



*Telfs, 09/11/2018*

**An effective governance of dual systems  
in the Alpine Regions:  
10 strategic objectives**

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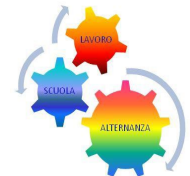
## *Objectives and outputs of the action-research*

### **Objectives**

Promoting joint actions among the Alpine Regions to strengthen the governance mechanisms and the effectiveness of dual systems, in order to improve labor markets and education and training systems and increase the employment levels

### **Expected outputs**

- Elaboration of a comparative study on dual training models in the countries and regions of the Alpine Space
- Identification of 10 Recommendations addressed to institutions, schools, enterprises and apprentices for the strengthening of dual systems



## *The context: different labour markets*

The countries in the Alpine Regions show significant differences in the labor markets, with particular reference to the youth segment: some labor markets suffer from demand deficits, others show supply shortfalls

Youth unemployment rate in 2017 (aged 15 – 24)	
Austria	9,8%
France	22,4%
Germany	6,8%
Italy	34,7%
Liechtenstein	2,6%
Slovenia	11,2%
Switzerland	8,1%



## *The context: different dual systems*

Dual systems in the Alpine Space have different features: some with a well-established and long-term tradition, in others only recently there has been a renewed interest in the dual system. Sometimes within one country more tools can be traced back to the broad category of work-based learning.

At least 4 different models can be identified:

**Austria, Germany,  
Liechtenstein,  
Switzerland**

**France**

**Italy**

**Slovenia**



## Research Methodology

The definition of “dual system” or “apprenticeship” adopted by Cedefop has been chosen to identify, within the framework of work-based learning tools and paths, those with the most homogeneous characteristics



- ✓ it is part of the formal education and training system;
- ✓ the learning process alternates between a workplace and an educational or training institution;
- ✓ at the end, apprentices acquire a qualification and receive a recognized certificate;
- ✓ in general, apprentices are considered as employees and are remunerated for their job;
- ✓ in general, it is based on a formal contract or agreement between the employer and the apprentice, but it may also be based on a contract with the education or training institute

**Austria:** Lehre/ Lehrlings ausbildung/  
Duale Ausbildung/ Betriebliche  
Ausbildung

**France:** Contrat d'apprentissage

**Germany:** Duale Berufsausbildung/  
beruflichen Ausbildung

**Italy:** Apprendistato di I livello

**Liechtenstein:** *Berufliche Grundbildung*

**Slovenia:** Vajeništvo

**Switzerland:** *Betrieblich organisierte  
berufliche Grundbildung; Apprentissage/  
Formation professionnelle initiale;  
Formazione professionale di base /  
tirocinio /apprendistato*

The action-research process underlying the 10 strategic objectives took place through:



### **Desk activities**

Analysis of the scientific literature and the main comparison reports elaborated by supra-national bodies (EU, ILO, OECD, etc.) and by individual countries, of the legal frameworks, the monitoring reports and statistics on dual systems in the countries and regions concerned

### **Field activities**

Experts from national and regional institutions, the vocational education and training system and the world of work have been involved in a survey based on semi-structured questionnaires, to identify strengths and weaknesses of dual systems and explore the key topics in the debate and the ongoing actions for the development of dual systems



### Experts involved in the survey

<b>Experts' organization/ administration</b>	<b>Experts' references requested</b>	<b>Received experts' references and sent questionnaires</b>	<b>Received questionnaires</b>
<b>National Institutions</b>	6	3	3
<b>Regional Institutions</b>	13	16	10
<b>VET schools/ providers</b>	15	12	8
<b>Employers' organizations</b>	16	6	5
<b>Employees' organizations</b>		6	3
<b>Other experts</b>		5	3
<b>TOTAL</b>	<b>50</b>	<b>48</b>	<b>32</b>

## *Priority areas for systems and policies analysis*

**Systems governance**

**Dual systems attractiveness**

**Quality of on- and off-the-job training**

**Innovation**

i.e. impact of changes in the productive systems and processes on  
VET and labour market

**Transnational Mobility of apprentices**



## *Priority areas for systems and policies analysis*

### **Systems Governance**

#### Strengths/ weaknesses

- ➔ Presence/ absence of a strong and well-established operation model
- ➔ Presence/ absence of a regulatory framework suitable to define the roles of the actors contributing to the functioning of the system and to establish committees for cooperation and agreement
- ➔ Presence/ absence of collaboration between the different actors of dual systems (institutions, social partners, representatives of training institutions, representatives of the working world, experts) and on different levels (national, regional, local)

#### Planned or on-going actions

- ➔ Strengthen the dialogue and collaboration between the different actors by setting up stable bodies involving all those who have to cooperate for dual systems success;
- ➔ Enhance the different actors' capabilities to support the dual systems by strengthening their skills and making available updated data and information

### **Systems Governance**

Examples of actions implemented in Eusalp Regions:

#### Austria - Tirol

“Ausbilderforum” is the company instructors association born over 20 years ago from a cooperation between the Land Tirol, the Labour Chamber, the Economy Chamber and the Austrian trade unions federation (ÖGB). The association promotes the continuous training development for company trainers, planning a set of initiatives aiming to support the link and the networking among the various actors of the dual system.

