

VET in dual system

Invatamant profesional in sistem dual

 Romania

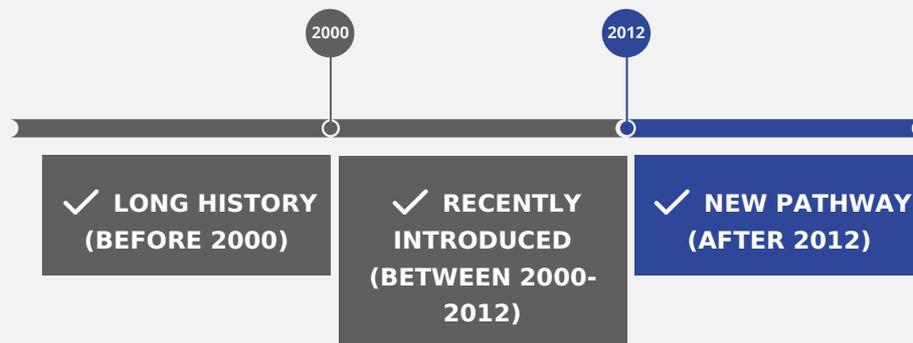
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Content updates and contributors

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① SCHEME HISTORY

Q1. When was the scheme introduced?



The Government Emergency Ordinance no. 81/2016 introduced dual VET as a form of organising vocational education and training at EQF levels 3, 4 and 5. It was endorsed in April 2018 by Law no. 82 regarding the modification and completion of the National Education Law (no. 1/2011).

Implementation of the dual VET scheme started in school year 2017/18, currently only at EQF level 3. The dual VET at EQF levels 4 and 5 is not implemented, yet.

Q2. How did the apprenticeship scheme originate?



✓ TRADITIONAL CRAFTSMANSHIP (MASTER-APPRENTICE RELATION) TO PREPARE APPRENTICES FOR THE OCCUPATION



✓ SCHOOL-BASED VET TRACK BY INCLUDING MORE WORK-BASED LEARNING TO SUPPLY SKILLED WORKFORCE TO MATCH LABOUR MARKET NEEDS



✓ EX-NOVO



✓ OTHER

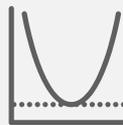
The dual VET option has been introduced as a response VET to the growing and diversified labor market requirements, and in order to improve the responsiveness of the Romanian education and training system to the economic and social dynamics.

2 BENEFICIARIES

Q3. Does the legal basis define the minimum and maximum age limits for enrolment of the target group of this scheme?



✓ MINIMUM AND MAXIMUM AGE LIMITS DEFINED



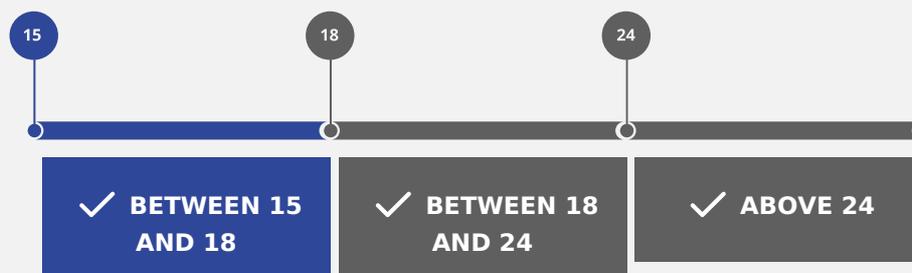
✓ MINIMUM AGE LIMITS DEFINED ONLY



✓ OTHER

The students involved in the dual VET pathway must be graduates of lower secondary programmes (usually, 14-15 years old) and under 26 years old.

Q4. What is the average age of learners in practice?



According to data provided by the Ministry of National Education, most students enrolled in 9th year of the dual VET pathway (1st year of the track), are graduates of lower secondary programmes (i.e. over 14 years old).

Q5. How many learners are enrolled in this scheme?

