

Portugal

Overview of the Vocational Education and Training System

May 2005

Title: Portugal: overview of the Vocational Education and Training System in 2005

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Author: ReferNet Portugal

Abstract:

This is an overview of the VET system in Portugal. Information is presented according to the following themes:

1. General policy context - framework for the knowledge society;
2. Policy development - objectives, frameworks, mechanisms, priorities;
3. Institutional framework - provision of learning opportunities;
4. Initial education and training - pathways and transition;
5. Continuing vocational education and training for adults;
6. Training VET teachers and trainers;
7. Skills and competence development and innovative pedagogy;
8. Validation of learning - recognition and mobility;
9. Guidance and counselling for learning, career and employment;
10. Financing: investment in human resources;
11. European and international dimensions: towards an open area of lifelong learning.

This overview is part of a series produced for each EU Member State (plus Norway and Iceland). Each report is prepared by Cedefop's national network member (ReferNet) and is updated on an annual basis: this one is valid for 2005. Later editions can be viewed at http://www.trainingvillage.gr/etv/Information_resources/NationalVet/ where more detailed thematic information on the VET systems of the EU can be found.

Keywords:

training system; training policy, initial training, continuing vocational training, training of trainers, skill development, vocational guidance, recognition of competences, validation of non formal learning; financing of training

Geographic term:

Portugal

THEMATIC OVERVIEWS



Portugal

01 - GENERAL POLICY CONTEXT - FRAMEWORK FOR THE KNOWLEDGE SOCIETY

0101 - POLITICAL AND SOCIO-CULTURAL/ECONOMIC CONTEXT

Portugal is a democratic State, founded on plurality of expression, a political system based on respect for the fundamental rights and freedoms of its citizens, and on separation of powers. The general principles governing the exercise of political power are enshrined in the Constitution of the Portuguese Republic, which has undergone several amendments.

Portugal comprises 18 administrative districts, which are divided, in turn, into municipalities and parishes. Mainland Portugal has 5 administrative regions: North, Centre, Lisbon and Tagus Valley, Alentejo and Algarve.

The Portuguese territory still comprises two autonomous regions: the Açores and Madeira archipelagos. Açores is divided into 19 municipalities (or concils), while Madeira has 11 municipalities. In both regions the municipalities are divided in parishes.

Just as in other Southern European countries, rapid population aging has affected Portugal over the past few years. The 2001 census found that the older population had increased from 13.6% in 1991 to 16.4% in 2001, while the young population had dropped from 20% to 16% in the same period.

Portugal's migratory patterns have changed. Until recent years, emigration was the main component of migratory movement. According to the *Inquérito aos Movimentos Migratórios de Saída* (Emigration Survey), around 27,358 people emigrated from Portugal in 2003.

From the late 1960s onwards, immigrants from Portugal's former colonies began to arrive, while since the mid-1990s, there has been an influx of Brazilian and Eastern European nationals, to the extent that they now make up around 10% of Portugal's workforce.

0102 - POPULATION AND DEMOGRAPHICS

Southern European mainland Portugal and its island regions have a combined surface area of 91,831 km², distributed as follows:

- Mainland Portugal: 88,790 km²
- The Azores Archipelago: 2,247 km²
- The Madeira Archipelago: 794 km²

On the basis of the 2001 census, Portugal's population in December 2003 was estimated to be 10,467,685: 5,066,308 males and 5,408,377 females.

[Age-specific demographic trends - 2000, 2025 e 205](#)

0103 - ECONOMY AND LABOUR MARKET INDICATORS

In 2003, GDP grew by 1.2%, reflecting the slowdown in economic growth that began in 2001 (1.8% growth). This fall back in growth is linked to the global drop in demand and, particularly, the decline in investment and external demand.

LABOUR MARKET FIGURES BY GENDER					
					UNIT: NUMBERS
EMPLOYMENT SITUATION		2003*	2002*	2001*	2000*
TOTAL POPULATION	Total	10 445,1	10 365,6	10 294,1	10 223,2
	M	5 052,0	5 009,0	4971,1	4933,7

LABOUR FORCE	Total	5 460,3	5 407,8	5 325,2	5 226,4
	M	2 947,9	2 937,8	2 901,3	2 854,5
WORKING POPULATION	Total	5 118,0	5 137,3	5 111,7	5 020,9
	M	2 787,1	2 816,4	2 809,7	2 765,2
AGRICULTURE FORESTRY AND FISHING	Total	642,1	636,9	652,6	635,4
	M	328,7	319,1	324,7	315,0
INDUSTRY, CONSTRUCTION, ENERGY AND WATER	Total	1 652,8	1 727,7	1 728,8	1 733,7
	M	1 174,7	1 228,4	1 211,9	1 217,4
SERVICES	Total	2 823,1	2 772,7	2 730,3	2 651,7
	M	1 283,6	1 268,9	1 273,1	1 232,6
UNEMPLOYED POPULATION	Total	342,3	270,5	213,5	205,5
FIRST JOB-SEEKERS	Total	46,3	41,1	34,6	27,3

	M	21,3	19,1	13,6	11,
NEW JOB SEEKERS	Total	296,1	229,4	179,0	178,2
	M	139,6	102,3	78,0	78,3
OUT OF THE LABOUR FORCE	Total	4 975,1	4 949,5	4 958,9	4 984,8
UNIT: %					
ACTIVITY RATE	Total	52,3	52,2	51,7	51,1
	M	58,4	58,7	58,4	
	F	46,6	46,1	45,5	44,8
UNEMPLOYMENT RATE	Total	6,3	5,0	4,0	3,9
	M	5,5	4,1	3,2	3,1
	F	7,2	6,0	5,0	4,9
a) Figures based on new population estimates derived from the 2001 Census results					

* in millions.

Source: INE

The employment rate is still above the Stockholm Summit goal (67%) set for 2005, even though it fell from 68.6% in 2001 to 68.1% in 2002 and dropped further in late 2002 and early 2003 to 67.2%. Women's employment (60.7% in the 2nd quarter of 2003) and that of workers in the 55 to 64 age bracket (51.2%) are even slightly above the levels set in Lisbon for 2010 (60% and 50% respectively).

According to the 1991 and 2001 censuses, the percentage of resident population with intermediate or higher qualification levels rose from 6.3% in 1991 to 13.1% in 2001, while the percentage of those with basic qualifications or less dropped from 85% to 71.6%.

Public spending on education was 5.8% of GDP and accounted for 12.7% of total government spending.

0104 - EDUCATIONAL ATTAINMENT OF POPULATION

According to the *Estudo da População Activa de 2003* (Labour Force Study 2003), while 78% of Portugal's 25-59 age bracket had not completed beyond lower secondary education and only 12% had reached upper secondary or post-secondary levels.

Educational attainment of the population aged 25-64 by ISCED level, % (2003)

	ISCED 0-2	ISCED 3-4	ISCED 5-6	TOTAL
EUROPEAN UNION (15 COUNTRIES)	34%	42%	21%	97%
PORTUGAL	78%	12%	10%	100%

ISCED 0-2: Pre-primary, primary and lower secondary education

ISCED 3-4: Upper secondary and post-secondary non-tertiary education

ISCED 5-6: Tertiary education

Source: Eurostat, Newcronos, Labour Force Survey

Improving access to education has been given priority in Portugal and, thanks to EU financial aid, considerable progress has been made: educational provision rates have risen and compulsory schooling has been extended to 12 years. Nonetheless, only one third of 25-34 year olds hold an upper secondary education diploma (according to OECD figures).

Percentage of the population aged 18-24 with at most lower secondary education and not in further education or training

	2000	2002	2003
EUROPEAN UNION (15 COUNTRIES)	19.4 p	18.5 p	18.0 b
PORTUGAL	42.9	45.5	41.1

b = break in series

p =provisional value

Source: Eurostat, Newcronos, Labour Force Survey

41.1% of the 18-24 year olds do not take part in any type of further education or training scheme. Obviously, better qualifications facilitate job mobility and, therefore, promote productivity growth: higher qualified workers can access more productive jobs, and jobs in which their output can increase more rapidly and which have better salary prospects. Nonetheless, the rate of participation in further education and training by Portugal's adult population is one of the lowest in Europe.

In spite of recent achievements in educational provision, high rates of early dropout and non-achievement, and problems associated with standards in education have not helped Portuguese performance. One explanation for this is that the recent education system reform has still not produced visible and real improvements. One aim of the educational reform is to raise standards of provision for those still in education and for adults who have left the system. Other contributing factors have to do with the insufficient diversity of training and education provision, and lack of effective coordination between education and vocational training systems.

02 - POLICY DEVELOPMENT - OBJECTIVES, FRAMEWORKS, MECHANISMS, PRIORITIES

0201 - OBJECTIVES AND PRIORITIES

Article 58 of Portugal's Constitution establishes the universal right to work. It is the responsibility of the State to promote the implementation of full employment policies, equal opportunities in choice of occupation, cultural and technical training, and vocational development of workers. The universal right to education and culture are enshrined in Article 73.

To achieve the three strategic objectives set for phase 2 of the European Employment Strategy (promoting full employment, improving employment quality and productivity at work, and strengthening social cohesion and

inclusion), Portugal's 2003 Plano Nacional de Emprego - PNE (National Employment Plan) incorporated an integrated Lifelong Learning strategy, economic reforms, and structural reforms of the Public Administration, along with initiatives designed to respond to the adverse socio-economic situation (as laid down in the Programa de Emprego e Protecção Social - PEPS (Employment and Social Protection Programme)(1), and to the need to pursue budgetary consolidation. Promotion of gender equality policy in all domains, and commitment to vigorous, sustainable macro-economic policies favourable to employment and workforce development were also included.

To achieve the 2003 PNE's objectives, the 2004 PNE's strategy sought to reconcile a high employment rate with the need to address quality, competitiveness and technological innovation challenges, in logic of integrated and cross-cutting policies:

- Training for unemployed graduates in areas where employment prospects are more favourable, and reorganisation of the higher education network to ensure training provision is more closely aligned with labour market demands.
- Promotion of scientific employment through the development of technology based enterprises and integration of qualified science and technology human resources in firms and institutions devoted to research, development and innovation.
- Articulation between education and initial and continuing vocational training policies, to facilitate entry and permanence on the labour market, through the promotion of technological and vocational training in close liaison with the training centres, development of a range of integrated initiatives designed to combat early school leaving, and upgrading the (less qualified) working population's skills and promoting involvement in lifelong learning processes.
- Integrating and spreading awareness of citizens' rights among immigrant communities and through inclusive training programmes.
- Creating mechanisms that facilitate effective articulation between entities in the economic and employment domains. To this end, the Ministério do Trabalho e da Solidariedade Social - MTSS (Ministry of Labour and Social Solidarity) has been set up.

According to PNE 2004 figures, there has been a significant rise in employment among people with higher skills and qualification levels (22,6 % and 14,7% for those with higher education and intermediate qualifications respectively), while the percentage of those with lower level skills/qualifications dropped to nearly 4%. The adverse economic climate predominating in Portugal in recent years has, therefore, clearly had a greater impact on lower skilled jobs, because the employability of those with higher skills levels has increased. Nonetheless, unemployment among those with higher skills levels increased after the first half of 2004, which suggests a lack of alignment between supply and demand, as economic activity became unable to absorb the better qualified human resources arriving on the labour market.

Promoting lifelong learning and improving the adaptability of enterprise and workforce in the face of existing structural deficits are among Portugal's Major Strategic Options.

The Vocational Training Law, now being debated by parliament, provides for restructuring the training system. The Government and social partners are currently discussing an overhaul of the certification system and review of funding regimes for training.

Reference should be made to the Plano de Prevenção do Abandono Escolar - PNAPAE (School Dropout Prevention Plan) and the Programa para a Prevenção e Eliminação da Exploração do Trabalho Infantil (Prevention and Elimination of Child Labour Exploitation Programme), designed to combat early school leaving, the new Labour Code that enshrines the individual's right to training, and the diversification of secondary and post-secondary level course provision. Continuing vocational education and training (CVET) for working people, as a cornerstone of the lifelong learning strategy, has been underpinned with new training provision for skilled workers (with higher and intermediate qualifications), designed to upgrade basic and transferable business skills, especially in ICT. Other ICT skills programmes, tailored for the unemployed, were implemented. CVET for workers in micro and small enterprises is being reorganised within the rede de Centros de Formação Profissional (Vocational Training Centre network). Their training needs to be brought into line with new regulations on the individual's right to training and new demands being placed on employees. The modular curricula enable tailored training pathways that are certifiable and facilitate progression between qualification levels.

The Labour Code and its regulations are part of a series of legislative reforms that are helping to boost workforce and enterprise adaptability and flexibility, and improve safety at work.

Reference should be made to articulation between the Ministério do Trabalho e da Solidariedade Social - MTSS (Ministry of Labour and Social Solidarity) and Ministry of Education on vocational training issues and development of labour market access programmes, in liaison with higher education and enterprises, and the reinforcement of training such as education and training, apprenticeship, initial qualification and vocational training, and the PNAPAE.

(1) Decree Law 168/2003, of 29 July.

See attached diagram [The Vocational Training System in Portugal](#). Source: Adaptation from: Cardim (1999), *O sistema de Formação Profissional em Portugal*, CEDEFOP, Luxembourg, page 95.

The administration of Portugal's education and training system is centralised in terms of major policy measures and main curricular, pedagogical and financial directives. In these areas, no regional policy structures are involved, except for in relation to the Azores and Madeira autonomous regions.

MINISTRY OF EDUCATION - ME

The reform that should be referred is the education system reform that led to the reorganization of the ME in 2002 structurally altered the learning system, by: "(...) integrating education policies and systems with lifelong learning systems and policies", so that "the objectives of initial skills training that equips young people with the vocational skills they will need for working life are met, while, at the same time, safeguarding and advocating the completion of compulsory schooling (...) in order to counteract the tendency among young people to enter the world of work prematurely; and to promote adult learning/development in a culture of lifelong learning."

The education system is administered by the Ministry's central, regional and local departments, as well as by education establishments, depending on the decision-making level. At central level, the Direcção Geral de Inovação e de Desenvolvimento Curricular - DGIDC (General Directorate of Innovation and Curricular Development) is responsible for the planning and coordination of each educational level's management and administration. The Direcção-Geral de Formação Vocacional - DGFV (General Directorate of Vocational Training) is responsible for the integration of education and vocational training.

The five Direcções Regionais de Educação - DREs (Education Regional Directorates) carry out, in their respective regions, the responsibilities of the ME in terms of guidelines, coordination and support to non-tertiary education institutions. Local administration is also responsible for their coordination and support. Pre-school, primary and secondary schools enjoy administrative and managerial autonomy. In the autonomous regions, education administration is the responsibility of the Secretarias Regionais de Educação (Regional Education Secretariats).

