

- Ability to interact with different parties and people (director, training personnel at the company, parents etc.)
- Ability to moderate groups and mediate them
- Ability to establish and maintain interpersonal relationships
- Ability to actively listen the motivations and interests of trainees
- Ability to motivate and engage people and teams
- Ability to valorise and recognise trainees and their capacity of work/studying

PERSONAL

- Be emphatic;
- Be able to take and incorporate criticism;
- Be patient and open-minded;
- Be resilient and persistent;
- Be creative and innovative;
- Be proactive and flexible;
- Be able to adapt to different situations and circumstances;

ORGANIZATIONAL

- Plan and evaluate teaching Independently

**QUALIFICATIONS
/ EDUCATION**

Teaching Specific Subjects at the cycle: suitable degree+ teaching masters degree or enough working experience at sector + teaching certificate or masters
* no previous experience required



1.4 ITALY WBL PROFILES FRAMEWORK & CHARACTERISTICS⁴



WORK PLACE

VET SCHOOL-HIGH SCHOOL

TITLE / POSITION

SCHOOL TUTOR
(Tutor Scolastico)

BASIC FUNCTIONS

- Matching student / company according to student's competences and company's needs
- Communicating with the host company
- Giving advices and feedback to the student

LEGAL RESPONSIBILITIES

- Managing placement conditions: time, location, resources, results, objectives and sharing all these issues with the company
- Visiting the host company during the student's stay
- Communicating regularly via mail/phone with the company tutors
- Evaluating the student in cooperation with the company tutor
- Reporting to the school manager and/or the school general supervisor

COMPETENCES / SKILLS

GENERAL ORGANIZATIONAL

- Communication competences
- Cooperation, coordination and team work competences
- Matching the needs competences
- Problem solving skills
- Evaluating competences

QUALIFICATIONS / EDUCATION

- Teaching in the school (not necessarily specific subjects)
- University degree or specific vocational qualification + teaching certificate
- No previous experience required (but training provided by the school /ministry / region)

WORK PLACE	TITLE / POSITION	BASIC FUNCTIONS	LEGAL RESPONSIBILITIES	COMPETENCES / SKILLS	QUALIFICATIONS / EDUCATION
VET SCHOOL-HIGH SCHOOL	General Supervisor for WBL	<ul style="list-style-type: none"> • Coordinating all the WBL experiences of the school • Coordinating the school tutors group • Finding companies to cooperate with managing dissemination and specific training for school tutors 	<ul style="list-style-type: none"> • Checking and upgrading documents according to the law • Organizing safety training for students and medical examinations • Keeping in touch with central offices of the Education Ministry and/or of the Region • Representing the school in meetings, schools networks, conferences related to WBL • Completing reports and statistics about the activities for the school manager, the Ministry, the Region 	<ul style="list-style-type: none"> • Communication competences • Cooperation, coordination and team work competences • Problem solving skills • Evaluating competences • Leadership • Deep knowledge of the laws and rules connected to WBL 	<ul style="list-style-type: none"> • Teaching in the school (not necessarily specific subjects) • University degree or specific vocational qualification + teaching certificate • Previous experience required (and further training provided by the school / ministry / region)

**WORK
PLACE**

VET SCHOOL-HIGH SCHOOL

**TITLE /
POSITION**

SCHOOL
MANAGER
/
Headmaster
/
Headteacher

BASIC FUNCTIONS

- Signing agreements with the companies
- Engaging supervisor and school tutors

LEGAL RESPONSIBILITIES

- Being responsible for safety, insurance, legal issues
- Being responsible of the fulfilment of the contractual obligations

COMPETENCES / SKILLS**GENERAL**

- Leadership
- Staff enhancement and development competences
- Communication competences
- Cooperation, coordination and team work competences
- Problem solving skills
- Evaluating competences
- Deep knowledge of the laws and rules connected to WBL

**QUALIFICATIONS
/ EDUCATION**

- University degree + teaching certificate
- Specific training provided by the Education Ministry

WORK PLACE

TRAINING COMPANY

TITLE / POSITION

TRAINING
TUTOR
“Tutor
Aziendale”

BASIC FUNCTIONS

- Communicating with the school
- Facilitate the access of the student and introducing him/her to the company
- Giving advices and feedback to the student

LEGAL RESPONSIBILITIES

- Managing placement conditions in cooperation with the school tutor
- Communicating regularly via mail/phone with the school tutor
- Evaluating the student in cooperation with the school tutor
- Reporting to the company manager

COMPETENCES / SKILLS

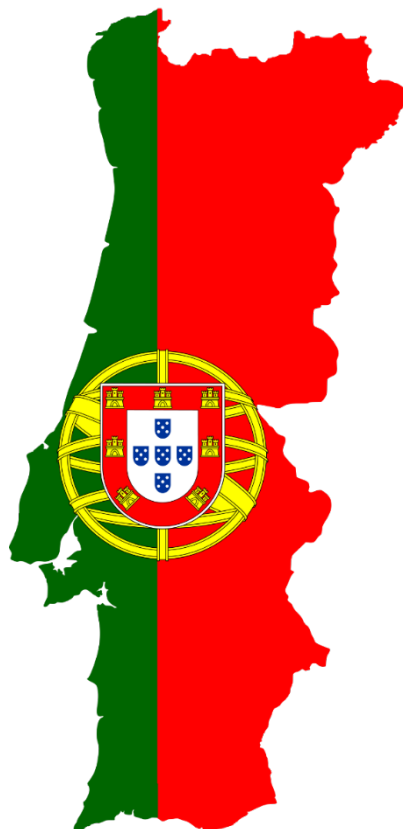
- Professional know-how
- Communication competences
- Cooperation, coordination and team work competences
- Problem solving skills
- Evaluating competences