Data provided by the National Centre for the Development of VET (CNDIPT) on enrolments in the dual VET pathway at national level:

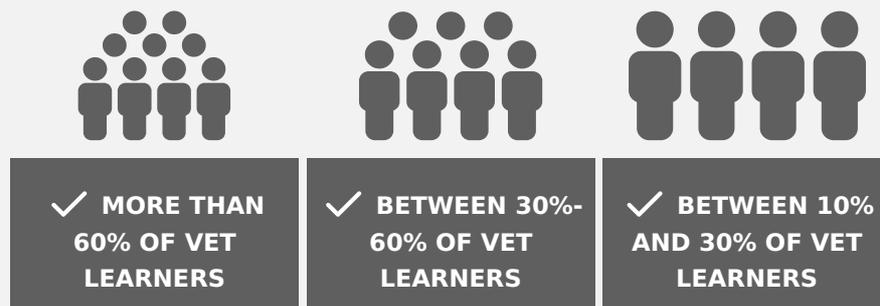
- school year 2019/20: 12,908 learners (total enrolments, all three years)
- school year 2020/21: 15,900
- school year 2021/22 16,195 and
- school year 2022/23: 15,161

Link: <https://www.alegetidrumul.ro/oferta>

In terms of new enrolments (i.e. only 1st year of the programme), the school plan for the school year 2020/21 foresaw 8888 places in 9th year of school for dual VET (data provided by County School Inspectorates).

Link: <https://www.alegetidrumul.ro/noutati/peste-96600-locuri-disponibile-in-...>

Q6. What is the share of apprentices enrolled in this scheme in relation to all VET students for the corresponding educational level(s)?





✓ LESS THAN
10% OF VET
LEARNERS

The share of students in the dual VET track represented:

- school year 2019/20: 7.1% of the total upper secondary VET population.
- school year 2020/21: 9.2% of the total upper secondary VET population

Source: County School Inspectorates and

Link: <https://www.alegetidrumul.ro/noutati/peste-96600-locuri-disponibile-in-...>

3 QUALIFICATIONS

Q7. Are the qualifications included in the National Qualification Framework (NQF)?

		
✓ YES	✓ NO	✓ THERE IS NO NQF

Law no. 82/2018 for the approval of Government Emergency Ordinance no. 81/2016 regarding the modification and completion of the National Education Law no. 1/2011, Article 331 , paragraph (1) stipulates that:
Vocational and technical education, including dual, is organized to acquire knowledge, skills and competences predominantly for employment for professional qualifications at Levels 3, 4 and 5, according to the NQF/EQF.

The dual VET scheme is currently implemented only at EQF level 3.

Q8. Is the scheme included in the ISCED 2011 mapping?



✓ YES

✓ NO

The dual VET pathway is currently implemented at upper secondary education (ISCED 3), nationally referred to as 'professional' programmes.

Q9. Are the qualifications offered only through apprenticeships?



✓ QUALIFICATIONS CAN ONLY BE OBTAINED THROUGH THIS APPRENTICESHIP SCHEME

✓ THE SAME QUALIFICATIONS CAN BE ACHIEVED ALSO THROUGH OTHER SCHEMES (I.E. SCHOOL-BASED VET)

The same qualifications can be achieved through school-based initial VET, or through CVET programmes.

Q10. Which is the type of qualification obtained through the apprenticeship scheme?



✓ FORMAL VET QUALIFICATION (WHICH DOES NOT INDICATE THE PATHWAY)

✓ FORMAL VET QUALIFICATION (WHICH INDICATES THE PATHWAY)

✓ FORMAL APPRENTICESHIP QUALIFICATION (JOURNEYMAN, ETC.)



✓ OTHERS

After successfully passing the final qualifications exam, graduates obtain a certificate for a professional qualification EQF level 3 and a Europass supplement to the certificate (the supplement does not stipulate that the certificate was obtained in dual VET).

Dual VET graduates also receive a certificate of practical training in dual education (regulated by OMEN 4798/2017) attesting to the activities carried out by the students during the practice and the results of the learning acquired through these activities. This certificate is part of the student's personal portfolio.

Q11. Does the scheme provide direct access to higher education?



✓ YES



✓ NO

Access to higher education requires success in the Bacallaureate exam (upper-secondary school leaving exam) (Law no. 82/2018 for the approval of Government Emergency Ordinance no. 81/2016 regarding the modification and completion of the National Education Law no. 1/2011).

