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Governance and financing of apprenticeship: project implementation in Portugal

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**GOVERNANCE AND FINANCING OF
apprenticeships**

**CEDEFOP
EVENT**

**BRUSSELS
8 and 9 February 2016**

Governance and Financing of Apprenticeship

Project Implementation in Portugal

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9 February 2016

In order to reach the objectives set on the project SPI organized two workshops during 2014 (in Porto)

First Workshop - 19 June 2014

- Aimed to evaluate the governance structures and financing arrangements in dual VET systems in Portugal
- Involved 22 participants from 19 entities including private companies, training entities, unions/associations and state organizations.

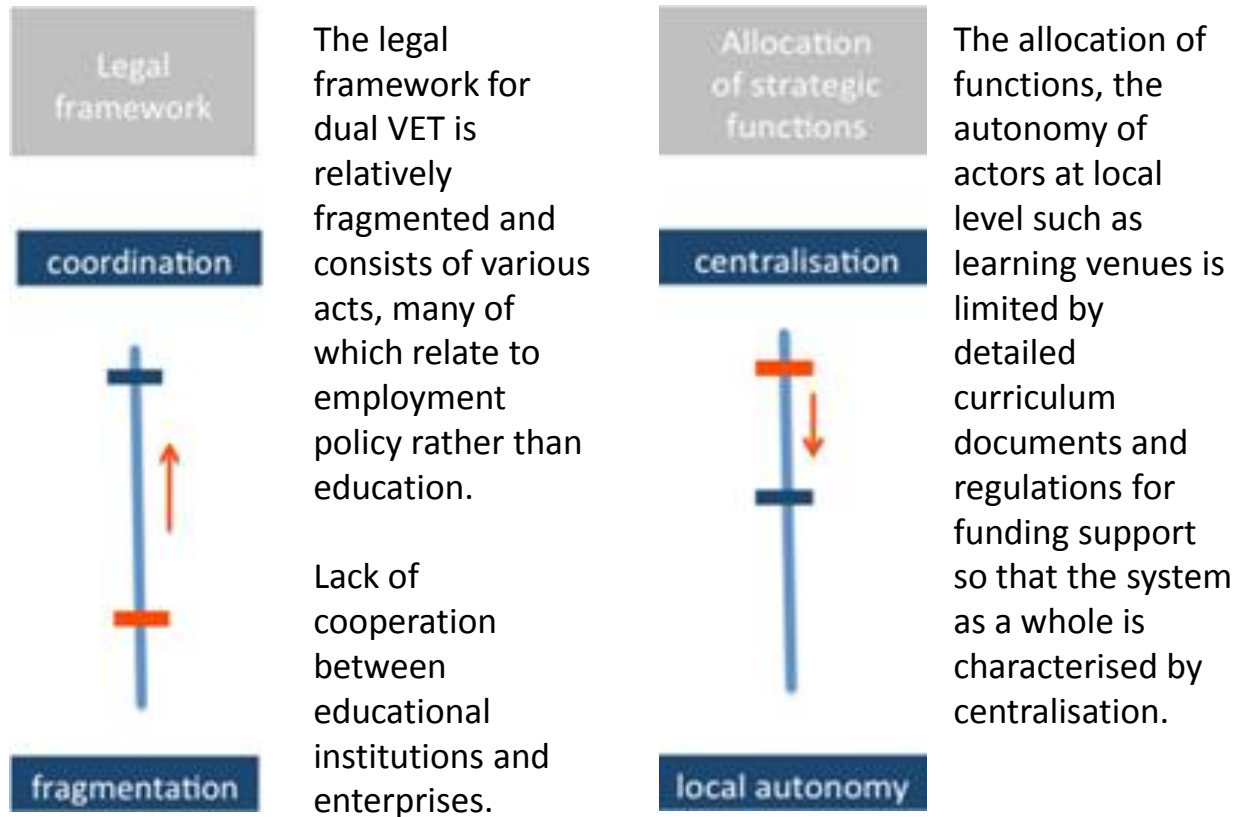
Government institutions	2
Private companies	3
Unions/Associations	5
Training entities	8
Expert/Researcher	1

The main difficulty/obstacle felt during the implementation of the workshops was that participants had to analyse a broad range of topics/subjects and some believed they did not have sufficient knowledge and information about all topics



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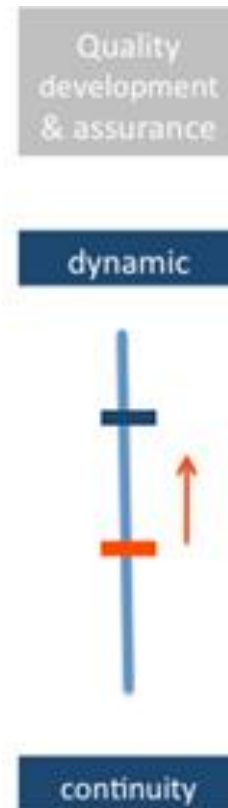


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The involvement and integration of the various bodies is weakly developed as the institutional framework shows strong fragmentation and lack of arrangements for the cooperation of learning venues.