#### Austria

The "QML - Qualitätsmanagement Lehrlingsausbildung" (quality management in dual education and training) is an initiative launched in 2013 by the Austrian social partners with the aim "to ensure the next skilled workers generation and to improve the perception of apprenticeship", through the analysis of some performance key indicators.

## Systems Governance

### Recommendations:

- 1. Developing the competences of all those acting in the dual system, identifying stable bodies for cooperation, promoting the establishment of networks at national and regional level**
- 2. Building viable monitoring and evaluation systems to define a shared and effective strategy for the development of apprenticeship**

### **Dual systems Attractiveness**

#### Strengths/ weaknesses

- Presence /Absence of a dual system with a good reputation among young people and their families as an opportunity for a fast and stable placement in the labour market;
- Good/ bad perception of apprenticeship among the employers who perceive / don't perceive its advantages and may/ may not use it easily

#### Planned or on-going actions

- Information days, events, promotional campaigns and dedicated web platforms for young people and their families;
- Professional guidance at school/ in training institutions to help young people make educational, aware and informed choices and effectively manage their training and career paths;
- Excellence promotion initiatives that highlight apprentices' professional achievements and grant recognitions and awards to successful apprentices and companies;
- Enlargement of apprenticeship training opportunities, strengthening of general knowledge and key skills in the curricula and access of apprentices to tertiary education;
- Business support services in the management of apprentices

### Dual systems Attractiveness

Examples of actions implemented in Eusalp Regions

#### France

In France, in some vocational schools a pre-apprenticeship class, called "3ème prepa pro", has been established as the final year of upper-secondary-school. It is a program for those students attracted by vocational studies, in order to provide them with opportunities and activities to explore and discover various labour sectors. The program includes vocational workshops, school-visits, on-site visits at companies, interview, etc.

#### Slovenia

"Look at the object!" The project aims to promote the quality of learning results in enterprises. Videos and guidelines have been realized as support to the enterprises recruiting apprentices.

#### Italy - Lombardy

Lombardy Region has made available a financial contribution (the so-called "*dote lavoro*") in favour of those apprentices who, as off-the-job training, attend the supplementary course (V anno integrativo) in order to access the upper secondary vocational education diploma. To encourage the development of higher-level apprenticeship (III level apprenticeship), the contribution is also extended to young people who decide to continue their study at the tertiary-education level, through an apprenticeship.

## Dual systems Attractiveness

### Recommendations :

- 3. Improving the perception of apprenticeship among young people and their families by setting up awareness-raising campaigns and guidance services and promoting the horizontal and vertical permeability of the training courses;**
- 4. Providing the enterprises, especially the SMEs, with incentives, tools and support services to develop the supply of apprenticeship places and facilitate the organization and management of training courses;**

## *Priority areas for systems and policies analysis*

### **Quality of the training**

#### Strengths/ weaknesses

- ➔ VET schools teachers and companies trainers receive/ don't receive continuous training and who have / do not have tools and support services in carrying out their role as learning facilitators;
- ➔ Good/ poor collaboration between teachers and trainers in the planning and implementation of the training

#### Planned or on-going actions

- ➔ Develop targeted training programs, operational tools production, recommendations, guidelines and good practices' sharing for trainers;
- ➔ Support VET schools with adequate equipment and machinery;
- ➔ Promote teaching methods and innovative technologies and the structuring of a more flexible and customizable training offer;
- ➔ Implement support measures for disadvantaged young people to help them deal with relational, psychological and learning problems, in order to complete the training path;
- ➔ Promote the regular updating of learning outcomes and occupations and the comparability of skills and qualifications;
- ➔ Offer services for the companies for designing and implementing the training paths;
- ➔ Promote regular meetings between teachers and company trainers;

### **Quality of the training**

Examples of actions implemented in Eusalp Regions

#### **Liechtenstein**

The quality of the educational content is ensured by the regular review (every 5 years) of the individual educational plans. Moreover, all professional trainers are required to attend a specific training course in order to learn about the relevant legal framework and acquire the necessary educational skills. Trainers receive information about the changes in professions directly from the Office for vocational education and professional advice.

#### **Italy - Friuli Venezia Giulia**

The Region, together with social partners, is committed in the development and the updating of the List of regional qualifications. This action ensures to training bodies an updated, structured, regular and transparent relation with enterprises and labour sector. The skills standard of the Region will be available in the future also by means of a specific on-line application.



