SMEB TOOLKIT

TRAINING-TOOLKIT FOR APPRENTICESHIP TUTORS

2018

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**Getting SMEs
on board**

Support for SMEs engaging
in apprenticeships

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List of partners

CEDIT - CENTRE OF ENTREPRENEURIAL DIFFUSION OF TUSCANY

OXFAM ITALIA

Association for Local Development Initiatives "ALDI"

Agency for Economic Development of municipality Prijedor "PREDA-PD"

Authors

FRIEDRICH ALEXANDER UNIVERSITY ERLANGEN-NUREMBERG (FAU)

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Foreword

In November 2002, the European Union launched a strategy to improve cooperation in vocational education and training, commonly referred to as the "Copenhagen process". Together with the members of the European Union, the candidate countries and potential candidates for EU membership - Turkey, Macedonia, Serbia, Albania and Bosnia and Herzegovina - were involved in this process through the European Training Foundation.

Eight years later, as part of an effort to recover from the consequences of a severe economic and financial crisis that led to the loss of 2.4 million jobs, contributing to high unemployment, particularly among young people, a meeting of European VET ministers, European social partners and the European Commission in December 2010 adopted The Burges Coommuniqué to strengthen European cooperation in vocational education and training, which redefined the strategic approaches and priorities of the Copenhagen process for the period 2011-2020.

The crisis at the beginning of this decade has highlighted the need to transform Europe's economy and society. To become smarter, more sustainabl e and more inclusive, tomorrow's Europe needs a flexible and high-quality education and training system that helps people acquire the skills they need to learn, work and innovate in tomorrow's workplace.

Burges Coommuniqué defined a global vision for VET in which the European VET system should be more attractive, relevant, career-oriented, innovative and flexible than 2010 by 2020, contributing to excellence and equity in lifelong learning through the provision of attractive and inclusive VET with highly qualified teachers and trainers, innovative learning methods, high quality infrastructure and facilities, high relevance to the labour market and pathways to education and training; quality initial vocational education and training (I-VET); accessible and vocational training (C-VET); a flexible vocational education and training system based on an approach to learning outcomes that enables the validation of non-formal and informal learning; provision of the European area of education and training; sustainable growth of opportunities for transnational mobility of students and professionals; and accessible and high quality lifelong information, guidance and counselling services.

Numerous examples show that job-oriented learning helps to equip young people with skills that improve their employability and facilitate the transition from school to work. In Germany, which is recognised for its high-quality dual education system, the unemployment rate for people aged 15-24 was 6.7 per cent in December 2016, compared with 17.3 per cent in the EU Member States and up to 50 per cent in Bosnia and Herzegovina, where there are very few links between the world of education and the world of work.

This training toolkit aims to support the development of a high quality care system based on the experience of the Erasmus+ project, which aims at the exchange of experience between the regions in Germany, Italy and Bosnia and Herzegovina in the development of job-oriented training models.

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Introduction

The SMEB Training Toolkit was developed as part of the Erasmus+ funded project **"Support for Small and Medium sized enterprises engaging in apprenticeships: Getting SMEs on Board"**, which aims to help small and medium-sized enterprises to participate more actively in the process of organising work-related learning and to contribute to reducing youth unemployment by improving the supply and quality of work-related learning and apprenticeship training.

The project was implemented in three countries: Italy, Bosnia and Herzegovina and Germany. In each country, activities are carried out in specific regions. In Italy, in Tuscany, in Germany in the metropolitan region of Nuremberg and in Bosnia and Herzegovina in the Prijedor region (Republic of Srpska) and in the Bosnian-Podrinian canton of Gorazde (Federation of Bosnia and Herzegovina).

The project regions show considerable economic and demographic differences, but are also characterised as economically dynamic areas with a large number of SMEs and above-average economic performance compared to the national average. At the same time, the level of development of the dual training system, with Italy, and Bosnia and Herzegovina in particular, having a much less developed dual training system, is an ideal opportunity to exchange experience and review progress in improving the VET system in line with the objectives agreed at EU level.