MINISTÉRIO DO TRABALHO E DA SOLIDARIEDADE SOCIAL - MTSS (MINISTRY OF LABOUR AND SOCIAL SOLIDARITY)

Administration of the training systems under the MTSS is mainly carried out by the Instituto do Emprego e Formação profissional - IEFP (Institute of Employment and Vocational Training), an agency that is autonomous in terms of its administration, budgetary control and management of resources. The IEFP, which has a tripartite management structure, has five regional delegations responsible for the running of the Centros de Formação Profissional de Gestão Directa - CFPGD (Directly-managed Vocational Training Centres) and the Centros de Emprego (Employment Centres).

Vocational training management in the Azores is undertaken by a Secretaria Regional (Regional Secretariat), which performs multiple functions in the economic and employment areas, while in Madeira, it is the Secretaria Regional de Educação (Regional Education Secretariat) that is in charge of vocational training management.

The State is a key player in vocational training administration matters, not just because it manages and regulates the systems, but because of the vital role played by public funding in training. Social partners, regional and local bodies are becoming increasingly involved in the direction and management of VET systems and the institutions working in them.

MINISTÉRIO DA CIÊNCIA, TECNOLOGIA E ENSINO SUPERIOR (MINISTRY OF SCIENCE, TECHNOLOGY AND HIGHER EDUCATION)

The Direcção Geral do Ensino Superior General (Directorate of Higher Education), in cooperation with the Delegações Regionais de Educação (Regional Education Delegations), coordinates and implements Higher Education admission criteria.

0302 - LEGISLATIVE FRAMEWORK FOR VOCATIONAL EDUCATION AND TRAINING

Portugal's legislative framework for education and vocational training is based on the Lei de Bases do Sistema Educativo - LBSE (Comprehensive Law on the Education System), of October 1986, which established the structure of the education system, and defined precise competencies in terms of vocational training and qualification. Under the LBSE, the ME is responsible for coordinating training within the education system, whereas labour market related vocational training falls under the jurisdiction of the Ministério do Trabalho e da Solidariedade Social - MTSS (Ministry of Labour and Social Solidarity).

Decree-Law n.º 401/91, of 16 October, regulates training within the education system. It distinguishes between training delivered in the education system and training on the labour market, basing the distinction on the institution (school or enterprise) and target group (school population, including adult learners and those in extra-school education, or workforce) involved.

Decree-Law n.º 405/91, of 16 October, regulates labour market related training. The institutional base for this type of training is the enterprise, and the target group is the working population, both employed and unemployed, and including first job-seekers.

For each system or subsystem, there are regulatory provisions at different levels specifying the type of management, purpose, target groups, training components, assessment and certification.

The legal framework for education and vocational training in Portugal is currently in transition, because an Education Law and Vocational Training Law are now before parliament for discussion.

The new legislation provides for:

- extension of compulsory education to 12 years;
- initial skills training for all young people;
- a dual function for secondary education – preparing young people for progression to higher learning or for employment;
- integration of the apprenticeship system in the education system;

- training provision in tune with the needs of the labour market and workforce skills development;
- greater emphasis on articulation between school-based and labour market-based vocational training, with a view to defining and implementing a national human resources strategy;
- elaboration and implementation of a national human resources strategy through a Plano de Formação Profissional Plurianual (Multiannual Vocational Training Development Plan).

0303 - ROLE OF SOCIAL PARTNERS

There are several levels at which social partners are involved. The first level, known as “macro-concertação” (macro-dialogue), refers to the broad national level of social dialogue, which involves civil society’s most representative organisations for the purpose of defining global policy, national agreements and monitoring their implementation.

At regional level, social partners are represented on sector, region or occupation specific consultative bodies, in management of specific programmes and specialised horizontal initiatives, and in the management of training/education provider institutions (centres or schools).

Cooperation between State and representatives of employers and workers is formally recorded and institutionalised.

Social partners engage in drafting proposals designed to support implementation of the government’s Grandes Opções do Plano (Major Planning Options) and other specific agreements in the sphere of the Conselho Económico e Social - CES (Economic and Social Council).

The Conselho Nacional de Educação - CNE (National Education Council) provides overall guidance on the education system and is a forum for dialogue and debate. It comprises a wide spectrum of representatives from the various stakeholders involved, and issues views and advice on all education-related issues, on the initiative of the council itself or at the request of the Ministry of Education or other bodies.

The proposal of the Vocational Training Law recommends the creation of a Conselho Nacional de Formação Profissional (National Vocational Training Council). In the domain of vocational training, there are several examples of bodies in which cooperation between the education and training systems has improved and the involvement of social partners and stakeholders actively encouraged:

- the Instituto do Emprego e Formação Profissional - IEFP (Institute of Employment and Vocational Training), which has a tripartite management structure: social partners with representation on the Comissão Permanente de Concertação Social (Social and Economic Council’s Standing Committee) of the CES, on the Conselho de Administração (Board of Directors), on the Comissão de Fiscalização (Supervisory Board), on the Conselhos Consultivos Regionais (Regional Advisory Councils) and on the Conselhos Consultivos dos Centros de Formação Profissional (Advisory Councils of Vocational Training Centres).
- the Comissão Nacional de Aprendizagem - CNA (National Apprenticeship Commission), operating within the Ministério do Trabalho e da Solidariedade Social - MTSS (Ministry of Labour and Social Solidarity), devises and recommends learning development policies and strategies in the context of the evolution of the education and vocational training systems and labour market. It is responsible for giving its views on proposals relating to the system’s development, management and regulation.
- the Comissão Permanente de Certificação - CPC (Standing Certification Commission), whose main task is to coordinate the Sistema Nacional de Certificação Profissional - SNCP (National Vocational Certification System). Specialised technical commissions for specific activity sectors that report to the CPC are also tripartite in nature.
- the Observatório do Emprego e Formação Profissional - OEFP (Employment and Vocational Training Observatory), which assists in the identification, prevention and resolution of employment and vocational training related problems, and assesses implementation of measures and programmes.

Within the scope of the MTSS, social partners are represented on other bodies and agencies responsible for coordination and technical assistance at various levels:

- the Instituto para a Qualidade na Formação - IQF (Institute for Quality in Training), tasked with providing the vocational training system with innovative solutions, and helping to raise standards and professionalism in training provision by designing, developing and disseminating new and effective approaches.
- the Instituto de Gestão do Fundo Social Europeu - IGFSE (FSE Management Institute), set up to take charge of management, co-ordination and financial control of FSE supported initiatives.

Social partners' involvement in management structures extends to training centres and schools, such as the Centros de Formação Profissional de Gestão Participada - CFPGPs (Jointly-managed Vocational Training Centres) and Escolas Profissionais (Vocational Schools):

- the CFPGPs (Decree-Law n.º 165/85, of 16 May - Vocational Training in Cooperation), which, in the main, provide sector-specific courses, have legal personality and administrative and budgetary autonomy.
- Escolas Profissionais (Vocational Schools), set up under the aegis of the ME, are intended to be a network that is open to a wide range of local players' involvement.

Decisive agreements on employment and vocational training policy and initiatives have been reached between government and social partners:

- Acordo de Concertação Estratégica (Strategic Dialogue Agreement), 1996;
- Acordo sobre Política de Emprego, Mercado de Trabalho, Educação e Formação (Agreement on Employment Policy, Labour Market, Education and Training), 2001;
- Set up of a network of Centros de Reconhecimento, Validação e Certificação de Competências (Skills Recognition, Validation and Certification Centres), intended to improve the transparency of qualifications and underpin the continuing vocational training system's development.
- Introduction of a clause regarding initial vocational training in young people's employment contracts, aimed at improving their prospects for labour market integration by ensuring they obtain certified education or training qualifications.
- Agreement on specific basic ICT skills to be learned at school.

04 - INITIAL VOCATIONAL EDUCATION AND TRAINING

0401 - BACKGROUND TO THE IVET SYSTEM AND DIAGRAM

Portugal's vocational training system is characterised by having dual ministerial oversight and dual institutional support for the two training subsystems: training delivered within the education system is overseen by the Ministério da Educação - ME (Ministry of Education), while training provided on the labour market is overseen by the Ministério do Trabalho e da Solidariedade Social - MTSS (Ministry of Labour and Social Solidarity).

[The educational and training system in Portugal](#)

The difference between general education and initial vocational education and training (IVET) lies in their underlying purpose, i.e. progression to further studies or to working life, respectively.

Compulsory education and training in Portugal is nine years (from the time are 6 until they are 15 years old) but is likely to be increased to 12 years.

Secondary education is organised around:

- General courses, humanities and sciences, designed mainly to lead to students on to higher education (university or polytechnic);
- Vocational training courses, technical and technological, occupational or arts-related, largely designed to prepare young people for employment, but also qualify them for polytechnic courses and post-secondary technological specialisation training.

On successful completion of secondary education general courses, students are awarded a diploma attesting to the level achieved. On successfully completing vocationally oriented courses, a Level 3 (1) vocational qualification is awarded, which qualifies holders for an occupation or occupational cluster.

In view of a relatively low attendance rate on vocational courses, one of the Government Programme's key objectives, which figures prominently in the secondary education curricular review that entered into force in 2004-2005, is the "construction of a coherent framework of secondary level technological training, based on articulated provision of technological and vocational learning, and incorporating lifelong learning, with a view to consolidating a new balance between general secondary education provision, on one hand, and technological and vocational secondary education provision, on the other, which will be more in line with modern society's needs".

The integration of education and training provided under the auspices of the ME contributes to achieving that objective, enhancing the diversity and quality of provision and vocational options available to students and, at the same time, creating new opportunities for mobility between different types of provision. All secondary school students may, therefore, change their learning pathways if they wish, because mobility between courses and various subsystems in secondary education is allowed.

The initial vocational training comprised in the educational system starts after the compulsory education (9th grade) around 15 years of age. It is available in public and private schools and the following types of courses are provided:

- Cursos de Educação e Formação (Education and Training Courses)
- Cursos Tecnológicos (Technological Courses)
- Cursos Profissionais (Vocational Courses)
- Cursos Tecnológicos do Ensino Artístico Especializado Recorrente (Second-chance Specialised Technological Arts Courses)
- Cursos do Ensino Recorrente (Adult Education Courses)
- Cursos de Especialização Tecnológica (Technological Specialisation Courses)

Initial training on the labour market is intended to impart essential skills required for an occupation and targets young school dropouts with no qualifications who wish to embark on working life. Initial vocational training provided by the labour market includes:

- Cursos do Sistema de Aprendizagem (Apprenticeship Courses)
- Cursos de Qualificação Inicial (Initial Qualification Courses)

Labour market initial vocational training also encompasses sector-specific courses leading to different qualification levels:

- Tourism Sector Training run by the Instituto de Formação Turística (Tourism Training Institute) of the Ministério da Economia e Inovação (Ministry of Economic and Innovation), deliver and support initial skills training schemes that lead to different occupational skills levels and qualifications, in an effort to meet the tourist industry's skills needs. The courses duration depend on the type of course (from 1 to 3 years).
- Agricultural Vocational Training, the Ministério da Agricultura, Desenvolvimento Rural e Pescas (Ministry of Agriculture, Rural Development and Fisheries) places high value on initial skills training, especially for young farmers setting up in agriculture. Training emphasises farm management and organisational aspects, and is delivered through a network of Centros de Formação Agrária (Agriculture Training Centres).
- Health Sector Training, the Ministério da Saúde (Ministry of Health) is responsible for initial training designed for health care professionals.

Articulation between the two systems, coordinated by the ME and the system coordinated by the MTSS, includes the integration of different types of provision in a single system of education and training under joint tutelage.

The education system's training network consists of state secondary schools, independent and cooperative schools that provide technological and arts education, and the predominantly private vocational schools that deliver vocational training.

Vocational schools are mainly independent institutions that are run by local promoters, with public funding support. They are broadly autonomous, but scientific, pedagogic and functional components are regulated by the Ministry of Education. In 2002/2003, there were 213 vocational schools located throughout the country, particularly in the more industrialised coastal regions (GIASE/Ministry of Education - Ministry Statistics).

The Instituto do Emprego e Formação Profissional - IEFP (Institute of Employment and Vocational Training), within the MTSS, is responsible for implementation of employment and vocational training policy on the labour market. The IEFP operates through a network of local organisations called Centros de Emprego (Employment Centres) and Centros de Formação Profissional (Vocational Training Centres).

There are two types of Vocational Training Centre in the IEFP's network:

- Centros de Formação Profissional de Gestão Directa (Directly-managed Vocational Training Centres), which are IEFP operational units responsible for programming, preparation, implementation, support and evaluation of vocational training schemes. The network of Directly-managed Centres consists of 31 centres located throughout Portugal, plus two vocational rehabilitation centres.
- Centros de Formação Profissional de Gestão Participada (Jointly-managed Training Centres), also referred to as Protocol-based Centres, are set up on the basis of agreements entered into by the IEFP and employers' or trade union associations. There is currently a network of 27 centres, with regional headquarters and mobile units, providing sector-specific and/or occupation-specific training.

The network of 86 Centros de Emprego (Employment Centres) also delivers some training programmes, especially apprenticeship training. Centres coordinate their training when working together with (public or private) third parties.

The most significant volume of sector-specific vocational training is for tourism and agriculture. Training in the tourism industry takes place in the Escolas de Hotelaria e Turismo, run by the Instituto de Formação Turística - INFTUR (Tourism Training Institute) of the Ministério da Economia e Inovação (Ministry of Economic and Innovation); while agricultural vocational training is delivered by Agriculture Training Centres run by the Ministério da Agricultura, Desenvolvimento Rural e Pescas (Ministry of Agriculture, Rural Development and Fisheries).

Education and initial vocational training courses are, in the main, provided by the network of state-run, independent and cooperative schools, vocational training schools, IEFP (directly or jointly-managed) training centres, and other accredited providers (2), in liaison with community bodies, particularly local authorities, enterprises and employers' organisations, other social partners and local/regional associations, on the basis of protocols signed by the parties involved, with a view to getting the most from available physical structures and human and material resources.

(1) according to the EU structure that includes 5 levels of training - Council Decision of July 16th, 1985 (85/368/EEC - OJEU n^o L199/565)

(2) These providers must comply with training criteria that has been endorsed by the IEFP or DGFV - General Directorate for Vocational Training.

0402 - IVET AT LOWER SECONDARY LEVEL

The Cursos de Educação e Formação (Education and Training Courses) set up by the Joint Ministerial Order (ME and MTSS), addressed to youth, 15 old or over, at risk of school dropping or who have dropped school before the 12th year of schooling, as well as to those who, after completing the 12 schooling years, have no vocational qualification.

Such courses have a minimum duration of 1200 hours and a maximum of 2200 hours. The Education and Training Courses provide a vocational qualification of level 1, 2 or 3 (1) and equivalence to 6th, 9th and 12th schooling years. The curricular structure of various training pathways is predominantly vocationally-oriented, designed to match different qualification levels and the specificity of the various training areas as well as to equip trainees with the respective occupational skills.

