



Sharing European Best Practices to improve the quality of VET Systems and trainers skills

Upgrading Trainers in Dual Vocational Training System



GOOD PRACTICES GUIDELINES



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INTRODUCTION

This « Good Practices Guideline » aims at promoting excellent ideas and initiatives that improve dual system quality throughout the European Union.

These initiatives have been gathered by the VET centers members of the UPT2S project. They have been chosen because they contribute at enhancing not only trainee's and young people's skills, but also companies, trainers and VET centers expertise and know-how in Dual Systems.

The ideas, tools and testimonies shared in this document have been implemented by companies in Croatia, Estonia, France, Germany and Spain. The companies have been chosen for their strong involvement in the Dual System. By going through this document, please keep in mind our dual systems can differ slightly, that is why all the initiatives presented are different and linked to their particular context.

These Guidelines present companies experiences in different formats: you will find videos, interviews, checklists and infographics.

We hope these ideas can contribute to help you improve the way you prepare, implement and assess the experiences carried out with your trainees !



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I. TRAINING PREPARATION

If you want to welcome a trainee in your company, the “preparation” steps are essential. In this first part, you will find companies' excellent ideas : job interviews, trainer’s preparation and an example of a welcome plan, with a special focus on safety in the workplace.



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I.1 Application

I.1.1 Monitoring Committee for the assessment and monitoring of Vocational Training students. EDUCACIÓN FP- GOBIERNO LA RIOJA (SPAIN)



In the Community of La Rioja (Spain), the Vocational Training Service is responsible for managing the Vocational Training of the Education System.

To be able to access a training program, the student's candidates must pass a preliminary phase divided into a first assessment of academic merits and a second interview filter, focused on assessing their suitability to enter the training program (cycle) as there are a limited number of places.

Once the academic year has begun and before the student-trainees and prior to the incorporation of students to companies, a Monitoring Committee carries out an assessment in the VET school (usually in December) to estimate whether the student can access the Dual VET modality. There is a Monitoring Committee per Dual VET programme of the VET school

One representative of the company related to the project (owner, Manager or trainer depending on the company size) participates in this assessment.

Follow this link to read more about this interesting procedure to improve the quality of the Dual Training System and check the attached documents!

[Monitoring Committee for the assessment and monitoring of Vocational Training students](#)

I.1.2 A job interview carried out at Interijeri Damir Besednik – CROATIA



Besednik Završni radovi is a young and ambitious construction company founded in 2017. It consists of a young, professional team who love what they do and the most important thing is the satisfaction of each client. Precision, neatness, and responsibility are

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some of the most important features of this team. They always try to be in trend, to follow the latest innovations and techniques in the field of construction works. They are open to cooperation with vocational schools and eager to host trainees. They are mentoring students from Secondary school Bedekovčina as a part of the dual system.

Before going to the working place in a company, students have a compulsory job interview with the company. This is an excellent opportunity to see how it looks in the real professional situation.

Follow this [link](#) to see the checklist!

If you would like more information about this topic, check out our **Online Course for Trainers : Unit 2** deals with Students selection process.

I.2 Trainer's skills

I.2.1 A facultative training for trainers proposed at FDSEA29 - France



FDSEA29 is the local antenna of a national agricultural union (FNSEA). It represents farmer's interests and provides them support, such as professional training courses. For this mission, FDSEA29 has developed a strong partnership with MFR training centers, which offer dual vet education: together, they conduct several training missions aiming at developing skills in the agricultural sector.

This organization has developed a special training for farmers who wish to become trainers or improve their skills in welcoming apprentices in their farms. This training course is facultative, but it focuses on three topics that are essential to carry out your mission as a trainer: regulations regarding apprenticeship, health and safety at work, and management.