QUALIFICATIONS / EDUCATION

- Working in the company
- Specific vocational qualification
- No previous experience required (but training provided by the school / ministry / region / company)

WORK PLACE	TITLE / POSITION	BASIC FUNCTIONS	LEGAL RESPONSIBILITIES	COMPETENCES / SKILLS	QUALIFICATIONS / EDUCATION
TRAINING COMPANY	COMPANY MANAGER	<ul style="list-style-type: none"> • Signing agreements with the schools • Engaging company tutors 	<ul style="list-style-type: none"> • Being responsible for safety, insurance, legal issues • Being responsible of the fulfilment of the contractual obligations 	GENERAL <ul style="list-style-type: none"> • Leadership • Staff enhancement and development competences • Communication competences • Cooperation, coordination and team work competences • Problem solving skills 	Depending on the company

1.5 PORTUGAL WBL PROFILES FRAMEWORK & CHARACTERISTICS



**WORK
PLACE**

VET SCHOOL

**TITLE /
POSITION**VET
TEACHER**BASIC FUNCTIONS**

- Promote and guide the acquisition of essential personal, professional and social skills in the labor market
- Teach real practice
- Arouse interest and motivation to work
- Create a relationship of empathy, respect and work.

LEGAL RESPONSIBILITIES

- Prepare, structure and organize learning based on training frameworks, based on learning outcomes:
 - convey and teach professional theory and principles of occupational practice according to each job;
 - transmit and teach transversal skills (respect, responsibility, teamwork, ...);
 - promote personal skills (flexibility, adaptation, creativity, proactivity...).

COMPETENCES / SKILLS**KNOWLEDGE**

- Specialised and consolidated knowledge in the area
- The teacher has knowledge and understands the contents of the study area.

SKILLS

- Professional experience in the area
- The teacher is able to identify, characterize and explain the contents of the study area.

COMPETENCES / ATTITUDES

- The teacher exemplifies how it is done, combining knowledge, skills and attitudes.

**QUALIFICATIONS
/ EDUCATION**

- Holders of higher education (Bachelor / Master degree)
- Certificate holder of Pedagogical Competences

**WORK
PLACE**

VET SCHOOL

**TITLE /
POSITION**VET
TRAINER -
Tutor**BASIC FUNCTIONS**

- Establish mediation between the learning environment and the professional environment.
- Knowledge about the host entity.
- Preparation and organization of the training and work plan.
- Monitoring and evaluation of the activities carried out.

LEGAL RESPONSIBILITIES

- Contact entities to host trainees.
- Establish the protocol with the entity in order to be clear about the goals, tasks and rights of the trainee.
- Define the methodology to be applied for the evaluation of the activity.

COMPETENCES / SKILLS**KNOWLEDGE**

- Specialised and consolidated knowledge in the area
- Has knowledge and understands the contents of the study Area;
- Basic knowledge related to training in companies .

SKILLS

- Professional experience in the area and some practice with internships in companies;
- Being able to identify and predict situations of interest and / or conflict.

**COMPETENCES/
ATTITUDES**

- The tutor accompanies the traineeship by verifying that the knowledge, skills and attitudes are being put into practice at the traineeship.

**QUALIFICATIONS
/ EDUCATION**

- Holders of higher education (Bachelor / Master degree);
- Certificate holder of Pedagogical Competences; Proven experience in the professional area.

WORK PLACE	TITLE / POSITION	BASIC FUNCTIONS	LEGAL RESPONSIBILITIES	COMPETENCES / SKILLS	QUALIFICATIONS / EDUCATION
TRAINING COMPANY	WBL COMPANY MENTOR / Tutor	<ul style="list-style-type: none"> • Reception and integration of the young people; • Training the young people to the specific function; • Evaluate the young people's apprenticeship during the training in the company. 	<p>VET providers establish an agreement with the company defining the profile, role and responsibilities of the company and tutors. It is expected that tutors assume their role and accomplish their responsibilities according to the agreement.</p>	<p>KNOWLEDGE</p> <ul style="list-style-type: none"> • Specialised and consolidated knowledge in the area • Basic knowledge related to training in companies. <p>SKILLS</p> <ul style="list-style-type: none"> • Professional experience in the area • Some years of experience working in the company. <p>COMPETENCE/ ATTITUDES</p> <ul style="list-style-type: none"> • Motivation to be a tutor • Interpersonal relationship; • Leadership • Ability to promote autonomy and self-regulation. 	<ul style="list-style-type: none"> • Qualification in the area • Qualification as a tutor