This project involves an exchange of experience between three countries with great potential for mutual learning: Italy, where the reform introduced a compulsory work-related learning phase at secondary school level from 2015 (Law 107/2015), Bosnia and Herzegovina, where the promotion of SMEs and vocational training providers is currently under discussion, and Germany, which is the European leader in this field. During the implementation of the project, very useful information was collected from project partners with a strong interest in strengthening the skills of the workforce, such as SME associations, chambers of commerce, public employment services, education authorities and schools.

During project implementation, more than 1500 SMEs, 300 vocational schools and 270 tutors from schools and companies were involved in the exchange of knowledge and experience, agreeing on development opportunities for training and making suggestions for improving work-oriented learning and thus increasing the attractiveness of training for young people.

Structure and methodology of the toolkit

The SMEB Training Toolkit is an important tool to support schools, SMEs and intermediary organisations in the implementation of qualified apprenticeship offers in cooperation with all actors involved. In order to create an enabling environment, to increase the number of training places in SMEs and to improve quality, it is essential to enable the target groups to develop a comprehensive training programme for learners, taking into account the skills required by SMEs. In order to create a favourable environment, to increase the number of training places in SMEs and to improve the quality of training places, it is essential to enable the target groups to design an inclusive student apprenticeship project taking into account the skills required by SMEs. To this end, the project has provided its own tools, followed by specific training for representatives of vocational training institutions, SMEs and intermediary organisations who play a special role in the training process. Enabling them to play their role properly will increase the success of training both in terms of numbers and quality. Enabling them to play their role adequately will increase the success of training both in terms of numbers and quality. Once they have completed the training, they will be able to communicate easily, plan and coordinate training projects, monitor, supervise and evaluate the training. This aspect is extremely important for those SMEs that do not currently have the skills and resources to take advantage of dual training. As a result, opportunities are lost for both SMEs and young people.

The SMEB Training Toolkit was developed according to the training activities carried out by the partners at regional level (Italy, Germany, Bosnia-Herzegovina). With the help of training seminars, the contents of the training could be better adapted to the specific needs of the target groups (tutors from schools, companies and placement organisations) and the pilot version of the Training Toolkit could be tested.

The SMEB training programme was developed with the following structure adapted to the national context:

1. Specific training sessions for each target group at national level (maximum 6 hours each): max. 3 meetings for SME tutors, max. 3 meetings for school teachers, and max. 3 meetings for representatives of intermediary organisations.

2. A joint training event at national level for the representatives of the three target groups - schools, SMES, intermediary organisations (6 hours).

3. A joint international training (16 hours, spread over two days, in Germany)

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At international level, training has been designed as an exchange of experience and good practice between actors from the three different countries in order to promote a positive impact at local level on training policies and attitudes towards work-related learning in all countries.

Training needs and contents

At national level, it was decided that training content should be compiled according to a combination of three main factors:

1. the results of the participating workshops/focus group.

2. the training that CEDIT tested in 2015 with the same target groups in the Massa-Carrara area (Italy).

3. the specific context of each field of intervention.

From the analysis of the general results of the participative workshops and focus groups carried out in national contexts, we can highlight the need among stakeholders for the following main aspects:

Normative and administrative issues involving knowledge of national legislation, administrative aspects, in particular in relation to occupational safety and health;

Communication and networking, including the strengthening of communication skills to develop networking relationships between SMEs and schools and all other stakeholders involved, which are useful for the implementation of apprenticeship projects;

Teaching content including the **development of teaching and training methods** for the implementation of vocational learning projects and the management of related teaching and training activities; **skills development and evaluation**, with particular attention to the development of employability, problem-solving skills, initiative and digital skills;

Project management, including project design methods and management, network management, distance project management, dissemination of results and identification of good practices and specificities to improve the sustainability of projects.

The results partially confirmed training contents tested by CEDIT in 2015 with the same target groups in Tuscany.