Follow this link to watch the interview of Garlonn Fouchard, in charge of this professional training courses at FNSEA 29! [Interview Garlonn Fouchard](#)



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I.2.2 Promotion of young talents offered by Association of landscape gardeners - Germany



**Ihre Experten für
Garten & Landschaft**

The Bundesverband Garten-, Landschafts- und Sportplatzbau e. V. V. (BGL) is a business and employer association - supported by the 12 regional associations of gardening, landscaping and sports field construction. It represents the interests of German gardening, landscaping and sports field construction at state, federal and European level.

The Landscape gardeners Association has a specific department AuGaLa. One of their fields is the promotion of young talents.

One example of promotion young talents is the annual competition of the Landscape-Gardeners-Cup.

Follow this link to read the infographics!

[Promotion of young talents](#)

I.2.3 Trainer Aptitude Ordinance (AEVO)- Germany



The BMBF (Federal Ministry of Education and Research) is active in strengthening vocational education and training in Germany and making it fit for the future. Framework conditions and legal bases are designed for this purpose. One of them is the AEVO (Trainer Owner Ordinance)

Trainer have a significant influence on the quality of vocational education and training. The Trainer Aptitude Ordinance (AEVO) regulates what knowledge they must have and how this must be proven.



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Only those who are personally and professionally suitable may train. This is laid down in § 28 of the Vocational Training Act (BBiG).

Follow this link to read the infographics! [Trainers Aptitude Ordinance.docx](#)

If you would like more information about trainer's roles, profiles and skills, check out our **video tutorial V-2.1** in the **Online Course for Trainers**.

I.2.4 Training Workshops for Trainers and Seal of Accreditation for companies (FER)-Spain



Employers' Federation of La Rioja (FER) is the most representative intersectoral business organization in La Rioja, associative, independent, voluntary and non-profit. Its purpose is to promote a framework that contributes to business development in La Rioja. <https://sie.fer.es/>

Company tutors (trainers) receive a specific training course in Dual Vocational Training. For companies, a 12-hours course (spread over 2 days) is organized.

The trainers that participate in the course receive a diploma certifying the training and the participating company, gives you a **SEAL THAT CERTIFIES** your learning and commitment to Dual Vocational Training. An accreditation that we grant, **FER and CaixaBank Dualiza**, which is a prize as well as a recognition of the effort, dedication and commitment acquired during the course by each trainer .

Follow this link to read more about this interesting training activity for trainers and analyze the attached documents. [Training Workshops for Trainers and Seal of Accreditation for companies \(FER\)-Spain](#)



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I.3 First day

I.3.1 Job shadowing - Väätsa Agro - Estonia



In 2014, the Väätsa Agro Lõõla farm complex belonging to Trigon Dairy Farming Estonia was completed. The complex is the largest dairy farm in Estonia and the Baltics, consisting of two dairy farms (with space for 3,300 dairy cows) and several other buildings. The farm also has a milking carousel for 500 cows - the first of its kind in the Baltics.

The trainee's first working day is in a form of job shadowing in order to provide an overview of the general work organization in the company, that also allows him / her to see those parts of the work where he / she works in parallel or at different times during his / her planned traineeship, that he / she otherwise wouldn't have a chance to see.

The internship supervisor also gives an overview of the general management principles and values, introduces the co-workers, all the fields and the surroundings.

In the company's practice, it has proved to be most effective for the trainee to write down all the information that is important to him or her - for example, times, quantities of feeds, etc., contacts and tasks - in a special booklet. The farm uses both a calendar and whiteboards on the walls, where topics that need attention are written on both parties - trainer and trainee (for example, which animal is sick, which machine needs maintenance). Also, the trainee can write down more general information (some feed is running out or the tool needs to be replaced, etc.).

If you would like to get more information about this topic, please check out our **Unit 2, part 3.3 Welcome and integrate students within the company**, in our **Online Course for Trainers!**



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I.3.2 Welcome plan - Checklist “The first Day” - Germany



Company MS Gartengestaltung has huge experience in training according to the German Dual VET System. Each year they have 2-3 trainees.

