

# Piloting dual training

**POLICY DEVELOPMENT****PRACTICAL MEASURE/INITIATIVE** CZECHIA

## Timeline

2017 **Approved/Agreed**   2018 **Pilot**   2019 **Pilot**   2020 **Pilot**   2021 **Pilot**  
2022 **Completed**

**ID number 28091**

## Description

A memorandum on piloting elements of dual training was signed by the Ministry of Education, Moravia-Silesia Region and the Confederation of Industry in October 2017. The piloting phase started in September 2018 in cooperation with four upper secondary VET schools and three companies. The aim is to pilot how the obligatory practical training in the company work site should look like and what agreements are needed for the relationship between the student, company and school. The pilot also examines whether companies can apply tax deductions for investments in education and whether company scholarships can be awarded. An analysis was prepared by the Confederation of Industry on a sample of 79 schools and 31 companies from across the country, with the aim to identify current legislative barriers to broader cooperation between schools and companies. Several conferences and round tables were organised in different regions of the Czech Republic. Interest was expressed in three regions so far.

**2017 Approved/Agreed****2018 Pilot****2019 Pilot**

The pilot continued in 2019 in Moravia- Silesia Region; at the end of the year, six companies and 82 students from five secondary VET schools (offering electrical and mechanical engineering programmes) were involved. In autumn 2019, pilot testing under a new project of the Confederation of Industry called NORD II started also in other regions of the Czech Republic.

In 2019, roundtables with representatives of regional authorities and secondary VET schools were organised in four regions, but only one was interested in participating in the pilot. The initial intention of the first project was to prepare for embedding the dual system in legislation (to create a new Act on Vocational Education). However, the suggestion of legislative change has not been accepted by the Government, nor by representatives of several regions. Within the project, regional coordination platforms and a national coordination platform should be established in order to manage and check the implementation of dual elements in practice.

**2020 Pilot**

In 2020, due to the pandemic, only a fraction of the planned roundtables with regional representatives took place. The interest in piloting dual education was recorded only in four of 14 regions. It was decided to continue in pilot within the framework of the project Competences 4.0.

Key activity 5 of the Competences 4.0. project (Fostering dialogue between employers and educators at regional/local level) aims to develop and coordinate dialogue between companies and upper secondary VET schools at regional/local levels and to change their approach to VET. The main objective of the dialogue is to define and set appropriate conditions for the provision of practical training in the real work environment in companies and thus contribute to the practical implementation of selected elements of dual education in the Czech environment. The project aims to support the existing partnerships between companies and upper secondary schools and also establish eight partnerships between companies and schools (two new partnerships in each region involved). The outputs of the project include draft standards of practice developed by individual partnerships. Within the activity, the representatives of schools and companies will be introduced to cooperation based on the methodology of mapping future competences of the labour market, including the establishment of basic rules for setting up such cooperation between companies and schools.

The Strategy 2030+ approved in 2020 states it is necessary to expand the possibilities of educating students in real work environment. Therefore, the introduction of a dual system of education, in a modified form adapted to the conditions in the Czech Republic, using the widest possible range and forms of voluntary cooperation between schools and companies, is supported.

## **2021 Pilot**

In 2021, the pilot was carried out (despite the problems caused by the limited access of students to internships due to COVID-19) within the framework of the national project Competences 4.0, Key Activity 5. A total of 32 partnerships were successfully launched in four Czech regions (Moravian-Silesian Region, Central Bohemian Region, Ústecký Region and Zlín Region); there were eight school-company partnerships in each. Within the partnerships, elements of dual education were piloted: contracts concluded between students and companies, tax deductions, Instructors' positions, distribution of responsibilities for teaching the education programme between the school and the company. At the same time, pilot methodologies and draft practice standards were defined, and verification testing was launched through partnerships.

At the systemic level, there are continuous efforts to anchor the principles of dual education in school and related legislation. The conceptual proposal for changes from 2019 serves as a starting point for these efforts. Due to the parliamentary elections and appointing of a new Government at the end of 2021, main discussions on the dual system did not start.

## **2022 Completed**

The piloting in four regions was successfully completed, and the project was finalised as of 31 December 2022. In 2022, regional workshops were held to present the methodology for establishing new collaborations or enhancing the existing ones and to present the draft Standards of practice designed to facilitate the planning and evaluation of the implemented collaborative activities. Examples of good practice were also presented, as well as several specific regional partnerships that have been established under the project and are still in operation. Standards of practice was published. It constitutes a practical tool for establishing cooperation between companies and schools. It guides the cooperating entities through all key procedural and organisational steps when providing practical vocational training in workplaces of the companies.

The Standards of practice include the General standards common to all areas of a particular school-company partnership, and the Technical standards, which in turn specify the required material and technical side of practical training provision related

to a specific field of education. A necessary condition for a smoothly functioning school-company cooperation is a regular update to both components of the Standards carried out at agreed intervals (annually, semi-annually, etc.). The Technical standards of practice for selected fields of education were published.

In its Programme Declaration of January 2022, the Czech Government committed to develop nationally agreed models of cooperation between schools and the corporate sector and to anchor in legislation also other elements supporting dual training in a modified form adapted to the conditions of the Czech Republic; i.e. to use the widest possible options and forms of voluntary cooperation between schools and companies, including support for companies that decide to join the system.

The Ministry of Education is expected to submit a draft Amendment to the Education Act by September 2023.

## **Bodies responsible**

- Ministry of Education, Youth and Sports
- Moravia-Silesia Region
- Confederation of Industry of the Czech Republic
- Czech Moravian Confederation of Trade Unions

## **Target group**

### **Learners**

Learners in upper secondary, including apprentices

### **Education professionals**

Trainers

### **Entities providing VET**

Companies

Small and medium-sized enterprises (SMEs)

VET providers (all kinds)

## **Thematic categories**

### **Governance of VET and lifelong learning**

Engaging VET stakeholders and strengthening partnerships in VET

### **Modernising VET offer and delivery**

Reinforcing work-based learning, including apprenticeships

### **Supporting lifelong learning culture and increasing participation**

Financial and non-financial incentives to learners, providers and companies

## **Subsystem**

IVET CVET

## **Further reading**

[Analysis identifying current legislative barriers prepared in 2018](#)

[Website of the Confederation of Industry and Trade describing the pilot](#)

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[Website of the Ministry of Labour and Social Affairs with all project outputs](#)

## Related policy developments

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### 2024 Design

#### **Quality standards for company and school-based workplaces for practical training**

The Ministry of Education, Youth and Sports focuses on expanding options for students to get practical training in a real work environment with the use of elements of the dual system of VET.



##### **Type of development**

Practical  
measure/Initiative

##### **Subsystem**

IVET

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### 2022 Completed

#### **Mapping future competences as part of systemic measures for defining labour market requirements - Competences 4.0 project**

In the framework of the Competence 4.0 project (2019-22; Operational programme Employment, Ministry of Industry and Social Affairs), the Confederation of Industry of the Czech Republic, Czech Chamber of Commerce and the consultancy company TREXIMA jointly participate in mapping new future competences.



##### **Type of development**

Practical  
measure/Initiative

##### **Subsystem**

IVET CVET

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### 2024 Implementation

#### **Reinforcing cooperation between schools and employers**

The Amendment to the School Act, which came into force in September 2017, obliges schools to develop, with regard to the field of study, efforts to support cooperation with employers towards joint fulfilment of the objectives of secondary education.



**Type of development**

Regulation/Legislation

**Subsystem**

IVET CVET

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<https://www.cedefop.europa.eu/en/tools/timeline-vet-policies-europe/search/28091>