SLOVENSKI STANDARD
SIST-TP CWA 17953:2023

01-marec-2023

Smernice za sisteme dualnega usposabljanja

Guidelines for dual-based training systems

Ta slovenski standard je istoveten z: **CWA 17953:2022**

ICS:

03.180	Vzgoja in izobraževanje	Education

SIST-TP CWA 17953:2023 **en,fr,de**

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CEN

WORKSHOP

AGREEMENT

CWA 17953

December 2022

ICS 03.180

English version

Guidelines for dual-based training systems

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Ref. No.:CWA 17953:2022 E

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European foreword

This CEN Workshop Agreement (CWA 17953:2022) has been developed in accordance with the CEN-CENELEC Guide 29 "CEN/CENELEC Workshop Agreements – A rapid way to standardization" and with the relevant provisions of CEN/CENELEC Internal Regulations - Part 2. It was approved by a Workshop of representatives of interested parties on 2022-06-21, the constitution of which was supported by CEN following the public call for participation made on 2022-02-18. However, this CEN Workshop Agreement does not necessarily include all relevant stakeholders.

The final text of this CEN Workshop Agreement was provided to CEN for publication on 2022-06-30.

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Introduction

The Alpine Macroregion, located in the centre of Europe, is among the richest, most dynamic, innovative and competitive areas in many respects.

EUSALP – EU STRATEGY FOR THE ALPINE REGION is one of the four European Macroregional strategies and aims at fostering transnational collaboration among the Alpine States by joining human passions, natural resources and economic assets, linking cities, plains, valleys and mountains to find solutions to common challenges that can be solved better together.

EUSALP has nine thematic Action Groups. The focus of AG3 is to improve the adequacy of the labour market and of the education and training systems in order to foster increased employment levels, especially in strategic sectors.

The analysis developed by INAPP[1]and published in February 2019 in the framework of the Interreg Alpine Space project "Alp Gov I", "Dual Systems in the Regions of the Alpine Space", highlights the complexity and heterogeneity of the dual training models of the seven EUSALP countries[2]. The profound differences should be brought together in order to identify possible forms and solutions.

Dual training system is a model of professional training that aims at fostering young employability, promoting the match between supply and demand and countering early school leaving. Dual training systems are, in general, characterised by a learning process which develops in a workplace as well as in an educational or training institution. At the end of this process the apprentice/intern gains a qualification or a recognised certificate. The dual training system is generally based on a formal agreement between the enterprise and the apprentice/intern or between the enterprise and the educational institution.

This CWA[3] aims at bringing the level of discussion and dialogue on dual training to a higher level. A constructive and structured debate has been held within the Workshop and all stakeholders belonging to the European countries part of EUSALP had the opportunity to give their contribution, defining a shared and effective strategy for the development of apprenticeship/traineeship.

Thus, the development of a CWA based on the consensus of the parties is the most suitable tool to provide policymakers and all interested stakeholders with a guide, a reference document which can act as a catalyst for further documents, proposals and future European projects.

This CWA presents recommendations not requirements and its character is voluntary.

of the introduction.

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1 INAPP (Istituto Nazionale per l'Analisi delle Politiche Pubbliche) is an Italian public research organisation, whose main goal is the analysis, monitoring and evaluation of the labour policies and services, education and training and of all the social policies with a direct impact over the labour market.

2 For further comparison about this issue see also SWORD (School and Work Related Dual Learning), Autonomous Province of Trento, Erasmus+, 2014.

3 A CWA (Cen Workshop Agreement) is an agreement developed and approved in a CEN Workshop; the latter is open to the direct participation of anyone with an interest in the development of the agreement. There is no geographical limit on participation; hence, participants may be from outside Europe. A CWA does not have the status of a European standard. It involves no obligation at national level.

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1   Scope

This CWA defines quality criteria and guidelines for an effective dual training. The document aims at simplifying the dual training process for every kind of structure and includes examples of best practices related to different country-specific or sector-specific experiences. It also includes two annexes: the first one will target the code of conducts for enterprises and the second one will define training contract's general principles[4,5].

2   Normative references

There are no normative references in this document.

3   Terms and definitions

For the purposes of this document, the following terms and definitions apply

ISO and IEC maintain terminological databases for use in standardization at the following addresses:

- ISO Online browsing platform: available at https://www.iso.org/obp

- IEC Electropedia: available at https://www.electropedia.org/

3.1
Dual based system
Dual based system formally combines and alternate company-based training (periods of practical work experience at a workplace) with school-based education (periods of theoretical/practical education delivered in a school or training centre) and lead to nationally recognised qualification upon successful completion. In case of apprenticeship, there is a contractual relationship between the employer and the apprentice, with the apprentice being paid for his/her work.

3.2
Dual system partners
Refers to all parties involved in the dual systems: VET providers, employers, apprentices, employers' associations, trade unions, the government, student unions, etc. The three main partners are VET providers, employers and trainees or apprentices.

3.3
Dual system scheme
A systematic overview about how dual system provision is designed, delivered, assessed, certified and governed within the overall VET system.

3.4
Competence
Ability to apply knowledge and skill to achieve intended results.

[SOURCE: ISO/IEC 17021-1:2015, 3.7]

3.5
Host organization
A legal entity which can be private, semi-public or public acting as the place of work for the apprentices/trainees and responsible for providing practical work based learning experience under the

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[4] This CWA covers dual system mainly referenced to EQF level three and above.
[5] Significant identified good practices have been included in this CWA.

supervision of a professional with a significant background in the field of the experience. Enterprises are usually included in the host organisations.

