

Barcelona Treball

Summary of sector trends: Education

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The dual training model: study and work

Working and studying at the same time, and getting a paycheck for it. This is the system implemented by some of the world's most advanced economies, such as Germany and Switzerland, which have low levels of youth unemployment. Now, the dual training is going to be applied to the Spanish educational system.

In April 2012, the “Congreso de Diputados” reached a consensus to drive a vocational training system in Spain that combines classroom training with professional placement. According to the Spanish Minister of Education, the main objective of the vocational training reform is to direct it towards the dual system, based on the German or the Austrian models.

The draft report of the 2012 OECD Economic Survey for Spain points out the need to improve vocational training to provide youth at risk of educational neglect with the skills required by the labour market. The proposal poses the development of a Real Decreto (RD) at state level, to allow for the implementation of dual vocational training (dual VT), to be deployed according to the guidelines of the education reform that is expected to be approved in the near future. In fact, the Ministry of Education, Culture and Sports issued in July 2012 a first draft of this reform for the civil society (citizens and businesses) to make their contributions¹.

In November 2012, the RD 1529/2012 has been published to develop the contract for training and learning and to lay the foundations for the Dual training system². This RD is another example of the intention to move forward to a dual training model, which **is based on an increase in the training time in companies, so that 33% of the training time will be spent in a workplace. Thus, one part of the knowledge will be acquired by a real immersion in the workplace, and this will provide experience** and improve employment prospects.

The objectives of dual training are:

- Adapting training to the real needs of the productive sectors.
- Ensuring enough supply of trained people for companies.
- Improving students' skills.
- Increasing employment rates of young people and offering a real possibility to work.

The dual training system has been working successfully for years in most developed countries in Europe: Germany, Switzerland, Austria, Denmark and the Netherlands, countries who have the lowest rates of youth unemployment in Europe, in all cases under 10%. However, the production systems of these countries are different from those in Spain and Catalonia, so the introduction of the dual training will also have to be different in both territories.

For example, Germany has a considerable amount of multinational companies that are able to absorb youth being trained in this type of system. According to the report “Creating Opportunities for Youth. March 2012”, elaborated by BusinessEurope (organization made up of 41 business federations from 35 European countries), German companies invest in the performance and improvement this training system 28,000 million per year (18,000 per pupil). Currently in Germany there are 1.5 million students in the dual training system.

Spain and Catalonia have a productive network formed by SMEs and micro enterprises, which have less investment and human capital absorption capacity. In particular, the Barcelona Metropolitan Region business network is composed of 85% micro enterprises, a percentage that rises to 99% if SMEs are also considered.

Catalonia, Madrid and the Basque Country are forerunners in implementing educational pilot tests that combine classroom training with placement in companies.

¹ <http://www.mecd.gob.es/servicios-al-ciudadano-mecd/dms/mecd/servicios-al-ciudadano-mecd/participacion-publica/lomce/propuestas-anteproyecto-24072012.pdf>

² <http://www.boe.es/boe/dias/2012/11/09/pdfs/BOE-A-2012-13846.pdf>

Impact on the sector

The generalization of the dual training, and the adaptation of the German model to a country like Spain, is a challenge to overcome in the coming years, and may enhance the match between the needs of the productive network and that of the young people.

The resolution EDU/2769/2008 established, on an experimental basis, the first step towards a dual training system in initial vocational training. This experience began in the 2008-2009 school year, with 200 students from public and private schools of Catalonia; it allowed students to combine training and work and was formalized through agreements between schools and businesses.

This experience was followed by others that have become true dual training pilots. Specifically, **the Catalan Regional Government in May 2012 endorsed the official report to promote vocational training, and published the resolution ENS/1204/2012 which includes actions to improve the training supply and confirm the commitment on the future of this dual vocational training.** In this report, the Government opts for dual training system incorporating a mechanism foreseen to incorporate initial vocational training students in companies through labor scholarship-wage contracts (financial compensation for practical training). Companies may also provide courses or recycling training for employed students so that they can learn, for example, the operational procedure of specific and own machinery or their working procedures, or teach part of the training courses at their installations.