They are located in Hannoversch Gmünden (Lower Saxony) and they are members of the Landscape Association VGL Niedersachsen Bremen

Before the trainer Matthias Sturm from company MS Gartengestaltung welcomes his trainees on the first day, he has to make many regulations, contracts, instructions, precautions, etc. In order not to completely lose track, he uses a checklist

Follow this link to read the checklist! [Checklist training start Company Sturm.docx](#)

For more information about how to create a welcome plan for your students, please check out our **Unit 2**, in our **Online Course for Trainers**!

I.3.3 Safety at the workplace course health at school prior to first training at company - CROATIA



Srednja škola Bedekovčina, as a VET school, pays a lot of attention to the students safety during the practical work. The first year students have a mandatory basic course with the topic of health and safety at the workplace. The passed exam after the course is a prerequisite for any practical training or work.

The example of this test can be seen if you follow the [link](#).



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II. IMPLEMENTATION

In this part, you can find interesting ideas developed by companies to provide their trainee with a good learning environment: how to integrate trainees, explain rules, cooperate with the VET center, assess and help prepare student for exams!



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II.1 Integration in the company

II. 1. 2 The example of Farm Kastens - Germany



Frank and Frederike Kastens run a dairy farm with its own dairy in Stuhr, Diepholz district in Lower Saxony. Every year they have a trainee and trainee.

Farm Kastens is a family owned farm and their trainees live together with Family Kastens. The trainees have their private rooms. Every day they have lunch together to have time to speak to each other e.g. about the learning processes and progress. When more privacy is needed, private discussions are organized.

Follow this link to read the interview:

[Interview Family Kastens.docx](#)

If you'd like more information about how to give feedbacks to trainees, please check out our **Unit 4**, in our **Online Course for Trainers!**

II.2 VET center/ company cooperation

II.2.1 Preparation and conduct of the internship by Maxi Vet Clinic, ESTONIA



Maxi Lemmikloomakliinik has been operating in Estonia since the beginning of 1993. From the beginning of the summer of 2016, the veterinarian clinic has moved to a location with larger, more

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spacious and significantly better planned premises and better parking facilities to offer veterinary

services. In order to provide the best service, Maxi Lemmikloomakliinik considers it important to maintain a high level of knowledge and skills of its staff. Therefore, they provide their employees with continuous in-service training both in Estonia and abroad. They also invest in modern medical devices and equipment. The health of customers' pets is taken care of by many professional veterinarians and experienced vet assistants. Every doctor also has his or her own narrower field of specialization, which is especially close to their hearts. They consider it very important to support each other with their skills and knowledge, especially in the most difficult cases. They are also very glad and happy with their dedicated and eager team.

Prior to the internship, the trainer gets acquainted with the trainee's compulsory learning outcomes, which the trainee must learn and do during the internship. In addition to the learning outcomes, the trainer examines the individual practical and theoretical skills of each trainee in order to find the best way to teach them and assign them tasks according to their abilities, which will later be developed and expanded. If all parties - the VET center, the trainer and the trainee - agree to carry out the traineeship, an internship agreement will be concluded between them.

On the first day of the internship, the new trainee will be given company work clothes, introduced to the employees, work premises, tools and work processes. The trainee has the opportunity to learn more about the premises and other facilities. In addition to the introductions, the occupational safety requirements are explained to the trainee and what circumstances should be given special attention. The trainee is also instructed in the use of different machines in the workplace.

Although the main instructor for veterinary trainees is one particular veterinarian, in reality the trainees are instructed, taught and guided jointly by the whole team throughout the internship, according to the tasks, situations and patients. This way of teaching offers the trainee in the veterinary field more opportunities to learn, because in this way he/ she learns not only from one person, but from the whole team. In addition, it offers an opportunity to get acquainted with different techniques and methods and to find one that suits them best when performing different tasks.