WORK PLACE	TITLE / POSITION	BASIC FUNCTIONS	LEGAL RESPONSIBILITIES	COMPETENCES / SKILLS	QUALIFICATIONS / EDUCATION
TRAINING COMPANY / OTHER	WBL COMPANY MANAGER	<ul style="list-style-type: none"> • Negotiate with VET provider the training plan in the company. • Sign the agreement with the VET provider. • Guarantee the respect of the agreement. • Provide the necessary conditions and resources to support the training in the company. • Provide the conditions and support to the tutor. 	<p>VET providers establish an agreement with the company defining the profile, role and responsibilities of the company and tutors. It is expected that companies create the conditions for the training in companies, keeping regular contact with VET providers.</p>	NA	

1.6 SPAIN WBL PROFILES FRAMEWORK & CHARACTERISTICS⁵



WORK PLACE

VET SCHOOL

TITLE / POSITION

SCHOOL TUTOR
"Tutor Dual"

BASIC FUNCTIONS

- Making of the training/formative programme
- Selection of the students to participate in WBL (not mandatory sending all of them to companies)
- Follow-up the formative activities of the trainee
- Keep contact with students during the workplacement
- Establish contacts with local companies to promote new agreements
- Orienteering the trainees, helped by FOL teachers, before their workplacement period starts.
- Do the paperwork related to the WBL period

LEGAL RESPONSIBILITIES

- Coordinate and create the training programme, helped by the VET teachers, and assisted by the in-company Trainer
- Apply the priority criteria to provide the students their workplacements and supervise their selection
- Follow-up the formative activities of the trainee, altogether with the in-company instructor
- Being in contact with the trainees (at school and online) all their workplacement period so as to support them educationally and to value the programme development
- Provide the trainees with the needed Labour Risk Prevention knowledges and/or certificates
- Do the paperwork related to the WBL period, including incidences, changes of company, the final report, etc..always following the provided models by the Regional Department of Education
- Adapt the curriculum to those students with special needs

COMPETENCES / SKILLS

GENERAL - ORGANISATIONAL

- Communication competences
- Cooperation, coordination and team work competences
- Matching the needs competences
- Problem solving skills
- Evaluating competences

QUALIFICATIONS / EDUCATION

- Teaching in the school (specific subjects)
- University degree or specific vocational qualification + teaching certificate (CAP, Master en Secundaria)
- No previous experience Required with training WBL

WORK PLACE	TITLE / POSITION	BASIC FUNCTIONS	LEGAL RESPONSIBILITIES	COMPETENCES / SKILLS	QUALIFICATIONS / EDUCATION
VET SCHOOL	WBL COORDINATOR	<ul style="list-style-type: none"> Coordinating all the WBL experiences of the school Coordinating the school tutors group Finding companies to cooperate with (helped by VET tutors) training Managing dissemination and specific for school tutors, giving the required info and documents needed to every tutor Supervision, order and process on time and with the right documents all WBL paperwork 	<ul style="list-style-type: none"> Checking and upgrading documents according to the law Checking safety training or PRL is given to students (certificates) Keeping in touch with central offices of the Education Ministry and/or of the Region (burocracy and paperwork) Coordinate all the VET sectors at school through and assist all the WBL tutors in the paperwork management Planning, development, management, avaluation and Memories report making of WBL Guarantee the IT apps and systems are working well for the WBL management Making the required documents to apply for extraordinary authorizations for the FCT module (workplacement) development 	<ul style="list-style-type: none"> Communication competences Cooperation, coordination and team work competences Problem solving skills Evaluating competences Leadership Deep knowledge of the laws and rules connected to WBL Knowledge of the particularities of every VET sector in the school 	<p>Teaching in school (specific subjects)</p> <ul style="list-style-type: none"> University degree or specific vocational qualification + teaching certificate (CAP, Master en Secundaria) No previous experience required with training WBL, but preferreable

WORK PLACE

TITLE / POSITION

BASIC FUNCTIONS

LEGAL RESPONSIBILITIES

COMPETENCES / SKILLS

QUALIFICATIONS / EDUCATION

TRAINING COMPANY

TUTOR /
Instructor

- Monitoring the agreement for the training activity.
- Ensuring the communication with the training center.
- Participating in the selection of the trainee.
- Welcoming and accompanying the trainee and being his/her reference point in the company.
- Conducting the training activities that the trainee follows during his/her stay in the company.
- Coordinating the work activity with the training activity jointly with the tutor of the training Center.
- Participating in the trainee progress assessment.

According to the national regulations:

1. Performing the communication with the training center (the VET school) through the tutor of the training center.
2. Coordinating with the tutor of the training center the working out of the training program corresponding to the training activity inherent in the contract.

This program will determine, among other aspects, the learning outcomes that should be acquired in the training center and in the company, as well as the criteria to be evaluated in both scenarios.

