



CEDEFOP

European Centre for the Development
of Vocational Training



GOVERNANCE AND FINANCING OF APPRENTICESHIPS

Presentation of Cedefop's action research project

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GOVERNANCE AND FINANCING OF
apprenticeships

CEDEFOP
EVENT

BRUSSELS
8 and 9 February 2016



Scope and approach

- **Italy, Latvia, Portugal, Spain, Sweden**
- **Action research**
 - Active involvement of the representatives of governments, employers, employees, training providers, researchers
 - Opportunity for policy learning
- Research activities in the countries carried out mainly in **2014** (partly in the **first half of 2015**)



Objectives

- Define favourable governance structures and financing arrangements for development of apprenticeship - normative model
- Review the realisation of the governance and financing model in different countries
- Elaborate visions and strategies for further development of apprenticeship



Steps and activities

Initial model

desk research

expert workshop

Assessment

stakeholder workshops:
>120 participants
+15 provided input in writing

discussion analysis

Visions and strategies

stakeholder workshops:
≈130 participants

discussion analysis

Governance equaliser

summary of findings

Iterative development of normative model



Concepts

Features	Dual VET	Apprenticeship (in the strict sense)
Learning alternating between a workplace and an educational or training institution	✓	✓
Formal education and training	✓	✓
Qualification and officially recognised certificate	✓	✓
Employee status of learners who are paid for their work		✓
Contract between learner and employer		✓



Normative model

consistent legal
framework

balanced allocation of
strategic and
operational functions

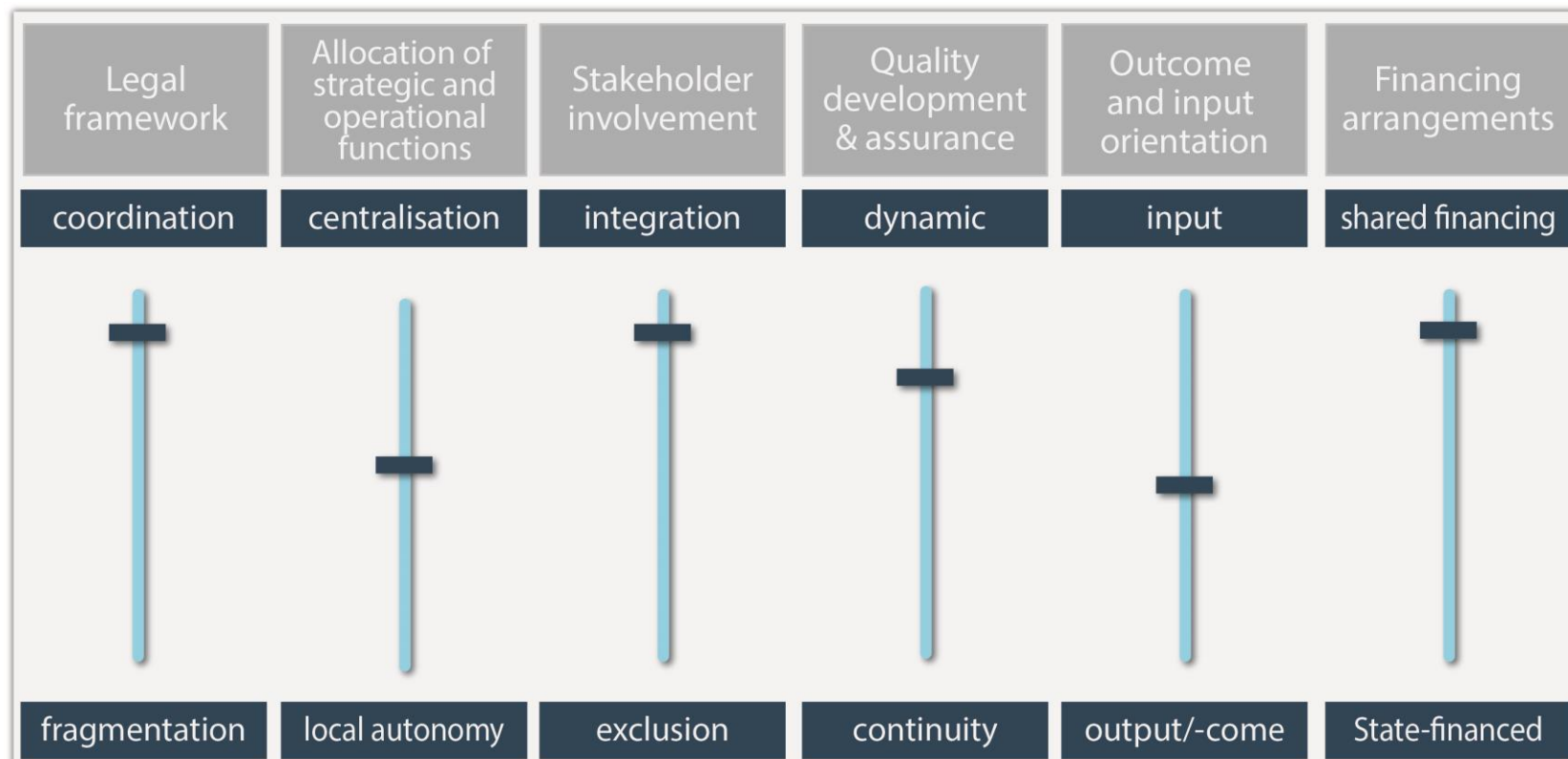
involvement/integration
of various bodies