Procedures for the regular evaluation of VET programmes exist but seem to be ineffective, which is why the quality assurance regime is not as dynamic as would be desirable from a theoretical point of view.



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Rationale of Agency

input



output/-come

The rationale of agency, the dual VET programmes in Portugal seem to be close to a balanced input and outcome orientation.

Financing arrangements

shared financing



state financed

The public sector is the most important source of funding, which reflects the state-centred character of the skill formation regime

Second Workshop - 6 November 2014

- Aimed to develop visions and strategy options for dual VET
- Involved 17 participants from 11 entities including private companies, training entities, unions/associations and state organizations.

Government institutions	2
Private companies	2
Unions/association	2
Training Entities	5

During the workshop the participants discussed two scenarios in groups and developed (Policy) and recommendations for the realization of the scenario.

The two visions, although focused on desirable outcomes, aimed at being realistic and attempted to correspond to some of the government objectives:

- Vision 1 is highly oriented towards a more educational perspective, while Vision 2 gives more support to companies and to competitiveness objectives.

Both visions aimed at improving the general public opinion about VET, and for that reason, both advocate the (dual) VET pathways as being equally prestigious as other modalities towards labour market integration.



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Drivers for vision 1

Endogenous drivers	Exogenous drivers
<ul style="list-style-type: none">• Change of the legal framework with the approval of the dual VET system;• Significant know-how of actors that have been promoting VET in Portugal;• Progressive increase in the number of students choosing VET pathways.	<ul style="list-style-type: none">• Socioeconomic implications of a high rate of early school leaving and of an increasing number of people not in employment, education or training (NEET);• Political priorities in the field of education, goals and measures created to approach the established goals.

Vision 1 is highly oriented towards a more educational perspective

Drivers for vision 2

Endogenous drivers	Exogenous drivers
<ul style="list-style-type: none">• Change of the legal framework with the approval of the dual VET system;• Significant know-how of actors that have been promoting VET in Portugal, especially of corporate reference entities in dual education;• Progressive increase in the number of students choosing (dual) VET.	<ul style="list-style-type: none">• Socioeconomic implications of a high rate of early school leaving and of an increasing number of NEET;• Political priorities in the field of education, goals and measures created to approach the established goals;• Growing concern over the increase of the employability of young people through ensuring better matching between the skills of the human capital and the needs of the labour market.

Vision 2 gives more support to companies and to competitiveness objectives

The implementation of the proposed visions involves the design and implementation of a cross-cutting strategy that requires the existence of a consistent legal framework that values (dual) VET as an integrating part of the education and training offer, which legally sets the responsibilities of different agents, facilitating not only the definition and optimisation of resources, but also the open dialogue between stakeholders, and which sets evaluation and quality control mechanisms for VET.

This strategy will imply the:

- standardisation and clarification of different levels of qualifications, ensuring permeability between offers and education and training systems;
- recognition of stakeholder complementarities;
- establishment of an independent system of monitoring, evaluation and certification, meeting the specific requirements of (dual) VET;
- definition of requirements and conditions that underlie the continuation of studies, ensuring balance among students who choose different pathways, appraising them equally;
- guarantee of the autonomy and flexibility in management of schools and in the direct and ongoing involvement of companies and corporate reference entities in (dual) VET.



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Specific measures for visions 1 and 2

Endogenous drivers	Exogenous drivers
<ul style="list-style-type: none"> Ensuring the pedagogical autonomy of schools in defining an adequate curriculum with the relevant partners; Ensuring that the sociocultural and scientific training components fall under the responsibility of the public schools, the private and cooperative, and the vocational schools allowing the involvement of all social partners. 	<ul style="list-style-type: none"> The creation of mechanisms to mitigate both the effect that the fragility of the business environment generates in terms of the absorption capacity of the business sector and the relationship difficulties between the education system and the labour market in terms of the potential match between supply and needs. These mechanisms should include financing instruments for companies that stimulate their participation in (dual) VET and encourage the integration of young people in companies; Ensuring the specialised training of trainers in companies, assuring not only the quality of workplace training, but also the companies' commitment to the education/ training process.