A training pathway is based on the trainees interests, needs and personal plans, taking into account skills they have already acquired in formal and/or informal contexts.

Courses comprise the following components:

- *Socio-cultural training* comprises areas that aim to develop skills, attitudes and knowledge, so that trainees:
 - become familiar with the world of work and the enterprise;
 - learn about citizenship and environmental issues;
 - health, hygiene and safety at work.
- *Scientific training* comprises areas intended to develop skills in the field of applied sciences, which will be a useful for the Technological Training component. The areas included in this training component are selected according to the skills' profile for the respective training area.
- *Technological training* is organised on the basis of the requisite skills for a vocational qualification, and takes into account the diversity of target groups and contexts. It is structured around qualification pathways and into training units, to facilitate the development of the respective occupational-specific IT and technological skills.
- *Practical training* is structured on the basis of a personal plan or activity pathway. This component is in the form of work practice under the guidance of a tutor. The aim is to impart and develop technical, relational, organisational and career management skills that are relevant to the respective vocational qualification, for the entry into the labour market and to lifelong learning.

Education and Training Courses lead to:

- a Level I, II or III vocational qualification and equivalence to 6th, 9th or 12th year schooling;
- a Level II vocational qualification and the possibility of certification and credits for progression to upper secondary education level course in the same conditions as those for general education. They target young people who have completed education 9th year schooling, and/or attended but not completed secondary education or equivalent, and who are at risk of leaving school and entering into the labour market with no qualifications. Students/trainees who completed 9th year schooling and obtain a Level II qualification can go on to a secondary education level course;

- a Level III vocational qualification and the equivalent to education 12th year schooling, for young people who want to obtain a vocational qualification before entry into the labour market;
- a Level IV vocational qualification for young people who have completed a science-humanities course or other course designed to lead to further studies. Students/trainees who have obtained upper secondary education level diploma through Education and Training courses are required to sit final national-level examination in order to continue their studies.

Once trainees complete a training cycle they can continue studying and progress to subsequent training levels. In the case of attendance but non-completion of a course, credits may be awarded for the purpose of further studies, depending on an analysis of the curriculum, if so requested by the trainee concerned.

Whenever trainees attain the standards set by the Sistema Nacional de Certificação Profissional - SNCP (National Vocational Certification System) for vocational certification and specific assessment, they are entitled to the respective Certificado de Aptidão Profissional - CAP (Certificate of Competence).

Apprenticeship may be included in lower or upper secondary education. Education and Training Courses may also be included in Upper Secondary Education.

(1) according to the EU structure that includes 5 levels of training – Council Decision of July 16th, 1985 (85/368/EEC - OJEU n° L199/565).

0403 - IVET AT UPPER SECONDARY EDUCATION (SCHOOL-BASED AND ALTERNANCE)

Apprenticeship may be included in lower or upper secondary education. The Education and Training Courses may also be included in Upper Secondary Education. In addition to these courses, there are:

- **Upper secondary Technological Education Courses**, leading to a vocational qualification, oriented towards both entry to the labour market, especially to skills shortage and/or emerging sectors (IT intensive), and progression to further studies, preferably polytechnic higher education and post-secondary technological specialisation courses.

ACCESS REQUIREMENTS

Young people have completed the 3rd cycle of basic education or equivalent, who seek a training course that will prepare them for employment or higher learning, preferably in polytechnic education.

CURRICULA

The syllabus and organisation of these technological courses are based on a learning approach that combines skills development for entry to working life or progression to further learning with learning and practical experience in a real work environment. It comprises three basic training components: general, scientific and technological.

Subjects included in the *general training component* are Portuguese, a Foreign Language, Philosophy, Physical Education, and ICT.

The *science and technology component* includes, per course, two core subjects, two technical and technological subjects, one practical or theoretical-practical subject, and one integrated technology subject that encompasses a specification subject, a technology project and work practice period.

These courses last for 3 school years, and correspond to education Years 10, 11 and 12. The duration of the practical training in a work context is 240 hours.

LEARNING OUTCOMES

Successful completion of these courses leads to an upper secondary education diploma and a Level III vocational qualification.

Vocational Courses in secondary education, providing qualifying vocational training, intended to stimulate the demand for initial training (school-based or work-based) through courses that prepare young people either for work in a skilled occupation or for progression to higher education.

ACCESS REQUIREMENTS

Vocational courses are intended for young people who have completed compulsory education or equivalent and seek training that will prepare them for the labour market, especially emerging sectors or those with skills shortages.

CURRICULA

These are modular training programmes. Modules vary in duration, may be combined with each other, and consist of three training components:

The *socio-cultural training component* is common to all courses.

The *scientific training component* is common to all courses in the same training area.

The *technical training component* varies from course to course, and includes mandatory workplace training in the form of a practice period.

These 3-year courses provide a total of 3,100 training hours.

The syllabus of this training provision is similar to that of other types of secondary education provision, especially in terms of the socio-cultural component content. This facilitates mobility between different training pathways, and safeguards the specificity of the vocational training in any of the training components.

LEARNING OUTCOMES

Training ends once the student has successfully completed all modules in the subjects in the three components and has passed a Prova de Aptidão Profissional - PAP (Vocational Aptitude Test). Students are awarded a Level III,

middle-level technician vocational qualification certificate, and recognised equivalence of upper secondary school completion, enabling progression to further learning, especially polytechnic or post-secondary technological specialisation courses. Before being entitled to entry to higher education, students must sit a final national level (externally assessed) examination in Portuguese and in two other subjects from the scientific training component.

- **Second-chance Technological Courses in Secondary Education** are part of a special type of school education training – second-chance or adult education – offering those who failed to achieve, or dropped out of school early, with a second learning opportunity. Courses are flexible and adaptable to suit student’s availability, standards and experience, and are organised in a system of cumulative units. Individual outline curricula are drawn up between learners and the school.

ACCESS REQUIREMENTS

Candidates for these courses must be at least 18 years of age, still be in the education system, and have completed the 3rd cycle of second-chance education, or Year 9 through the mainstream school system education, or equivalent.

CURRICULA

The syllabus for this training mode comprises the following components: *general, scientific/specific and technological training components*. The curricula for these 3-year courses are organised by subject, and by cumulative units.

LEARNING OUTCOMES

Second-chance Technological Courses and Second-chance Technological Arts courses in secondary education lead to an education Year 12 diploma and a Level III vocational qualification, enabling progression to polytechnic higher education. Entry to higher education would require passing national-level examinations set by the Ministry of Education.

0404 - APPRENTICESHIP TRAINING

Apprenticeship - Alternance-based Initial Vocational Training, regulated by Decree-Law 205/96, of 25 October - is an Instituto do Emprego e Formação Profissional - IEFP (Institute of Employment and Vocational Training)-run programme intended to provide first job-seekers with a qualification and facilitate their access to employment, through training schemes designed to underpin academic, personal, social and relational skills, develop scientific-technological know-how, and provide a solid grounding in workplace experience.

ACCESS

Apprenticeship courses are intended for people, between 15-25 years old, who have successfully completed primary and lower secondary education, or upper secondary education.

The admissions process includes mandatory IEFP-supervised vocational guidance, in accordance with Comissão Nacional de Aprendizagem - CNA (National Apprenticeship Commission) regulations.

Lasting from between 970 and 4500 hours, depending on the type of course, Apprenticeship courses are integrated training processes incorporating socio-cultural, science and technology and practical training components. The duration and combination of these components vary according to the activity area and qualification standard concerned, while flexibility and coherence of the courses are always maintained: Level I (min. 970 - 1020 hours); Level II (3000 - 3600 hours); Level III (4000 - 4500 hours); Level IV (1200-1560 hours).

Practical workplace training takes up a minimum of 30% of the total, and is complemented by simulated workplace learning.

As regards strategic orientation and monitoring, this system is supported by the Comissão Nacional de Aprendizagem - CNA (National Apprenticeship Commission), with a tripartite management structure, comprises representatives from employers and workers confederations, from the Ministries Labour and Social Solidarity, of Education, of Agriculture, Rural Development and Fisheries, of the Açores and Madeira autonomous regions Secretariat of State for Youth and also, individualities of recognised merit in the field of vocational training.

Apprenticeship pathways are organised within the following training areas:

Secretarial Management/Administration and Administrative Work; Trade; Beauty Care; Fisheries - Maritime and Agricultural Activity; Agricultural and Animal Production; Floriculture and Gardening and Silviculture and Game; Food Industries; Environmental Protection; Handicrafts, Handicrafts - Goldsmithing; Materials - Glass; Materials - Ceramics; Banking and Insurance; Textiles, Clothing, Footwear and Leathergoods; Building and Civil Engineering; Electronics and Automation; Electricity and Energy; Electricity and Energy – Refrigeration and Air-conditioning; Electricity and Energy – Energy; Hotel and Catering; Tourism and Leisure; Mining, Audiovisual and Media Production – Printing; Chemical Engineering, Computer Science; Materials – Wood and Furniture; Materials – Cork; Motor Vehicle Construction and Repair – Vehicle Maintenance and Repair; Metallurgy and Machinery – Constructional Metals and Mechanics; Organisation/Enterprises – Quality; Personal and Community Care Services; Home Care Services; Child and Youth Support Services; Transport Services.

Governmental Orders that regulate the System, by activity sector, are based on proposals from a specialist panel that are put to the CNA, and later approved by the Ministério da Educação (Ministry of Education) and Ministério do Trabalho e da Solidariedade Social - MTSS (Ministry of Labour and Social Solidarity).

CONTRACT

Apprenticeship Contracts are entered into by the trainee and the training provider (the apprenticeship Coordinating Body and Alternance Support Body). The provider undertakes to deliver apprenticeship training and the trainee agrees to undergo the training and carry out all the activities connected with it, within the framework of rights and duties provided for by law and other applicable regulations.

Apprenticeship Contracts contain the following clauses: purpose of the contract; training venue; training timetable, assessment and certification criteria; trainee’s rights and duties; rights and duties of the Coordinating Body and Alternance Support Body; duration of the contract; termination of contract; sanctions; regulations; financing; applicable legislation.

This type of Contract does not entail any employment relationships and expires at the end of the course or training scheme for which it was entered into to.

ASSESSMENT

Trainee assessment is continuous and formative, and based on the systematic appraisal of the trainee's performance during his/her work experience. Summative assessment results are formalised at mid-term and at the end of the year.

Technical-pedagogical guidance and trainee assessment during the development of the practical Workplace Training Component is undertaken by a Tutor from the Alternance Support Body, in liaison with the Training Coordinator, appointed by the Coordinating Body.

The Tutor's assessment is based on seven criteria - quality of trainee's work, thoroughness and capability, work pace, compliance with safety regulations, attentiveness and punctuality, initiative and social interaction – and on a qualitative classification that is convertible into marks on a scale of between 0 and 20. To pass from one training year to the next, the trainee must get a mark of 10 or above in this component.

A representative from each of the following organisations must sit on the Regional Board that presides over the final examination: IEFP (chaining), Ministry of Education, sector-specific Employers' and Trade Union Organisations.

Learning pathways end with a final examination, organised by the Regional Board, before a specially appointed Test Panel. To measure vocational performance, trainees are set one or more practical tasks associated with the skills profile, to assess the extent to which the key competencies and know-how have been acquired.

Test Panels are tripartite, appointed in consultation with Regional Consultative Council partners, and also include a member of the certifying body, which chairs the Panels, in accordance with Decree Law 95/92, of 23 May and Art. 11 of Regulatory Decree 68/94, of 26 November.

LEARNING OUTCOMES OF APPRENTICESHIP

At the end of a structured training process, based on duly regulated profile models, Apprenticeship graduates are awarded a Level 1, 2, 3 or 4 (post-secondary Technological Specialisation training) vocational training certificate, with a recognised educational equivalence to completion of lower or higher secondary education, and credits acceptable for higher education.

0405 - OTHER YOUTH PROGRAMMES AND ALTERNATIVE PATHWAYS

Cursos de Qualificação Inicial (Initial Qualification Courses) is intended to provide individuals, aged 15 years and over who have completed compulsory education, with a comprehensive vocational training route that leads to the award of a Level II or III qualification, preferably before they enter the labour market. These are generally courses of at least one year that are complemented by a 2 to 3-month practical workplace training period.

ACCESS REQUIREMENTS

Most training pathways require candidates to be at least 15 years of age and to have completed compulsory education for Level II pathways or education Year 11 for Level III pathways;

TRAINING PROVIDERS

Initial Qualification Courses, which may be delivered by accredited public or private sector training providers, are organised in accordance with recognised training profiles and, preferably, in cumulative training units or modules, with a view to facilitating lifelong training.

CURRICULA

These qualification pathways are meant to ensure technical and social skills development by means of flexible training processes that enable training provision to be adapted to suit trainees' individual needs and plans.

The courses, lasting 1340 to 1540 hours for Level II and 1520 to 1950 hours for Level III, consist of training units designed to develop recognised technical and relational skills that immediately enhance employment prospects, which may be accumulated and credited to achieve a qualification level when the course has been completed.

LEARNING OUTCOMES

Assessment of trainees is continuous.

Successful completion confers a Vocational Training Certificate for a Level II or III qualification and educational progression equivalent to lower secondary education (Level II) or upper secondary education (Level III).

The principle underlying the Assessment System for this type of training is that the assessment process should rigorously reflect the training process. Efforts are made to ensure that the criteria for building the assessment mechanisms and tools are wholly in accordance with those that shape training content and learning activities.

On completion of the Socio-cultural, Science and Technology and Practical workplace training components, trainees must pass a Final Assessment Test before they obtain a Vocational Training Certificate.

0406 - VOCATIONAL EDUCATION AND TRAINING AT POST-SECONDARY (NON TERTIARY) LEVEL

Cursos de Especialização Tecnológica - CET (Technological specialisation courses) are post-secondary, non-tertiary training courses that may be pursued in the same or a related training area in which a trainee has previously obtained a Level III vocational qualification.

They are intended to broaden scientific and technological knowledge and skills in the trainee's basic vocational training area, develop personal and vocational skills required to perform skilled tasks, and promote training paths that lead to two outcomes: qualification for employment as well as for progression to further studies.

ACCESS REQUIREMENTS

First job-seekers, who have completed upper secondary education or a vocational training course that also conferred equivalent to completion of upper secondary education, and who have a Level III vocational qualification in a CET related area;

Individuals who, to fulfil the aforementioned requirements, still need to pass in no more than two subjects, as long as the subjects in question did not include content that is considered fundamental to any part of the CET curriculum to which they are applying.

First job-seekers who have completed upper secondary education and have a Level III qualification that is outside the CET's area, and who are obliged, therefore, to successfully complete an additional 300 to 800 hours of training that is appropriate to the candidate's profile.

First job-seekers who have completed upper secondary education or a vocational training course that conferred the equivalent to upper secondary education, but who do not hold a Level III vocational qualification, and who are obliged, therefore, to successfully complete additional training of between 1000 and 1200 hours.