Currently, 33 companies and two business groups have already joined the new model, which will be launched during 2012-2013. It is expected that these companies work with nine vocational training centers throughout Catalonia. Some of the companies participating in the launch of the dual training model in Catalonia are Ros Roca Corporación, Alimentaria Guissona or SEAT.

Some experts **estimate that the dual training system may boost the country's progress, reduce school dropout and train professionals in accordance with the production system**

In fact, this type of training seems complementary to the **idea of strengthening SMEs and enables the use of companies' facilities for the educational system purposes**, mainly because the educational system cannot invest constantly in new facilities so that students can be trained using the same companies' machinery and technology.

However, to make dual training real it is necessary to equip the system with the appropriate organisms, or to modify the contracts of teaching-learning.

For example, in Germany, the Chambers of Commerce play an essential role in dual training: the 80 Chambers of Commerce and Industry of Germany are advisers of companies involved in training and care of apprentices, supervise training standards and play an evaluator³ role.

The proven benefits of the dual training model are focused on three agents: companies, students - apprentices and Public Administration.

Benefits for companies:

- Ability to influence on the educational content and the type of learning.
- Reduction of recruitment costs in the medium term.
- Generation of freelancers, responsible and specialized.

Benefits for students:

- Training specialized and valued by the labor market.
- Acquisition of skills to succeed in the work context.
- Ability to combine training and paid work.

Benefits for the Public Administration:

- Private sector contribution, which reduces public spending on education.
- Reduced youth unemployment.

³<http://www.educaweb.com/noticia/2012/03/26/es-aplicable-sistema-dual-fp-nostre-context-15387.html>

In the EU, 13.9% of students are in a dual-type professional program. In Spain this figure is only 1.7%.

The Spanish graduation rate (number of students who completed studies in the period provided in the curriculum) in vocational training programs is 40.8%. This rate stands almost 15 points below the European average, which is 53.5%.

Impact on professional profiles

The education professionals must update their knowledge about production processes, work procedures, and techniques and technologies used in companies to complement the theoretical contents explained at school.

Dual training has benefits to students so they can know better their labour future, be formed according to the needs of the productive network or be acquainted with other aspects of the labour market such as the way to communicate with superiors and co-workers, but it also affects to the **professionals who work in companies that will participate in this system and the public administration, mainly that linked to education.**

With this training system, companies' professional will become major players in the construction of the social network and; hence, will share its success or failure. In this sense, **corporate managers should take social responsibility**, and identify the benefits of investing in human capital, which brings a private and a social profit.

In addition, **business professionals who play the role of tutors/trainers** of students will have to acquire **competencies such as empathy and communication skills** in order to transmit their knowledge in an understandable way.

Introducing a dual training system may, as well, influence the **organization of work**, so, companies must be able to restructure and organize work considering that part of the time is devoted to the training of apprentices.

Professionals working in the Public Administration, in particular, that linked to education, must adapt their knowledge according to labour market demand, and update the program and content of vocational training.

Also, the incorporation of companies to vocational training will introduce a **co-management process** (public-private) to which education professionals should be adapted to allow for one of the basic principles of dual training: putting together the knowledge transmission with the acquisition of professional experience. This adaptation process will particularly affect the profiles of vocational training teacher, education inspector, learning director and educative centre director.

Moreover, the reduction of school training hours and the momentary excess of educative professionals that may be generated may be devoted to **personalized students monitoring and controlling to reduce school dropout and detect learning difficulties**, for example, providing tutoring and counselling sessions to students, and implementing control meetings with companies to assess students' learning.

More information about the industry is available on the Barcelona Treball website
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This section of the website contains a report on the industry covering aspects on employment issues, where you will be able to take a look at occupational fiches for various job profiles and learn the main resources needed to find a job in the industry.

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