PERSONAL

1. There are no conflicts with the law that prevent him/her from working with young people
2. There is no incompatibility linked to the legislation on vocational training

SOCIAL

1. Motivating
2. Good communicator:
 - Listen actively to the trainee
 - He/She expresses himself/herself correctly, with firmness and clarity
 - He/She is attentive to non-verbal language
 - He/She adapts to the trainee's way of communicating
3. Give feedback
4. Manage and solve conflicts

ORGANIZATIONAL

1. Knowledge of corporate culture
2. Planning and scheduling of training and assessment
3. Compliance with deadlines and time management
4. Resource management
5. Leadership and team management
6. Flexibility

According to the national regulations:
“appropriate qualifications and professional experience”

WORK PLACE	TITLE / POSITION	BASIC FUNCTIONS	LEGAL RESPONSIBILITIES	COMPETENCES / SKILLS	QUALIFICATIONS / EDUCATION
TRAINING COMPANY	TUTOR / Instructor		<p>3. Carrying out the follow-up of the agreement for the training activity, attending to the worker (apprentice) with the established periodicity, during the period of effective work in the company, in order to assess the development of the program and establish, if necessary, training supports.</p> <p>4. Collaborating with the tutor of the training center in the assessment of the learning developed during the time of the contract and at the end of it.</p> <p>5. Making sure that the worker complies with the corresponding safety and occupational risk prevention protocols associated with the different work and learning positions, providing the necessary advice.</p> <p>6. Preparing, at the end of the work activity, a report on the performance of the job and the learning outcomes achieved in the company.</p>		

WORK PLACE

TRAINING COMPANY

TITLE / POSITION

TUTOR /
Instructor

BASIC FUNCTIONS

LEGAL RESPONSIBILITIES

COMPETENCES / SKILLS

QUALIFICATIONS / EDUCATION

According to the Aragonese regulations:

- Company tutor will cooperate with the training center in the selection of the pupil.
- They will be the responsible of the coordination and monitoring of the actions and activities derived from the development of the dual training program, jointly with the tutor of the training center
- The company tutor will collect in a document provided by the VET center, the acquisition degree of the learning results of the student-trainee. This document will be completed before the final evaluation.

According to the Aragonese regulations:
“qualified staff employee (...) who must prove the completion, or commitment to completion, of the dual vocational training course for company tutors”

WORK PLACE

TRAINING COMPANY

TITLE / POSITION

TUTOR / Instructor

BASIC FUNCTIONS

LEGAL RESPONSIBILITIES

According to the Valencian regulations:

1. Training the students they are responsible for during the period they carry out the training activities in the company, according to the approved Dual Vocational Training project.
2. Coordinating with the dual vocational tutor of the training cycle group in the following matters:
 - a) Informing the dual vocational tutor of the training cycle group about the development of the training activities carried out by the students.
 - a) Informing the dual vocational tutor of the training cycle group when the student commits inappropriate behaviors, lack of attendance and / or unjustified delays or unjustified performance, so that this adopts the appropriate measures.
3. Issuing an individualized final report for each student according to the model provided by the existing regulations.

COMPETENCES / SKILLS

QUALIFICATIONS / EDUCATION

According to the Valencian regulations:

1. Instructors will be part of the company' staff.
Under no circumstances, they may be subcontracted to other entities outside the company.
Instructors appointed by the company must meet at least one of the following requirements, in terms of their training and experience:
Three years of non-teaching professional experience in jobs directly related to the contents of the training cycle.
Having a qualification equal to or higher than the training cycle that the Vocational Training student is studying.
Additional conditions related to the didactic training and the official accreditation of the competence linked to the contents of the training cycle may be established by regulations.

**WORK
PLACE****TITLE /
POSITION****BASIC FUNCTIONS****LEGAL RESPONSIBILITIES****COMPETENCES / SKILLS****QUALIFICATIONS
/ EDUCATION**

TRAINING COMPANY

COMPANY
MANAGER

- Decide whether his company will provide WBL for VET students
- Decide on occupations
She/he will provide training in and how many youths his firm will take on for training
- Sign the training contract with each trainee (learning agreement provided by the School WBL Tutor)
- Ensure that the vocational training is conducted in accordance with government regulations and legislation

- Ensure the job position given to the trainee is adapted to the Labour Risk Regulations
- Guarantee that the training programme will be developed correctly, so checking it on his/her own or designing a tutor.
- The company must be up to date with payments to the Regional and National Social Security taxes
- Must keep the same number of employees at the department where the trainees will fulfill their training, so as to avoid having such a 'free worker'

GENERAL

- Occupation specific specialised skills
- Able to conduct training in line with training related regulations and laws
- Able to adapt training methods to the individual strengths and weaknesses of apprentices
- Able to integrate the apprentice as part of the work team
- Able to lead and guide, manage conflicts and to show a professional and appreciative behaviour towards the apprentice
- Management of WBL training to act as training coordinator
- Leadership
- Staff enhancement and development competences
- Communication competences
- Cooperation, coordination and team work competences
- Problem solving skills

Depending on the company, normally ISCED-5 or higher



1.7 TURKEY WBL PROFILES FRAMEWORK & CHARACTERISTICS⁶



**WORK
PLACE****TITLE /
POSITION****BASIC FUNCTIONS****LEGAL RESPONSIBILITIES****COMPETENCES / SKILLS****QUALIFICATIONS
/ EDUCATION**