For each main theme, training needs, overall objectives, concrete learning objectives and learning outcomes were defined in order to provide a guide for trainers to easily adapt the training path to the specific context**.**

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Specific training needs

BREAKDOWN OF SESSIONS FOR THE KMU TUTORS			
Session 1 – MAX 6 hrs Normative and administrative topics			
Need	*Overarching objective*	*learning objectives*	*Learning results*
Understanding normative and administrative aspects	*Systematic organisation of training by declaration of laws, regulations or other legal acts*	*Knowledge of legislation* *Knowledge of management tools and documents* *Planning human resources for a work-based learning project* *Knowledge of the main tools aimed at SME tutors to start a practice-oriented learning project.*	*be able to put into practice the administrative fulfilment of the training in accordance with the Training Act* *be able to implement administrative compliance with occupational health and safety requirements as part of a learning work-based project* *Useful online tools can be used*
Understanding opportunities and incentives for SMEs	*Raising awareness and participation of SMEs in work-based learning and training projects among SMEs.*	*knowledge of the legal incentives for the implementation of work-based learning and apprenticeship projects* *knowledge of tools, funding opportunities for SMEs for work-based learning and training projects*	*Ask about local, regional and national incentives* *Apply for various funding opportunities* *Be able to use useful tools to apply for or obtain funding*
Planning the activation of work-based learning projects and apprendicenship projects and maintaining contacts with schools	*Strengthening the capacity of tutors for SMEs to plan work-based learning and training projects.*	*Use of the SME database* *Development of methods and time management to improve the SME database*	*be able to enter SME data in an SME database* *Being able to effectively describe a practice-oriented learning offer* *Be able to search for a game in the SME database* *implement an SME database*

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Session 2 – MAX 6 hrs		Project management and Evaluation	
Lack of coordination skills in companies where the training is carried out	*Improve and strengthen the coordination skills of SME tutors to better manage work-based learning projects and attract young workers.*	*Improve time management capabilities* *Develop skills to achieve goals* *Develop team building skills* *Development of communication and cooperation skills in the development of joint projects*	*Being able to organise and lead a group of apprentices* *Effective planning of operational capacity to take on trainees* *Use of the KMUB database to describe the need for training projects* *to arouse the interest and motivation of young students for work-based learning projects*
Lack of training qualifications to carry out work-based learning projects and manage the relevant teaching/training activities.	*Improving and improving the training skills of SME tutors to manage better work-based learning projects.*	*Knowledge of key transversal, technical and key skills, with particular attention to the development of employability, problem solving, initiative and digitisation skills.* *Development of training strategies to promote the skills and abilities of teachers.*	*the ability to draw up a qualification plan for trainees* *Plan effective activities to develop planned skills*
Lack of specific evaluation skills in work-based learning projects	*Improving and improving the evaluation skills of SME tutors in order to properly assess the skills developed by young teachers.*	*Development of methods and strategies for assessing skills and abilities for work-based learning*	*the ability to assess the skills developed by the trainees* *Being able to use useful tools to evaluate work-related skills*

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Session 3 – MAX 6 hrs		Communication and Networking	
difficulties in developing a work-based learning project for students with special needs	*Increase and strengthen the capacity of tutors to carry out and develop a project for work-based learning of trainees with special needs.*	*knowledge of basic legislation for SMEs hosting disabled students* *Learning from good practices* *Development of methods and strategies for workplace-based learning projects for trainees with special needs*	*be able to provide clear and concise information to SME carers and employees who are available to disabled apprentices with special needs* *Developing effective work-oriented learning projects for trainees with special needs* *Involving trainees with special needs in families, schools and other local organisations.*
difficulties in the development of international, work-based learning projects	*Increasing and strengthening the capacity of SME tutors to take on apprentices learning on a part-time basis.*	*knowledge of the main European mobility opportunities for apprentices and SME staff* *knowledge of the main European platform and network for SMEs* *Planning and Designing International Work-Based Learning Projects - Basic Information*	*find mobility opportunities for the admission of foreign trainees and promote the mobility of employees* *Start planning and designing international work-based learning projects*
difficulties in involving pupils at risk of leaving school and their families	*To increase and strengthen the capacity of SME tutors to develop strategies for SME inclusion.*	*knowledge of good practice in involving apprentices who are at risk of leaving school* *Develop strategies and activities that involve trainees*	*Discover the main source of motivation for young trainees who are threatened with leaving school.* *Development of innovative and intelligent activities to increase the motivation of trainees*