Dual VET graduates from the EQF3 track cannot participate directly in the Bacallaureate exam.

To do so, they first need to continue their studies in the upper secondary education, in the third year of EQF level 4 technological programmes, under the conditions established by the methodology approved by order of the Minister of National Education.

Q12. What is the typical duration of the apprenticeship programme?

Duration of the Dual VET track is regulated (among other features) by specific methodologies proposed by the National Centre for the Development of Vocational and Technical Education approved by Order of the Minister of National Education, after consulting the representatives of the economic operators and other representative structures of the economic environment concerned (Law no. 82/2018, Article 25, paragraph (6)).

The programme that is currently implemented lasts three years (EQF3).

Through OMEN 4798/2017, the individual contract of practical training of the student is regulated. It is usually signed separately for each training year, at the beginning of the school year (maximum within two weeks from the beginning of the courses).

It can also be concluded for the entire three-year duration of the level-3 programme (maximum within two weeks from the beginning of the courses of the first school year), provided that is updated according to any changes that may occur.

4 GOVERNANCE

Q13. Is there any organization at the national level with roles in co-ordinating the scheme?



The National Centre for Technical and Vocational Education and Training Development (CNDIPT - Centrul National pentru Dezvoltarea Invatamantului Profesional si Tehnic) is an institution accountable to the Ministry of Education. Its main responsibilities regarding initial VET, including the dual VET scheme, are as follows:

- evaluate and suggest changes to policies and strategies, and coordinate their implementation,
- coordinate the design, implementation and review of national curricula, the assessment and certification in initial VET,
- supervise the development of professional training standards for qualifications that are validated by sectoral committees (coordinated by the National Authority for Qualifications) and approved by the Ministry of education,
- ensure the development and operation of stakeholder partnerships at national, regional, and local levels,
- develop methodologies for the quality assurance and monitoring of programmes,
- implement continuing professional development programmes for teachers/trainers.

Q14. What is the role of chambers, employers' and employees' representatives, sectoral councils (if existent), in shaping apprenticeship content, as per regulation?



✓ **ROLE IN
DESIGNING
QUALIFICATION**



✓ **ROLE IN
DESIGNING
CURRICULA**



✓ **OTHER**



✓ **NO ROLE**

Initial VET qualifications, including those accessible by the Dual VET pathway, are based on training standards.

Training standards are developed by employer representatives from the respective sectors and by representatives of VET providers, with the methodological support of the National Centre for Technical and Vocational Education and Training Development (CNDIPT), endorsed by the National Authority for Qualifications (NAQ).

The training standards are then validated by employers and other social partners through sectoral committees, that operate under the aegis of the NAQ .

The revision of standards is carried out at least every five years or at the request of economic operators.

At local level, companies participating in the Dual VET scheme have a role in design of local curricula.

Chambers do not have a specific role in the design of content for dual VET.

Q15. What is the role of chambers, employers' and employees' representatives in implementing the apprenticeship scheme, as per regulation?



✓ **ROLE IN FINAL
ASSESSMENT OF
APPRENTICES**



✓ **ROLE IN
ACCREDITATION OF
COMPANIES**



✓ **ROLE IN
MONITORING OF
THE IN-COMPANY
TRAINING**



✓ OTHER

✓ NO ROLE

In Dual VET, partner companies are responsible for implementing the training process together with schools.

Companies participate with representatives in the Boards of partner VET schools.

Chambers do not have a specific role in the implementation of dual VET.

Q16. What are the main roles of key state actors?

The Ministry of Education has the pivotal role for the Dual VET scheme at the highest level. The Ministry approves the methodologies (proposed by the NCDIPT, consultation with labour market representatives) on the organisation and operation of the Dual VET scheme, access to the scheme, duration and content of vocational training programmes, the way of organising and conducting the qualification certification exam.

The National Centre for Technical and Vocational Education and Training Development (NCDIPT) has a central role in designing and implementing IVET, including the Dual VET scheme.