VET CENTRE

SCHOOL
DIRECTOR

- Administrative tasks within organization
- Leading teachers, master trainers, trainees and parents in vocational training
- Active communication with governmental authorities, labour market and enterprises
- Legal representation in collaborations with institutions, and in multilateral actions with contracts and commitments

Provide vocational training for beneficiaries

- Implement legal procedures and tasks at all stages
- Coordinate vocational training process (school - trainee - enterprise)
- Take precautions on job security at theoretical and practical education
- Sign contracts with trainees and enterprises, monitor training process
- Use all resources efficiently to provide proper conditions for successful implementation of vocational training
- Preside commissions and committees (teachers, discipline, parents etc)
- Visit trainings and classes, guide teachers, and report the quality of the trainings

SOCIAL

- Have good communicative competence
- Ability of problem solving
- Lead and guide staff and trainees
- Respect calendar and punctuality

PERSONAL

- Positive attitude
- Consistent and decisive
- Have sense of responsibility
- Have team-work spirit
- Punctual

ORGANIZATIONAL

- Have sufficient knowledge on VET system and structure
- Ability to analyze sectoral needs
- Positively explicate the legislation in order to improve qualifications

- Technical / Vocational Education University graduation
- Authorized to give lectures in VET
 - Manager Qualifications according to Manager Assignment Regulation " of Ministry of Education
- Previous experience as teacher / trainer
- Have forensic administrative record off any suspension

**WORK
PLACE**

VET CENTRE

**TITLE /
POSITION**VET
TEACHER /
TRAINER**BASIC FUNCTIONS**

- Give actual theoretical training (lecture) and practical training for VET trainees
- Guide both VET trainee and master trainer
- Ensure social, cultural and personal development of trainee
- Keep constant contact with enterprises
- Coordinate collaboration process between school (VET Center) and enterprise
- Follow-up and evaluate practical work at enterprise
- Ensure coherence and compatibility between trainee and master trainer
- Take precautions in case of incompatibility
- Give “Basic Job Security” education within the curricula
- Monitor school attendance and placement attendance of the trainee
- Fulfill the tasks given by school administration

LEGAL RESPONSIBILITIES

- Perform and sustain training activities within legal responsibility of the school
- In accordance with “Regulation on Secondary Education Institutions” by Ministry of Education, follow up educational process of trainee: attendance, achievement and development, social rights, financial rights etc.
- Report daily, monthly and annual process of trainees to school administration
- Perform actual communication between parents, school and labour market
 - Give practical training (based on demonstration, not production) to trainees considering the updates of the sectoral field
 - Attend “In Service Training” for professional development and updates
 - Follow legislation and curriculum updates

COMPETENCES / SKILLS**SOCIAL**

- Have leadership skills
- Problem solving skills
- Communication with different age groups
- Team work spirit

PERSONAL

- Open to learning and to updates
- Promote learning and exploring

ORGANIZATIONAL

- Have technical and pedagogical competence
- “Experience Based Learning”
- Report efficiency of the placement and offer change in “trainee-enterprise” match if needed
- Combine theoretical knowledge and practical skills, and transfer to beneficiaries
- Good command of communication

**QUALIFICATIONS
/ EDUCATION**

- Technical / Vocational Education University graduation
- Authorized to give lectures in VET
- VET trainer qualifications according to “Regulation on Secondary Education Institutions” by Ministry of Education

**WORK
PLACE****TITLE /
POSITION****BASIC FUNCTIONS****LEGAL RESPONSIBILITIES****COMPETENCES / SKILLS****QUALIFICATIONS
/ EDUCATION**

TRAINING COMPANY

MASTER
TRAINER

- Have the competences to be “master”, with vocational training techniques and implementations, responsible for professional training of trainees at enterprise

- Provide practical vocational training regarding the specification of the work field
- Contribute professional development of the trainee as well as personal and communicative skills
- Follow up attendance and performance of the trainee
- Take job security precautions at workplace, guide trainees about job security
- Evaluate vocational progress of the trainees, and report it to VET Center
- Keep actual communication with VET Center and parents (if trainee is under 18)
- Fulfill legal requirements of the workplace (accountancy, tax, etc)

PERSONAL

1. Open to learning
2. Open to innovations
3. Positive attitude and motivation for teaching
4. Open to exchange knowledge, ideas and experience

SOCIAL

1. Have leadership skills
2. Problem solving skills
3. Communication with different age groups
4. Team work spirit
5. Good relationship with customers and sectoral commercial bodies

ORGANIZATIONAL

1. Sense of institutional representation
2. Respect to ethic values of commerce and commercial competition

Upon basic education and training to be “master”, must fulfill the “work pedagogy” courses given by Ministry of Education



2. PROFESSIONAL PROFILES IN WORK-BASED LEARNING COMPARISON BETWEEN 7 DIFFERENT COUNTRIES (Austria, Germany, Greece, Italy, Portugal, Spain, Turkey)



The main profiles to be included in the WBL system which have brought up from the inventory are as follows:

- At school: WBL teacher, WBL tutor (trainer), WBL coordinator (supervisor), Director
- In the company: In-company trainer (tutor/mentor/instructor), Manager (employer)
- Other: Training Advisor



It has been checked that there are at least 3 main roles or profiles perfectly defined and participating in the WBL system (except in Turkey and Austria, where there are only 2 in common with the other countries): WBL school teacher/tutor, WBL company tutor/trainer and the Company Manager.