quality assurance and
development/innovation
strategies

balanced outcome and
input orientation

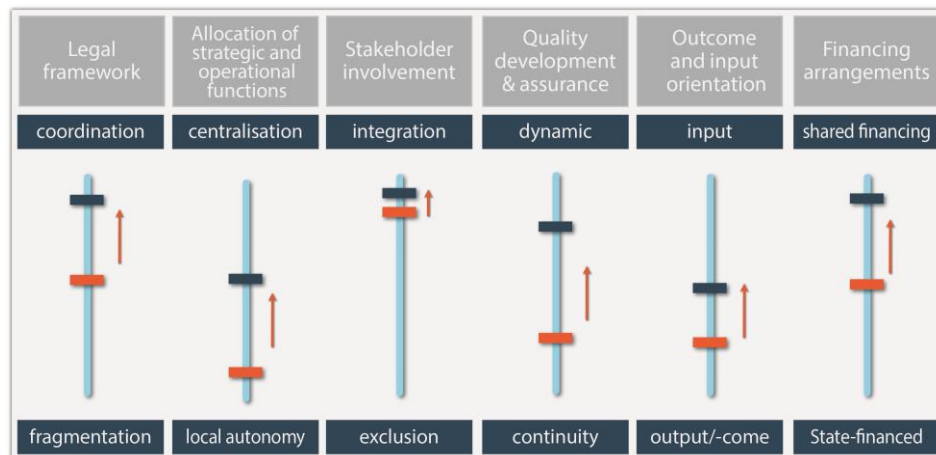
adequate financing
arrangements
(cost-sharing)

Governance equaliser



Italy

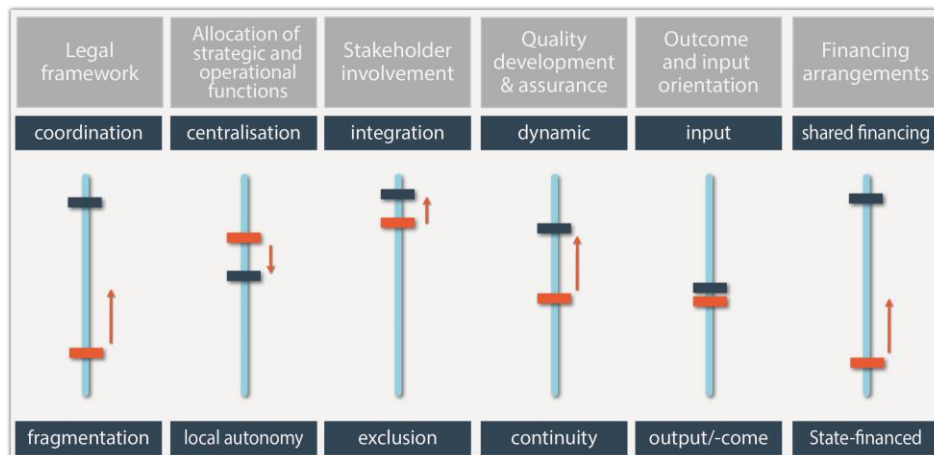
challenges



- Fragmentation of legal framework. 3 distinct types of apprenticeships with separate regulations. ‘Type 2’ (‘occupation-oriented’) outside formal E&T
- Complexity of legal framework: national and regional regulations, State-region agreements, collective agreements
- Strong autonomy of regions; need for more centralisation
- Lack of coordinating/moderating national institution
- Lack of systemic evaluation of training programmes, their outcomes
- Companies backed up by government financial support