The National Authority for Qualifications (NAQ) and the National Centre for the Development of Vocational Education and Training (NCDIPT), that both operate under the authority of the Ministry of Education, have responsibilities regarding development of qualifications and curricula (see Q14).

The National Agency for Employment, although without formal role, in practice cooperates with the NCDIPT and the NAQ in the process of facilitating labour market integration of Dual VET graduates.

An ongoing EU co-financed intervention (RE-CONNECT) offers the platform of collaboration of the National Agency for Employment, the NAQ, the NCDIPT, the Labour Inspectorate, the Ministries of Labour and Education as well as the National Research Institute for Labour and Social Protection operating under the coordination of the Ministry of Labour and Social Protection. The aim of the collaboration is to allow for the fast tracking of graduates, including graduates of the dual VET scheme, following the completion of the educational process, and to facilitate the provision of services required for their fast integration in the labour market.

There is no particular role for the Chambers of Commerce to play into the process. Social partners (trade unions and employers) are represented in the sector committees operating under the aegis of the NAQ.

5 TRAINING AT THE WORKPLACE

Q17. Is it compulsory to alternate training between two learning venues (school and company)?



✓ YES

✓ NO

In dual VET, theoretical training is carried out in school, and practical training in the company (based on a partnership contract between the two actors, together with the local authority / municipality – see Q27).

The practical training in the company is carried out according to the educational plans and the schedule established by agreement between the educational unit and the economic partner (employer).

It is recommended that the practical workplace training is carried out alternatively with the theoretical training in the school throughout the school year. However, this type of alternation is not mandatory, and the workplace training can be accumulated, for example, at the end of each school year.

In the current implementation practice, practical training at the workplace has a total duration of 24 weeks: 5 weeks in the first year, 9 weeks in the second year and 10 weeks in the third year.

Q18. Is the in-company training defined as minimum share of the apprenticeship scheme duration?



✓ YES,
EQUIVALENT OR
MORE THAN 50%
OF SCHEME
DURATION



✓ YES, BETWEEN
20% AND 50% OF
THE SCHEME
DURATION



✓ YES, LESS
THAN 20% OF THE
SCHEME DURATION



✓ NO, NO
MINIMUM SHARE IS
COMPULSORY

In dual VET the practical training is carried out in the company as follows:

- in the first year, about 20% of the total programme duration (5 weeks at the workplace);
- in the second year approximately 60% of the total programme duration (9 weeks at the

workplace);

- In the third year, approximately 72% of the total programme duration (10 weeks at the workplace).

In total, during the three years, the student spends in company approximately 50% of the total duration of an EQF3 programme (24 weeks in total at the workplace).

Q19. Is there a distinction between the training time and working time for the period spent at workplace, as per regulation?



✓ **YES, THE
LEGAL FRAMEWORK
MAKES THIS
DISTINCTION**

✓ **NO, THE LEGAL
FRAMEWORK
MAKES NO
DISTINCTION**

Q20. What is the form of alternation of training between workplace (company) and school?



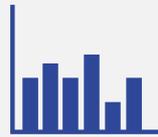
✓ **EVERY WEEK
INCLUDES BOTH
VENUES**

✓ **ONE OR MORE
WEEKS (LESS THAN
1 MONTH) SPENT
AT SCHOOL
FOLLOWED BY ONE
OR MORE WEEKS
AT WORKPLACE**

✓ **ONE OR MORE
MONTHS (LESS
THAN 1 YEAR)
SPENT AT SCHOOL
FOLLOWED BY ONE
OR MORE MONTHS
AT WORKPLACE**



✓ A LONGER PERIOD (1-2 YEARS) SPENT AT SCHOOL FOLLOWED BY A LONGER PERIOD SPENT TRAINING AT WORKPLACE



✓ VARIOUS - DEPENDS ON AGREEMENTS BETWEEN THE SCHOOL AND THE COMPANY



✓ OTHER



✓ NOT SPECIFIED

The methodology of organisation and functioning of dual VET approved by Order of the Ministry of Education no. 3554/29.03.2017 stipulate that:

- In dual VET, hourly schedules are flexible in terms of allocating the number of hours per discipline / module, practical training hours may be distributed during the school year or combined over several weeks, with respect to the total number of hours / week and the total number hours / year for each discipline / module (article 58).
- The schedule for the practical training of the students organised at the economic operator will be determined by the educational unit, together with the partner entity, according to its work schedule, respecting the age specifics of students and the legal regulations related to health and safety of work (article 59).