The most extensive range of profiles appears in Germany, where there are not only school or company profiles but also a Training Advisor (from Chamber of Commerce) who assists those companies looking for offering in-company training.



Regarding the school profiles, it can be seen that there are 3 countries which share having many different roles well defined: Italy, Portugal and Spain. And with regard to the company profiles it is Germany the one with more well-defined profiles.

Therefore, it can be clearly shown that there is a difference in the implementation of WBL systems in the southern and central-northern countries in Europe.



If considering the analysed items from these profiles, most of them share some characteristics to be fulfilled:

➤ VET Teacher: in charge of theoretical training adapted to the WBL training, being in contact with the company trainers, having many social and personal skills, and with a high level of education such as University degree and Master Degree (in some cases adding specialization or experience in VET labour sector). This one shares the pedagogical part of the training with the in-company Trainer. When talking about the VET school Tutor for WBL, it must be taken into account that he/she also carries not only the supervision of the trainee but also the contact with the companies (as the rest of VET teachers are only devoted to the theoretical and practical training of the trainee at school).



- VET in-company Trainer: in charge of planning training period, observation and monitoring of the trainee; having many social and organizational skills, and with ISCED-5 qualifications or higher (or even having passed a specific trainer exam). This one shares the pedagogical part of the training with the VET Teacher. It is always assigned by the company manager and in charge of the reports needed for the subsequent assessment of the trainee.
- VET company Manager: in charge of the legal responsibility and ensuring trainee's correct staying, signing the agreements, deciding which instructor and training tasks to be assigned to the trainee, having social and mainly organizational skills, and with a non-clearly defined level of education (normally ISCED-5 or higher). This one is sometimes in contact with other profiles participating such as Chamber of Commerce.



It has been added to this inventory some particular information about each WBL system analysed such as the ratio of trainees per trainer, the type of certificates a VET student could get, the participation of big companies due to the enforceability of this educative system in a country, or the differences between a region to another within a country (depending on its educative division of competences).

In short, it could be highlighted that there is a difference between the southern and the central-northern European countries regarding the profiles appearing in the WBL system. And that difference is mostly due to the earliest implementation in those countries as they have been working with mandatory WBL system for many years, which has been implemented in the southern European countries in the last years. Then, it is normal having the WBL structures in general more concrete, specialised and divided into school-company than in the other ones.



To sum up, it can be said that there have appeared a minimum of 3 and a maximum of 5 profiles participating in the WBL system in the analysed countries from the following: VET school teacher, VET school tutor/coordinator, WBL in-company trainer, WBL Manager, Training Advisor. But the ones in common have been VET teacher, WBL in-company trainer and the WBL company manager.

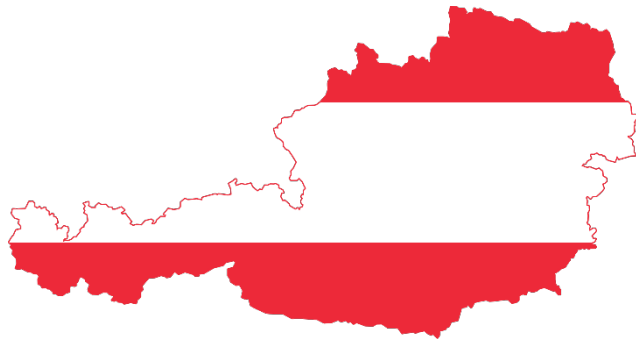
Due to the length of some of the analysed profiles, it has been also included a section 'for further reading', so as to provide that information more in detail.

3. ADDITIONAL INFORMATION





ADDITIONAL INFORMATION¹



IVET Trainer qualification: The IVET Trainer exam covers occupation specific knowledge & skills, pedagogical and methodical skills and legal knowledge. Alternatively a IVET Trainer course can be completed (40 hours, ending with expert conversation). Also a range of legally defined qualifications (for instance, master craftsperson degree) substitute the IVET Trainer exam and course.

Authorized Apprenticeship Trainer qualification: There is not directly a minimum qualification for Authorized Apprenticeship Trainer.

However, according to the Austrian Vocational Training Act an IVET-Trainer must be entitled according to the Austrian Trade and Commerce Act to exercise a trade. An Authorized Apprenticeship Trainer has either be himself entitled to exercise a trade or if not to employ at least one IVET-Trainer. For many trades a proof of qualification is compulsory (for instance master crafts person exam).

Ratio:

1 Authorized Apprenticeship Trainer per Training Company

1 part-time IVET Trainer for 5 apprentices

1 full-time IVET Trainer for 15 apprentices



ADDITIONAL INFORMATION²



1. In small firms, the training employer and the trainer are usually the same person: the owner himself.
2. Large companies often employ full-time trainers who only have to tend to the vocational training provided in their firm. They look after larger groups of trainees. In smaller enterprises, employees have training duties in addition to their primary job. These employees are called part-time trainers. Regardless of their professional duties, trainers are always a reference person for trainees.
3. In the training company the number of trainees must be proportionate to the number of training places or the number of skilled workers employed.