The entire staff of Maxi Lemmikloomakliinik welcomes all trainees with a very warm heart and joy, explaining to the trainee the tasks, their importance, description, methods; introducing the trainee to patients, their background, care needs and other relevant circumstances; helping the trainee to find a link between prophylactic treatments, diagnoses, diseases and their treatment. In addition to general guidance, employees are willing to explain in more detail the nature of certain diseases, the causes and results of treatment, and to answer any other questions that may arise from the trainee.



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One of the most important points that is definitely worth mentioning is the fact that the professionals at Maxi Lemmikloomakliinik do not condemn or make the trainee feel bad when they perform certain tasks for the first time or not perfectly - they understand that the trainee is there to learn and develop, and due to that, the atmosphere and relations between colleagues are very positive.

Throughout the whole internship period, the trainee completes his/ her internship diary on a daily basis, which is then read, evaluated and signed by the trainer. The internship diary contains a comprehensive introduction to the company, the work tasks done, the learning outcomes acquired and self-analysis. Upon completion of the internship diary, the trainee, the VET center and the workplace trainee will see the trainee's development throughout the whole internship period.

II.2.2 Close cooperation between school and company - GAEC Arnaud Abgrall - FRANCE



GAEC Abgrall is a milk, pig and potato farm. The team is composed of 2 owners and two workers. The farm regularly hosts trainees and is known for providing excellent learning conditions to students.

The trainer has excellent communication with the school. He is very involved in the special pedagogy in MFR (strong links between school and training activities).

Follow this link to read the interview! [Interview Arnaud Abgrall](#)

If you would like to have more information about this topic, check our **Video tutorial Motivation in Unit 3 of our Training course for Trainers** and/or check our chapter dedicated to student selection process, in **Unit 2!**

II.2.3 Weekly schedule implemented by Nuiamäe Tallid - Estonia



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Nuiamäe stables are located in Central Estonia, by the naturally beautiful Ärma River. The company was founded in 2001. For today, the owners have turned it into a diverse equestrian complex with a manege 24 × 48 and a stable with space for 21 horses. The stable forms a pleasant equestrian center: modern changing rooms, showers, and a leisure room. The party room on the second floor of the stable can fit 30 people. In addition, near the stables, there is a lawn and sand field that is fenced off. Equestrian training and competitions are held on the training grounds and in the manege. The following services are provided on a daily basis: basic riding lessons, dressage, sale of horses, breeding, rental of booths, in addition to several veterinary services.

At the start of their cooperation with the school and the trainers, the trainer of Nuiamäe stables invites the trainee (and the trainer from the school) over to show around and introduce the complex as well as the work that can be done. Once the training starts, the trainee has certain tasks assigned to him / her - which must be performed on a daily basis and which is done at a certain interval: more than once a day, once a week, etc. The additional tasks are distributed in such a way that the workload is evenly distributed and the trainee can also practice the time and responsibility for carrying out the work, i.e. regulate the performance of certain tasks himself.

The trainee is also instructed in the work to be done as needed (for example: a new quantity of silage rolls must be brought to the table if less than 1 day is left, i.e. 6 rolls). Such more general instruction helps to practice taking responsibility and attentiveness according to one's ability to work. In other words: the trainee is aware of all the work, but it is divided into: tasks that need to be done on a daily basis, tasks that need to be done over a period of time, and needs-based tasks. This leaves the trainee free to set his / her own agenda, while increasing his / her sense of responsibility and alertness so that needs-based tasks can be completed.

The company has a checklist of tasks they give to the trainee; also they provide a new week's schedule at the end of each week. The company itself follows the checklist (learning outcomes) provided by the school.

Video tutorials V-2.2 Plan intership and/or V-3.1 Training preparation of our Online Course for Trainers provide more information about this topic. Please check them out!



II.3 Company rules

II. 3. 1 How rules can be explained and followed by trainees - Nursery Woelk-GERMANY



Nursery Woelk is a family owned nursery with a long training tradition. Dennis Woelk is also a member of audit committee for practical exams.

It doesn't work without rules!