Q21. What is the basis for the training offered?



✓ THE SCHEME IS IMPLEMENTED VIA A SPECIFIC APPRENTICESHIP PROGRAMME



✓ THE SCHEME IS IMPLEMENTED ON THE BASIS OF THE SCHOOL-BASED VET PROGRAMME



✓ THE SCHEME IS IMPLEMENTED BASED ON THE VET STANDARDS (VALID GENERALLY FOR ALL VET SCHEMES)



✓ OTHER

The dual VET scheme is currently implemented at EQF-3 programmes, through three-year-long initial VET programmes. It is based on training standards that are common to the corresponding school-based programmes.

Training standards describe learning units consisting of learning outcomes and are based on occupational standards.

Training standards play a key role in designing VET curricula, assessing learning outcomes and awarding qualification certificates.

Curricula for dual VET have two main components:

- core curriculum designed at national level by education working groups;
- local (school) curriculum designed by schools and local businesses to facilitate the adaptation of professional training of a student to the requirements of the local and regional labour market.

Q22. Is the company hosting apprentices required by regulation to follow a training plan at the workplace?



✓ YES, THE TRAINING PLAN IS BASED ON THE NATIONAL/SECTORAL REQUIREMENTS FOR THE IN-COMPANY TRAINING



✓ YES, THE TRAINING PLAN IS AGREED AT THE LEVEL OF SCHOOL AND COMPANY



✓ NO, IS NOT REQUIRED FORMALLY

In Dual VET, the practical training in partner companies is based on local curriculum agreed by the school and the company (see Q21).

Q23. What are the requirements on companies to provide placements, as per regulation?



✓ **HAVE TO
PROVIDE A
SUITABLE
LEARNING
ENVIRONMENT**



✓ **HAVE TO
PROVIDE A MENTOR
/ TUTOR / TRAINER**



✓ **OTHER**

According to the Order of the Ministry of Education no. 3554/29.03.2017, economic operators (companies) that are involved in dual VET must provide conditions for:

- a) organising and carrying out the practical training sessions foreseen in the framework educational plan for the respective level of qualification, as well as the practical training component of the specialised modules, agreed to be carried out at their premises;
- b) ensuring the material conditions - machinery, equipment, raw materials, consumables, energy and other utilities necessary for the practice of the pupils organised under their responsibility, according to the professional training standards and the curricula in force, including the locally developed curriculum for practical training designed in collaboration with the educational establishment;
- c) providing human resources (tutors) necessary for the practical training of students, organised at their premises;
- d) providing working and protective equipment for pupils during the training periods carried out at their premises;
- e) ensuring the safety and health at work of the students during the training periods carried out at their premises;
- f) covering the costs necessary to ensure safety and health at work, labour medicine examinations and compulsory medical examinations for pupils;
- g) covering the costs of civil liability insurance in case of accidents, damages or bodily injuries generated during practical training at the economic operator for pupils (depending on the field of activity);
- h) providing students with a scholarship, at least at the level of the one awarded from public funds;
- i) providing other forms of financial support and financial incentives agreed in the partnership contract;
- j) ensuring the necessary conditions (endowments, raw materials, consumables, utilities, etc.) for the admission examinations and the certification examinations for the professional qualification of the pupils, according to the agreed location for their organisation;
- k) ensuring the necessary conditions for the continuous assessment of students in the practical training at their premises;
- l) covering other expenses necessary for the quality of the pupils;
- m) contributing to the conditions of the education and training process in the educational establishment;
- n) exercising the duties of a member on the board of directors or, as the case may be, in the council representing economic operators;
- o) participating in information and promotion activities;
- p) participating in the design of the curriculum in local development;
- q) organising additional practical training sessions for students 'with an unscheduled school situation due to absences or who have not obtained background for practical training or practical training within modules of the curriculum for that qualification'.

Q24. What are the formal requirements regarding workplace trainers/mentors/tutors? What is their profile?

Mentorship or tutorship through specially designated personnel has to be ensured for the specific practical training provided within the enterprise.

Q25. Are there any sanctions on companies that do not provide training to apprentices at the workplace?



✓ YES

✓ NO

In dual VET, a partnership contract is concluded between school, partner company and municipality (local authority) (see 28).

This contract establishes the terms of collaboration, the rights and obligations of the parties.

Failure to fulfil or improper performance of the obligations assumed under the partnership contract entails the liability of the defaulting party, except for the exonerating cases provided for by law.

Failure to comply with the obligations assumed under this contract by one of the parties, by fault, gives the right of the injured party to consider the contract terminated by law / to request the termination of the contract and, eventually, claim damages.

The partnership contract complements the practical training contract between a learner and the company (see Q27).

It has to be noted that the latter is not an employment contract, therefore bodies such as the Labour Inspectorate do not have a monitoring role.

6 CONTRACT AND COMPENSATION

Q26. What is the status of the learner?



✓ ONLY STUDENT



✓ ONLY EMPLOYEE



✓ APPRENTICE IS A SPECIFIC STATUS (STUDENT AND EMPLOYEE COMBINED)



✓ OTHER

The practitioner keeps the status of student of the educational unit during both the theoretical and practical training at the workplace.
(Article 2, paragraph (1) of Annex 1 of Order of the Ministry of Education no. 4798/31.08.2017).

Q27. Is there any written arrangement between the learner and company, required as per regulation?



✓ YES

✓ NO

For each Dual VET student, an individual **practical training contract** is concluded between the student (or his/her legal representative), the economic partner (participating company) and the VET school.
(Order of the Ministry of Education no. 4798/31.08.2017).

This document includes all the practical training activities for which the economic operator is responsible through the partnership contract (see Q28), i.e. practical training listed in the curriculum framework, as well as the weekly practical training component (practical training and technological laboratory) which have been agreed upon by the partnership contract to take place at that economic operator.

The practical training contract may be supplemented by other specific clauses, according to the legal regulations.

The practical training contract is not an employment contract.

It is complemented by an overarching **partnership contract** which sets out the conditions of collaboration, the rights and the obligations of the parties, as well as the costs incurred by the partners (including e.g. the requirement for the employer to offer an allowance to the learner).

This is concluded between one or more companies (or between an association / consortium of economic operators), the school and the administrative territorial unit within which the school unit is located (municipality) – i.e. not the student.

Q28. What is the nature of the written arrangement?



✓ APPRENTICESHIP
ARE AN ORDINARY
EMPLOYMENT
CONTRACT



✓ APPRENTICESHIP
ARE A SPECIFIC
TYPE OF CONTRACT



✓ ANOTHER TYPE
OF FORMAL
AGREEMENT, NOT A
CONTRACT

In dual VET, the contractual arrangement is regulated through orders of Ministry of education.

On one hand, a partnership contract is regulated between school, partner company and municipality (local authority) (regulated by OMEN 3554/2017). This contract establishes the terms of collaboration, the rights and obligations of the parties.

At the same time, for each student an individual practical training contract is concluded, between the economic partner of dual learning practice, together with school and the student (or legal representative) (regulated by OMEN 4798/2017).

The individual practical training contract is recognised by the legislation in education, not in labour code.

Q29. Where is the contract or the formal agreement registered?



✓ AT THE
SCHOOL



✓ AT THE
MINISTRY OF
EMPLOYMENT



✓ AT THE
CHAMBERS



✓ AT THE
MINISTRY OF
EDUCATION



✓ OTHER

For dual VET, the rules are as follows:

-the partnership contract between the VET school, the partner company and the municipality (local authority) is registered by each signatory;

-the individual practical training contract, signed by the economic partner, together with school and the student (or legal representative) is registered at school and the corresponding company.

Q30. Do apprentices receive a wage or allowance?