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BREAKDOWN OF SESSIONS FOR SCHOOL TUTORS			
Session 1 – MAX 6 hrs Normative and administrative topics			
Need	*Overarching objective*	*Learning goals*	*Learning results*
Difficulties in managing normative and administrative tasks	*Implementing a more systematic and clearer design of training in accordance with laws, regulations or other legal acts.*	*knowledge of legislation, administrative instruments and documents* *knowledge of the head office and of normative knowledge aimed at SME tutors to provide clear information* *Practical and effective methods for managing administrative tasks*	*to be able to put into practice the administrative fulfillment of the Asubildung according to the Training Act* *Be aware of the fulfilment of occupational health and safety requirements within the framework of a learning-oriented project.* *Create tools and organize human resources to make fulfillments and tasks easier to accomplish*
Involve more SMEs in workbased learning projects	*Identify effective strategies and tools to raise awareness and involve SMEs in work-based learning and training projects.*	*knowledge of key funding opportunities, legal incentives for SMEs to implement workbased learning and training projects* *development of innovative methods of information and participation for SMEs*	*provide clear and effective information to SMEs* *Plan and organise meetings with SMEs* *Being able to use useful tools to identify SMEs*
Activation of an increasing number of work-based learning and project projects	*Strengthening the capacity of school supervisors to plan and describe work-based learning and care projects.*	*How to use the SME database* *Development of methods and time management to improve the KMUB database*	*be able to enter school data in the SME database* *be able to effectively describe a practice-oriented learning proposal* *Be able to search for a game in the SME database* *be able to use the SME database*

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Session 2 – MAX 6 hrs		Communication and Networking	
the distance between the skills acquired at school and those needed by SMEs	*Improving the knowledge of teachers and tutors about the local SME system and the needs of the labour market.*	*knowledge of the main aspects of the labour market, economy of the local context* *Knowledge of key skills needs for SMEs*	*To gain a better understanding of the territorial context in relation to the presence of SMEs.* *Identification of suitable local actors* *Being able to identify new trends in qualification needs*
the distance between the skills acquired at school and those needed by SMEs	*Increase and strengthen the capacity of teachers and tutors to adapt school and vocational training curricula to labour market needs.*	*Transfair good examples in their own context* *clarification of key data and studies on labour market needs* *Development of methods and strategies for adapting curricula or programmes*	*Being able to adapt the curriculum to the needs of the labour market* *be able to provide information about the labour market* *Work with SME stakeholders to update the curriculum.*
Discrepancy between work-based learning and training projects as well as current teaching programmes	*Increasing and strengthening the ability of teachers and tutors to engage other teachers*	*Definition of management strategies to promote integration between work-based learning projects and curricula* *identify teaching strategies to promote the integration of skills developed during training*	*involving teachers who are not directly involved in the development of work-based learning projects* *be able to find solutions at management and teaching levels*
Session 3 – MAX 6 hrs		Project management and Evaluation	
difficulties in developing a work-based learning project for students with	*Increasing and strengthening the skills of teachers and tutors*	*knowledge of basic legislation for SMEs hosting disabled students* *Learning from good*	*be able to provide clear information for SMEs available to students with special needs* *Being able to design effective work-based learning projects*

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special needs	in developing a work-based learning project for pupils with special needs.	examples Development of methods and strategies for work-based learning projects for students with special needs	for students with special needs Inclusion of student families with disabilities
difficulties in developing international work-based learning projects	Increase and strengthen the capacity of schools and tutors to develop a work-based learning project abroad.	knowledge of the main European mobility opportunities for pupils and teachers knowledge of the main European mobility opportunities for pupils and teachers Planning and Designing International Work-Based Learning Projects - Basic Information	find mobility opportunities for students and staff Find international partners be able to start planning and designing international work-based learning projects
difficulties in involving pupils at risk of leaving school and their families	Increasing and strengthening the skills of school teachers in the development of inclusive strategies	knowledge of good practice in involving pupils at risk of leaving school Development of strategies and activities for pupils Development of strategies and activities for student families	Identify the main motivation of young people who are at risk of dropping out of school Development of innovative and intelligent activities to increase student motivation planning and developing initiatives to inform and involve students' families