Latvia

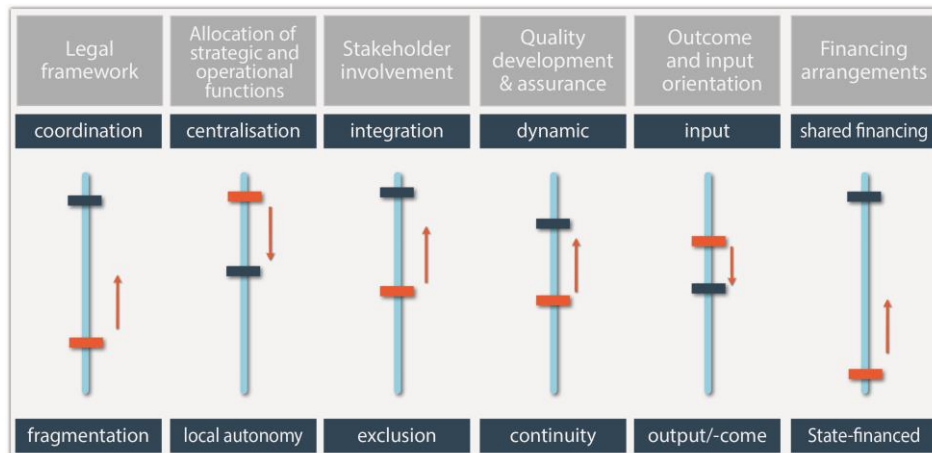
challenges



- Predominantly school-based system. Pilot project to strengthen WBL component. Need for regulating WBL (legal basis, roles and responsibilities of different actors, learner remuneration, etc.)
- ‘Apprenticeship’ in crafts marginal and not linked to formal E&T, regulated by separate law
- Need for more effective cooperation of learning venues (WBL pilots)
- Lack of qualification requirements and CVT for in-company trainers
- System predominantly State-financed; need to motivate employers to invest

Portugal

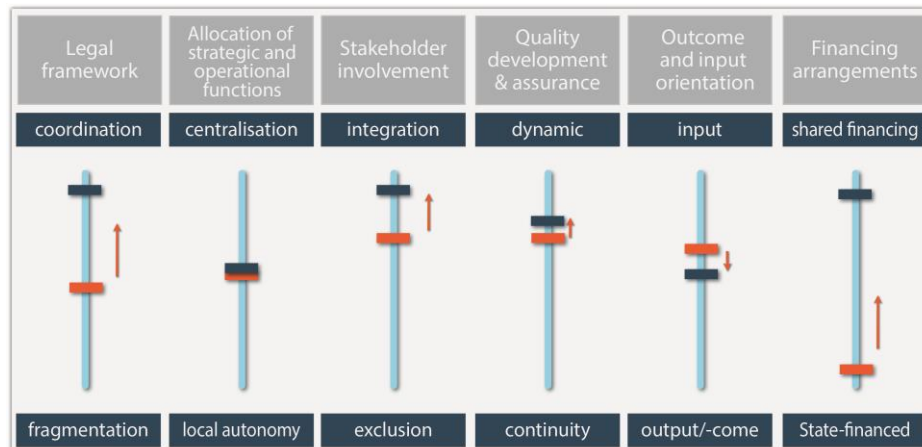
challenges



- Mainly school-based system, predominantly State-financed
- Autonomy of learning venues limited by detailed curriculum documents and regulations for funding support
- Lack of cooperation between educational institutions and companies, delivery of VET predominantly a responsibility of public institutions
- Evaluation of curricula not regular; results not always fed back into the system
- Complexity of quality assurance: many entities involved which report to different ministries

