

The Apprenticeship Programs in Vocational Training in Portugal

- ▶ TAIEX SRSP Workshop on the Support for Improvement of a Quality Assurance System for Dual VET in Spain

Stela Rato

Madrid, 11th march 2019



AGENDA

- ▶ **Qualification Structure in Portugal**
- ▶ **National Qualification System Framework**
- ▶ **IEFP Training Modalities**
- ▶ **Apprenticeship programs**
- ▶ **The problems confronting the system**
- ▶ **Valorization of the Apprenticeship System Strategy**
- ▶ **Pilot project _Dual Learning Program - APHORT - Hotels**

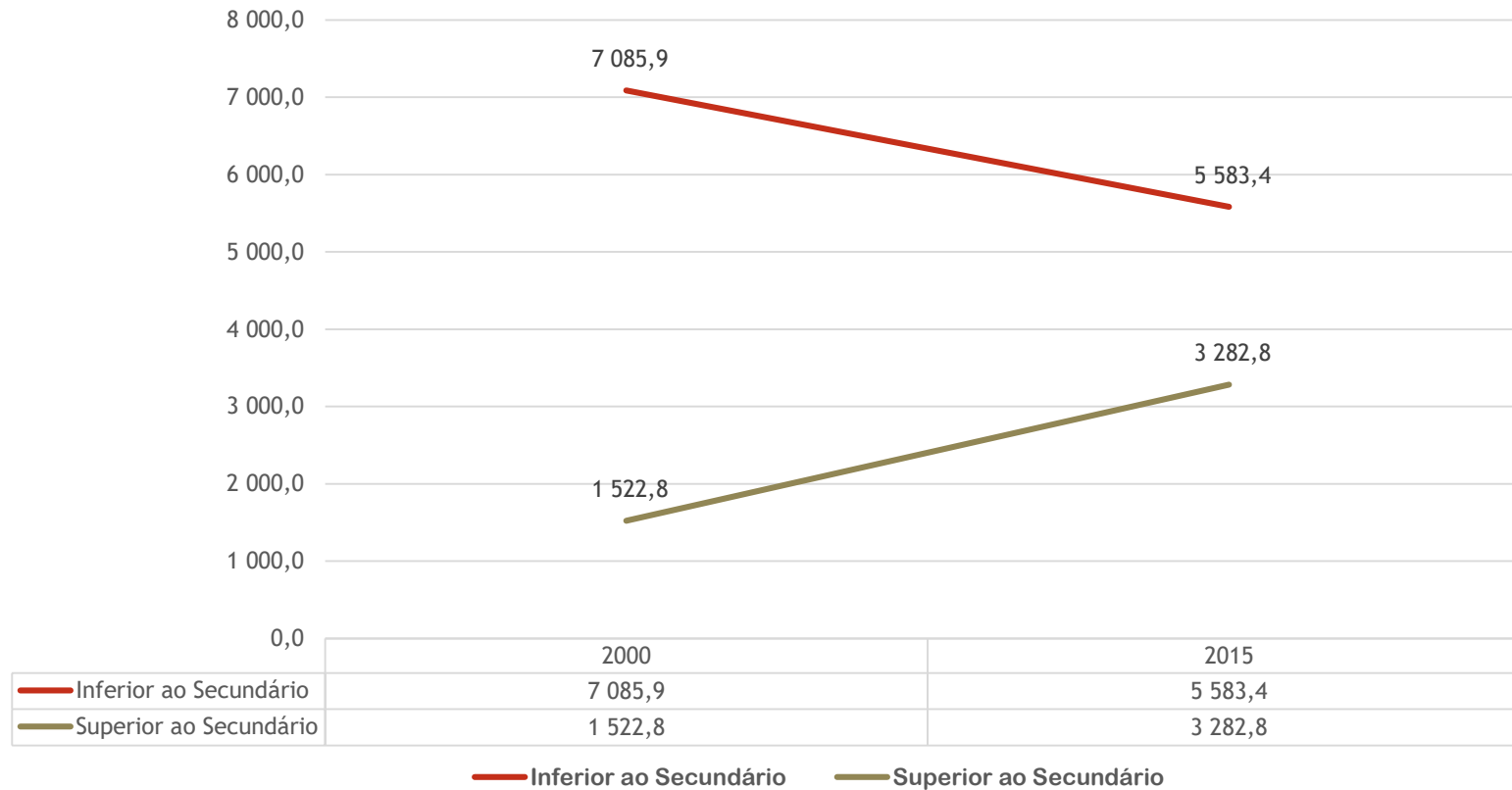


Qualification structure in Portugal

- **50,2% 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 11,8%**



Qualification structure in Portugal

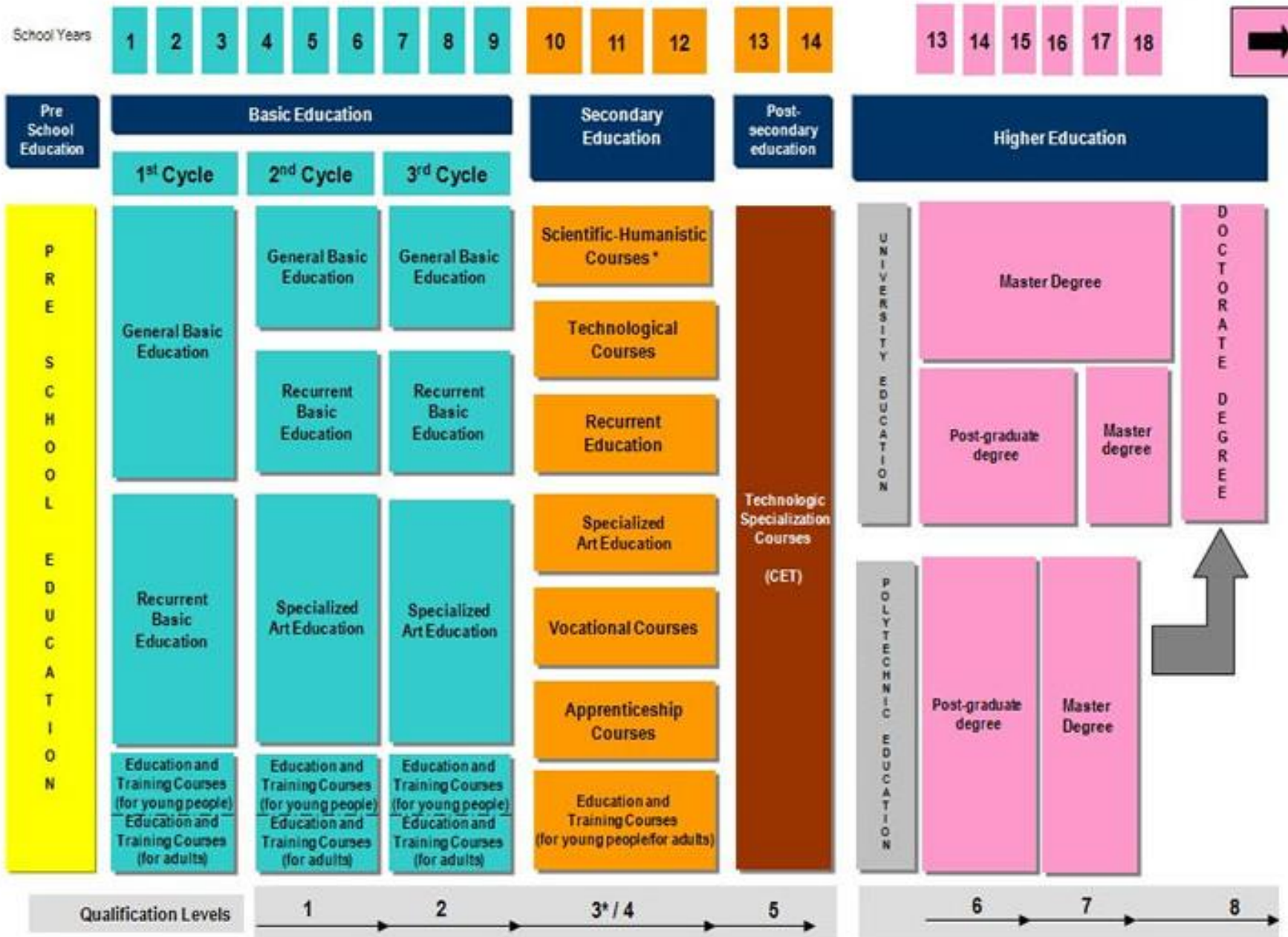


Fonte: Eurostat, INE

Population Level of Education



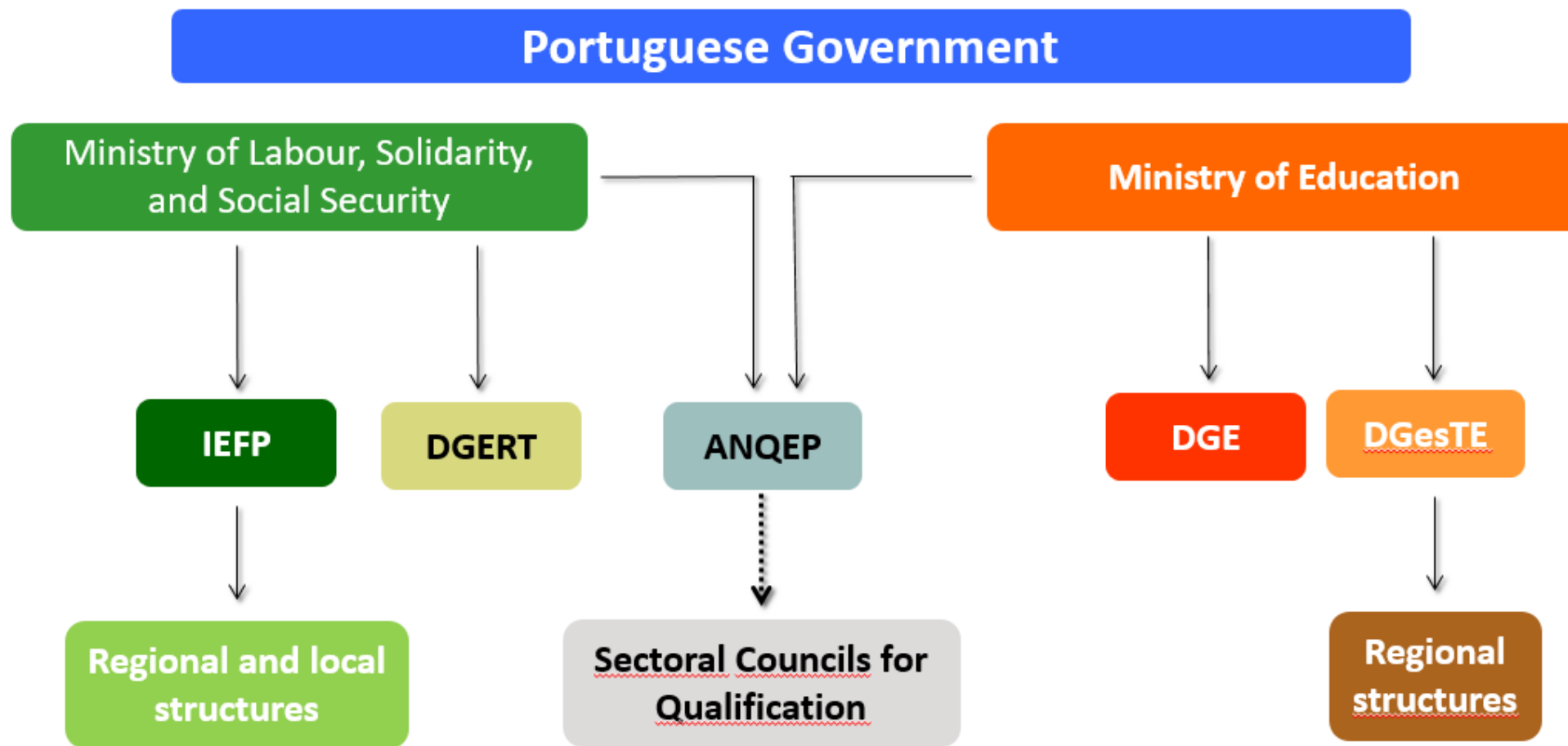