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BREAKDOWN OF MEETINGS OF TUTORS OF INTERMEDIARY ORGANISATIONS			
Session 1 – MAX 6 hrs Normative and administrative topics			
need	*Overarching objective*	*Learning objectives*	*Learning results*
Lack of a comprehensive understanding of normative and administrative compliance with the various forms of word learning.	*Inform intermediate supervisors about various forms of training and special features*	*knowledge of the legislation relating to the various forms of training opportunities* *Understanding differences between different forms of work-related learning* *knowledge of administrative tools and documents for schools and SMEs* *Knowledge of the main tools for SMEs and school leaders to start a work-based learning project.*	*be able to put into practice the administrative fulfilment of the training in accordance with the Training Act* *Implement administrative compliance with occupational safety requirements as part of a learner-oriented project* *Being able to use useful online tools*
Insufficient preparation for the dissemination of structured information to SMEs and schools on the opportunities and incentives for vocational training for SMEs and schools.	*Strengthen the capacity of intermediary tutors to distribute information and project monitoring opportunities between SMEs and schools.*	*Knowledge of the main funding opportunities for schools/vocational training institutions and moderation tools and services for the implementation of work-based learning and vocational training projects.* *Knowledge of key opportunities for SMEs, incentives and facilitation tools and services for the implementation of work-based learning and training projects.*	*Being able to ask for a local or local incentive* *Apply for various funding opportunities* *Be able to use useful tools to apply for or obtain funding*

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Session 2 – MAX 6 hrs	Communication and Networking		
the need to promote networking between schools and SME stakeholders	*Improve and strengthen the communication and networking skills of intermediate tutors to facilitate relations between schools and SMEs, with the aim of developing workbased learning projects.*	*Develop network capabilities* *Promotion of public relations and networking skills* *Develop networking strategies, methods and tools* *Developing communication skills to raise awareness among stakeholders and encourage participation in joint projects.*	*Develop communication skills to raise stakeholder awareness and encourage participation in joint projects.* *Organization of networking events* *facilitate communication between stakeholders* *plan and lead joint meetings of schools and SMEs* *use and create materials and tools for communication and networking between stakeholders* *use KMUB database to manage SMEs and schools tailored to the needs of SMEs and schools*
Need to start a systematic support to make matching among Schools and SMEs	*Reinforcement of intermediate tutor capacity to match work-based learning and apprendicenship projects offer and demand*	*How to use SME databases* *Development of methods and time management to improve the SME database, increase the number of SMEs and schools*	*manage and insert SME data into SME database* *manage and insert debt data in the SME database* *Be able to search for a game in the SME database* *SME database can use*
Lack of general communication skills and digital skills to promote work-based learning projects	*Development of web communication strategies and digital skills to make joint projects visible and disseminate results*	*Development of a communication strategy* *Web Writing Skills Development* *Increased use of digital tools for promotion and dissemination* *Develop skills to document project credentials*	*Development of a communication strategy plan* *Be able to use key digital and web-based tools to promote projects and disseminate results.* *Be able to shape communication between stakeholders about innovative activities.* *Create digital content*

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Session 3 – MAX 6 hrs		Project management and Evaluation	
Lack of coordination skills for general learning projects	*Develop and strengthen the project coordination skills of intermediary tutors to support stakeholders in managing joint work-based learning projects.*	*Knowledge of the most important techniques of project coordination* *knowledge of the main instruments and strategies of partnership management*	*Define project coordination and management plan* *Use effective tools for the management of small and large project partnerships*
Lack of general project design skills to support project innovation in schools and SMEs	*Lack of general project design skills to support project innovation in schools and SMEs Development and strengthening of project design skills of middle tutors to support stakeholders in developing innovative projects between schools and SMEs.*	*Knowledge of the most important project design techniques* *Knowledge of the most important techniques and strategies of project design* *knowledge of best and best practices at local, regional, national and international level* *Knowledge of financial plan calculation*	*Being able to define project ideas* *Be able to transfer best practices in their own context* *Identify budget and financial aspects*