Spain

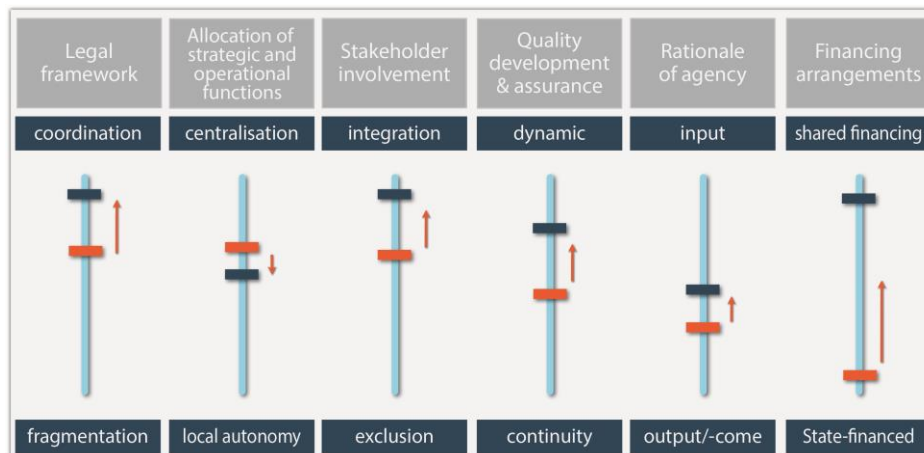
challenges



- Traditionally, mainly school-based VET, with primary responsibility for financing with government
- Pilot projects: experimenting with different dual VET/apprenticeship models and approaches on regional basis
- Need for more intermediary bodies to coordinate relationship between VET providers and companies
- Need for evaluating the pilots, creating more consistent legal framework and a financing model based on cost-sharing

Sweden

challenges



- ‘Apprenticeship’ with strong involvement of social partners exists but not linked to formal E&T
- Other VET schemes with WBL component, within formal VET, predominantly State-financed
- Social partners not always adequately involved in consultation procedures at different levels
- Need for strengthened relationship between school-based and work-based learning



Apprenticeship perspectives

Apprenticeship in the strict sense is...

... feasible in a medium term perspective

... not feasible in a medium term perspective

... aspired to

**Italy
Spain**

... not aspired to

Sweden

**Latvia
Portugal**

Thank you!



Annex: Normative model

Main criteria	Sub-criteria
Consistent legal framework	A single act for VET or a single/coherent legal framework for VET (with several laws complementing each other)
	Centralisation of legislative competences at national level or national level responsible for overall legislative framework/guidance for VET and regional/local levels specifying the details
	Legal framework/mandatory regulations for cooperation of learning venues
	The status and rights of apprentices are regulated by law
Balanced allocation of strategic and operational functions	National level responsible for strategic functions and long-term objectives. Local level responsible for operational functions
	Defining training standards, curricula and occupational profiles at national level. Determining specialisations at local level
	Learning venues have autonomy to implement training programmes/training plans
	Freedom of apprenticeship contract



Main criteria	Sub-criteria
Involvement/integration of various bodies	Adequate definition (in the legal framework) of the responsibilities of various stakeholders involved
	Institutional framework for VET dialogue (between government, educational institutions, social partners, researchers and learners)
	Social partners participate in designing curricula, standards and occupational profiles, assessing learning outcomes and ensuring quality of apprenticeship
	Coordinating and/or moderating role of one institution
	Institutionalised cooperation of learning venues
Quality assurance and development/innovation strategies	Regular evaluation of curricula and occupational profiles
	Regular assessment of learners' professional competence
	Research on training quality and its improvement
	Regular monitoring of demand for and supply of apprenticeship places
	Adequate qualification standards and continuous education and training for VET teachers and trainers



Main criteria		Sub-criteria
Balanced outcome and input orientation	o u t c o m e	Mandatory objectives and benchmarks for apprenticeship defined in law
		Educational standards defined in occupational profiles and curricula
		Examinations oriented towards learning outcomes
		Possibility of recognising learning outcomes acquired outside regular training programme following strict equivalence criteria
	i n p u t	Activities of the bodies involved determined by certain norms and rules
		Completion of a specific/mandatory curriculum is a prerequisite for awarding a qualification
Adequate financing arrangements (cost-sharing)		Government covers the costs of school-based component
		Employers cover the costs of company-based component
		Apprentices receive moderate wages, which reflect the level of their productivity and increase progressively
		Company-based learning is organised as cost-effective system (returns generated by apprentices are at least equal to the wages and other training costs)