CURRICULA

The training pathways, which vary according to the particular characteristics of the trainee's plans and profiles, generally consist of:

- a minimum 1200 and maximum 1560 hours duration;
- a combined number of training hours for Socio-cultural and Science and Technology training components varying from 840 to 1100 hours. Each of these components, however, must take up 15% and 85% of the established total number of training hours;
- duration of workplace training that varies between 360 and 720 hours. It is organised in partnership with entities that, on the basis of agreements reached with the training promoter, provide training that is appropriate to the specific nature of the training area and characteristics of the labour market.

LEARNING OUTCOMES

The assessment system entails systematic and continuous formative assessment of all components, and the summative assessment grades trainees on a scale from 0 to 20.

Successful completion of a CET requires a minimum grade of 10 in all subjects/components, and confers a Diploma de Especialização Tecnológica - DET (Technological Specialisation Diploma) and a Level IV vocational qualification.

CET graduates are eligible for access to higher education, as long as they have a period of proven work experience following completion of the certified specialisation training.

0407 - VOCATIONAL EDUCATION AND TRAINING AT TERTIARY LEVEL

Data unavailable.

05 - CONTINUING VOCATIONAL EDUCATION AND TRAINING FOR ADULTS

0501 - BACKGROUND AND MAIN TYPES OF CONTINUING VOCATIONAL EDUCATION AND TRAINING FOR ADULTS

In the sphere of developing workforce education and vocational qualification and improving business performance, the Government and the Social Partners have agreed on the following strategic objectives:

- the development and consolidation of the adult education system;
- the development and consolidation of the continuing training system, reflecting the need to heighten labour productivity and enterprise competitiveness, reinforcing workers' employability by improving their qualifications, and upgrading their skills and improving their employment prospects;
- the articulation between measures encouraging people to go on vocational training courses, and the measures connected with development and consolidation of the Sistema Nacional de Certificação (National Certification System).

Continuing education and training systems in Portugal encompass a series of flexible training pathways that enable them to build a vocational qualification that matches the interests and needs of trainees. They are intended to impart and/or develop knowledge and skills in technical, social and relational domains, for the purpose of progression or reintegration in the labour market.

The main types of continuing education and training in Portugal vary according to their respective target groups - employed or unemployed. Furthermore, some programmes have been designed for specific target groups, for example, immigrants.

The following types of courses are available to employed people who wish to obtain a vocational qualification, or upgrade their vocational skills or educational qualifications:

- **Especialização Profissional** (Vocational Skill Training) are designed for the employed, those at risk of unemployment, and the unemployed who need to upgrade their knowledge and skills in specific areas of their occupational field. The entry requirement is completion of year 2 of basic education, but this may vary depending on the type of training and characteristics of the target group concerned.

- **Qualificação e Reconversão Profissional** (Vocational Qualification Training and/or Re-training) prepare semi-skilled or low-skilled employed workers, those at risk of unemployment, and the unemployed for the labour market, regardless of whether they have completed compulsory education. The access requirement is completion of education Year 6.

- **Reciclagem e Aperfeiçoamento Profissional** (Refresher and Further Training) aim to development/upgrade the technical, social and relational skills of skilled workers, in a perspective of continuous adaptation to changing needs of organisations.

They are also intended to strengthen the technical and organisational capabilities of the institutions, through agreements entered into with sectors that give new impetus to training initiatives tailored to specific sector needs and to development strategies, and training pathways devised according to participants' interests and profiles, taking into account their previously acquired skills.

Target groups for these courses are skilled workers who are employed, at risk of unemployment or already unemployed who need to refresh, update or further develop their skills. Entry requirements are education Year 6, but this may vary depending on the type of training and target group's characteristics.

- **Formação para Activos Qualificados** (Training for Skilled Workers) are designed to develop the transversal and technical skills of employed or unemployed skilled workers who have intermediate or high level qualifications, in order to facilitate their integration in the labour market.

- **Formação para Chefias e Quadros** (Training for Managers and Supervisory Personnel) is intended for company technicians and supervisors who have work team management, supervisory or coordination responsibilities. Length of courses varies from between 30 to 800 hours.

The following courses are available to unemployed workers, who have previously been employed in one or more skilled occupational activities and wish to upgrade their skills or obtain a qualification in a different occupation:

- **Especialização** (Vocational Skills Training)
- **Qualificação e Reconversão Profissional** (Vocational Qualification Training)
- **Reciclagem e Aperfeiçoamento Profissional** (Refresher and Further Training)

There are special Continuing Vocational Education and Training programmes for specific target groups:

- **Portugal Acolhe** (for immigrants). Designed for Portugal's immigrant population, the aim of the *Acolhe* Programme (continuing vocational training) is to facilitate access to a range of essential skills for full integration in Portuguese society and, especially, into the labour market, by providing training in Basic Portuguese Language and Citizenship.

There are no qualification access requirements to these courses, which are designed for legal immigrants, both employed and unemployed.

Formação Profissional de Grupos Desfavorecidos (Vocational training for disadvantaged groups), which is divided into direct initiatives and special training, targets disadvantaged groups like the long-term unemployed, ethnic minorities, immigrants, prisoners, etc. Length of training varies according to groups' characteristics and the cumulative units selected for their particular training pathway.

Cursos de Educação e Formação de Adultos - EFA (Adult Education and Training courses) are designed for 18 year olds and over who have completed less than lower secondary education (Year 9, 6 or 4), and who have low or no vocational qualifications. Priority is given to the unemployed who are registered with an Employment Centre or referred by other organisations or programmes, such as the *Rendimento Social de Inserção* (social welfare), and to the employed who have poor educational and vocational skills. At a later stage, these courses will also cater for adults who have not completed education Year 12.

Formação Pedagógica contínua de Formadores (Continuing pedagogical training for trainers). The IEFP provides professional updating training for trainers, through which they are able to comply with one of the criteria for renewal of their Trainer CAP (Certificate of Competence). The access requirement is to be a holder of a CAP.

0502 - PLANNING AND ORGANISATION OF LEARNING

Measures that guarantee a minimal level of education and vocational training:

a) The *Acordo sobre Política de Emprego, Mercado de Trabalho, Educação e Formação* (Agreement on Employment Policy, Labour Market, Education and Training), entered into on 9 February 2001 by government and social partners, reflects consensus on the need to promote vocational training as a strategic tool for business competitiveness and for upgrading and updating workforce skills, in line with the Lisbon Strategy.

Measures to promote lifelong education/training and, in particular, continuing training among working people need to be developed and implemented. Government and social partners agreed, therefore, on the following strategic objectives:

- to generalise access to education and vocational training, namely continuing training, so that it reaches more segments of the population, and to engage those workers who would not normally be included to embark on training but who, nonetheless, are lacking in educational and vocational qualifications;
- to promote the role of vocational training as a tool for both improving business performance and upgrading and updating workforce skills;
- to take action to stop young people from entering the labour market too early, and prevent others from abandoning employment too early on in life;
- to consolidate adult education/training;
- to develop and consolidate the National Certification System, enabling it to certify skills acquired outside mainstream education/training contexts, in order to pave the way for further studies and training.

Specific goals were set for each of these areas of action, including the ongoing and sustainable development of a continuing training system to ensure that all working people are allocated a minimum number of certified training hours per year. The number of hours was set at 20 hours per year from 2003, and 35 hours from 2006 onward. If, for reasons connected with the employer, annual training is not undertaken, then the training hour entitlement may, for a maximum period of 3 years, be converted into accumulated "credits"(1). This key commitment to vocational training saw concrete expression in the new Labour Code, published 2003 (Law 99/2003, of 27 August, sub-section III, Articles 123 to 126).

b) The entry into force of the new Labour Code has changed labour legislation insofar as it enables better adaptability to new work organisation needs and to strengthening productivity and economic competitiveness. As far as raising skills standards is concerned, employers are obliged under the Code to provide at least 10% of their employees, who have permanent employment contracts, with continuing vocational training every year. The new Code also entitles all employees to a minimum of 20 hours certified training per year. The number of training hours will increase in 2006 to 35 hours per year. Young people at work who have not completed compulsory education and have no vocational qualification are entitled under the new Code to receive education or training that will enable them to finish compulsory schooling and/or obtain a vocational qualification.

The Code specifies the types of training that will:

- promote continuing training for employees;
- guarantee the individual's right to training, regardless of employment status;
- promote vocational qualification or retraining, regardless of employees' employment status;
- promote vocational rehabilitation of disabled people;
- promote socio-vocational integration of people with particular integration difficulties

c) The proposal of Education Law will overhaul the structure of the education system. This proposed provides for coherent and progressive integration of education and vocational training, so that they converge in a lifelong learning approach. Basic compulsory, upper secondary and higher education are defined in the new law according to their respective competencies and aims. The compulsory education model has been broadened and extended from 9 to 12 years, and it has been re-shaped into a holistic approach to education and vocational training, so that no young person leaves the education system without having acquired a minimum set of vocational competencies.

d) The proposal Vocational Training Law is designed to structure a vocational training system that, with responsibilities shared among the various stakeholders involved - state, industry, social partners, providers of training and beneficiaries themselves - makes a decisive contribution to disseminating a learning culture throughout the country's production system, and ensures appropriate measures are in place to address the diversity of needs of organisations and individuals. To achieve these goals, a Multiannual Vocational Training Plan, based on the National Training System, will seek to provide the right solutions to the country's workforce development needs.

e) The Plano Nacional de Acção para a Inclusão - PNAI (National Action for Inclusion Plan)(2) constitutes a cooperation strategy in the effort to promote inclusive policies and anti-poverty and social exclusion policies, and is articulated with the Plano Nacional de Emprego - PNE (National Employment Plan) and with the Plano de Implementação para a Estratégia Nacional de Desenvolvimento Sustentável - PIENDS (Implementation Plan for the National Sustainable Development Strategy).

The PNAI aims at various specific objectives, and continuing training is used to achieve them, specifically through training courses for people excluded from the labour market, the promotion of integration of disadvantaged groups through employment, and inclusion as a strategic tool of lifelong learning.

Operating transversally and inter-sectorally, the PNAI is designed to improve social and vocational integration of vulnerable and special needs citizens through continuing vocational training.

OTHER INITIATIVES

In addition to initiatives supported by the Programa Operacional de Educação, Formação e Desenvolvimento Social - POEFDS (Operational Programme for Education, Training and Social Development), there are other national level vocational training programmes designed to target enterprises in general. One such initiative is the Programa de

Incentivos à Modernização da Economia Incentives - PRIME (Programme for Modernising the Economy), which aims to improve business productivity and competitiveness and promote new development potential.

In each of PRIME's various Strands, human resources development directly linked to organisational modernisation and innovation processes in enterprises or in the support structures figures prominently, especially in Strand 2 - Qualification of Human Resources - whose aims are:

- to reinforce the qualifications and skills of the workforce in view of the changing needs of enterprises and organisations in the business environment;
- to build and underpin workforce skills by developing active policies, after identifying shortcomings in the system and in the labour market;
- to promote the qualification of Level III and Level IV specialised personnel;

Meanwhile, further sector-specific measures with national reach are being developed. The main characteristics of each programme are outlined below:

The AGRO Programme falls within the Ministério da Agricultura, Desenvolvimento Rural e Pescas (Ministry of Agriculture, Rural Development and Fisheries) continuing vocational training efforts, and is one of the key objectives of Strand 2 of the Operational Programme for Agriculture and Rural Development - Strengthening human potential and services to agriculture and rural areas in 2000-2006. It provides mainly vocational qualification and retraining, trainer training and specialised technical training.

For the Tourism industry, there is PMEtur - Programme for Advice, Training and Management Support in Tourism Micro and Small Enterprises. It is supported by POEFDS (Strand 2: Lifelong Training and Adaptability, Measure 2.2 - Organisational Training and Development).

Healthcare Training - Healthcare Programme XXI was set up to underpin the sector's structural reform process, and to complement other existing or planned measures and tools. It falls within Strand 1 of the QSF – Raising Portugal's Workforce Qualification Standards, Promoting Employment and Social Cohesion.

A range of agencies, engaged in different but complementary work, currently contribute and are committed to developing adult education and training in Portugal:

Regulation and design of adult education and training systems:

- *DGFV - Direcção-Geral de Formação Vocacional (Directorate-General of Vocational Training) (ME),*
- *DGERT - Direcção-Geral do Emprego e das Relações de Trabalho (Directorate-General of Employment and Industrial Relations) (MTSS)*
- *IEFP - Instituto do Emprego e Formação Profissional (Institute of Employment and Vocational Training) (MTSS)*
- *IQF - Instituto para a Qualidade na Formação (Institute for Quality in Training) (MTSS)*
- *DGIDC - Direcção-Geral de Inovação e de Desenvolvimento Curricular (Directorate-General for Innovation and Curricular Development) (ME)*

Adult education and training delivery:

- *Universities and Polytechnics*
- *Vocational Schools*
- *State-run Schools*
- *IEFP Directly-managed Vocational Training Centres*
- *IEFP Jointly-managed Vocational Training Centres*
- *Technology Colleges*
- *Private sector operators*

Adult education and training project funding:

- *POEFDS - Programa Operacional Emprego, Formação e Desenvolvimento Social (Operational Programme for Employment, Training and Social Development)*
- *PRODEP - Programa de Desenvolvimento Educativo para Portugal (Educational Development Programme)*

- *POE - Programa Operacional da Economia (Operational Programme for the Economy)*

The joint efforts of the MTSS and ME in the field of adult training have focused on three fundamental measures:

- Adult Education and Training Courses (EFA courses);
- *Saber+* schemes;
- Skills Recognition, Validation and Certification.

(1) The article n.º 125 of the Labour Code refers that in the scope of the continuing vocational training system, it is the employer's responsibility, to recognize and to value the qualifications acquired by the workers through the introduction of training or other benefits, in order to stimulate its participation in training.
(2) Council of Ministers' Resolution 91, of 9 December 2001, and 192, of 23 December 2003.

0503 - DELIVERY MECHANISMS AND PROVIDERS

The key role played by the Instituto do Emprego e Formação Profissional - IEFP (Institute for Employment and Vocational Training) distinguishes it from other public sector vocational training operators insofar as it is a government agency devoted to continuing training and qualification for Portugal's workforce, particularly the poorly qualified and workers in need of updating their knowledge and skills, specialisation training, and re-training.

The IEFP, which reports to the Ministério do Trabalho e da Solidariedade Social - MTSS (Ministry of Labour and Social Solidarity), is responsible for implementing government employment and vocational training policy. It does so through its Central Services and 5 Regional Delegations, 86 Employment Centres, 31 Directly Managed Vocational Training Centres, 1 Vocational Rehabilitation Centre, 7 Business Creation Support Centres, and also through its intervention in 27 Jointly Managed Vocational Training Centres.