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Joint training event

need	Overarching goals	Learning objectives	Learning results
Problems in relations between SMEs and schools	promoting effective dialogue and relations between SMEs and schools	Development of communication skills, instruments and strategies Networking competence and cooperation in the development of joint projects	Being able to use effective communication tools Being able to use effective communication approaches Being able to plan joint apprenticeship projects
Lack of structured cooperation in the design of occupational fields and exchange of experience	Systematic planning and control of joint projects	Development of practical project design competencies development of cooperative learning skills in the development of joint projects Development of basic contents of a professional practice or of work-based learning projects	Be able to identify the basic content of a vocational training or work-based learning project Being able to plan and design a joint project in small groups

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Chapter 1- CONTEXT AND NEEDS ANALYSIS

Training in Europe

Dual training is currently seen as an effective tool,

- which facilitate access to the labour market,

- contribute to improving the quality of educational provision,

- are more effective at the same level of qualification than exclusively school-based education,

- facilitate the transition to the labour market for young people,

- are able to respond better to changing skill requirements than institutionalised vocational training.

In view of these advantages and positive results, training systems in the European Union appear to be a desirable objective, especially in those countries where there is no sound experience in this field and where systems are less developed.

Nevertheless, national VET systems vary widely between EU Member States and even between countries, but most EU Member States have extensive VET programmes at upper secondary level. In some countries with a long tradition of teaching, these systems are specifically referred to as "dual systems" (e.g. Germany), with a clear trend that many EU Member States follow this model. Consequently, there is no uniform and generally accepted definition of training.

Cedefop, the European Centre for the Development of Vocational Training, defines vocational education and training as

"Systematic, long-term change of training on the job and in an educational institution or training centre. The trainee is contractually bound to the employer and receives remuneration (wage or allowance). The employer assumes responsibility for the training of the trainee leading to a particular occupation.

However, there is a general definition with an open approach (Eurostat, 2010): "Training aims at completing a particular education and training programme in the formal education system. Training periods alternate between on-the-job placements (inside or outside the employer's premises) and general/theoretical training in an educational establishment or training centre (weekly, monthly or yearly)".

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This definition can be considered more open than that of Cedefop, in the sense that the contract between the company and the trainee is less restrictive and can be replaced by a "formal agreement" on the training centre to which the trainee belongs.

In the absence of a uniform and unambiguous definition of vocational education and training across Europe, in the SMEB project and in this Training Toolkit we will refer to the open definition of vocational education and training which can be defined as one of the main forms of IVET and which is directly linked to the objective of helping learners to acquire the knowledge, skills and competences relevant to the labour market, involve young learners and formally combine and alternate school-based education and in-company training (on-the-job practice).

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Chapter 2 - TRAINING TRAINING SYSTEM

The role of school caregivers

An internal supervisor appointed by the educational institution, who has verifiable and comprehensible qualifications, performs the following tasks:

a) Together with the person of the company trainer, he/she develops the individual training path, which is signed by the participants (school, training company, pupil with parental authority);

b) He/she supports and accompanies the pupils during the internship and checks their appropriate development in cooperation with the person of the company trainer;

(c) Maintain relations with all actors involved in the dual training system;

(d) supervise the activities carried out and also deal with any critical issues that may arise as a result;

e) He/she shall evaluate the objectives achieved and the skills developed by the pupils;

(f) He/she shall inform the school bodies (principals, teaching staff, etc.) of the progress made in dual education, also with a view to future classes;

(g) assist the head teacher in the evaluation and point out both training opportunities and difficulties encountered during cooperation.