## Quality of the training

### Recommendations:

- 5. Strengthening the educational institutions' capability to design and implement a high-quality dual training through the strengthening of teachers' competences and the adoption of teaching methodologies and tools that ensure the provision of flexible and personalized paths;**
- 6. Promoting the quality of on-the-job training by focusing on the trainers' skills development and on the activation of support services to the companies for training provision and evaluation;**
- 7. Building a durable cooperation between training institutions and companies and promoting the co-management of apprentices' training course**

## *Priority areas for systems and policies analysis*

### **Innovation**

#### Strengths/ weaknesses

- ➔ Presence / absence of viable systems and tools for the forecast and analysis of the needed new skills and / or new occupations;
- ➔ Provision of an extended/ limited training offer regularly/ rarely updated in relation to the needs of new skills and occupations avoiding an excess of specialization

#### Planned or on-going actions

- ➔ Set up of structured and formal groups for the definition of new occupational profiles and the revision of the existing ones and of the related curricula, to adapt them to the innovations of the production contexts;
- ➔ Promote actions to update and specialize teachers and trainers on the innovative skills required by the labor market;
- ➔ Renewal of equipment, machinery and tools in VET schools/ providers to meet the challenge of the fourth industrial revolution and digital development;
- ➔ Strengthening tools and methods for analyzing and forecasting skills needs;
- ➔ Matching the adoption of a modular approach in the training paths with a strong and common base of general and cross-sectoral knowledge and skills to promote flexibility and professional versatility;
- ➔ Developing the provision of apprenticeships awarding tertiary level qualifications

## *Priority areas for systems and policies analysis*

### **Innovation**

Examples of actions implemented in Eusalp Regions

#### **Austria**

The Ministry for digital and economic affairs is working to re-organize and accelerate the processes for the development of new apprenticeship profiles, and to upgrade the existing ones. Such re-structuring is based on the direct involvement of companies, on the availability of a scientific support during the process and on the focus on new technological developments. To increase the flexibility and give an acceleration to the dual system modernization, the focus is on the modular aspects of the training courses, to extend the apprenticeship opportunities range, while ensuring common basic knowledge and skills in the professional sphere.

#### **Germany - Bayern**

The Bavarian Ministry of Education funds a program to innovate IT machines and equipment in vocational schools. The program's objective is to support vocational schools which have to face the industrial revolution and digitalization challenges. Vocational schools' teachers and on-the-job trainers are provided with joint training opportunities to develop the skills required to face and manage innovation and digitalization.

## Innovation

### Recommendation

**8. Ensuring the effectiveness of apprenticeship upon labour market innovations, valuating the value of social investment in human capital**

## *Priority areas for systems and policies analysis*

### **Apprentices' Mobility**

#### Strengths/ weaknesses

- ➔ Sufficient / Poor apprentices' skills in foreign languages ;
- ➔ Good/ poor willingness of companies to allow apprentices to move away from their workplace for stay abroad and to host apprentices from other countries;
- ➔ Availability / unavailability of apprentices to experience training periods abroad;
- ➔ Possibility / impossibility to identify the most appropriate period for mobility;
- ➔ Possibility / difficulty to recognize and value the skills acquired by apprentices in mobility periods abroad;
- ➔ Absence / Presence of legislative restrictions on the transnational mobility of workers

#### Planned or on-going actions

- ➔ Develop networks between schools, professional organizations, employers associations and trade unions
- ➔ Promote the recognition of the skills acquired by apprentices in periods abroad for achieving the final qualification;
- ➔ Strengthen the language skills of apprentices and trainers;
- ➔ Provide support services to VET schools/ institutions for the design and implementation of mobility experiences abroad;
- ➔ Implement communication activities addressing companies on best mobility practices and facilitate the experiences exchange;
- ➔ Promote agreements with other countries for the development of apprentices' mobility.

### Apprentices' Mobility

Examples of actions implemented in Eusalp Regions

#### Austria - Tirol

In addition to EU mobility programs other initiatives promote the mobility of apprentices: "*Tiroler auf dem Walz*", "*Exchange*" or "*IFA*". The Chamber of Labour - which is one of the main partners in the mobility implementation ("*La Camera del Lavoro va in Europa*" and "*Rückenwind*" Programs), provides companies and trainers with information on mobility opportunities, within events like the so-called "*Workbrunch*".

#### Germany

In 2013 the German Bundestag has established the reference parameter at 10% in 2020, for transnational mobility of apprentices. This objective, much more ambitious than as indicated by the European Council - which is only at 6% - will require a strong effort by all the actors of the dual system. According to a study carried out by the National Agency for Erasmus Plus Program, at Bibb, it results, in fact, that in 2017 in Germany 5.3% of vocational school's graduated young people experienced transnational mobility during the training.

## Apprentices' Mobility

### Recommendations

**9. Promoting awareness-raising and information campaigns on the benefits of transnational mobility for apprentices and companies**

**10. Implementing joint actions to promote the recognition of the skills acquired by apprentices in training periods abroad and to develop a network of mobility facilitators**

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*Thanks for your attention*



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