Public sector continuing vocational training provided through the IEFP falls into the following categories:

Courses leading to dual educational and vocational certification:

- *EFA courses (run by the ME and MTSS)*

Courses not leading to dual certification:

Short duration courses:

- *Reciclagem, aperfeiçoamento e actualização profissional (Refresher training, further training, and updating training)*
- *Especialização Profissional (Skill Training)*

Long duration courses:

- *Reconversão profissional (Vocational re-training)*

The Centros de Formação Profissional de Gestão Directa - CFPGDs (Directly Managed Vocational Training Centres), in liaison with the network of Centros de Emprego - CE (Employment Centres) provide a wide range of training solutions that may be adapted to suit specific contexts, especially the needs of enterprises.

With regard to the Centros de Formação Profissional de Gestão Participada - CFPGPs (Jointly Managed Vocational Training Centres), although they are autonomous the IEFP plays a prominent part in their running and coordination: it has two representatives on their respective Boards of Directors and may even chair the Boards, and undertakes the overall technical-financial coordination of the whole network.

Continuing vocational training is provided by the IEFP's CFPGDs and CEs, by CFPGPs, educational establishments, accredited training providers, industrial and trade union associations, local authorities, social welfare institutions and regional and local development associations.

0504 - ACCESS TO LEARNING OPPORTUNITIES AND PROGRAMMES

TRAINING LEAVE

LEGAL REGIME FOR STUDENT WORKERS

A student worker is regarded as someone who works under the authority and direction of another and who is receiving school-based learning of any level, including post-graduate, at an educational institution.

The entry into force of the new Labour Code (1) repealed previous legislation governing student worker status. Under the new Code, student workers are entitled to up to 10 days leave annually for the purpose of training. The Code also addresses matters such as working hours, assessment, shift work, holiday entitlement and leave, and the value of learning in employment.

VOCATIONAL TRAINING FOR PUBLIC ADMINISTRATION EMPLOYEES

Current legislation (2) recognises Public Administration employees' right to receive vocational training in the sphere of the existing framework for training management and rationalisation, with a view to updating and promoting the effectiveness and efficiency of government departments and contributing to the personal and professional development of the Administration's human resources. Decree Law 174/2001, of 31 May, extends annual credits awarded for self-directed learning to Public Administration employees.

EMPLOYMENT-TRAINING ROTATION

An Employment-Training Rotation Law was introduced in February 1999. Unfortunately, no current data on job/training rotation are available.

DISTANCE LEARNING

Although the Portuguese distance training and e-learning market display the weaknesses and opportunities of an emerging market - in which there is no correlation between supply and demand, where the target population still has difficulty in using these teaching methodologies properly and systematically, and where public scepticism about its real effectiveness and credibility persist - many public and private sector initiatives have been put in motion to achieve the abovementioned goals.

The courses delivered by the Universidade Aberta (Open University), the Instituto de Formação Bancária (Banking Training Institute), and the Instituto de Soldadura e Qualidade (Institute of Welding and Quality) in Portugal are regarded as distance education and training courses.

(1) Law 99/2003, of 27 August.
(2) Decree Law 184/89, of 2 June; Decree Law 50/98, of 11 March.

0505 - BRIDGING INITIAL AND POST INITIAL EDUCATION AND TRAINING

There are post-secondary training courses that lead to the award of a Level IV qualification, which enables progression to higher learning:

Cursos de Especialização Tecnológica - CET (Technological Specialisation Courses) are post-secondary, non tertiary training courses that may be taken in the same or relating training area to that in which a trainee has previously obtained a Level III vocational qualification. They are intended to broaden scientific and technological knowledge and skills in trainees' vocational training area, develop personal and vocational skills required to perform a skilled tasks, promote training paths that qualify trainees for employment and/or progression to further studies.

CET courses are available to:

- holders of secondary education course certificate or holders of a legally equivalent qualification, who also hold a Level III vocational qualification certificate in a field related to that of the CET;
- individuals who, to meet the above requirements, need to complete/pass no more than two subjects, as long as the latter are not considered to be fundamental to any part of the curriculum of the respective course;
- holders of a secondary education course certificate or legally equivalent qualification, who also hold a Level III vocational qualification in a field that is not related to that of the CET, and who undertake a further (300 to 850 hour) training course prior to commencement of the CET;
- holders of a secondary education course certificate or legally equivalent qualification, who do not hold a Level III vocational qualification, and who undertake a course of training (with a duration of 1000 hours to 1200 hours) prior to commencement of the CET;
- individuals aged 25 years or over, who have three or more years of work experience in the respective CET field or in a related field, who obtain recognition based on professional experience, abilities, skills and competencies that qualify them for admission to a CET;
- individuals who have successfully completed at least one curricular unit of a higher education course study programme. If agreed by the training organisation providing the CET, such individuals may be excused from taking one or more subjects in the CET programme.

The CET curriculum is structured around three training components: socio-cultural training, science and technology training, and practical workplace training.

Successful completion of a CET requires a minimum grade of 10 in all subjects, and leads to the award of a Diploma de Especialização Tecnológica - DET (Technological Specialisation Diploma) and a Level IV vocational qualification.

CET graduates are eligible for access to post-secondary education, as long as they have had a period of proven work experience following completion of the certified specialisation training.

0506 - RE-EDUCATION AND RE-TRAINING NEEDS DUE TO LABOUR MARKET DEVELOPMENTS AND MOBILITY

In an effort to offset unemployment among qualified professionals, the Portuguese Government launched a Plano de Acção para o Emprego Científico e Qualificado (Plan of Action for Scientific and Qualified Employment) in October 2004. The aim of the Plan is to offer retraining programmes - in areas for which there is currently market demand - to unemployed higher education graduates whose fields of study offer less job prospects. Decree Law 393/99, of 2 October, stipulates the special requirements for university entry.

The main training areas being offered are: Computing; Tourism (Social, Cultural and Ecological); Arts (Conservation and Restoration); Social Support for the Elderly; Engineering; International service areas (translation and interpretation); Meteorology.

State, independent and cooperative universities have adhered to this Plan.

0601 - GENERAL BACKGROUND

The Lei de Bases do Sistema Educativo - LBSE (Comprehensive Law on the Education System) stipulates that training for teachers working in the education system must comprise initial teacher training at higher education level, and continuing vocational training.

According to the information presented on the report "Key Topic in Education in Europe", published by Eurydice in 2002, the average age of the Portuguese compulsory education teachers is 38 years old.

The ratio of secondary education teachers' age is as follows:

YEARS	< 30	30-39	40-49	> - 50
PERCENTAGE (%)	23.8	38.9	25.3	12.1

Source: Eurostat OCDE in Key Topics in Education in Europe, vol. 3, The teaching profession in Europe, 2002, Eurydice.

The official retirement age of teachers is 65 years; however teachers may retire with 60 years after completing the required number of years of service (36 years).

Initial teacher training for basic education teachers is delivered by institutions of higher education and universities. Secondary education teacher training is provided by universities.

Continuing vocational training for teachers is regulated by Decree Law 207/96, of 2 November.

The process of teacher recruitment involves a national level competitive examination, in accordance with Decree Law 35/2003, of 27 February, which introduced changes to the selection and recruitment procedures for infant, basic education and secondary education teaching staff.

Raising education standards, which the basic and secondary education restructuring process seeks to address, necessarily encompasses continuing and updating training for teachers, in an effort to meet the challenges of the Knowledge Society. The development of new areas of education – curricular development, information society, improving articulation between initial training, the labour market and adult education and training – is aimed at continuous knowledge building.

Training priorities focus on achieving widespread use of ICT and their integration in the education process, which will contribute to enhanced professional performance and mobilisation of new skills called for by the Knowledge Society.

Teachers are given ICT training during their initial teacher training and in the sphere of continuing training. ICT is part of the initial teacher training curriculum, both as a subject in its own right and incorporated into other subjects, namely in the area of specific didactics. With the support of Programa Operacional para o Desenvolvimento da Educação - PRODEP III (Operational Programme for Educational Development), 26600 pre-school, primary and secondary teachers were given ICT training in 2000, to learn how to apply ICT in their own teaching contexts.

The introduction of new pedagogical methods and concepts has led to new subjects being brought in, like the Area Project, which seeks to develop skills in working independently and as part of a team, research skills, and interpersonal relational skills.

The government's Major Planning Options for 2004 set school management, ICT, maths and science teaching as priority areas for teacher training.

0602 - TRAINING OF TEACHERS/TRAINERS IN EDUCATIONAL ESTABLISHMENTS

The vocational qualification for basic and secondary education teachers is acquired through higher education courses that confer a degree and can enable access to one or more education levels or teaching groups.

The teaching of technical and vocational training is regulated by law. A higher education (university or polytechnic) diploma is normally required, especially for those involved in general or theoretical training. Prior professional experience in the respective vocational area may also be required.

Technical and vocational training teachers must have an appropriate qualification (degree or baccalaureate) that includes scientific and pedagogical training, or a diploma complemented by this type of training (undertaken at university or polytechnic).

Selection of teaching staff in vocational schools is based on the principle of the suitability of candidates' profiles to previously defined professional requirements. For the technical training component, preference must be given to trainers who have actual occupational or business experience. For the teaching of socio-cultural and scientific training components, teachers and trainers must have the legally required qualifications for the corresponding levels in ordinary secondary education.

Vocational training teachers may apply for training courses/initiatives provided by the Training Centre (CEFANESPO), run by the Associação Nacional das Escolas Profissionais - ANESPO (National Vocational Schools Association).

Teachers who did not attend initial training courses at higher education institutions may undertake an in-service teacher training course. In-service training is for teachers who are already working in schools, but whose original training courses did not confer a vocational qualification. The courses last for two years: the 1st year's training is delivered at a higher education institution (Sociology of Education and School Organisation, Educational Psychology, Curricular Development and Subject-specific Didactics, Educational Technology), while the 2nd year

comprises a training project and pedagogical activity carried out in the school in which the teacher is working. According to present legislation, Decree Law 345/89, of 11 October, those teachers with more than 5 years of teaching experience are not required to do the 2nd year of training.

Trainers do not teach in schools from the Ministry of Education, so this issue will be developed in the next chapter.

0603 - TRAINING OF TRAINERS/TEACHERS AT THE WORKPLACE (APPRENTICESHIP TRAINING AND CVET IN ENTERPRISES)

Trainer activity in Portugal has been regulated since 1994. The trainer is defined as “a professional who, in the course of a training initiative, establishes a pedagogical relationship with trainees, encouraging the acquisition of knowledge and skills, and the development of attitudes and behaviour that are appropriate for employment”.

As such, a good trainer should be technically up-to-date in his/her specialist field of training, employ methods and pedagogical techniques appropriate to the type and level of training concerned, and have communication skills that help create an environment conducive to the teaching/learning process.

To work as a trainer calls for psychosocial, scientific, technical, technological and practical training, which means having a qualification level that is the same or higher than the training profile of the respective trainees. Trainers must also have successfully completed the Instituto do Emprego e Formação Profissional - IEFP (Institute for Employment and Vocational Training) approved pedagogic training course, and have the statutory the Certificado de Aptidão Profissional - CAP (Certificate of Competence)

Requirements for working as a trainer on the labour market are regulated (Regulatory Decree 66/94, of 18 November, and 26/97, of 18 June), as are the respective occupational certification requirements (Decree Law 95/92, of 23 May, Regulatory Decree 68/94, of 26 November, and Decree Order 1119/97, of 5 November): CAP training, a minimum 90 hours pedagogic training course for trainers, approved by the IEFP (awarding body). The CAP is valid for 5 years. In order to renew a CAP, a trainer must undergo updating training (60 hours) and undergo 300 hours of training practice.

However, there are special requirements for those already employed as trainers: completion of a minimum 60 hours pedagogic training course for trainers, or 180 hours of training practice. This CAP is valid for 2 years, and is renewable following completion of a 60-hour pedagogical updating training and a 120 hours training practice.

The IEFP has developed a Basic Reference Framework for initial pedagogic training for trainers that meets the criteria for Trainer Competence recognition, in the framework of the Sistema Nacional de Certificação (National Certification System). The reference framework provides for different training types (a minimum 90 hours of classroom instruction, or distance learning).

0604 - TRAINING OF TEACHERS AND TRAINERS IN CONTINUING EDUCATION AND TRAINING (OUTSIDE ENTERPRISES)

Continuing training for these professionals is dispersed, and provided by the enterprises in which they carry out their activity, by training institutes and bodies (public and private sector), universities or other educational establishments.

It is not generally based on formally established careers or regular initial training courses, but rather initial and continuing training provision is available to improve trainers' performance at the different stages of the process.

In structures overseen by the Public Administration, training courses are organised for permanent trainers to underpin their integration and refresh skills, such as in the Instituto Nacional da Administração (National Institute for Public Administration). Entities in the public and private sector (enterprises) frequently hire external trainers, whose systematic training is not easily assured.

Trainers and teachers that provide continuing vocational training must fulfil the same requisites as to initial training.

07 - SKILLS AND COMPETENCE DEVELOPMENT AND INNOVATIVE PEDAGOGY

0701 - MECHANISMS FOR THE ANTICIPATION OF SKILL NEEDS

The Instituto para a Qualidade na Formação - IQF (Institute for Quality in Training) produces sector-specific skills and training needs forecasts based on its research into the evolution of qualifications and employment. These studies enable employment and training system stakeholders to anticipate the future skills requirements and adjust training provision accordingly, and are part of the strategy to improve competitiveness. On the basis of its findings, the IQF can ensure that new training profiles and learning paths better match the needs of Portuguese industry.

Sectors researched so far include: Clothing, Hotel, Ornamental Stone, Building and Public Works, Ceramics, Textiles, Metallurgy and Mechanical Engineering, Wood and Wood Products, Air Transport, Road Passenger Transport, Shipping, Rail Transport, Commerce and Distribution, Fisheries and Aquaculture, Agri-foodstuff, Tanning, Footwear and Leather Goods, Cement, Lime and Plaster, Glassmaking, Energy, Agriculture, Quality, and Chemicals and Plastics.

The vocational profiles available and respective sector-specific forecasts constitute important reference frameworks for skills information and provide fundamental strategic guidance for defining training profiles and designing sound quality training measures that are fine-tuned to the needs of the economy and society, as well as useful methodological guidance for selecting learning contexts and methods.

Once a sector-specific forecast has been produced, open debate meetings are held with the respective stakeholders (enterprise, union and employers' associations, training institutions, experts on the sector concerned), for the purpose of validating the findings and adopting measures that will bring training provision into line with training needs.

The MTSS's General Directorate of Statistics and Planning (DGEEP) has produced 3 research reports: Vocational Training Needs in Small Enterprises (1996), Enterprise Vocational Training Needs 1996-1999, and e Enterprise Vocational Training Needs 2000-2002. The purpose of these studies was to assess training needs on the basis of understanding enterprises' organisational structures.

Practices have been designed to create integrated methodologies for implementing sector-specific training systems. One example is the Plano de Desenvolvimento dos Activos para a Indústria do Turismo (Workforce Development

Plan for the Tourism Industry). Tourism is one of Portugal's strategically important sector, and because skill and qualification needs are constantly changing, it was imperative to put in place an integrated system that incorporated the identification of needs, construction and approval of reference frameworks for skills, training provision, qualification, certification and assessment.

The Workforce Development Plan is intended to underpin the sector's training market structure so that it responds more effectively to specific skills needs, and builds qualifying training paths that expand learning opportunities for the sector's adult employees and increase employers' share of responsibility for developing new training courses.

The proposal of Vocational Training Law introduces a new legal regime for vocational training, and establishes a Sistema Nacional de Formação Profissional (National Vocational Training System). It identifies the System's main players and their respective roles from a perspective of intervention and responsibility sharing, and defines the principles underlying their coordination, organisation, quality control, funding and evaluation. The system's activities will be operationalised in line with a Multiannual Vocational Training Plan, which will address the labour market's skills needs, and identify target groups and training priorities. The Plan is a valuable planning tool for achieving training policy objectives.

0702 - BRIDGING PATHWAYS AND NEW EDUCATIONAL PARTNERSHIPS

The legal framework governing education and vocational training in Portugal is currently in transition. New legislation – education law and vocational training law - provide for:

- extension of compulsory education to 12 years;
- a dual function for secondary education - preparing young people for progression to higher learning or for employment;
- integration of the apprenticeship system in the education system;
- training provision in tune with the real needs of the market and workforce skills development;
- greater emphasis on articulation between school-based and labour market-based vocational training;

One of the Government Programme's key objectives in the secondary education curricular review process that entered into force in 2004-2005, is the "construction of a coherent framework of secondary-level technological training, based on articulated provision of technological and vocational learning, and incorporating lifelong learning, with a view to consolidating a new balance between general secondary education provision, on one hand, and technological and vocational secondary education provision, on the other, which will be more in line with modern society's needs".

The integration of education and training provided within the Ministério da Educação - ME (Ministry of Education) contributes to achieve that objective, enhancing the diversity and quality of provision and widening the range of vocational choice available to students and, at the same time, providing new opportunities for mobility between different types of provision. Students may now replan their learning paths and move within the different subsystems in secondary education.

One of the guiding principles underlying the organisation and management of the secondary education curriculum is, therefore, that students are able to transfer between courses with similar programmes, if they want to change their training path and study a new course in the following school year.

The fact that there is a general training *corpus* common to all secondary level courses means that students can re-route their training pathway.

Articulation between the education and training systems in Portugal calls for efforts to bring the two systems into a closer working relationship, as they traditionally operate under the auspices of two separate government ministries, with different objectives, structures and working methodologies. Partnership working has become essential in order to bring about the wider access to education and initial and continuing training necessary to enable development of education-training pathways that will ensure educational and vocational progression.

In the dual certification (educational and vocational) courses available in the training subsystems, while ME departments have an input to the academic training components, they are coordinated by Ministério do Trabalho e da Solidariedade Social - MTSS (Ministry of Labour and Social Solidarity) departments. An example of this is the Apprenticeship programme. However, there is no similar intervention by the MTSS in the regulation of the vocational component of courses run exclusively by the ME (e.g., Technological Courses provided by Vocational Schools), with the exception of Adult Education and Training Courses, Youth Training Schemes and Technological Specialisation Courses, whose regulations provide for their operation in both subsystems.

Complementing the education system, alternative qualification channels are available to young people who have left mainstream education, which enable some of them to continue studying at university level. Such is the case of the Apprenticeship system.

The reorganisation of the national curriculum introduces structural changes to the general and technological courses: both types of courses will have a common general training component plus a specific component, called a science-technology component. There will be mutual recognition of vocational education courses and vocational training courses by both systems, which will facilitate mobility between courses/training paths as students will be allowed to transfer from one area to another.

According to the guidance document on the secondary education curricular review, the progressive articulation between education and training policies boosts diversity and quality of provision and widens available vocational options for students while, at the same time, creating a new mobility platform between different learning provisions.

Articulation between the policies will have to be orientated towards an active response to market needs, generating capacity to adapt to new education pathways.

0703 - RENEWAL OF CURRICULA

The following bodies are involved in curricula development:

The Ministério da Educação - ME (Ministry of Education) formulates national education policy through the Direção-Geral de Inovação e de Desenvolvimento Curricular - DGIDC (Directorate-General for Innovation and Curricular Development) and the Direção-Geral de Formação Vocacional - DGFV (Directorate-General of Vocational Training), which work together on, and are jointly responsible for curricular development.

All curricular designs are based on the concept of a minimum curriculum, and provide schools with subject ranges in accordance with their respective educational missions, and enrich training for students. In the guidance document for secondary education new types of skills are defined:

- Obligatory teaching of ICT, as part of the general training component;
- Introduction of the Area Project and Technology Project, in which knowledge and skills acquired over the course of studies can converge and integrate;
- Introduction of the Practice Period in technological courses, to familiarise students with the world of work;
- Emphasis on Portuguese Literature in the teaching of the Portuguese subject area;
- Citizenship education.

The Ministério do Trabalho e da Solidariedade Social - MTSS (Ministry of Labour and Social Solidarity), through the Instituto do Emprego e Formação Profissional - IEFP (Institute of Employment and Vocational Training) Vocational Training Department, is responsible for curricular development of vocational training on the labour market, and designing and preparing training programmes and defining vocational profiles.

In addition to Portuguese and ICT, foreign language learning is also part of most courses. Attention is also given to social skills training (citizenship and employability.)

The Ministério da Ciência, Tecnologia e Ensino Superior (Ministry of Science, Technology and Higher Education) and the MTSS developed a vocationally oriented IT skills training and certification initiative. In the 2002/2003 school year, ICT training courses and basic skills certification were introduced.

We have no information on recommendations for the use of e-Learning in VET.

08 - ACCUMULATING, TRANSFERRING AND VALIDATING LEARNING

0801 - VALIDATION OF FORMAL LEARNING: GENERAL CONCEPTS AND SCHEMES

The Sistema Nacional de Certificação Profissional- SNCP (National Vocational Certification System) was set up in 1992, in the sphere of the Instituto do Emprego e Formação Profissional - IEFP (Institute of Employment and Vocational Training), with the publication of Decree Law 95/92, of 23 May. The SNCP's objectives include:

- the recognition and certification of vocational competencies, regardless of the way in which they have been acquired, whether through training, work experience, or recognition of qualifications obtained abroad;
- the promotion of employability;
- the promotion of worker mobility;
- the regulation and promotion of training provision quality, supplying training providers with training referentials.

One of the SNCP's valuable features is its tripartite character: it comprises the Public Administration and social partners - employers' and trade union confederations. A great virtue of this social dialogue is that results and responsibilities are shared by the different stakeholders in the functioning of the labour market.

Overall coordination of the SNCP is the responsibility of the Ministério do Trabalho e da Solidariedade Social - MTSS (Ministry of Labour and Social Solidarity) in liaison with other ministries in areas where they have specific responsibilities.

The SNCP's approach is predominantly sector-specific, and its organisational structure is a reflection of this, insofar as Comissões Técnicas Especializadas - CTE (Specialised Technical Commissions) deal with different occupational areas. The CTEs (i) identify job profiles for certification; (ii) approve job profiles, which describe the tasks involved and respective skills required (knowledge, know-how, behavioural skills); (iii) propose certification standards to be put on the statute books that contemplate requirements candidates must fulfil to be eligible for a Certificado de Aptidão Profissional - CAP (Certificate of Competence) award and the criteria that the training courses must meet in order to be approved.

The work done in the sphere of these Commissions is later approved formally by the Comissão Permanente de Certificação - CPC (Standing Certification Commission), which works with the IEFP's Board of Directors.

Finally, responsibility for implementing certification lies with the Certifying Body, a Public Administration agency authorised to issue occupation-specific certificates of competence and approve the training courses delivered by the training providers.

The job of the IEFP's Certification Department is to provide the SNCP with specialised technical support and, in particular, to give it conceptual and operational backup. Together with the SNCP, the Certification Department recognises qualifications that Portuguese and other EU citizens have obtained in other EU member states, and in countries with which Portugal has a working agreement. Furthermore, the Certification Department draws up the vocational profiles that have been analysed by the CTEs, after they have been researched and studied in a practical context.

Skills certification entitles workers to certain rights inherent to holders of occupational titles, and is an advantageous insofar as, for employers, it attests to their vocational skills standards, and it paves the way for more effective lifelong learning. Skills certification can also facilitate worker mobility within the European Economic Space, via title recognition/occupational equivalence processes.

Every CAP is based on a specific occupational profile, which serves as a benchmark against which the skills of those applying for the award are assessed. The profile, defined by occupation, identifies the activities that a worker must know how to perform and all the knowledge and skills he or she needs to have in order to perform it. Once endorsed by the SNCP, the occupational profile constitutes the basis on which vocational knowledge and skills acquired through professional experience are assessed, and a reference framework for the respective training course syllabus structure.

The admission criteria and documents required for skills certification vary according to the occupational area and/or occupation in question, and also depend on the basis on which certification is being applied:

- based on completion of an approved vocational training course
- based on proven professional experience
- based on recognition of occupational or training awards issued in other Community countries, or in third countries when reciprocity agreements on qualification recognition are in place

Workers, who have learned to carry out an occupation through professional experience, and have not completed any training course, may obtain a CAP, if they prove that they are able to perform the tasks described in the occupational profile concerned, and also meet certain legal requirements.

0802 - VALIDATION AND RECOGNITION OF NON-FORMAL AND INFORMAL LEARNING

Reconhecimento, Validação e Certificação de Competências - RVCC (Skills Recognition, Validation and Certification) is contemplated in both the European Employment Strategy and the Plano Nacional de Emprego - PNE (National Employment Plan) as an effective stimulus and support to demand for certification and new training opportunities. The need for RVCC was reiterated in the Acordo sobre Política de Emprego, Mercado de Trabalho, Educação e Formação (Agreement on Employment Policy, Labour Market, Education and Training), signed by Portugal's Government and social partners in February 2001.

The Direcção-Geral de Formação Vocacional - DGFV (Directorate-General of Vocational Training) is the Ministry of Education unit tasked with designing the education system's pedagogical and didactic component relating to vocational training policy, including certification of qualifications, coordination and monitoring its performance.

DGFV activities are cross-cutting in order to more effectively achieve a global objective: to quality young people and adults, in a lifelong learning perspective. Specifically, the DGFV's aim is the strategic development of the adult learning acquisition process and its certification, both through training and via skills recognition and validation.

Personal development, creating opportunities for intergenerational solidarity, reinforcing social participation, extending citizenship and improving employability are values and principles that underlie the RVCC System.

The System aims to provide all citizens, especially employed and unemployed over 18 year olds who have not completed education Year 9, with the opportunity of having the skills and competencies they have acquired through life experiences recognised, validated and certified, and awarding them an educational equivalence that will encourage and facilitate subsequent further education-training paths, better performance and occupational progression.

RVCC Centres are promoted by public or private sector bodies with local, regional or national level standing, which have been accredited by the Sistema Nacional de Acreditação de Entidades (National Training Provider Accreditation System). They are invaluable spaces in terms of mobilising adults and applying skills recognition and validation methodologies for the purpose of educational certification and upgrading vocational qualifications (Regulatory Decree 1082-A/2001, of 5 September).

The Skills Recognition, Validation and Certification process is applied for and takes place at a Skills Recognition, Validation and Certification Centre - RVCC Centre.

The RVCC process may be set in motion at any time, and begins with reception and guidance from a member of the RVCC Centre's team of professionals. The team member will assist the adult from the start to the very end of the skills recognition and validation process. Validation must comply with the Skills Reference Framework, which identifies four Key Skill areas:

- Citizenship and Employability (cross-cutting areas);
- Language and Communication;
- Maths for Life;

- **ICT.**

Certificates awarded by the Ministry of Education in the sphere of this process are recognised, for all legal intents and purposes, by the education and vocational training systems, and on the labour market. Going through the RVCC process can result in career progression, progression to educational and/or vocational training, and improved employment situation.

09 - GUIDANCE AND COUNSELLING FOR LEARNING, CAREER AND EMPLOYMENT

0901 - STRATEGY AND PROVISION

In Portugal, vocational information, guidance and counselling services have been delivered mainly through structures under the auspices of the Ministério do Trabalho e da Solidariedade Social - MTSS (Ministry of Labour and Social Solidarity) and the Ministério da Educação - ME (Ministry of Education), although there are other bodies in the private sector providing such services.

MTSS

Within the MTSS, the Instituto do Emprego e Formação Profissional - IEFP (Institute of Employment and Vocational Training) is in charge of providing careers and vocational guidance through its regional services - the employment and training centres.

The IEFP seeks to encourage personal development through a range of intervention strategies, which are determined by the needs and potential of each person. These tasks are entrusted to professional vocational guidance counsellors attached to local IEFP local employment and training centres.

The IEFP is also responsible for producing careers information for use by its own services and other bodies, especially schools, and vocational guidance material used exclusively by its own professional staff. It also takes part in some jointly organised initiatives with school psychology services.

The various ministries and social partners have an input to the vocational information system's coordination through their involvement on the IEFP's Management Council.

The local IEFP guidance and counselling services are regulated and monitored by the Direcção dos Serviços de Informação e Orientação Vocacional (Directorate of Vocational Information and Guidance Services), whose responsibility it is to issue regulations and technical directives that assist vocational guidance counsellors in their work, and to ensure they are adhered to. The vocational information and guidance units also coordinate and supervise the work at regional level.

The work of the vocational guidance services covers all mainland Portugal. To ensure the widest possible coverage, the IEFP has developed a system for cooperation with other bodies, in the form of partnership working and helping to finance their activities. An example of this is the network of Unidades de Inserção na Vida Activa - UNIVA (Integration in Active Life Units) (1) operating throughout the country. Their work mainly targets the young and unemployed, especially first job-seekers.

UNIVAs operate in schools, vocational training or youth centres, private sector welfare institutions, local authority offices, trade union and employers' organisations, and others that take part in local development projects and work in cooperation with employment centres to help young people by providing guidance and counselling on entry into working life, organisation of practical training and vocational training courses, and other issues connected with world of work.

To underpin its functioning capacity, UNIVAs are given technical assistance in the form of initial and continuing training for their staff, and vocational information documentation.

There are also Clubes de Emprego (Employment Clubs), which provide tailored vocational reintegration support for the unemployed, especially long-term unemployed. With personalised guidance, the unemployed take a pro-active part in job-search initiatives and activities.

This help with the search for new jobs extends to involving the community in employment promotion activities and, in this way, Employment Clubs complement the services provided by employment centres.

Employment Clubs may be set up by the IEFP, or by directly-managed vocational training centres, social partners, public, private or cooperative entities, such as employees' or employers' organisations, private sector welfare institutions and local development associations. They are provided with details of job vacancies and respective applicants' requirements.

ME

The structures that provide vocational information, guidance and counselling within the education system, under the aegis of the ME, are the psychology and guidance services attached to the schools network, which are designed for the student population. Their work targets students themselves (especially those in their final years of primary and secondary education), teachers, parents and others in charge of young people's education. Each service is responsible for a geographic area, which can encompass several schools.

The Direcção-Geral de Inovação e de Desenvolvimento Curricular - DGIDC (General-Directorate of Innovation and Curricular Development), which now incorporates the Department of Secondary Education and Department of Basic Education, has a Services Division responsible for vocational guidance and counselling. It works closely with the Direcções Regionais de Educação (Regional Education Directorates) on the formulation of general directives that serve as guidelines for the entire education sector.

The DGIDC is also responsible for the Centro Nacional de Recursos para a Orientação Vocacional - CENOR (National Resource Centre for Vocational Guidance), which is part of a European resource centre network called Euroguidance, set up in the sphere of the Leonardo da Vinci Programme. The purpose of CENOR is to improve access to information on education and training provision abroad, and to encourage transnational mobility.

SECRETARIA DE ESTADO DA JUVENTUDE (SECRETARIAT OF STATE FOR YOUTH)

The key objective of the Rede Nacional de Informação Juvenil - RNIJ (National Youth Information Network) is the promotion and spread of information of interest to young people, in order to safeguard and underpin equal opportunities for them, regardless of their place of residence.

OTHER BODIES

Private sector bodies operating in this area mainly employ psychologists, providing education and careers information to young people (and adults), and helping them to develop a life plan for themselves. They also endeavour to assist young people who have difficulties in adapting to school and/or society.

Vocational information and counselling are also provided by the social partners, especially those that have training facilities. All the social partners are represented on the decision-making and policy implementation bodies associated with careers information/guidance.

Other bodies wishing to provide this type of service must be accredited by the Instituto para a Qualidade na Formação - IQF (Institute for Quality in Training) or have been set up under specific legislation, as is the case of the UNIVAs and Employment Clubs. There are also private enterprises run by psychologists specialised in different areas (clinical, guidance, counselling, etc.) about which we have no information.

Articulation between education and the labour market became closer following the creation of education and training paths in state run schools, and the joint activities by psychology and guidance services, teachers coordinating the courses and vocational guidance counsellors, employers and other vocational training bodies.

(1) These Units were created following publication of Regulatory Order 27/96, of 3 August.

0902 - TARGET GROUPS AND MODES OF DELIVERY

The Instituto do Emprego e Formação Profissional - IEFP (Institute of Employment and Vocational Training) information, guidance and counselling service targets the following groups:

- young people and adults who are registered unemployed or seek training;
- employees on refresher training;
- employers and human resources managers;
- young people who are still at school, and first job-seekers.

Taking part in vocational guidance is voluntary and free of charge. The registered unemployed draw up a personal employment plan (at the employment centre), which can involve vocational guidance. Once drawn up and signed, the plan becomes an agreement by which both parties undertake to search for a solution to the unemployment problem. The clients (except those receiving unemployment benefit) must carry out all the activities specified in the plan, especially the agreed guidance. The methods employed take full account of the client's personal circumstances and aspirations.

In the Ministério da Educação - ME (Ministry of Education), information, guidance and counselling services focus on the following groups:

- school students, especially those in basic education, but also some at secondary education level;
- students with learning or integration difficulties;
- others responsible for education;
- teachers;
- parents;
- form teachers;
- the employed and unemployed (occasionally).

School psychology and guidance services in the ME are coordinated by the regional education authority. Each authority manages and coordinates the services' work on the basis of availability of resources and identified needs. The organisational model used by the services depends on the educational level concerned. The law provides for different types of educational and vocational guidance, which vary in accordance with the objectives involved and kind of support requested by students.

Use of the ME's psychology and guidance services is voluntary. Any decisions relating to this matter are governed by schools' internal regulations.

Each service has a team of specialists, working in liaison with the school authorities, which may consist of a psychologist and "teaching assistants", who have special training for pre-primary, and for basic education 1st and 2nd cycles.

The specialists of the psychology and guidance services work in partnership with other education units and in liaison with other community services. The link is made by the schools, which enter into partnerships and agreements.

The methods used take into consideration the beneficiaries and their characteristics. Students take part voluntarily in non-directive vocational development programmes that deal with aspects such as self-knowledge, awareness of opportunities, and career choice and planning strategies. All programmes include a final interview devoted to determining which should be the next steps in their life plans.

SERVICES FOR ADULTS

As required by law, psychology and guidance services are available for the entire educational community, including adults.

IEFP vocational information and guidance services are also intended to assist adults, with a view to maintaining their employability. Skills assessment is used to reveal gaps and to discover skills that may have been neglected – regardless of the manner in which they were acquired. As a result, adults are referred to receive the appropriate continuing training.

A network of *Saber+* (Find out more) Clubs has been set up, under the Direcção-Geral de Formação Vocacional - DGFV (General-Directorate for Vocational Training), for the purpose of providing adults with vocational information and guidance, and motivating them to get involved in lifelong learning and training.

Guidance available in the sphere of adult education mainly consists of advice and counselling on specific issues, with an initial interview, identification of vocational areas of interest and competencies, assessment of work values and aspirations, and a final counselling interview.

Adult education classes, both primary and secondary, include special sessions, organised in cooperation with the class coordinator, during which information on educational pathways and courses that lead to qualifications are provided. These sessions are held outside working hours. The schools organise “guidance weeks” for worker-students who work at night.

MODES OF DELIVERY

The age, educational achievement and even personal characteristics of groups targeted by the IEFP have been carefully considered in the design of the specialised tools used in vocational guidance and counselling.

Some activities are designed for groups and others are for individuals. Group activities are intended primarily to develop personal and social skills, boost self-esteem and for skills assessments. In the case of the unemployed, group activities are meant to help put their problems into perspective through experience sharing. Information is initially provided to groups, and they are then encouraged to seek out information for themselves.

Personal interviews are a strategy used to complement group activity.

Some employment centres have a “self-service” employment system that includes provision of information in paper, digital or audio-visual format. Information about careers, employment and training programmes is also available on the Internet.

The IEFP's used the following to achieve its objectives:

- Information on job vacancies and qualification requirements; available training; occupations; labour market needs and prospects; refresher training courses; worker mobility; Community education, training and employment programmes.
- Counselling designed to help trainees formulate their own personal and career plans and to develop strategies to put it into effect.
- Assessment, involving an analysis process carried out by the counsellor and trainee to help the latter identify his or her personal attributes.
- Monitoring, psycho-pedagogical support for trainees and others who need individual assistance at the outset of employment.
- Development support, to assist with the development of personal and social skills, such as autonomy, self-esteem, coping with responsibility, decision-making, initiative and interpersonal skills.

Several groups of schools have got together to organise career information fairs and guidance weeks, in some cases, with local authorities' support.

The ME's information and guidance tools are often supplied by the IEFP and are always fine-tuned to match the different groups for whom they are intended. Some programmes are specifically devised for young people, for example, Education and Vocational Information and Guidance, and Learning Skills Development, and others designed for older age groups.

When a programme is intended to reach a broader target audience, activities are designed in such a way as to enable counsellors to select those that are most appropriate for the age and educational level of the beneficiaries concerned.

0903 - GUIDANCE AND COUNSELLING PERSONNEL

Within the Instituto do Emprego e Formação Profissional - IEFP (Institute of Employment and Vocational Training), vocational information and guidance is developed by vocational guidance counsellors, recruited specifically for the purpose. These technicians must have a degree, preferably in psychology or sociology, in addition to attributes such as theoretical and practical aptitude, maturity and self-confidence, and human and social awareness and sensitivity.

The IEFP department responsible for the in-service training is also responsible for the organisation of post-service training, for vocational guidance counselling, in liaison with the Directorate of Information and Guidance Services. The future counsellors attend a 6-month training course, at the end of which they sign an employment contract.

Every year, the IEFP implements a training plan that addresses the development needs of vocational counselling and guidance personnel and of the Direcção dos Serviços de Informação e Orientação Vocacional (Directorate of Vocational Information and Guidance Services).

Guidance counsellors are entitled to request permission to attend training courses run by other providers, and the IEFP may finance that training.

It is not a requirement for those working in the Unidades de Inserção na Vida Activa - UNIVA (Integration in Active Life Units) to have a degree (although they do undergo IEFP initial training). They are not counselling or guidance practitioners but rather provide information that has been supplied by the IEFP.

In schools, vocational guidance is delivered by vocational counselling psychologists and teachers.

Ministry of Education psychology and guidance practitioners must have a degree in psychology, preferably incorporating education related courses, followed by continuing training. They must also have effective communication skills, relevant professional experience, good grounding in psychology and psychopedagogy, familiarity with the education and vocational training systems, the labour market and occupations/professions.

Teachers and psychologists who provide counselling and guidance are required by law to engage every year in self-directed learning - 56 hours and 50 hours respectively. Legislation also provides for annual training periods, convertible in credits, and for financial support for training geared to career development.

10 - FINANCING - INVESTMENT IN HUMAN RESOURCES

1001 - BACKGROUND INFORMATION CONCERNING FINANCING ARRANGEMENTS FOR TRAINING

Portugal's financing system for vocational education and training (VET) is chiefly characterised by heavy public funding input, and a structural dependency on the Fundo Social Europeu - FSE (European Social Fund) through successive Quadros Comunitários de Apoio (Community Support Frameworks). Most of the investment in training is co-funded by the FSE. The Ministério do Trabalho e da Solidariedade Social - MTSS (Ministry of Labour and Social Solidarity) is responsible for overall management of FSE funds, while the Instituto de Gestão do Fundo Social Europeu - IGFSE (European Social Funds Management Institute) oversees coordination of co-funded programmes.

The funding allocation mechanisms for VET are the same regardless of the type of training, the differences being in terms of the source of finance – whether it is the FSE or the national budget.

It should be pointed out that most of the available figures refer only to mainland Portugal, since the island regions have their own autonomous budgets and specific programmes.

The State is the primary source of funding for initial vocational training for the unemployed. Funding for continuing vocational training for the employed is seen as the responsibility of employers, although the State may provide financial support and incentive measures. Private sector investment in training is considered limited, since provision financed by public money has increased and employers are able to find extensive resources for their needs. It is difficult to quantify the extent of private investment in VET because of the lack of available figures.

While there is no specific law on employers' financial contributions to workforce development, the new Labour Code (Law 99/2003) includes an Article on in-service continuing training, stipulating that at least 10% of an enterprise's permanent workforce must be granted access to continuing vocational training. Furthermore, all employees are entitled to a minimum of 20 hours certified training per year, which will be extended to 35 hours per year from 2006 onwards.

Furthermore, it should be considered that the proposal of the Vocational Training Law, currently being debated, will define the objectives, principles of organisation, funding, evaluation, and coordination for vocational training, and establish the Sistema Nacional de Formação Profissional (National Vocational Training System) and identify the key players therein.

There are three sources of finance for publicly funded VET: allocations from the Orçamento da Segurança Social - OSS (Social Security Budget), the Orçamento Nacional - ON (National Budget) and the Fundo Social Europeu - FSE (European Social Fund).

The national contribution to VET programmes that are FSE co-funded also comes out of the OSS. The ON finances VET activities carried out in the sphere of the education system (the responsibility of the Ministry of Education), and in the sphere of the sector-specific programmes (responsibility of other government departments, such as Economy and Health), whether or not they are FSE co-funded.

The OSS receives 23.75% of the gross salaries paid by employers and 11% from their employees (social security contributions), and a percentage of up to 5% of the total collected is channelled to finance training activity in the sphere of the MTSS, chiefly the training organised and delivered by the IEFP.

Private funding is defined as investment in training by enterprises or individuals. In Portugal, direct financial contribution from enterprises for VET is voluntary. Even though investment in continuing vocational training is generally regarded to be the responsibility of the employer, given the increasing amount of public funds available to enterprises, privately funded training is limited. According to the "Estudo sobre os Cursos de Formação Profissional" (Vocational Training Courses Study), only 17.1% of enterprises provided training in 2001. However, it is extremely difficult to ascertain the amount of private investment in training as the only figures available relate to investments by enterprises or individuals receiving FSE support.

1002 - FUNDING FOR INITIAL VOCATIONAL EDUCATION AND TRAINING

PROVISION	BODIES RESPONSIBLE FOR FUNDING	FUNDING SOURCES
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SCHOOL-BASED EDUCATION AND INITIAL VOCATIONAL TRAINING AT LOWER SECONDARY EDUCATION LEVEL:		
Education and Initial Vocational Education Courses	MTSS/IEFP ME/DGIDC Lower and Upper Secondary Schools Network	OSS/FSE/ON
Vocational Courses	ME/ DGIDC Vocational Schools Network	OSS/FSE/ON
Apprenticeship Courses	MTSS/IEFP	ON/FSE
Adult Education Courses	ME/DGFV/MTSS	OSS/FSE/ON
Initial Qualification Courses	MTSS/IEFP	OSS/FSE
SCHOOL-BASED EDUCATION AND INITIAL VOCATIONAL TRAINING AT UPPER SECONDARY EDUCATION LEVEL:		
Technological Courses	ME/ DGIDC Secondary School Network	OSS/FSE/ON
Education and Initial Vocational Training Courses	MTSS/IEFP ME/ DGIDC Lower and Upper Secondary Schools Network	OSS/FSE/ON
Vocational Courses	ME/ DGIDC Vocational Schools Network	OSS/FSE/ON
Apprenticeship Courses	MTSS/IEFP	ON/FSE
Initial Qualification Courses	MTSS/IEFP	OSS/FSE
EDUCATION AND INITIAL VOCATIONAL TRAINING AT POST-SECONDARY (NON TERTIARY) LEVEL:		
Technological Specialisation Courses	ME/MTSS Technology Colleges Network	OSS/FSE/ON
Apprenticeship Courses	MTSS/IEFP	ON/FSE
Education and Initial Vocational Training Courses	MTSS/IEFP ME/ DGIDC Lower and Upper Secondary Schools Network	OSS/FSE/ON

Key: OSS - Orçamento da Segurança Social (Social Security Budget); ON - Orçamento Nacional (National Budget); FSE – Fundo Social Europeu (European Social Fund).

Initial vocational education and training within the education system is largely financed out of the Ministério da Educação - ME (Ministry of Education) budget and by the FSE.

Technological Training costs fall within the education budget's expenses, while vocational courses are co-financed: 57.5% from the FSE, and the remainder (the national contribution) out of the financed training providers' budgets (in the case of public sector organisations or the ME), or the OSS (in the case of private sector providers).

Technological Specialisation Courses benefit from 100% public funding: 75% from the FSE and the remainder from the financed provider's own budget (when it is a public sector provider) and by the OSS (when the provider is private sector).

TRAINING ON THE LABOUR MARKET

Initial Qualification Courses are 100% publicly funded - more than 60% from the FSE.

The Apprenticeship system is wholly financed with public funds (over 60% from the FSE and the remainder from the OSS). This system is a key component of initial vocational education and training, and even one of the measures of the Programa Operacional do Emprego, Formação e Desenvolvimento Social - POEFDS (Operational Programme for Employment, Training and Social Development) is intended for financing apprenticeship under the auspices of the Instituto do Emprego e Formação Profissional - IEFP (Institute of Employment and Vocational Training) the body that redistributes funding to the training providers.

Where the theoretical training component is concerned, not only IEFP Employment Centres and Training Centres, but also accredited private training providers are eligible to receive funding for Apprenticeship, as its funding takes into account the cost of training. In terms of the practical training, private enterprises may apply for cost sharing and may be financially reimbursed for taking on trainees, namely payment for a tutor and an amount for each trainee.

Initial vocational education and training includes other programmes that are intended to make initial training available to young people and adults without educational or vocational qualifications: Initial Vocational Education and Training Courses and Adult Vocational Education and Training Courses.

These programmes are 100% publicly funded: more than 60% from the FSE and the remainder out of the OSS.

The POEFDS includes a measure for initial vocational education and training leading to an education and vocational certificate, which is intended for funding initial vocational education and training programmes provided in the sphere of the IEFP. However, not just IEFP Employment and Training centres can access this finance – accredited private providers are also eligible.

Community funding can be found throughout the range of publicly and privately provided training, as well as in training delivered within the education system. It may be concluded that initial vocational education and training provision is largely dependent on public funding.

1003 - FUNDING FOR CONTINUING VOCATIONAL EDUCATION AND TRAINING, AND ADULT LEARNING

PUBLICLY-PROVIDED CONTINUING VOCATIONAL EDUCATION AND TRAINING AND ADULT EDUCATION

Public funding of continuing vocational education and training is heavily supported by the FSE, and focuses on a series of measures designed to promote workforce adaptation to economic developments and organisational and technological change, and to improve employability from a lifelong learning perspective.

The Instituto do Emprego e Formação Profissional - IEFP (Institute of Employment and Vocational Training), under the auspices of the Ministério do Trabalho e da Solidariedade Social - MTSS (Ministry of Labour and Social Solidarity), organises a substantial part of vocational training courses.

There are three main sources of finance for publicly provided continuing vocational education and training: the Fundo Social Europeu - FSE (European Social Fund), the Orçamento da Segurança Social - OSS (Social Security Budget) and the Orçamento Nacional - ON (National Budget), and there is also Financiamento Privado - FP (private funding). However, figures showing the extent of each source's participation are not available.

Publicly provided continuing vocational education and training		
PROVISION	BODIES RESPONSIBLE FOR FUNDING	FUNDING SOURCES
CVET Programmes in different areas	MTSS/IEFP/Private sector providers	OSS/FSE/ON/FP
<i>Saber+</i> Schemes (for adults)	MTSS/ME/DGFV	OSS/FSE/ON
Public Administration Training	National Institute for Public Administration (INA)	FSE/ON/FP

Key: FSE - Fundo Social Europeu (European Social Fund); OSS - Orçamento da Segurança Social (Social Security Budget); ON - Orçamento Nacional (National Budget); FP - Financiamento Privado (Private Funding).

Global figures available (FSE Management Institute – Financial Implementation 2001) show that continuing vocational education and training (publicly provided and enterprise-based training) is largely publicly funded: only 3% is paid for by private contributions, over 60% is FSE supported, and the remainder comes from national funding (mostly out of the OSS) funding.

The Programa Operacional do Emprego, Formação e Desenvolvimento Social - POEFDS (Operational Programme for Employment, Training and Social Development) encompasses a measure for continuing vocational education and training initiatives - Lifelong learning and adaptability.

ENTERPRISE-BASED CONTINUING VOCATIONAL EDUCATION AND TRAINING

Although continuing vocational education and training that is organised and delivered by employers, with a view to workforce skills development, represents only a fraction of the training carried out in Portugal, there are signs that it is on the increase. According to the findings of the Estudo sobre os Cursos de Formação Profissional (Vocational Training Courses Study) (1), the percentage of enterprises providing training rose from 10.7% in 1997 to 13.5% in 2000. Over the same period, there was an increase in both the number of participants (+63%) and the number of training courses delivered (+80%). However, it was in the larger enterprises that the heaviest investment in vocational training was found: over 60% of firms with more than 250 employees were providing training, compared to less than 20% among firms with fewer than 50 employees. This situation was echoed in firms' contributions to the overall costs of training: while firms employing more than 250 workers contributed over 70%, the contribution of firms with fewer than 100 employees was less than 50%.

There are no available data, even on co-financed training, that enable the share of investment by firms in continuing training for their employees to be ascertained.

Enterprise participation in training funding is entirely voluntary and, unlike in some EU countries, there is no levy on firms that is specifically earmarked for funding vocational training. However, they do contribute indirectly, since the OSS, which finances training in the sphere of the MTSS, receives 23.75% of gross salaries paid by firms, and 11% from employees, through their contributions to the *Taxa Social Unica*. About 5% of the total social security contributions is channelled into the vocational training system, via the budgets of the IEFP, Instituto para a Qualidade na Formação - IQF (Institute for Quality in Training), and Instituto para a Segurança, Higiene e Saúde no Trabalho - ISHST (Institute for Safety, Hygiene and Health in the Workplace).

While there is no specific law governing employers' financial contribution to enterprise-based training, the new Labour Code (Law 99/2003) includes an Article on in-service continuing training, stipulating that at least 10% of an enterprise's permanent workforce must be granted access to training, and that all employees are entitled to a minimum of 20 hours certified training per year, which will be extended to 35 hours per year from 2006 onwards.

There are three main sources of funding for enterprise-based continuing vocational education and training: the Fundo Social Europeu - FSE (European Social Fund), the Orçamento da Segurança Social - OSS (Social Security Budget) and the Orçamento Nacional - ON (National Budget). There is also Financiamento Privado - FP (private funding), but there are no data available to reveal the share of each of these sources.

Global figures available (from the FSE Management Institute - Financial Implementation 2001) show that continuing vocational education and training (publicly provided and enterprise-based training) is mainly financed by public funding: only 3% is paid for by private contributions, over 60% is FSE supported, the remainder is financed with national funds (mostly out of the OSS).

(1) Study conducted by the DETEFP, MTSS, among a representative sample of enterprises, from all activity sectors, with a workforce of more than 10 employees.

1004 - FUNDING FOR TRAINING FOR UNEMPLOYED PEOPLE AND OTHER GROUPS EXCLUDED FROM THE LABOUR MARKET

Although the level of unemployment in Portugal is one of the lowest in Europe, there are still some serious problems:

- the exclusion from the labour market of some vulnerable groups, namely: unqualified workers, workers with lower qualifications, ethnical minorities, people with disabilities, young people and older workers;
- the rate of young people unemployment is higher than the EU average, which represents serious problems of integration in the labour market;
- the long life unemployment rate is also important as concerns older workers; their lack of vocational training diminishes their chances of reintegration in the labour market.

There is a specific legislation that deals with training for all these groups (Regulatory Order 140/93, of 6 July).

The measures designed for these target groups are mostly provided by the Instituto do Emprego e Formação Profissional - IEFP (Institute of Employment and Vocational Training) and usually organised in partnership with local authorities, private sector non profit-making social institutions, and other agencies (e.g. organisations run by social partners).

Just as in the case of the vocational education and training, generally speaking there are three public sources of finance for training for the unemployed and other disadvantaged groups: Fundo Social Europeu - FSE (European Social Fund) contributions, the Orçamento da Segurança Social - OSS (Social Security Budget), and the Orçamento Nacional - ON (National Budget), and there are also Financiamento Privado - FP (private funding) sources.

Available data (from the FSE Management Institute - Financial Implementation 2001) show funding comes chiefly from the Programa Operacional do Emprego, Formação e Desenvolvimento Social - POEFDS (Operational Programme for Employment, Training and Social Development) and Regional Operational Programmes, and reveal that training for the unemployed and other disadvantaged groups is mainly financed out of public funds: only 6% is

paid for by private contributions, about 60% is FSE supported and the remainder is financed with national funding (mostly out of the OSS).

The POEFDS includes specific measures for social and vocational integration initiatives designed for these disadvantaged groups.

Considering that the current economic situation has contributed to the rise in unemployment in Portugal, and taking into account the high school dropout rate and workforce's low level of qualification, it is foreseeable that investment in training provision designed to combat unemployment and economic and social exclusion will be supported.

1005 - PERSPECTIVES AND ISSUES: FROM FUNDING TO INVESTING IN HUMAN RESOURCES

The vocational training system in Portugal is currently undergoing a process of reform, and a new Vocational Training Law is being debated. The new law aims to bring the vocational training legal structure into line with the objectives of raising the labour force's qualification standards within the framework of a national strategy to modernise business and create quality employment, in accordance with the Europe-wide objectives set at the Lisbon and Stockholm Summits.

The new Law aims to clarify the relationship between the education system and vocational training system in order to achieve more coherent and effective results. It is expected that public funding of training providers will be processed through annual or multiannual programme-contracts that define the objectives of training initiatives or courses, and specify the training volume, number of trainees, and rate of employability. In this way, the funding will be directly linked to the results that the training is expected to achieve.

The funding model for vocational training in Portugal is largely based on public sources of finance and is particularly dependent upon FSE support, there is a need to find cost-sharing (between state, enterprises, individuals) mechanisms to finance learning. The Vocational Training Law endeavours to clarify the respective roles of State, enterprises, individuals and other stakeholders in training funding, and points in the direction of greater private sector responsibility in investment in training.

It also proposes that the State is primarily responsible for initial training, while enterprises should take on responsibility for continuing training.

The Vocational Training Law and Education Law both seek to bring the two systems into a closer working relationship.

In view of the principle of responsibility sharing between the State, enterprises and individuals, and the fact that, traditionally, initial vocational education and training and Training for the Unemployed have been publicly funded, the tendency is for increased private sector contribution to CVET.

It is hoped that, to safeguard continuing vocational training for employees, as defined in the new Labour Code, enterprises' share in the financing of workforce development will increase.

11 - EUROPEAN AND INTERNATIONAL DIMENSIONS, TOWARDS AN OPEN AREA OF LIFELONG LEARNING

1101 - NATIONAL STRATEGIES RELATED TO POLICY PRIORITIES, PROGRAMMES AND INITIATIVES AT EU LEVEL

The formulation of Portugal's employment and training policy took into account the 1977 Estratégia Europeia de Emprego (European Employment Strategy) directives, which were adapted to suit the country's domestic context. The Plano Nacional de Emprego - PNE (National Employment Plan) is the main mechanism through which the directives are transposed. The PNE puts special emphasis on employment and training measures, in order to promote lifelong learning and adaptability the innovation and knowledge society, to combat discrimination, and promote the social integration of disadvantaged groups.

The objectives set out in the 2003-2006 PNE are the promotion of full employment, improvement of employment quality and labour productivity, and strengthening social inclusion and cohesion.

To achieve these objectives, Portugal has adopted a strategy that seeks to reconcile a high employment rate with the need to address quality, competitiveness and technological innovation challenges, in a logic of integrated and cross-cutting policies.

In view of the strategy's integrated nature and the transversality of the various sector policies to the Plan, the resources allocated for implementing the PNE come from a variety of sources and institutions, including financial support from different Operational Programmes, such as the Programa Operacional para o Desenvolvimento Educativo - PRODEP (Educational Development Programme) and the Programa Operacional do Emprego, Formação e Desenvolvimento Social - POEFDS (Operational Programme for Employment, Training and Social Development).

PRODEP's key objectives are:

- Convergence with other European countries on accessibility to pre-school learning and basic secondary education;
- Provision of new services by schools and learning establishments, particularly designed for adults and working people, in order to encourage lifelong learning;
- More emphasis in mainstream education system on a student-oriented learning environment.

The aims of POEFDS are organised around three strategies: preventive action against unemployment; rapid response initiatives on unemployment: social integration initiatives in activity sectors where there is long-term unemployment.

To achieve these strategic goals, POEFDS has been structured on 5 Strands and 15 Measures. Special attention has been focused on young people entering the labour market, working people (from a lifelong learning perspective) and disadvantaged groups.

The 5 Strands are:

- To promote the training qualification and the transition to the active life;
- Long life learning and adaptability;
- Qualify to modernize the public administration;
- To promote the effectiveness and the job politics and training equity;
- To promote the social development.

The EU has been an invaluable reference point in the process of developing domestic policies and identifying cooperation areas through which to more effectively respond common challenges, such as the promotion of ways to adapt to change, the support for integration of young people and other groups, and the promotion of gender equality. Numerous national and Europe level education and vocational training programmes are in place to meet these challenges: EQUAL, Socrates and Leonardo da Vinci.

1102 - IMPACT OF EUROPEANISATION/INTERNATIONALISATION ON EDUCATION AND TRAINING

The Portuguese Constitution stresses the importance of European identity (Article 7, point 5).

The European and international dimension of education is present in pre-school education, and in the curricula of all the basic education cycles, especially once the Education for Citizenship component is introduced. The dimension is also part of secondary education curricula, in the development of attitudes and values that generate European awareness, as well as basic international values (tolerance, solidarity, respect for others, etc.). Adult education curricula also address these aspects and are found in the purpose, objectives and contents delivered. In higher education the internationalisation process impacts on study plans.

In terms of adult education, Citizenship and Employability is an important component of Adult Education and Training Courses and the National Skills Recognition, Validation and Certification System, as it is intended to develop vital skills required for interaction in domestic and European/international contexts. One of the aims of *Saber+* initiatives is to facilitate and encourage adult mobility and integration in European and internationally, and they include relevant areas such as foreign languages, European Citizenship, etc.

Portugal's education system promotes transnational mobility by encouraging Portuguese students to travel abroad and by welcoming foreign students. Apart from individual mobility, mobility in the framework of Community programmes, such as Socrates and Leonardo da Vinci is encouraged.

There are also exchange initiatives associated with the school partnerships in the sphere of COMENIUS Language Projects, in which student exchange is a component of the project.

Transnational mobility is facilitated in education generally, as Portuguese legislation provides for recognition of studies, diplomas and other qualifications obtained abroad.

Recognition of diplomas, certificates and other titles attesting to completed vocational training by EU citizens who wish to work in Portugal is regulated by Community directives and sectoral directives for certain occupational areas, as well as by domestic legislation transposing the community procedures. A fundamental condition of recognition is that there is national regulation of the respective occupation.

Reference should also be made to the importance of EUROPASS Training, which attests to periods of work-linked vocational/educational training undergone in an EU member state.

List of sources and references

Theme 01: General policy context

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