3.6
IPOO Model
A new theoretical approach to school learning. IPOO is an acronym of Input, Process, Output, Outcome.

3.7
Job Shadowing
Job shadowing is a type of on-the-job training that allows an interested employee to follow and closely observe another employee performing the role. This type of learning is usually used to onboard new employees into an organization or into a new role. Job shadowing may also be used as a learning opportunity for interns or students to gain an understanding of the role requirements and the job tasks.

3.8
Knowledge
Facts, information, truths, principles or understanding acquired through experience or education.

[SOURCE: ISO/IEC TS 17027:2014, 2.56]

3.9
Mentor
Any experienced person who provides guidance and support in a variety of ways and acts as a role model, guide, tutor, coach or confidant for a young person or novice (i.e. someone joining a new learning community or organisation).

3.10
Qualification
A formal outcome of an assessment and validation process which is obtained when a competent authority determines that an individual has achieved learning outcomes to given standards.

[SOURCE: EQF Recommendation, 2017]

3.11
Work-based learning (WBL)
A key aspect of VET directly linked to its goal of helping learners acquire the knowledge, skills and competences with direct relevance for the labour market.

3.12
Skill
Ability acquired through education, training, experience or other means to perform a task or an activity with a specific intended outcome.

[SOURCE: ISO/IEC TS 17027:2014, 2.74, modified — The wording in the definition has been reordered]

3.13
Skill needs
Demand for particular types of knowledge and skills on the labour market (total demand within a country or region, economic sector, etc.).

[SOURCE: Cedefop, 2010]

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3.14
Social dialogue
Negotiation, consultation or simply exchange of information between or among representatives of governments, employers and employees, on matters of common interest relating to economic and social policy.

[SOURCE: ISO 26000:2010, 2.17, modified]

3.15
Social partners
Employers' associations and trade unions forming the two sides of social dialogue.

[SOURCE: Cedefop, 2008, p. 170]

3.16
Trainer/in-company trainer
Employers' Anyone who fulfils one or more activities linked to the theoretical or practical training function, either in an institution for education or training, or in the workplace.

In-company trainers are understood as those trainers fulfilling their training functions in the workplace.

3.17
Tutor
Any experienced and competent professional that offers a learner guidance, counselling or supervision.

3.18
VET provider
Any organisation or individual providing education or training services.

3.19
VET teacher
A teacher is a person whose function is to impart knowledge, know-how or skills to learners in an education or training institution. A VET teacher is a person who works in education and training who aims to equip people with knowledge, know-how, skills and/or competences required in particular occupations or more broadly on the labour market.

3.20
Vocational education and training
Vocational education and training, abbreviated as VET, sometimes simply called vocational training, is the training in skills and teaching of knowledge related to a specific trade, occupation or vocation in which the student or employee wishes to participate.

Vocational education may be undertaken at an educational institution, as part of secondary or tertiary education, or may be part of initial training during employment, for example as an apprentice, or as a combination of formal education and workplace learning.

[Source: Eurostat Statistics Explained, 2021]

4   Governance of the dual systems

When addressing the governance of the dual-based system we have to take into account national circumstances and several possible parameters. The governance of the dual system is not univocally defined as it refers to different issues.

In general, we refer to governance by considering it a form of collaboration among the different bodies – institutional and non-institutional – involved in the functioning of dual systems.

Considering that this CWA focuses on the dual system's quality criteria, the main emphasis will be on the following statements:

- Involvement of public institutions, social partners, sectoral level and intermediate bodies;

- Definition of the Applicable Legal Framework;

- Sharing costs for mutual advantage of enterprises, VET providers and learners;

- Feedback-mechanism between VET systems and labour market needs;

- Collaboration between VET institutions and enterprises.

4.1 Involvement of public institutions, social partners, sectoral level and intermediate bodies

The collaboration among different partners and actors is very important for the Alpine region, where an effective and continuous social dialogue among the different levels (national, regional and local), the institutional actors and the social partners involved is highly recommended. The heterogeneity of national, regional and local governance in the Alpine region is however a complex issue. Therefore, it is difficult to define a single perspective, due to the different degrees of decentralization.

In this frame, public institutions should:

- Work at engaging the social partners to design and implement organisation and content of vocational programs by instituting permanent and well organized venues for a better collaboration among the parties;

- Reinforce the networks involved and manage the apprenticeship, activating effective synergies.

In order to involve social partners, public institutions could establish multi-stakeholder Committees focused on the apprenticeships' analysis. A good referring example is the dual system of German speaking countries (Austria, Germany, Lichtenstein and Switzerland), which is shaped as a corporative model, where employees' trade unions and employers' associations are actively and continuously involved in the planning, managing and evaluating phases.

Within this framework, tripartite Committees have been established (or even "quadripartite", given the involvement of representatives from two institutional levels). These Committees are focused on the apprenticeships' analysis: they elaborate and disseminate strategic guidelines for the evolution of the system, both on a national (federal) and regional level. This is particularly beneficial for an effective construction of the dual system's strategy since it helps to establish a permanent collaboration among the partners.

The main tasks of these committees should be:

- The production of regular reports concerning the monitoring and evaluation of apprenticeship systems and specific potential critical sides;

- The identification of corrective measures;

- The introduction of innovation in procedures, tools and rules;

- The introduction and implementation of feedback mechanisms with relevant research institutions.

Committees should include: