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9

DE OCTUBRE DE 2018
VALLADOLID



**Junta de
Castilla y León**
Consejería de Educación

The Apprenticeship Courses in Vocational Training in Portugal

Erasmus+ Project - Improving Implementing Dual VET

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Valladolid, 09th October 2018



INSTITUTO DO EMPREGO E FORMAÇÃO PROFISSIONAL, IP



AGENDA

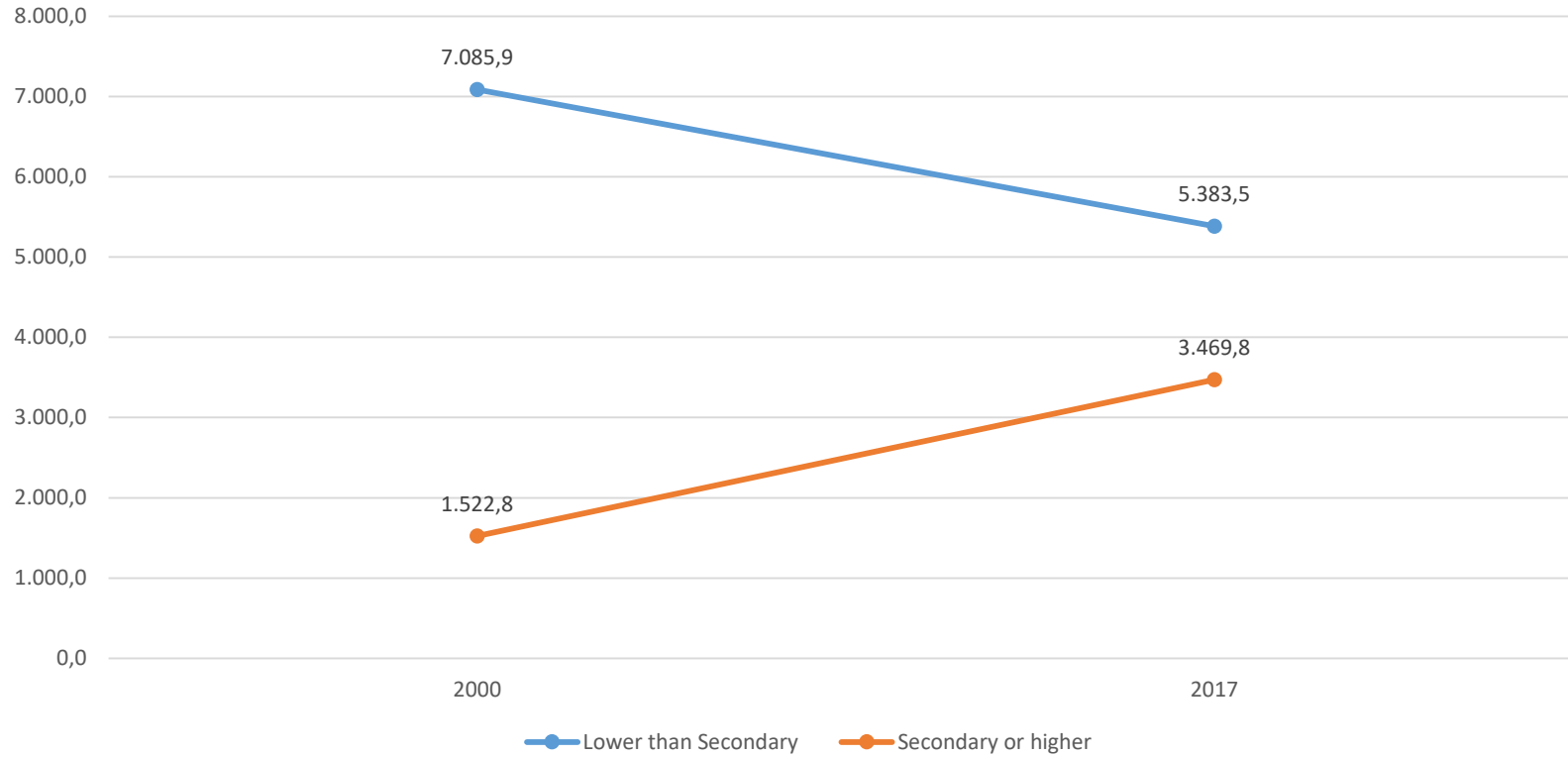
- ▶ **Qualification Structure in Portugal**
- ▶ **National Qualification System Framework**
- ▶ **IEFP Training Modalities**
- ▶ **Apprenticeship Courses**
- ▶ **The problems confronting the system**
- ▶ **Valorization of the Apprenticeship System Strategy**

Qualification structure in Portugal

- 62% of people between 25 and 64 years old did not finished the secondary level of education
- 40% of boys between 25 and 35 years old did not finished the secondary level of education as against 28% of girls
- 60% of the people enrolled at IEFP possess qualifications bellow the secondary level
- About 100.000 of the enrolled in IEFP without the secondary level of education have more than 35 years old
- The early dropout school rate is 12,7%

Qualification structure in Portugal

Population Level of Education

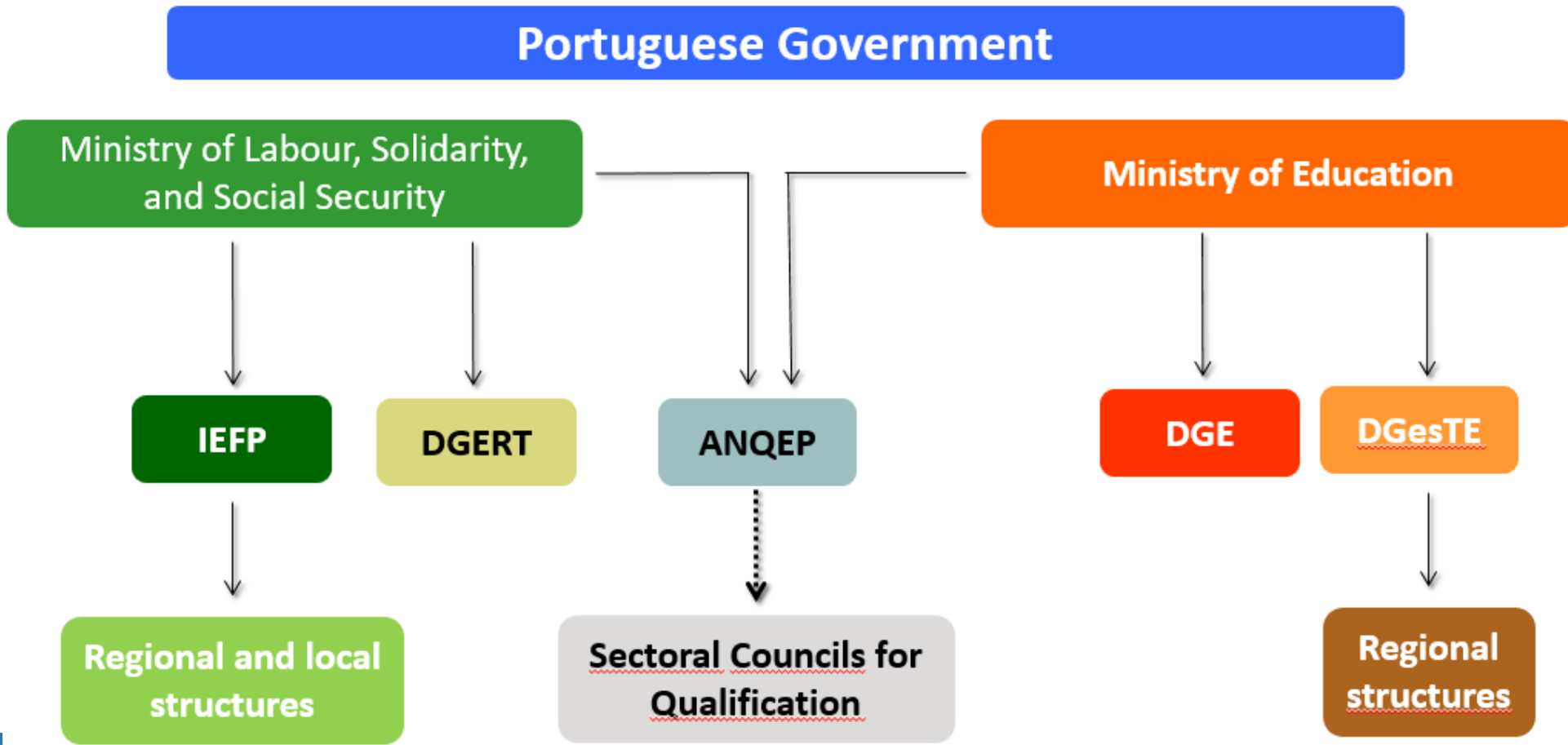


Fonte: Eurostat, INE

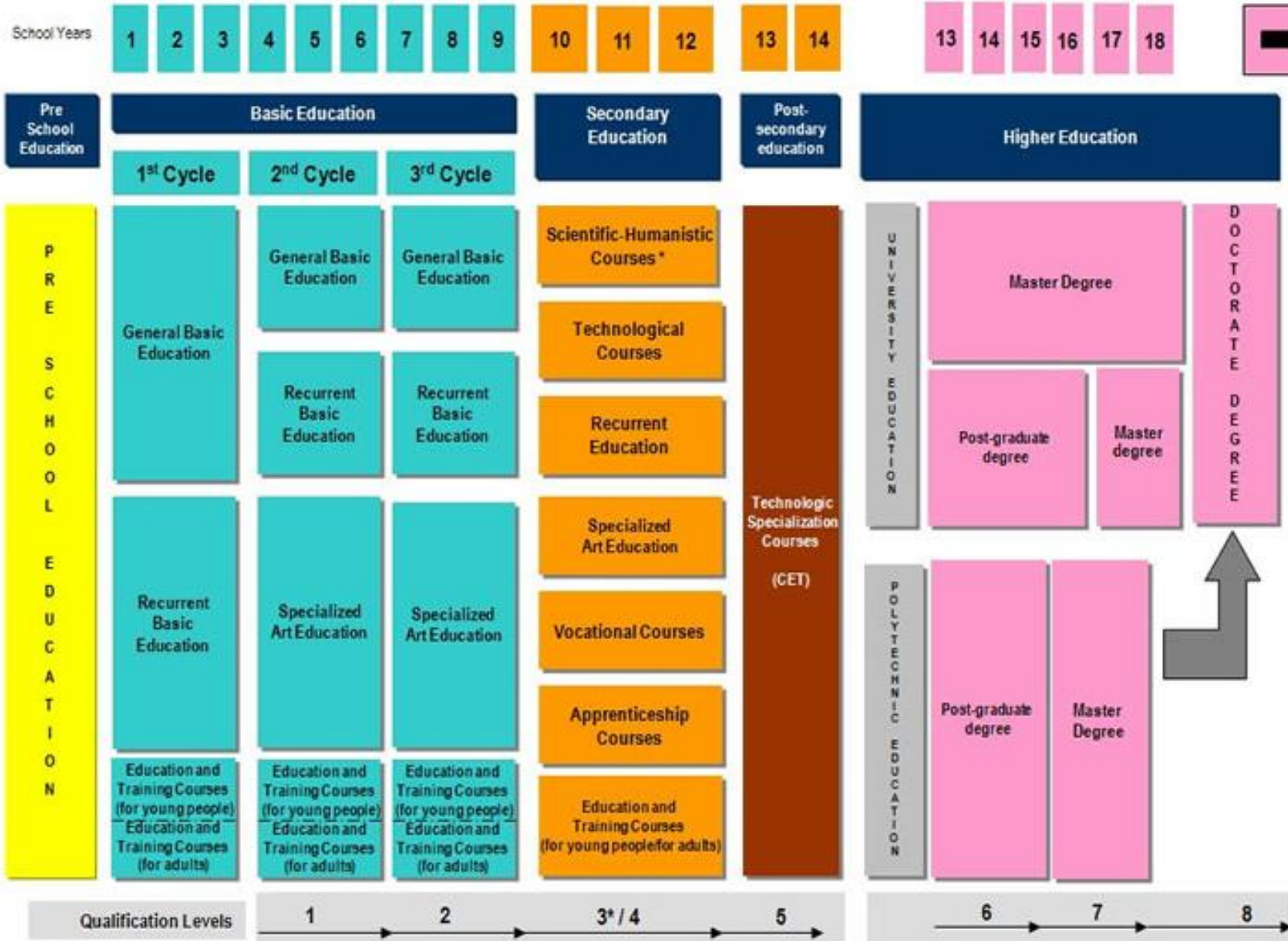
Evolution of registered unemployment

YEAR	TOTAL	Qualification levels			Youth
		<= 9.º year	sec.	superior	< 25 years
2007	390 280	282 605	68 048	39 627	53 295
2008	416 005	305 241	72 746	38 018	56 315
2009	524 674	382 229	97 668	44 777	67 846
2010	541 840	384 248	107 766	49 826	64 041
2011	605 134	409 952	131 712	63 470	73 534
2012	710 652	457 486	164 425	88 741	87 966
2013	690 535	435 772	161 354	93 409	89 496
2014	598 581	379 753	141 098	77 730	73 837
2015	555 167	344 745	136 337	74 085	69 222
2016	491 107	296 403	121 569	73 135	59 550
2017	403 771	242 695	105 070	56 006	44 414

Framework of the National Qualification System



PORTUGUESE EDUCATION AND VOCATIONAL TRAINING SYSTEMS



IEFP
 interviene
 from 15
 years old on



The **EMPLOYMENT AND VOCATIONAL TRAINING INSTITUTE (IEFP)** , created in 1979, is the national public employment service responsible for implementing active employment policies, defined and approved by the government, including those related to vocational training.

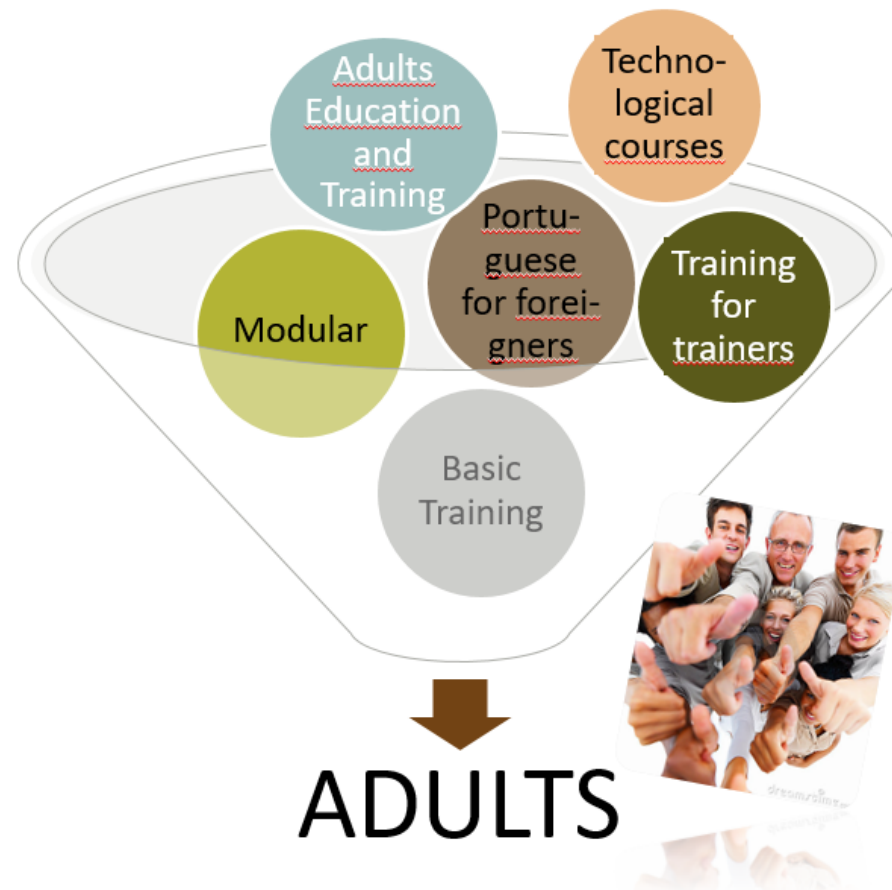
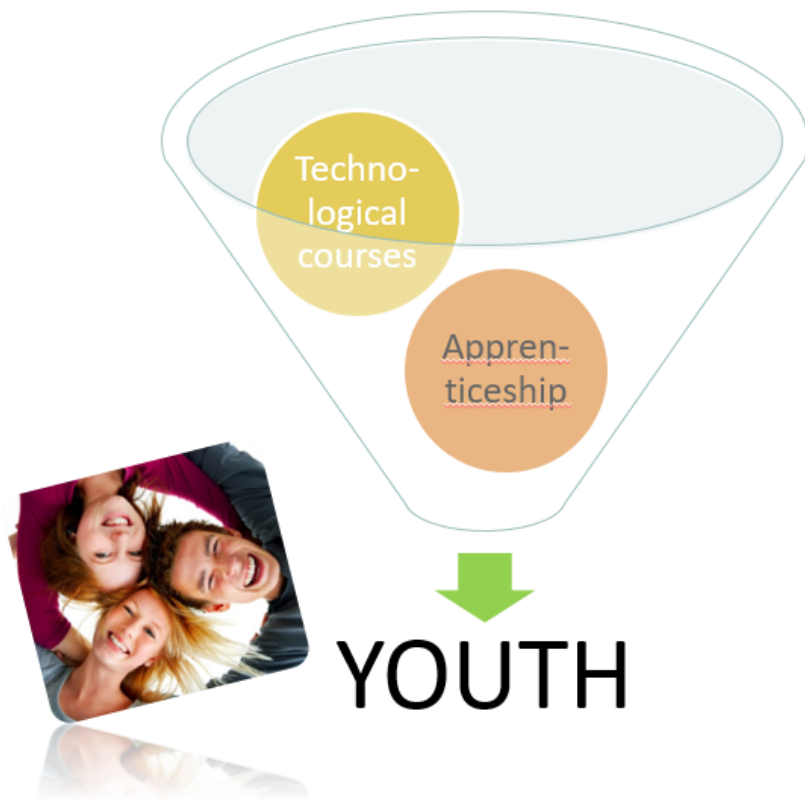
Mission

To promote the creation and quality of jobs and to fight against unemployment, through the implementation of active employment measures, including vocational training.

IEFP Main Duties

- ▶ **Assure jobseeker's placement;**
- ▶ **Promote information and vocational guidance;**
- ▶ **Promote school and professional qualification of the young and adult population;**
- ▶ **Collaborate with the employment policy;**
- ▶ **Promote labour market organization;**
- ▶ **Encourage job creation;**
- ▶ **Encourage the integration into working life of different publics;**
- ▶ **Promote vocational rehabilitation of disabled people.**

IEFP Training Modalities



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Apprenticeship Courses

Training youth for a qualified job



- ▶ The apprenticeship system was implemented in Portugal more than 30 years ago
- ▶ It was inspired by the dual German system and the French apprentissage
- ▶ Launched in 1984, under the Ministry of Labour, it has been strategically important in the context of education, training and employment policies
- ▶ It's an alternative to the formal education system

Apprenticeship Courses

Aim

- Qualify young people to promote the increase of competitiveness of companies, namely, in transactional sectors of goods and services.

What they consist of?

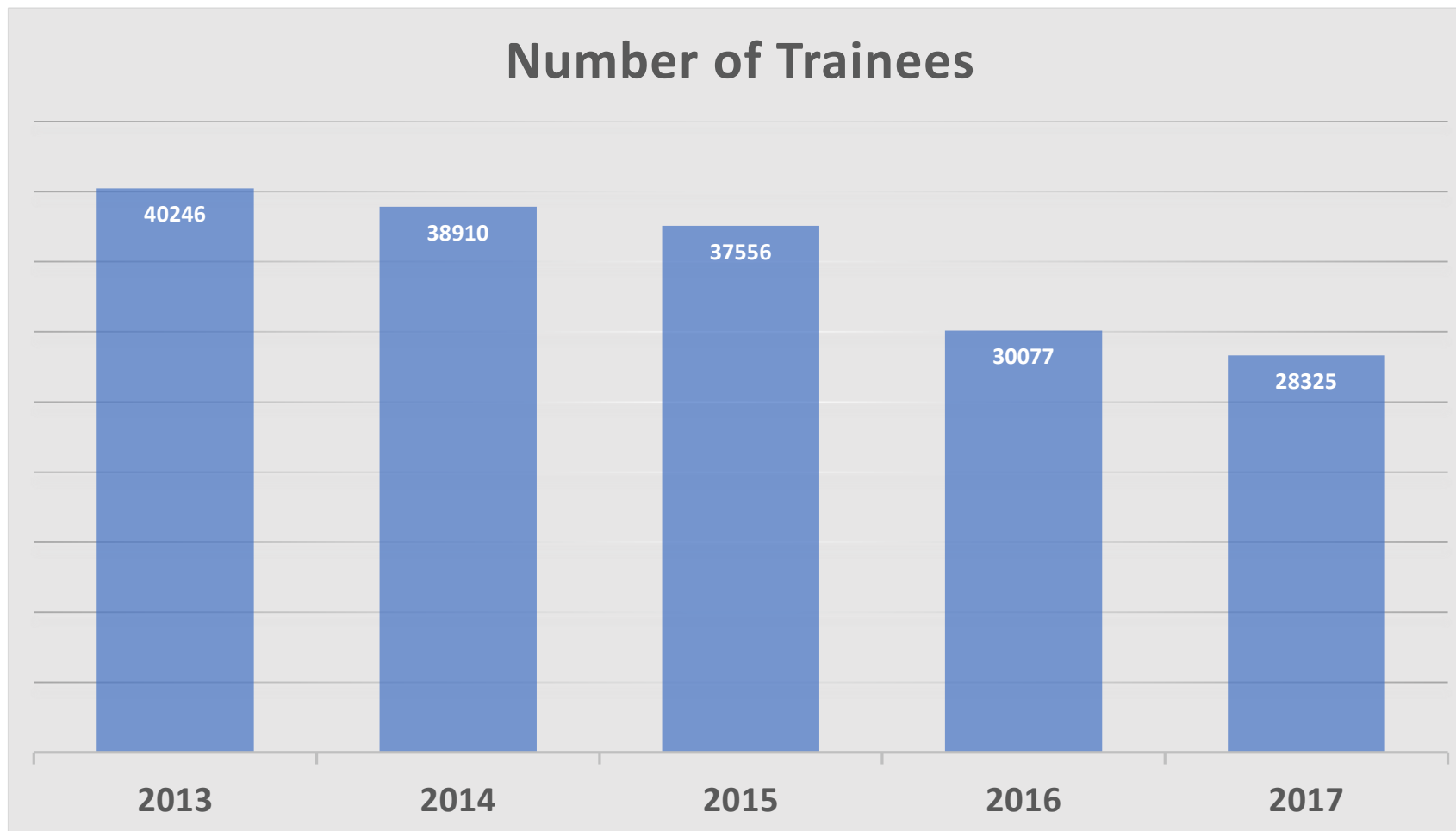
- Initial alternance training with double certification, (secondary level of education and level 4 of the NQF).

For whom?

- Young people under the age of 25 with the 9th level of schooling .

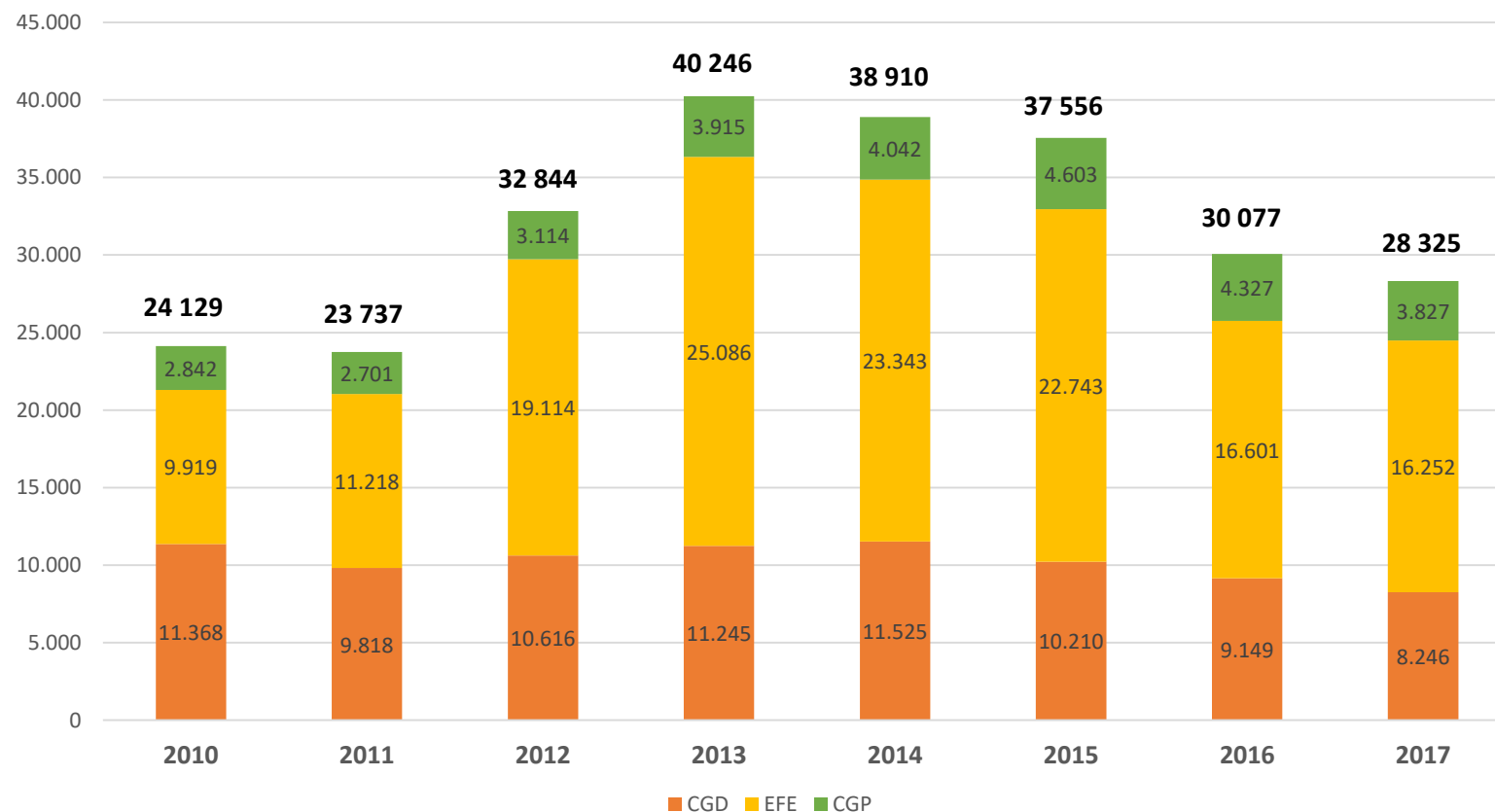
Apprenticeship Courses

Number of Trainees



Apprenticeship Courses

Trainees by entity type | 2010 - 2017



Apprenticeship Courses

Main Characteristics

- Intervention with young people in **transition to working life**
- ➔ **improvement of employability levels and social and professional inclusion**

- Organisation of **dual training – 2 contexts**:
 - ➔ **context of the Vocational Training Centre/Entitie** (socio-cultural, scientific and technological training - including simulated practice) and **context of Company** (practical training – work based learning)

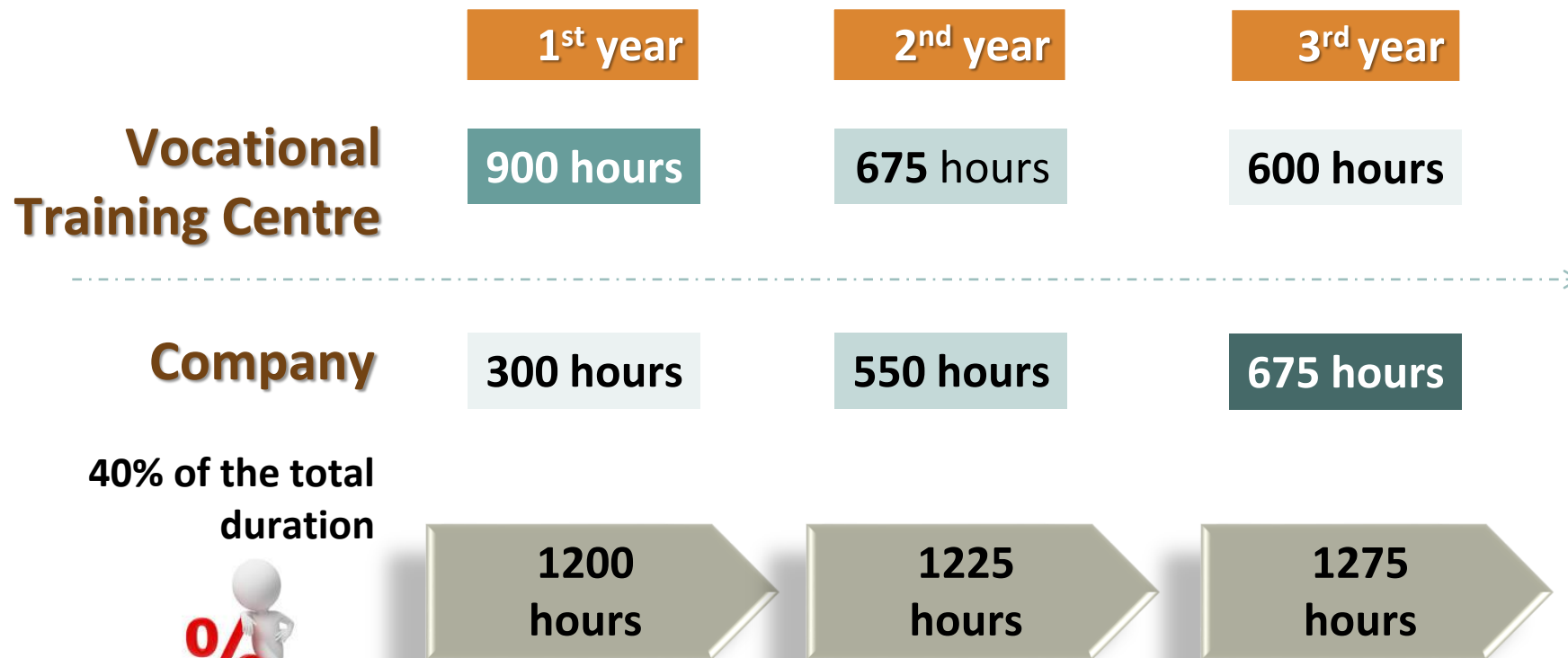
- **Combination of theoretical knowledge and skills developed on the job (learning by doing)**
- ➔ appreciation of the contribution of companies as learning spaces in order to adjust the profile of skills of trainees to the real needs of the labour market.

Apprenticeship Courses Curriculum: developed in three stages of about one year

Training Components	Competence Areas	Training Domains	Level 4	
			Duration (hours)	
			Minimum	Maximum
Socio-cultural	Language, Culture and Communication	<ul style="list-style-type: none"> • Living in Portuguese • Communicate in English • ICT (information and communication technology) 	540	580
		<ul style="list-style-type: none"> • Current World • Personal and Social Development 	160	220
Scientific	Basic sciences	<ul style="list-style-type: none"> • Mathematics and Reality • Others 	200	400
Technological	Technologies	Specific Technologies	800	1 000
Practice	Work Context (on the job training)		1 100	1 500
TOTAL			2 800	3 700

Apprenticeship Courses Training Organization

Training organisation - How does it work?



40% of the total duration



Duration: 3 years of training - between 2 800 and 3 700 hours

Apprenticeship Courses Social Supports



Training grant (€ 42,89/month)

Grant for learning material (from € 81,50 to € 163,00)

Meal subsidy (€ 4,77/day - can be assigned in kind)

Transportation expenses or transportation subsidy

Plus: Care subsidy for dependent people

Accommodation subsidy exceptionally assigned



The problems confronting the system

- ▶ **Participation**
- ▶ **(Re) Qualification**
- ▶ **Recognition**

The problems confronting the system (participation)

- The rate of participation of active workers in vocational training has declined in recent years
- The number of hours of vocational training per worker has remained stable since 2010
- Participation rates in vocational training are higher among younger workers and among the workers with higher levels of qualification
- It has been difficult to involve NEETs in vocational training activities
- Employment and qualification with evidence of an impact still damped

Inequality is also a hierarchy of qualifications

RE (Qualification)

	< 20 a 24 years	25 a 34 years	35 a 44 years	45 a 49 years	50 + years
< 1º ciclo EB	7 303	71 901		149 319	
1º ciclo EB (1 - 4)					
2º Ciclo EB (5 - 6)					
3º Ciclo EB (7-9)	9 383				
Secondary (10-12)	17 606	80 535		34 375	
Higher Education	6 791			12 822	

} 61%

} 50%

The question of identity (recognition)

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How is the Vocational Training System seen?

1. By companies, as a partner that supports facing HR adaptation challenges?
2. By society, as the answer of excellence for the qualification of qualified staff?
3. For its actors, as a space for concertation and participation in the construction of institutional, programmatic, instrumental, methodological solutions...?

Valorization of the Apprenticeship System

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Assumptions of a strategy

► Through **governance**

- Strengthen the quality of the training project through the valorization of resources
- Quality control
- Commitment to the effectiveness of the devices and practices of professional orientation
- Qualification of trainers and tutors
- Communication with young people and their families and with companies
- The organization of supply (participation of companies in the definition of the vocational training offer)



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Assumptions of a strategy

► Through participation

- Deepening the relationship with the labor market
- To promote the appropriation of the apprenticeship system by companies and ensure greater recognition as a qualification tool for the labor market
- Ensure greater involvement of companies and social partners
- Adapt training standards (NQC) to the needs of companies and their production systems
- Recognize and value the best training practices of companies
- Promote greater commitment of companies with trainees
- Reinforce the Apprenticeship System as the best way for the initial qualification of young people



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Assumptions of a strategy

► Through regulation

- Changing the system regulation board
- Promoting the possibility of apprenticeship courses to develop at level 5 EQF
- Reinforcement of curricular flexibility
- Possibility of regulating the inclusion of the apprenticeship contract in the sphere of labor relations



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Thank you for your attention!



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