Ratio suggestions:

1-2 skilled workers -> 1 trainee

3-5 skilled workers -> 2 trainees

6-8 skilled workers -> 3 trainees

Each additional 3 skilled workers -> 1 additional trainee.



ADDITIONAL INFORMATION³



- In Greece, continuous vocational training and general adult education is provided by lifelong learning centres (LLCs). The Ministry of Education, through Eoppep, is responsible for safeguarding quality of non-formal education, evaluating these centres and monitoring their operation
- Almost all the ministries and their supervisory bodies implement continuing vocational training programmes for their staff or for broader groups
- A fair number of enterprises, usually the large enterprises, provide systematic organised training programmes for their employees (in-house training), chiefly through seminars and accelerated programmes.
- Large companies appoint trainers and provide training to in-company trainers more often than small companies do
- The obligation for companies to have qualified staff members (tutors) before taking in apprentices is waved for a transitional three-year period.



ADDITIONAL INFORMATION ⁴



- School tutor and supervisor: generally there is a tutor for each class, but this is not a binding rule (some schools have a tutor for each branch); there is only one supervisor for each school. Generally, school supervisors and tutors receive an extra remuneration depending on the school budget. The positions do not involve any career progression.
- Specific programmes: as WBL experiences have become compulsory since 2015 (Law 107/2015), many big companies (such as McDonald's, Procter & Gamble, and so on) have established specific programmes for students, who are employed during the school year in different departments. Some professional, volunteering, cultural associations provide their own programmes.
- Funding: the Ministry and other public bodies provide specific funding for WBL experiences. The schools can manage the budget according to internal agreements that involve labor unions.



ADDITIONAL INFORMATION ⁵



(1) The national legislation refers to "the person who exercises the tutorship in the company", and the Aragonese legislation refers to the figure of "the company tutor", however, the Valencian legislation refers to the position of "the company instructor".

It has to be taken into account that the central government created the dual VET action framework in the Spanish territory but competences for developing this training activity, as the rest of the vocational training, are transferred to the different autonomous communities. In other words, the central State created the legislative framework in order this training could take place, but implementation and development ultimately depend on the autonomous organizations.

Both, national and regional regulations are clear: each participating company must commit to appoint a qualified staff employee as a tutor/instructor.

In a large majority of the Spanish companies who participate in dual VET systems, there is only the figure of the tutor, which is also the only one that is included in Spanish national and regional legislation and is required from companies. However, in some companies, especially large ones, position of tutor, who will probably be one of the Human Resources department responsables, coexists with one or several company trainers from the rest of the departments.



ADDITIONAL INFORMATION ⁵



(The company trainer is the worker who is responsible for transferring the knowledge that the student-trainee must acquire in the company. He/She is the one who works day by day with the young man/lady.

He is a technically qualified worker, committed to the education of the students-trainees in his/her charge and directly in charge of the practical training. His/her competences cover both the technical aspects of training and those related to the development of the learner's personality. He/She maintains a direct contact with the student-trainee and helps him/her to understand and to promote his/her responsibility rates and his/her capacity to work in team and solve problems with efficiency, qualifying him/her for sound decision-making.



ADDITIONAL INFORMATION ⁵



(2) The national regulations do not refer to any other actor, nor the Aragonese regulation, only the Valencian regulations refer to:

* The Council of Chambers, Chambers of Commerce, Industry and Navigation, associations and business federations may collaborate in the development of Dual Vocational Training, as follows:

1. Advising the competent administration and proposing measures that contribute to improve it.
2. Promoting the signature of framework agreements with companies, institutions or entities willing to collaborate technically in the management of the Dual Vocational Training.
3. Advising on the development and updating of an information and explanation plan for companies, institutions or entities on the importance and interest of their collaboration in the participation and good development of Dual Vocational Training.
4. Promoting the celebration of training sessions for instructors.

Likewise, the educational centers will be able to ask reports to the most representative business confederations of the Valencian Community, or certificates to the Council of Chambers and to the Chambers of Commerce, Industry and Navigation of the Valencian Community, in order to complete the information of the working centers.



ADDITIONAL INFORMATION ⁵



* The company will prove its suitability for at least one of the following means:

- a) Report carried out by the most representative business organizations of the Valencian Community.
- b) Certificate issued by the Council of Chambers or Chambers of Commerce, Industry and Navigation of the Valencian Community.
- c) Responsible statement

* The Chambers of Commerce, Industry and Navigation, business and trade union organizations, as well as the training, innovation and educational resources centers of the Valencian Community, will be able to organize specific courses to train the instructors in relation to the teaching matters. The training will be subject to accreditation by means of an official certificate issued by the giving organization.

The Chamber of Spain, from its side, is working on the design of a new position, the "cameral coordinator", whose objectives would be:

- coordinating with the tutor of the training center the planning, monitoring and assessment of the trainee learning, and
- coordinating with the company tutor or instructor the administrative and organizational process.