✓ YES, ALL APPRENTICES RECEIVE A WAGE (TAXABLE INCOME)



✓ YES, ALL APPRENTICES RECEIVE AN ALLOWANCE (NOT A FORM OF TAXABLE INCOME)



✓ APPRENTICES RECEIVE A REIMBURSEMENT OF EXPENSES



✓ NO FORM OF COMPENSATION IS FORESEEN BY LAW

In dual VET, students receive two types of allowance, none of which is taxable:

- Professional scholarship: it is a national social protection programme that offers EUR~43 (200 Romanian Leu) per month to all learners in three-year-long VET programmes (including dual VET students).
- Dual VET allowance: In addition to the professional scholarship, dual VET students receive at least EUR ~43 (200 Romanian Lei) per month in allowances from the company they undergo training in.

Q31. How is the apprentice wage (taxable income) set?



✓ BY LAW (APPLYING FOR ALL)



✓ BY CROSS-SECTORAL COLLECTIVE AGREEMENTS AT NATIONAL OR LOCAL LEVEL



✓ BY SECTORAL COLLECTIVE AGREEMENTS AT NATIONAL OR LOCAL LEVEL



✓ BY FIRM-LEVEL COLLECTIVE AGREEMENTS OR INDIVIDUAL AGREEMENTS BETWEEN APPRENTICE AND COMPANY

✓ OTHER

NA for the dual VET scheme.

Students do not receive wages but professional scholarship (by national social protection programme) and allowance (from the company). They are not taxed.

7 FINANCING AND INCENTIVES

Q32. Who covers the cost of the wage or allowance of the apprentice?



✓ EMPLOYERS

✓ STATE

✓ OTHER

Employers are required to pay an allowance to the students they train, as part of their participation in the Dual VET scheme. The allowance is set at minimum EUR ~43 (200 Romanian Lei) per month.

A State scholarship is offered to all VET learners in three-year-long VET programmes, on top of the allowance that Dual VET learners receive from the company.

Q33. What are the sources of financing of the direct costs for the in-company training part of the apprenticeship scheme?



✓ SINGLE EMPLOYERS HOSTING APPRENTICES



✓ TRAINING FUNDS



✓ STATE



✓ OTHER

The practical stages in dual VET are organised entirely in partner companies and all the costs are supported by them.

Dual VET students receive at least EUR ~43 (200 Romanian Lei) per month in allowances from the company they undergo training in. Companies also pay for work equipment of learners, their insurance and medical examination, if obliged to do so by the occupation requirements.

Employers participating in the scheme may have tax deductions according to the Fiscal Code (Government Emergency Ordinance 84/2016) (see Q34 below).

Q34. Are there any financial incentives for companies that offer apprenticeship places?



✓ YES, SUBSIDIES



✓ YES, TAX DEDUCTIONS



✓ YES, OTHER INCENTIVES



✓ NO FINANCIAL INCENTIVES

Through the amendments introduced to the Romanian Fiscal Code by Government Emergency Ordinance 84/2016 and according to the legal regulations in the field of national education, economic operators and students benefit from the fiscal facilities:

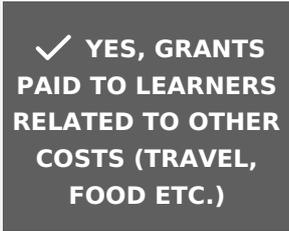
- expenses incurred on the basis of the contracts concluded with the schools for organising and carrying out VET (including the dual VET scheme) can be deducted from the taxable income of employers participating in their scheme;
- the economic agents recover the expenditures related to fixed assets and investments made on the basis of the contracts concluded with the schools, for organising and carrying out VET (including the dual VET scheme)).

Q35. Does the wage or allowance of the apprentice cover both the time spent at school and in the company?

In dual VET, both types of allowance are paid throughout the school year, excluding school holidays.

Q36. Are there any incentives for learners?

A state scholarship is paid to Dual VET students on top of the allowance they receive from the company that offers training (Professional scholarship: EUR~43 (200 Romanian Leu) per month to all learners in three-year-long VET programmes (including dual VET students)).

Theoretically also, if learners engaging in dual VET possess any prior acquired knowledge, skill or qualification, they may choose to validate it formally through the Validation Centres operated by certified training providers.