The role of in-company trainers

The person of the in-company trainer appointed by the company providing the training provides the requirement profile for the trainees within the company and assumes the following tasks:

a) He/she cooperates with the person of the school supervisor in the planning, organisation and evaluation of the dual training;

(b) He/she shall facilitate the student's integration into the company context, support him/her and accompany him/her throughout the training period;

c) He/she ensures that the trainee is well informed about the specific risks in the company in connection with the company processes;

(d) He/she plans and organises the specific work tasks of the trainee on the basis of the training framework plan and coordinates them with other jobs within the training organisation;

e) Involve the trainee in the training process to reflect this experience;

f) He/she shall provide the school with the necessary information to evaluate the student's activities and the effectiveness of the training process.

The role of carers in intermediary organisations

The supervisor, nominated by an intermediary organisation, who has the task of sensitising the companies to be supervised to dual training and of supporting the development of joint projects with schools, will carry out the following tasks:

(a) identify the enterprises which are interested in becoming a training company;

(b) assist enterprises in correctly informing them of the potential risks of dual training;

(c) He/she shall identify the schools in order to promote collaborative dual training;

d) He/she shall contact the school's supervisors and establish contact with the company's company trainers;

e) He/she participates in the respective local coordination rounds to promote meetings and contacts between schools, companies and local institutions;

f) He/she may join the technical and scientific committees of the technical and professional institutes and grammar schools;

(g) He/she may contribute to the organisation of the preparatory phase of dual training, such as activities to orient and present the business world in schools;

(h) organise meetings between teachers and enterprises to promote dual training;

(i) Carry out networking activities between SMEs, schools and families.

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Summary and reference to the situation in Germany

Compared to the other two partner countries of the SMEB project, Bosnia-Herzegovina and Italy, Germany has well-established systems for training young people. The dual training system can be found in all sectors and counselling facilities are available both through private services and from the public sector.

The need for additional information material seems to be covered in Germany. In the appendix there are two presentations which illustrate this. One presentation was created during the Training Week of the SMEB project to present the situation in Germany to the participants, the other was provided by the Chamber of Industry and Commerce, which according to its own statement is repeatedly asked to present the "Dual System from Germany".

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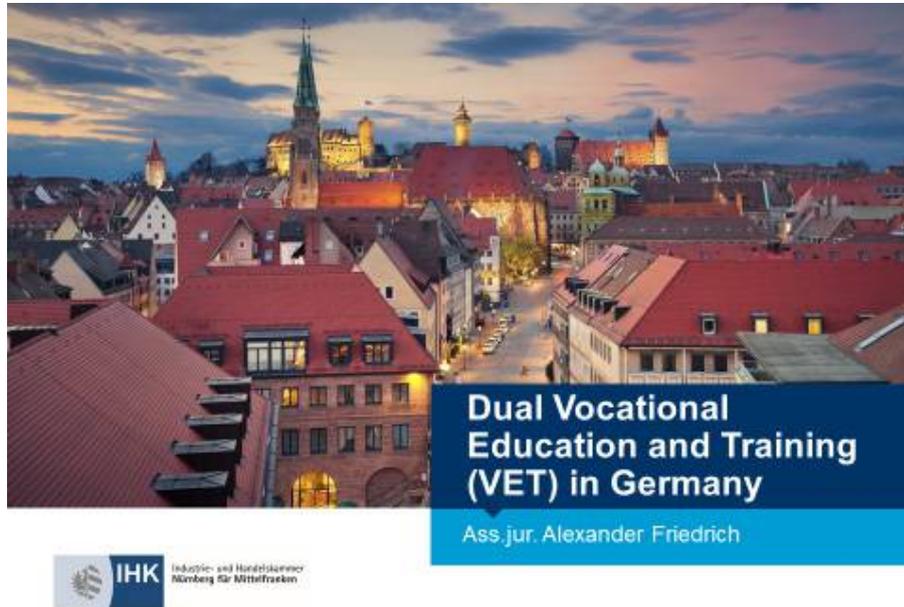
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Getting SMEs on board
Support for SMEs engaging
in apprenticeships

Annexes

Annex I: Dual Vocational Education and Training (VET) in Germany (PowerPoint Presentation)

Annex II: Support for SMEs in expanding their range of in-company internships and apprenticeships (PowerPoint Presentation)