ADDITIONAL INFORMATION ⁶



- Vocational Education and Training is regulated by Ministry of National Education within “Regulation on Secondary Education Institutions” and specifically “Law for Vocational Education and Training – Nr 3308”. Definitions, tasks and responsibilities of Vocational Institutions and bodies are also provided by those regulations aforementioned.
- Vocational training at VET centers consists of theoretical and technical lectures besides practical implementations at “demonstration” level – rather than “production”. The practical training basically takes place during placement in enterprises and workplaces under the supervision of “master trainers”.
- Having “master” certificate is possible through some different ways. For example,
 - graduates from Vocational / Technical Secondary Schools of 4 years can get upon request
 - graduates from Vocational / Technical Secondary Schools of 3 years (former education) can get in case they are successful at mastery exams of VET Centers that completed apprenticeship and journeyman process can get by fulfilling legal requirements and qualifications

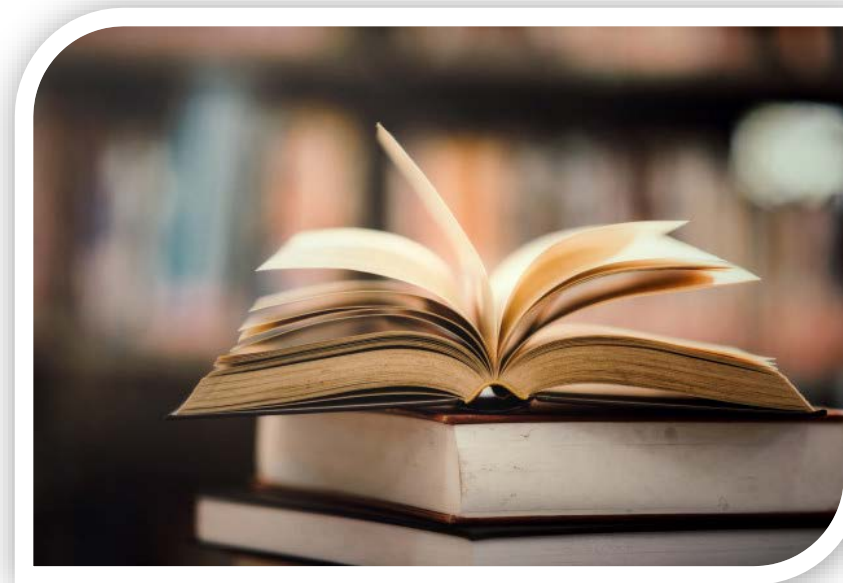


ADDITIONAL INFORMATION ⁶



- individuals that completed apprenticeship and journeyman process can get by fulfilling legal requirements and qualifications
- graduates from Vocational or Technical Education University can get “Certificate of Establishment” (which is equal to “master” certificate) to start a business. If their university education includes pedagogical formation, the university diploma is also functions as “master trainer” certificate.
- Trainees are placed to workplaces for practical training on condition that there is a “master trainer” employed by the enterprise.

4. FOR FURTHER READING





AUSTRIA

- TEACHER AT PART TIME VOCATIONAL SCHOOL:
https://www.abc.berufsbildendeschulen.at/download/2032/E_Gesamtbroesch%C3%BCre.pdf/
- IVET TRAINER:
<https://www.apprenticeship-toolbox.eu/austria/apprenticeship-system-in-austria>
<https://ibw.at/en/resource/download/645/apprenticeship.pdf>



GERMANY

- CERTIFIED IN-COMPANY TRAINER:
https://www.bmbf.de/pub/Jobstarter_Fachglossar_englisch.pdf/ <https://www.bibb.de/govet/en/54883.php/>
<http://www.dualvet.eu/Productos.asp>
- VET SCHOOL TEACHER – TRAINER:
<https://www.kmk.org/fileadmin/Dateien/pdf/Eurydice/Bildungswesen-engl-pdfs/teachers.pdf>
- TRAINING ADVISOR:
<http://www.dualvet.eu/Productos.asp>



GREECE

- VET SCHOOL (EPAS):
<http://www.oaed.gr/epas>



ITALY

- SCHOOL TUTOR:
<http://www.miur.gov.it/alternanza-scuola-lavoro>



PORTUGAL

- SCHEME FOR VET ORGANIZATION: <https://dre.pt/pesquisa/-/search/224851/details/maximized>
- VET NATIONAL DEPARTMENT: <http://www.angep.gov.pt/>
- NATIONAL QUALIFICATION CATALOGUE: <http://www.catalogo.angep.gov.pt/>
- <https://data.dre.pt/ali/dec-lei/92/2014/06/20/p/dre/pt/html>
- https://www.portugal2020.pt/Portal2020/Media/Default/Docs/Legislacao/Nacional/Portaria74A_2013.pdf



SPAIN

- **National regulations:**
<https://www.boe.es/buscar/act.php?id=BOE-A-2012-13846>
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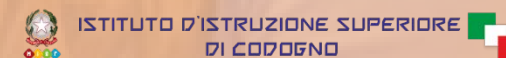


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