PORTUGUESE EDUCATION AND VOCATIONAL TRAINING SYSTEMS



IEFP intervenes from 15 years old on



Framework of the National Qualification System





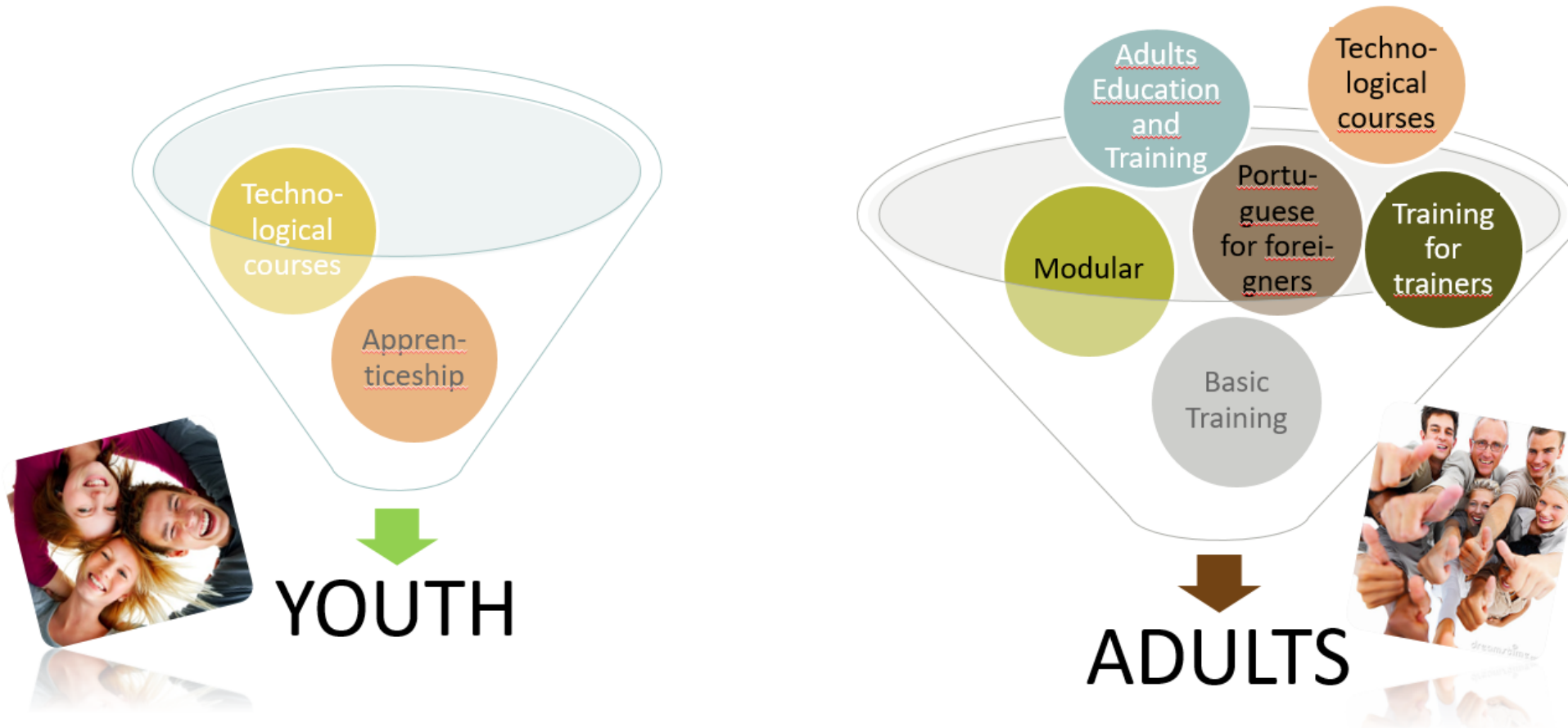
The EMPLOYMENT AND VOCATIONAL TRAINING INSTITUTE (IEFP) , created in 1979, is the national public employment service responsible for implementing active employment policies, defined and approved by the government, including those related to vocational training.

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 Training Modalities



Apprenticeship programmes

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 programmes

Aim

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

What they consist of?

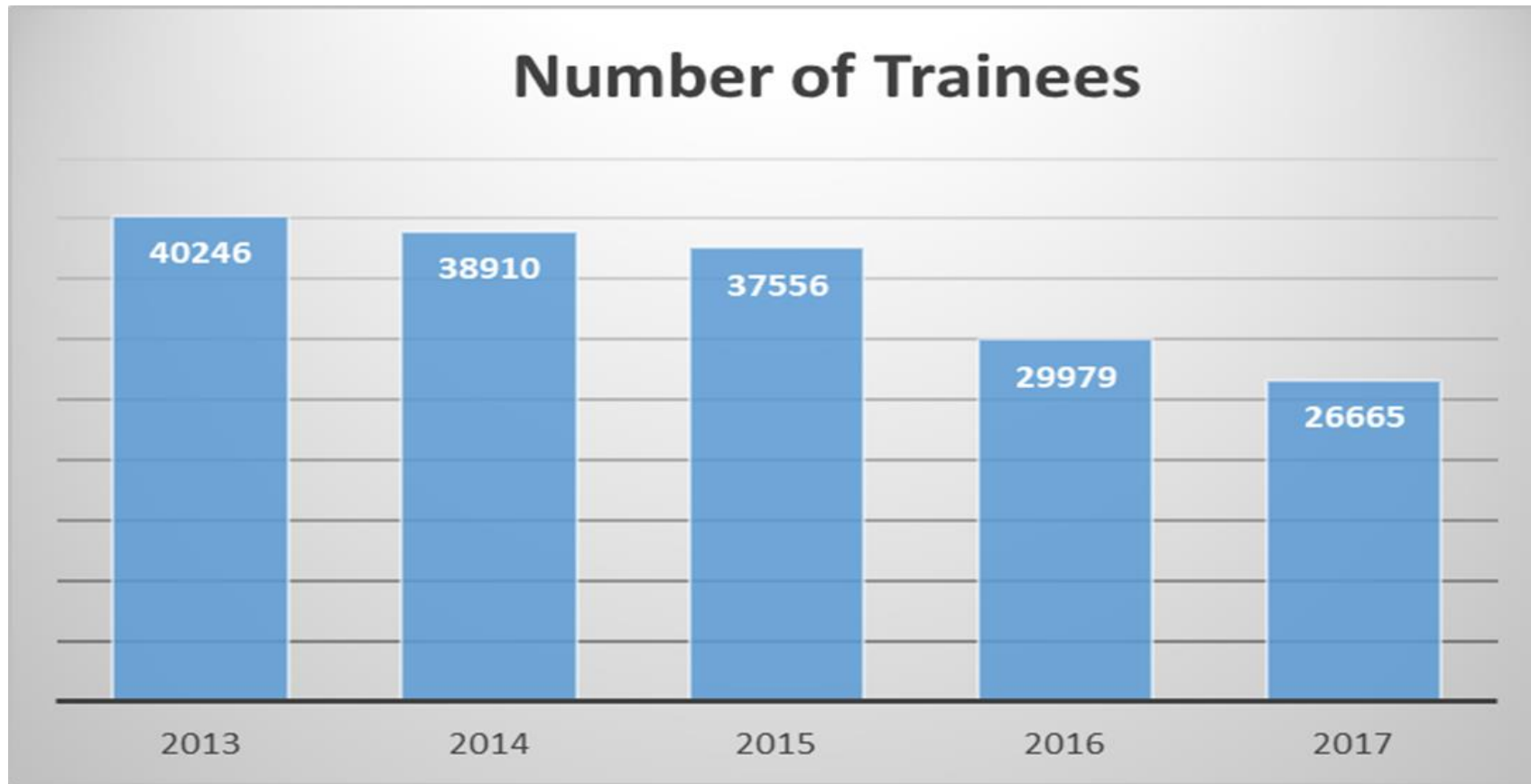
- Initial alternance training with double certification, (secondary level of education and level 4 of the NQF).

For whom?

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



Apprenticeship programmes



Apprenticeship programmes

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)
 - ➔ **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 programmes

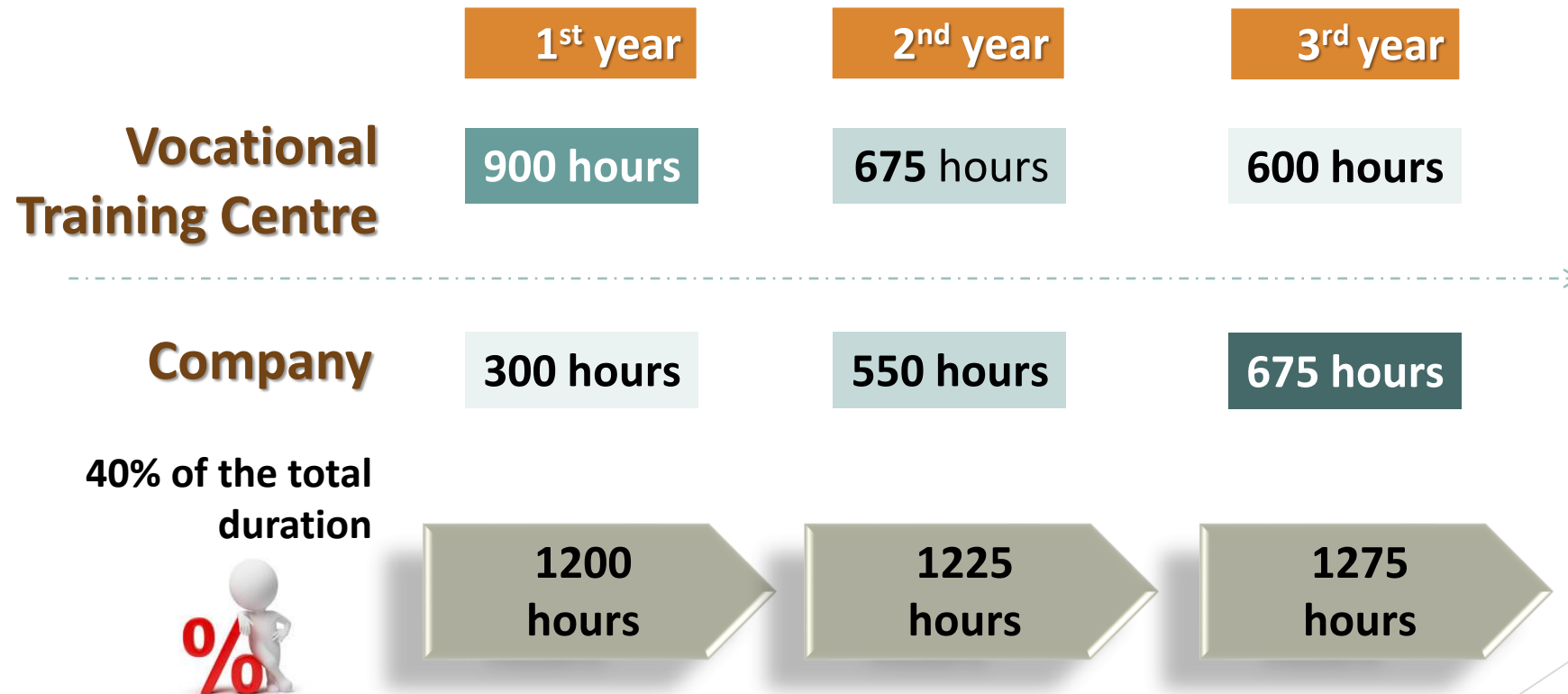
Curriculum: developed in three stages of about one year

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 programmes Training Organization

Training organisation - How does it work?



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



Apprenticeship programmes

Social Supports

► Which ones



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)

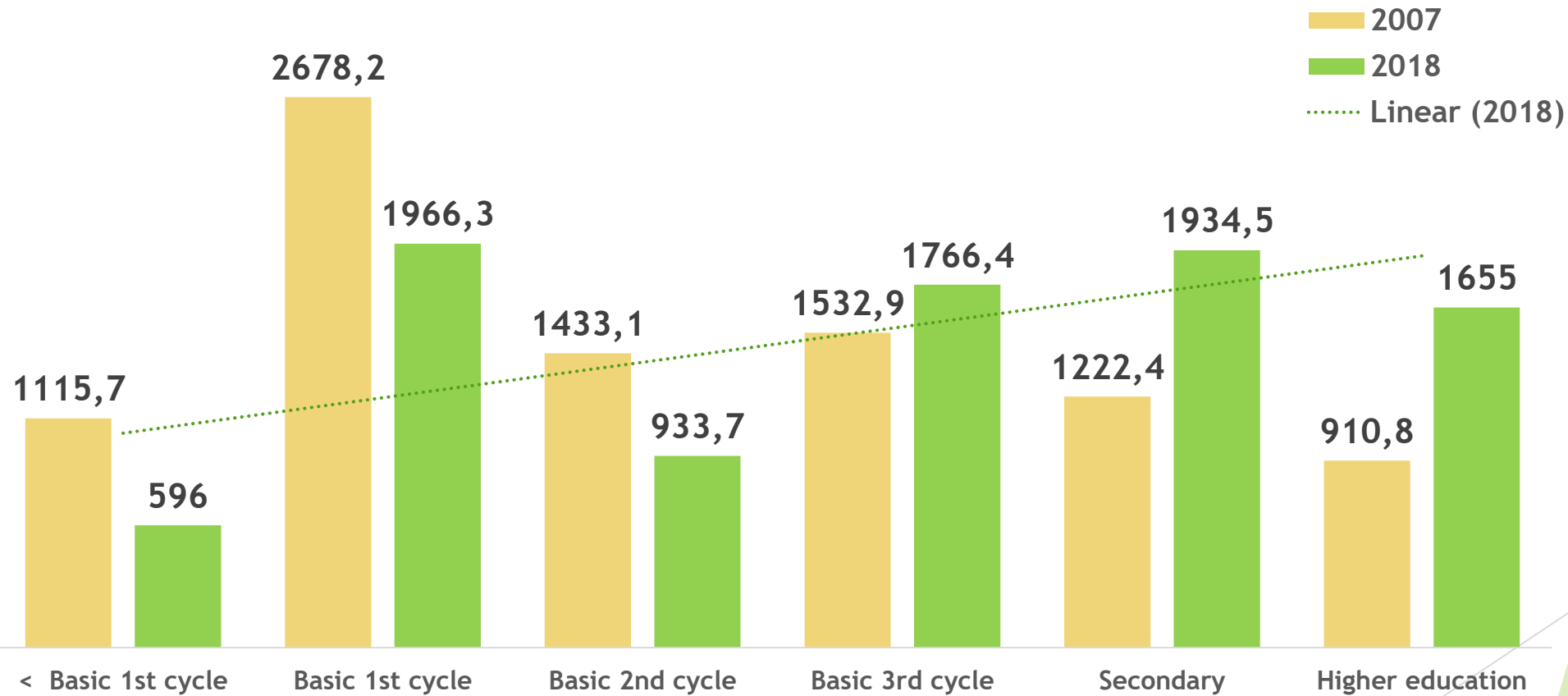
- The rate of participation of active workers in vocational training has declined in recent years
- The number of hours of vocational training per worker has remained stable since 2010
- Participation rates in vocational training are higher among younger workers and among the workers with higher levels 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)

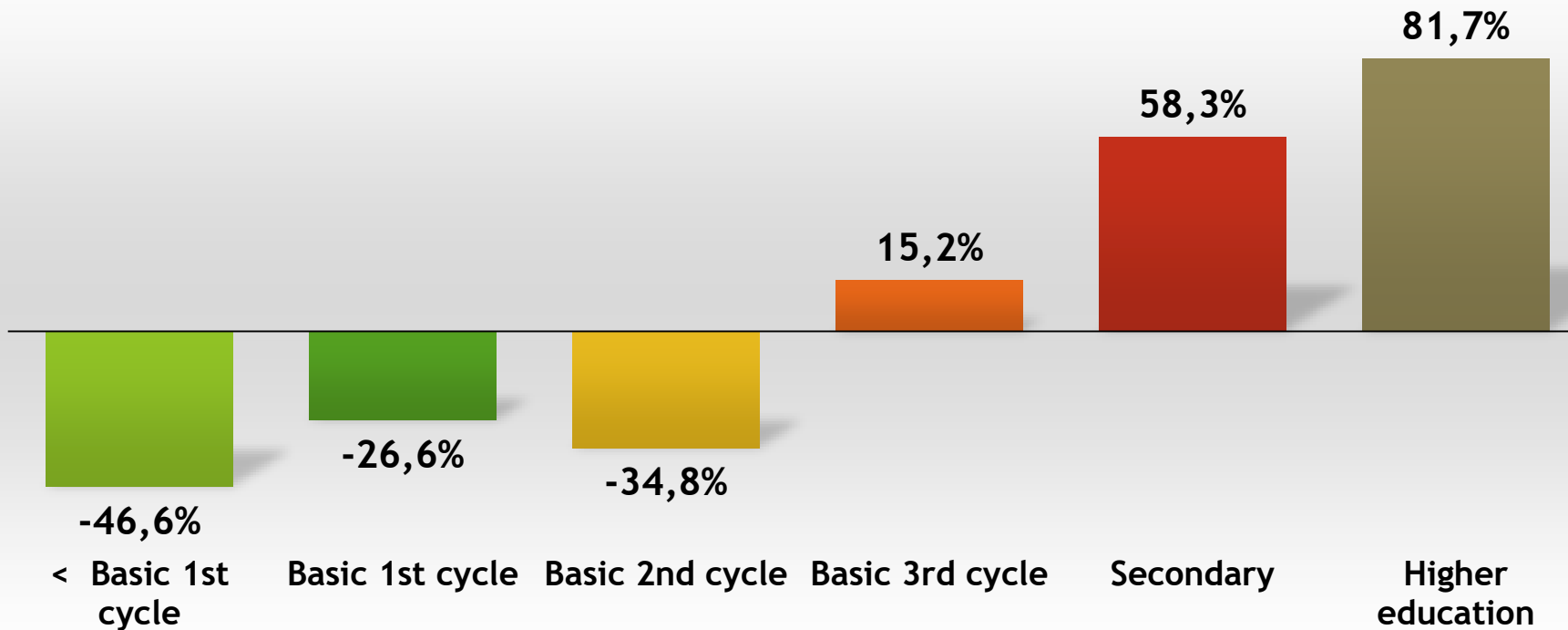
2007-2018 Population aged 15 and over by educational level



Inequality is also a hierarchy of qualifications

RE (Qualification)

Var.(%) 2018/2007 Population aged 15 and over by educational level



Early leaving from education and training rate: 2018

Male	Female	Total
14,7	8,7	11,8



The question of identity (recognition)

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...?



And now? ... looking to the future looking for clues



Valorization of the Apprenticeship System

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)



Valorization of the Apprenticeship System

Assumptions of a strategy

► Through **participation**

- **Deepening the relationship with the labor market**
- To promote the appropriation of the learning 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



Valorization of the Apprenticeship System

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



Dual Learning Program IEFP - APHORT - Hotels

Porto Employment and Professional Training Centre

15 March 2019



Cooperation Agreement

Object of the agreement

1. Develop the pilot project ***Learning gives employment***
 2. Implement 2 (two) learning courses, in the professional exits of:
 - Kitchen/Pastry Technician
 - Restaurant/Bar Technician
-

Objectives of the pilot project ***Learning gives employment***

- Value the learning courses involving companies in the training process
- Promote skilled youth employment by supporting the transition process to working life
- Respond strategically to the qualification needs of the hotel, restaurant and tourism sector
- Promote the pedagogical training of tutors of alternating cycle support entities.
- Promote the network of Excellence partners for learning



Individual Commitments of the Granters



- Make the technical characterization of the Hotel Units as Entities supporting the alternation (ESA)
- Promote educational training actions to the tutors indicated by the Hotel Units
- Proceed with the payment of the social support provided for in the Regulation



- Constitute as ESA
- Appoint the tutor(s) for the monitoring of vocational training in the work context (VTWC)
- To evaluate the trainees
- To attribute, during the 3rd period of training, a complement to the professionalisation grant in the amount of 50% of the value of the Guaranteed Minimum Monthly Salary to the trainees.
- Consider joining the Network of Excellence Learning Partners



- Dissemination of the offer of learning courses to its associates.
- Indicate the Hotel Units available to be constituted with ESA
- Guarantee, through its associates, job offers to at least 80% of the trainees who complete the courses successfully
- Support its members in applying to the Network of Excellence Learning Partners



Commitments shared by granters



- Constitution of the groups of trainees for the courses of learning of Technician of Kitchen/Pastry and Technician of Restaurant/Bar
- Formation of groups of trainees for pedagogical training to tutors.
- Preparation of the roadmap of activities to be developed in the context of the VTWC component



- Identification of training contents, designed in terms of learning outcomes, that correspond to the needs of the sector and the hotel units.
- Establishment of the training group for the pedagogical training of tutors
- Identification of trainers to deliver the technological component of the training



Organization of Training



Kitchen/Pastry Technician



Restaurant/Bar Technician

Sociocultural Training	775 hours	
Scientific Training	400 hours	
Technological Training	950 hours	
Practical Training	1 500 hours	1st period - 300 h
		2nd period - 550 h
		3rd period - 650 h
Total duration	3 625 hours	



Conditions for admission of trainers

According to article 3 of Ordinance no. 214/2011, of May 30 and IEFP regulation:

- **Certificate of Pedagogical Competences (CCP);**
- **Higher education qualifications** or, for technological training, the qualification held may be of a **level equal to the level of the trainees' exit**, as long as they have **at least 5 years of professional experience;**
- **Personal and social skills** appropriate to the job, in particular:
 - ability to communicate
 - mastery of online interaction platforms and networks
 - ease of cooperation and teamwork
 - entrepreneurial spirit
 - initiative
 - creativity
 - autonomy
 - flexibility
 - and all others that, taking into account the characteristics of the target audience, it is necessary to mobilize to meet the objectives of the training.


Price/hour: 15€

(in accordance with the Regulation in force)



Practical training in a work context

Activity roadmap

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**Cursos de Aprendizagem - Formação Prática em Contexto de Trabalho
Roteiro de Atividades**

Identificação de empresa _____
 Empresa _____
 Setor de atividade _____
 Localidade _____

Identificação do formando e período de avaliação da ação de formação
 Formando _____
 Período de avaliação _____

Identificação da ação de formação
 N.º _____
 Designação _____

Atividades a desenvolver

	Realizadas (anotar com X)
1	
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29	
30	

Cursos de Aprendizagem | Regulamento Específico 2016 – Anexo 11

Critérios e níveis de avaliação do desempenho do formando

Aspetos a observar	Nível de desempenho do formando			
	1	2	3	4
1. Conhecimentos e competências profissionais	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Qualidade e organização do trabalho	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Ritmo de trabalho e destreza profissional	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Autonomia, iniciativa e criatividade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Trabalho de equipa e relacionamento interpessoal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Sentido de responsabilidade (comportamentos e atitudes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Aplicação das regras de higiene e segurança	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Apresentação pessoal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Pontualidade e assiduidade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(valorizar com X)
 1. Insuficiente (0 a 9 valores)
 2. Suficiente (10 a 13 valores)
 3. Bom (14 a 17 valores)
 4. Muito bom (18 a 20 valores)

Assiduidade


Faltas (n.º de horas)	Justificadas	Injustificadas	Avaliação Global (escala de 0 a 20 valores)	valores

Identificação do tutor
 Tutor _____
 Função na empresa _____

Observações (pontos fortes, aspetos a melhorar, tipos de comportamentos e atitudes a privilegiar)