In addition to the rights and obligations enshrined in the training contract, there are a lot of company rules. The AuGaLa (<https://www.augala.de/gute-ausbildung.aspx>) has published an example form for this, which Dennis Woelk has taken as a template and rewritten on his company. In doing so, he is sure that he has explained everything worth mentioning to the trainees both orally and in writing. By signing, the trainees acknowledge the in-company training agreement.

Follow this link to read the agreement template!

[Trainee agreement 2021-2022.docx](#)

Our **Training course for Trainers** can help you deal more comfortably with setting rules and dealing with conflicts : check **Unit 3** if needed!



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II.4 Trainee exchange

II. 4.1 Make your company attractive for trainees- GERMANY



Farmer Gerd Kramer, together with his son and wife, runs an agricultural contractor with additional cattle breeding. Mr. Kramer has been involved in training and internship programs for many years.

Farmer Kramer has huge experience in training. This interview shows the advantages and challenges for trainer and trainee by a trainee

exchange.

For years, Mr. Kramer has been observing the declining numbers of trainees and thinks that his commitment to the Erasmus internship exchange makes his company attractive for training place seekers

Follow this link to read the interview!

<https://docs.google.com/document/d/18U-cN400BK0HBy93nyyVNxcDeTpy0Ty9/edit>

II.5 Exam preparation

II.5.1 Operational preparation for exams, carried out by Matthias Teegeler Trainer (DEULA Nienburg) +Company MS Gartengestaltung, GERMANY



Company MS Gartengestaltung has huge experience in training according to the German Dual VET System. Each year they have 2-3 trainees. They are located in Hannoversch Gmünden (Lower Saxony) and they are members of the Landscape Association VGL Niedersachsen Bremen



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Matthias Sturm from MS Gartengestaltung wants their trainees to get prepared for the practical exams. But at the same time the company has lots of arrangements and constructions to be finished and for that they need every worker. Because of that special situation, which repeats every year, Matthias Sturm decided to let extern experts do the preparing for trainees' practical exams.

Matthias Tegeler is a master gardener in garden landscaping and leads the courses at DEULA Nienburg to prepare for the practical final examination.

Follow this link to read the interview!

https://docs.google.com/document/d/1O5qlv0mZ_rp5BuExC7LIK9bZZK27LXB1/edit

II. 6 Progress assessment

II.6.1 How trainee's progress are regularly assessed at Stadler and Xabec, SPAIN

STADLER

STADLER, a railway vehicle construction company that operates worldwide and Xabec awarded by the European Commission as the best vocational training centre in Europe for Excellence in its training quality in 2018 , work together to train young students to incorporate them into the labor market with full guarantees of success.

The STADLER trainer checks weekly the tasks performed by the trainees are recorded in their (digital) task diary. These are validated by the trainer and the VET Centre tutor (XABEC).

Follow this link to read the summary of this best practice and see an example of the digital task diary/ note book as a system to follow up the progress of the students and an evaluation tool.

[DIGITAL TASK DIARY](#)

If needed, check our **Online Course for Trainers** and see **Unit 4 "Assessment"**. It provides interesting advice and ideas to deliver feedback to your trainees!



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II.6.2. Students Diary - CROATIA



During the training, students write a training diary, write responsibilities and daily tasks. Within the diary, students record and describe the daily tasks, pictures of schemes and results of practical work.

Please, follow this [link](#) to see the form of the diary.

The **app created in this UPT2S project** includes a “digital student’s diary feature”, among other time-saving procedures to assess your students progress and communicate with training centers. Check it out!



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III. AFTER TRAINING

Some trainers want to continue to participate in the trainee's skill development after the training has been completed, through skills assessment or helping in access to employment.



III.1 Skills assessment

III.1.1 Feedback sessions organized in Remmelgamaa OÜ - ESTONIA



Remmelgamaa OÜ is one of the top Estonian dairy farms. The farm has 85 Holstein dairy cows and 80 young animals. Animal feed is sourced from the company's 170 hectares of land. The emphasis is on breeding and environmentally friendly management.