Data _____

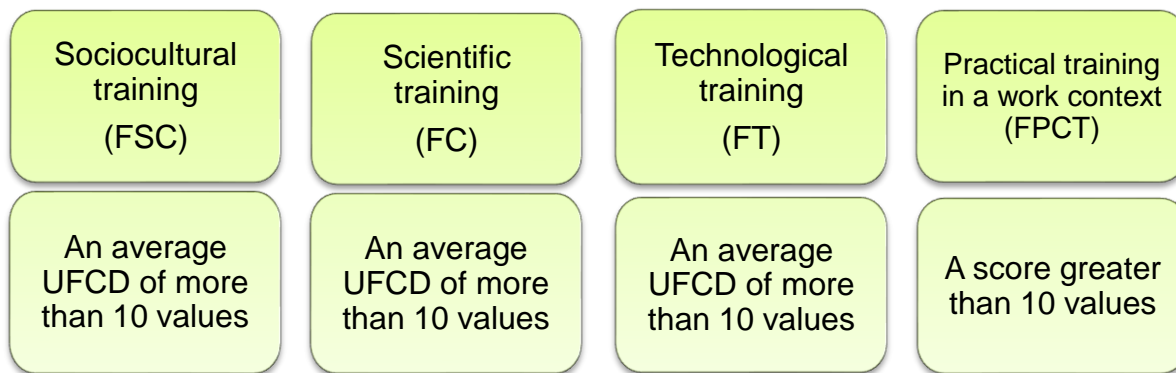
(assinatura do tutor)

Cursos de Aprendizagem | Regulamento Específico 2016 – Anexo 11

Evaluation Model

By training period



Formando transita quando:

$$\frac{FSC+FC+2FT+FP}{5} \geq 10 \text{ valores}$$

Positive evaluation in the 3rd period

Final Evaluation Test (PAF)


A score greater than 10 values

Formando é aprovado no curso quando:

$$\frac{3 \times \text{nota de cada periodo de formação} + \text{nota PAF}}{4} \geq 10 \text{ valores}$$



Evaluation of the VTWC

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Formação prática em contexto de trabalho - FICHA DE AVALIAÇÃO

Identificação do(a) formando(a)

Nome			
Curso de formação (designação de saída profissional)			

Entidade formadora




Contactos	Tel.		E-mail	
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Entidade de apoio à alternância

Designação				
Nome do(a) tutor(a)				
Contactos	Tel.		E-mail	

Período	de	_____ - _____ - _____	Duração (horas)		Horário	das	_____
	a	_____ - _____ - _____				às	_____

Mod. IEPF001/04/04



Evaluation of the VTWC



Registo da avaliação

Domínios	Parâmetros de avaliação	Classificações (Escala de avaliação: 0 a 20 valores)
Saber/Saber fazer	Conhecimentos e competências profissionais demonstrados <ul style="list-style-type: none"> • Detém os conhecimentos teórico-práticos para a execução das atividades previstas no plano individual de atividades e transfere-os para outras situações de trabalho. 	
	Qualidade e organização de trabalho <ul style="list-style-type: none"> • Organiza a sua atividade, definindo prioridades, e realiza-a com recurso aos métodos adequados, não descuidando a qualidade do trabalho realizado. 	
	Ritmo de trabalho/destreza <ul style="list-style-type: none"> • Demonstra rapidez na execução das atividades distribuídas e evidencia conhecimento das técnicas e tecnologias aplicadas à realização do trabalho. 	
	Autonomia, iniciativa e criatividade <ul style="list-style-type: none"> • Demonstra autonomia na realização das atividades que lhe são distribuídas. • Demonstra iniciativa e criatividade na resolução de problemas que lhe são colocados. 	
	Aplicação das regras de higiene e segurança <ul style="list-style-type: none"> • Aplica as normas de segurança e higiene, evitando acidentes que ponham em risco a sua própria segurança e/ou a dos outros. 	
Relacional	Trabalho de equipa e relacionamento interpessoal <ul style="list-style-type: none"> • Demonstra capacidades de comunicação. • Demonstra uma boa relação com os restantes trabalhadores e facilidade de integração e execução de trabalho em equipa. 	
Comportamental	Sentido de responsabilidade <ul style="list-style-type: none"> • Demonstra empenho na execução das atividades propostas, cumpre os tempos acordados e evidencia um comportamento responsável. 	
	Participação e adaptação profissional <ul style="list-style-type: none"> • Demonstra interesse, colabora ativamente nas atividades planeadas e tem facilidade de adaptação a novas tarefas e ao ambiente de trabalho. 	
	Apresentação pessoal <ul style="list-style-type: none"> • Apresenta-se de forma cuidada e demonstra ter comportamento adequado ao contexto de trabalho. 	
	Pontualidade e assiduidade <ul style="list-style-type: none"> • Cumpre as regras de pontualidade e assiduidade definidas. 	
Classificação final (Somatório das classificações/10)		



Evaluation of the VTWC



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Atividades desenvolvidas pelo(a) formando(a)

Considera que foram realizadas todas as atividades previsto no plano individual de atividades? Sim Não

Comentários/Sugestões

No caso de ter assinalado não, explicita os motivos.

Apreciação global do(a) formando(a)

(Assinatura do(a) tutor(a), carimbo da EAA e data)





**Thank you for
your attention!**



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