Generally the trainer gives feedback to the trainee on an ongoing basis and on the basis of the work performed. They also give feedback once a week at the beginning of the traineeship, to find out the challenges and the need for support, and every few weeks, if the trainee has been working for longer. Often the problems are more personal and related to the topics of being away from home, etc., and not directly related to work. In order to get started and help trainees to focus on performance, support often needs to be provided to address these issues as well.

The trainer gives feedback both directly in the work situation and after working hours, in an open atmosphere (common dinners, get togethers. The trainer also monitors the trainee's communication and attitude towards co-workers.

If you are interested in learning more about assessment, please check our [Online Course for Trainers](#) and see [Unit 4 "Assessment"](#). There are interesting video tutorials about feedback.

III.1.2 Digital badges used at IREO Lesneven- FRANCE



Ireo Lesneven is an agricultural training center, offering dual system education to youngsters and adults. Together with companies, they seek ways to assess and recognize professional skills acquired in companies.

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Several farms have accepted to work with the VET center to implement a “skills badges” project. Beyond graduation, these badges prove the trainee has specific professional skills. This project participates to personalize curriculums and value professional experiences carried out in companies.

Follow this link to read the interview. [Interview Audrey Breton](#)

Our **Online Course for Trainers** provides a **video tutorial about Objectives**, it can help you to talk about this topic with your trainees.

III.2 Access to employment

III.2.1 Facilitating access to the labour market, Service de Remplacement, FRANCE



Finistere remplacement provides replacement services to farmers who wish or need to take time away from work. To achieve this, it has developed strong relations with agricultural training centers.

This replacement agency provides support to young people. Support consists not only in job and internships opportunities for students, but it also in providing support, advice and preparation for students career projects: it gives advice for youngsters to find employment in the farming sector. When graduated, young people can get more experience thanks to this company.

Follow this link to read the article! [Article Finistere Remplacement](#)



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III.2.2 Work contract signed after training, Scania/ Efa Moratalaz, SPAIN



EFA Moratalaz School of Secondary Education and Vocational Training in Ciudad Real (Spain) , integrated within CIFASA, has more than 50 years of experience in dual training and Scania, a multinational company leading global provider of transportation solutions, such as trucks and buses sign an agreement to incorporate into its workforce young mechanics trained in its own technology and work philosophy so that once hired they are highly qualified and productive professionals.

They carry out 700 hours of their training and internships in the company of the 2,000 total hours of the cycle, 35% of its total duration. The rates of insertion in the labor market have been very positive, around 75% since the beginning of the Program. The monitoring of the trainers and the VET centre tutor is a key action of this success.

Follow this link to read more about this interesting good practice and see the attached documents!

[EFA MORATALAZ- SCANIA: Success in Job Placement Tutor Collaboration at the Vocational Training Center and Trainer at the company](#)

III.3.1 Meeting between representatives from school, company how to improve training process in the future, CROATIA



Srednja škola Bedekovčina is VET school with three departments: Medical, Agrycultural and Construction Department.

The Dual system at schools starts before three years as a part of the profession: house painter- painter decorator and as they are new in the dual system they are working on constant improvement of their work. Representatives of the school and the company periodically organize evaluation meetings where they analyze the student's progress and the tasks that the students perform during the internship in order to achieve the planned outcomes.



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They regularly have at least two meetings per year, but they can meet more often if there are some problems or needs. People who present at these meetings are: headmistress of the Srednja Škola Bedekovčina, teacher/mentor from the school, trainer from the company, company director.



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CONCLUSION

These Good Practices Guidelines only offer a selection of exemplary experiences carried out in companies.

Dual Systems have different forms, legal frameworks and levels of development in all member states of the European Union. However, through this project, we learnt one common objective is shared among all the stakeholders of the dual systems : improve training system and workers skills.

We would like to thank all the companies and trainers who have accepted to share their initiatives with us.

We hope it can contribute to the development and enhancement of Dual Systems throughout the EU!